



UNIVERSIDADE FEDERAL DE PERNAMBUCO
CENTRO DE ARTES E COMUNICAÇÃO
DEPARTAMENTO DE LETRAS
LICENCIATURA EM LÍNGUA INGLESA

MARIA CAROLINA DANTAS
DIDIER CHALAÇA

**INSTAGRAM AS A TEACHING TOOL FOR EFL LEARNERS: A SURVEY INTO
THE EDUCATORS' PERSPECTIVES**

Recife
2025

MARIA CAROLINA DANTAS DIDIER CHALAÇA

**INSTAGRAM AS A TEACHING TOOL FOR EFL LEARNERS: A SURVEY INTO
THE EDUCATORS' PERSPECTIVES**

Monografia apresentada ao Curso Graduação em Letras-Inglês (Licenciatura) da Universidade Federal de Pernambuco, Centro de Artes e Comunicação, como requisito para a obtenção do título de Licenciatura em Língua Inglesa.

Orientador (a): Profa. Dra. Sarah Catão de Lucena (Orientadora)

Recife

2025

Ficha de identificação da obra elaborada pelo autor,
através do programa de geração automática do SIB/UFPE

Chalaça, Maria Carolina Dantas Didier.

Instagram as a teaching tool for EFL learners: a survey into the educators' perspectives / Maria Carolina Dantas Didier Chalaça. - Recife, 2025.

17 p. : il.

Orientador(a): Sarah Catão de Lucena

Trabalho de Conclusão de Curso (Graduação) - Universidade Federal de Pernambuco, Centro de Artes e Comunicação, Letras Inglês - Licenciatura, 2025.

Inclui referências, apêndices.

1. O papel do Instagram no ensino de Inglês como Língua Estrangeira (EFL). 2. Recursos interativos do Instagram para aprimorar o aprendizado. I. Lucena, Sarah Catão de . (Orientação). II. Título.

370 CDD (22.ed.)

MARIA CAROLINA DANTAS DIDIER CHALAÇA

**INSTAGRAM AS A TEACHING TOOL FOR EFL LEARNERS: A SURVEY INTO
THE EDUCATORS' PERSPECTIVES**

Monografia apresentada ao Curso Graduação em Letras-Inglês (Licenciatura) da Universidade Federal de Pernambuco, Centro de Artes e Comunicação, como requisito para a obtenção do título de Licenciatura em Língua Inglesa.

Aprovado em: 25/07/2025

BANCA EXAMINADORA

Profa. Dra. Sarah Catão de Lucena (Orientadora)

Universidade Federal de Pernambuco

Prof. Dr. Eva Carolina da Cunha (Examinadora Interna)

Universidade Federal de Pernambuco

RESUMO

Este estudo examina o potencial do Instagram como uma ferramenta pedagógica para o ensino de Inglês como Língua Estrangeira (ILE), com base nas perspectivas de professores. Utilizando contribuições teóricas de Papen (2009), Luke (2000), Livingstone (2004) e Erarslan (2019), a pesquisa explora como a integração das redes sociais desafia a alfabetização tradicional e promove o aprendizado digital. Foi utilizada uma metodologia qualitativa, com um questionário do Google Forms distribuído a 32 professores de ILE. Os resultados mostram que, embora o Instagram ainda não seja amplamente utilizado, muitos educadores reconhecem sua capacidade de aumentar o engajamento dos alunos, o vocabulário e a conscientização cultural. Os professores destacaram tanto os benefícios, como o aumento da motivação e a acessibilidade, quanto os desafios, como distrações, sobrecarga de conteúdo e a necessidade de curadoria pedagógica. O estudo conclui que o Instagram pode ser uma ferramenta eficaz no ensino de ILE quando utilizado estrategicamente, com objetivos claros.

Palavras-chave: Instagram; ILE; letramento digital; redes sociais na educação; perspectivas dos professores.

ABSTRACT

This study examines Instagram's potential as a pedagogical tool for English as a Foreign Language (EFL) instruction, based on teachers' perspectives. Using theoretical contributions from Papen (2009), Luke (2000), Livingstone (2004), and Erarslan (2019), the research explores how integrating social media challenges traditional literacy and fosters digital learning. A qualitative methodology was used, with a Google Forms questionnaire distributed to 32 EFL teachers. Results show that while Instagram is not yet widely used, many educators recognize its ability to boost student engagement, vocabulary, and cultural awareness. Teachers highlighted both benefits, such as increased motivation and accessibility, and challenges like distractions, content overload, and the need for pedagogical curation. The study concludes that Instagram can be an effective tool in EFL instruction when used strategically with clear objectives.

Keywords: Instagram; EFL; digital literacy; social media in education; teachers' perspectives.

LIST OF FIGURES

Figure 1 - Do you currently use Instagram as part of your EFL teaching?.....	12
Figure 2 - If yes, how often do you integrate Instagram into your teaching activities?	13
Figure 3 - What type of Instagram content do you use most often with your students?	14
Figure 4 - How effective is Instagram for improving your students' English skills?	14
Figure 5 - Would you recommend Instagram to other EFL educators as a teaching tool?	15
Figure 6 - Which English skills do you think Instagram supports best?	16

CONTENTS

1.	INTRODUCTION	07
2.	THEORETICAL FRAMEWORK	08
	Exploring Instagram’s role in EFL.....	08
	Instagram’s interactive features for enhancing EFL learning	09
3.	METHODOLOGY	11
4.	DATA ANALYSIS	12
	What are the educators’ perspectives?	12
5.	CONCLUSION	17
6.	REFERENCES	18

1. INTRODUCTION

The rapid evolution of digital technologies has redefined the landscapes of communication, literacy, and education, presenting both challenges and opportunities for educators and learners alike. In an age where social media platforms have become central to everyday interactions, their potential in educational contexts—particularly for language acquisition—has gained increasing scholarly attention. Papen (2009) highlights how new technologies are reshaping traditional notions of literacy, emphasizing the importance of understanding cyberspace as a legitimate domain for learning and literacy practices. Similarly, Luke (2000) discusses the transformative impact of technological changes on schooling, urging educators to critically engage with the pedagogical possibilities and limitations these tools bring.

Livingstone (2004) extends this conversation by exploring the complexity of media literacy, noting that new information and communication technologies (ICTs) demand a reconceptualization of what it means to be literate in the digital age. These theoretical frameworks underscore the need to investigate how digital platforms, particularly those popular among youth, can serve as meaningful educational tools. In this context, Instagram emerges as a potentially powerful medium for English as a Foreign Language (EFL) instruction. Building on this premise, Erarslan (2019) investigates Instagram's role in English as a Foreign Language (EFL) learning, finding that it can facilitate engagement, motivation, and language exposure outside traditional classroom boundaries.

With this context in mind, this article explores how Instagram can be meaningfully integrated into English as a Foreign Language (EFL) instruction, building on a growing body of research that highlights the transformative impact of digital technologies on communication, literacy, and education. As scholars such as Papen (2009), Luke (2000), and Livingstone (2004) have argued, the rise of social media and other ICTs challenges traditional conceptions of literacy and demands new pedagogical approaches that recognize digital spaces as legitimate sites for learning. Erarslan's (2019) findings on Instagram's potential in English as a Foreign Language (EFL) settings further underscore the platform's capacity to foster learner engagement, motivation, and language development beyond the classroom.

This article is divided into the following sections: the first looks at how Instagram fits into EFL teaching by considering ideas about digital literacy and media education. Section

two discusses how features like posts, short videos and live sessions on Instagram can help make learning more interactive and engaging. Finally, section three shares what teachers think about using Instagram in their EFL classrooms. And the final sections outline the research methodology, provide a detailed analysis of the data and findings, and conclude with final remarks. Taken together, these perspectives support the view that integrating Instagram into language instruction is not only about using a trendy platform, but about engaging with deeper shifts in how literacy, media, and communication operate in the digital age.

2. THEORETICAL FRAMEWORK

Exploring Instagram's role in EFL instruction

The growing integration of digital platforms into educational settings has prompted educators and researchers to reconsider how tools originally designed for social interaction might serve instructional purposes. Among these, Instagram stands out as a particularly relevant medium in the context of English as a Foreign Language (EFL) instruction, due to its high engagement among youth and its inherently multimodal format. As a visually driven, interaction-rich platform, Instagram enables learners to encounter and produce authentic language in dynamic, socially situated contexts. Its features—such as image-based posts, short videos, live sessions, captions, hashtags, and comment threads—offer multiple entry points for practicing linguistic, cultural, and communicative competence. Within the broader frameworks of digital literacy and media education, Instagram's pedagogical value lies not only in the content it presents but in the participatory and collaborative literacies it fosters. Understanding its role in EFL instruction requires a multifaceted analysis that considers both its technological affordances and its potential to support learner engagement, motivation, and meaning-making beyond traditional classroom settings.

Papen (2009) emphasizes the shifting nature of literacy in the context of new digital technologies, arguing that cyberspace constitutes a legitimate and dynamic environment for literacy practices. She claims that literacy should be understood not as a fixed set of technical skills, but as a social practice shaped by context, technology, and purpose. In defining these emerging practices, Papen notes that “electronic literacies (or silicon literacies, digital literacies, cyberliteracies) refer to reading and writing activities that use computer technology rather than pen and paper (or other materials)” (Papen, 2009, p.487). This reconceptualization

challenges traditional print-centric models and opens the door for analyzing how digital platforms—such as Instagram—facilitate new forms of engagement with language. Within this framework, Instagram can be viewed as a space where learners participate in authentic language use, engage with multimodal texts, and construct meaning in socially situated ways. Papen’s insights provide a foundational perspective for exploring Instagram’s role in EFL instruction, supporting the view that digital literacy encompasses informal, interactive, and visually driven practices that align with the communicative demands of contemporary life. This perspective also encourages educators to rethink how classroom boundaries can be extended through online environments. Instagram, in particular, allows teachers to curate content that is culturally relevant, visually engaging, and pedagogically targeted. Such possibilities support a shift toward a more fluid, adaptive model of English language instruction grounded in real-world communication.

Instagram's interactive features for enhancing EFL learning

Sonia Livingstone (2004) argues that media literacy today involves more than simply understanding media content—it also includes learning through the process of creating media, especially within teaching and learning environments. This perspective supports the way many English language teachers are beginning to incorporate Instagram as a tool to support instruction for learners whose first language is not English. Instagram offers a variety of features such as photo posts, short videos, story updates, polls, live video sessions, and comment sections, all of which can be used creatively by teachers to deliver language lessons in more interactive and dynamic ways. For example, teachers may use the story function to post short quizzes, encourage written responses through comment prompts, or use live video sessions to model pronunciation and provide conversational examples. These tools allow teachers to present content in more contextual and engaging formats, making language instruction more relevant and accessible to students in digital learning spaces.

Livingstone’s (2004, p. 6) point that “people learn best about media through making it” also highlights how teachers themselves are engaging in media production when they use Instagram as a teaching tool. In this role, educators are not only guiding language learning but are also acting as digital content creators, designing visuals, writing instructional captions, and planning digital interactions that serve educational purposes. This shift in the teacher’s role reflects a broader transformation in education, where digital and media literacy become

essential teaching skills. Livingstone also points to the growing importance of media competences in the modern workforce, stating that “those with new media skills are increasingly needed as the information sector expands.” (2004, p. 6). This observation supports the idea that teachers who integrate platforms like Instagram into their instructional methods are not only enhancing language learning but are also aligning their practices with the realities of a digital society. In this way, Instagram becomes more than a social tool—it becomes part of a media-rich learning environment shaped by contemporary communication practices and informed, purposeful teaching.

Erarslan (2019) explores Instagram as a platform for English as a Foreign Language (EFL) learners, emphasizing its potential to enhance learner engagement and motivation through its interactive and multimedia features. Instagram’s tools enable learners to engage with language in authentic, real-world contexts, thus creating dynamic learning environments that extend beyond traditional classroom settings. This ability to facilitate language exposure in a social, interactive manner makes Instagram particularly effective for learners who may not otherwise have extensive opportunities for practicing English in everyday life. As noted by Erarslan (2019, apud Handayani, 2016),

Instagram can be used as a source for applying a number of activities in language classrooms like digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos etc. Thus, Instagram addresses to four language skills to practice the language in and outside the classroom.

This perspective reinforces Instagram’s role as a versatile tool in promoting comprehensive language practice through varied, multimodal activities.

In the context of English as a Foreign Language (EFL) instruction, Instagram serves a similar purpose. Teachers use the platform's interactive features, such as live video sessions, story updates, polls, and comment sections, to create more personalized and engaging language lessons. Instagram offers teachers a rich tool for maintaining student engagement, allowing them to share language-rich content that students can interact with at their own pace. The visual and interactive nature of Instagram supports various learning styles, making it an ideal medium for motivating learners and keeping them involved in the learning process.

Instagram’s features, as highlighted by Erarslan, and the exploration of its use in EFL classrooms, not only help learners build language skills but also foster a deeper

connection with the language in a modern, multimodal format. Teachers, through Instagram, can cultivate a classroom atmosphere that encourages communication, cultural exchange, and collaboration, providing an educational experience that is both engaging and aligned with contemporary literacy practices. As educators continue to explore the educational possibilities of digital platforms, Instagram stands out for its ability to integrate learning with social interaction, making it a valuable tool for fostering both linguistic and digital literacies.

3. METHODOLOGY

This study adopts a qualitative approach to explore English teachers' perspectives on the use of Instagram as a pedagogical tool in EFL (English as a Foreign Language) instruction. A qualitative method was chosen because it allows for a nuanced understanding of teachers' experiences, reflections, and reasoning—factors essential to evaluating the practical integration of digital tools in language learning. Data were collected through a Google Forms questionnaire distributed between May 28th and June 6th, 2025, which included both multiple-choice and open-ended questions. A total of 32 teachers participated, representing a range of teaching experience from less than one year to over six years. Most participants taught adults and teens, with a few working with children aged 6–12. While some educators use Instagram daily or weekly, the majority reported using it rarely or not at all; however, many still recognized its educational potential. Their backgrounds were diverse, with varying degrees of academic training and teaching modalities (in-person and remote learning).

The theoretical framework guiding this analysis draws on Papen (2009), who highlights digital literacy as a set of social practices; Luke (2000), who addresses technological transformations in education; Livingstone (2004), who emphasizes media literacy and student agency; and Erarslan (2019), who studies Instagram's application in EFL learning. These perspectives collectively support the relevance of examining how Instagram—a widely used, multimodal, and socially engaging platform—can support learning in informal and formal settings.

Instagram was selected for study due to its strong visual appeal, real-world use, and diverse affordances such as vocabulary posts, grammar tips, cultural insights, short videos (reels and stories), and live sessions. Teachers reported using these features to enhance listening, vocabulary acquisition, cultural awareness, and reading skills. Some also

encouraged students to interact with authentic content through comments or create their own posts. The platform's capacity to provide authentic language exposure and foster engagement—especially through entertaining and accessible formats—was highlighted as a key factor in promoting learner motivation. Despite these benefits, several respondents noted challenges such as distraction, content overload, and the difficulty of curating pedagogically sound material. Even so, the overall responses suggest that Instagram can serve as a powerful complementary resource in EFL teaching when used with clear goals and structured guidance.

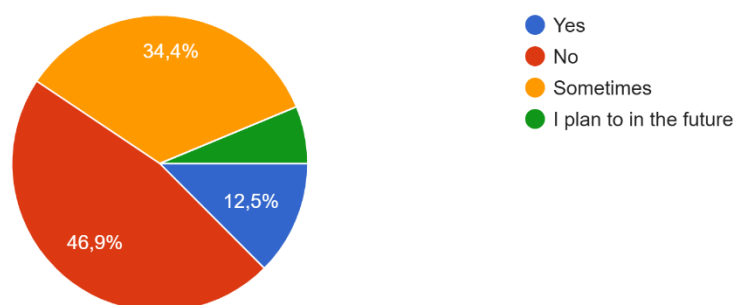
4. DATA ANALYSIS

This analysis aims to explore how teachers incorporate Instagram into their instructional practices for English as a Foreign Language (EFL) learners. By closely examining each response gathered from the questionnaire, the study seeks to uncover patterns in how educators utilize the platform, the strategies they adopt, and the intentions behind their use. In addition, the analysis investigates the perceived benefits and limitations teachers encounter when integrating Instagram into their teaching routines, offering a nuanced understanding of both its pedagogical potential and practical challenges within diverse educational contexts.

What are the educators' perspectives?

Figure 1

Do you currently use Instagram as part of your EFL teaching?



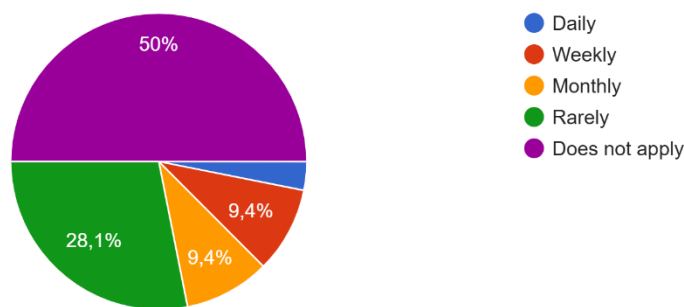
Source: prepared by the author herself.

Note: the data were collected between May 28th and June 6th, 2025.

Figure 5.1 illustrates teachers' current use of Instagram in their EFL teaching practices. Out of the 32 respondents, the largest portion (46.9%) reported using Instagram "sometimes," while 34.4% stated they do not use it at all. Only 12.5% currently use Instagram regularly as part of their EFL instruction, and 6.3% indicated plans to adopt it in the future. These results show that although Instagram is not yet a fully integrated tool for most educators, a considerable number are experimenting with its use. The fact that nearly half of the participants use it occasionally suggests a growing interest in incorporating social media into classroom strategies, even if hesitantly. Meanwhile, the small but notable group planning to implement it points to Instagram's potential as an emerging resource in language education.

Figure 2

If yes, how often do you integrate Instagram into your teaching activities?



Source: prepared by the author herself.

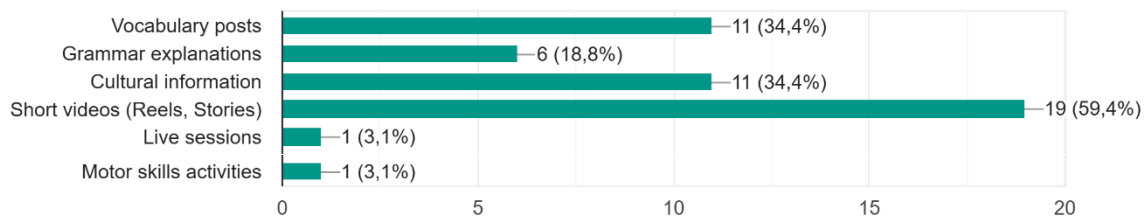
Note: the data were collected between May 28th and June 6th, 2025.

Figure 5.2 shows that although some teachers expressed interest in using Instagram in their EFL instruction, 50% of respondents stated that the question did not apply to them, suggesting they either do not use the platform or have not yet integrated it into their teaching. Among those who do use Instagram, only a small fraction reported doing so frequently: 9.4% use it weekly, and another 9.4% monthly. Interestingly, 28.1% said they use it rarely, indicating that while there is awareness of Instagram's educational potential, its practical integration remains limited. This could be linked to a lack of institutional encouragement, insufficient training on digital pedagogy, or personal uncertainty about how to align the platform with curriculum goals. The low percentage of daily or consistent use suggests that although Instagram is part of students' everyday lives, its use in structured teaching is still in a tentative phase. These results highlight the need for further pedagogical support and

experimentation to help teachers transition from sporadic use to more intentional and sustained digital practices.

Figure 3

What type of Instagram content do you use most often with your students?



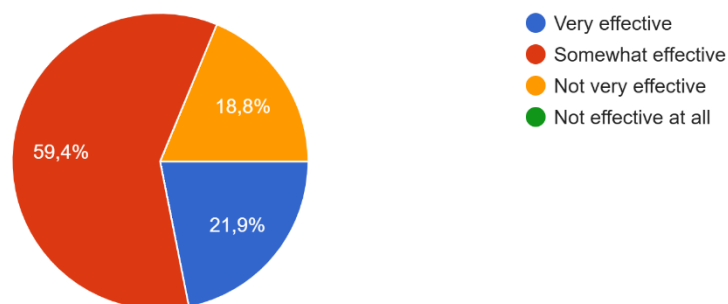
Source: prepared by the author herself.

Note: the data were collected between May 28th and June 6th, 2025.

As seen in Figure 5.3, short videos such as Reels and Stories are the most commonly used type of Instagram content among respondents, selected by 59.4% of the teachers. Vocabulary posts and cultural information were also widely used, each chosen by 34.4% of participants, while grammar explanations were used by 18.8%. Other types of content, such as live sessions and motor skills activities, appeared only once among the responses. The preference for short videos suggests educators favor content that is dynamic, visually engaging, and aligned with students' everyday social media usage. Meanwhile, the combination of vocabulary and cultural posts reflects a focus on practical language exposure and contextual learning. These results show that when Instagram is used intentionally, its features can serve different pedagogical goals, from vocabulary building to cultural immersion and learner engagement.

Figure 4

How effective is Instagram for improving your students' English skills?



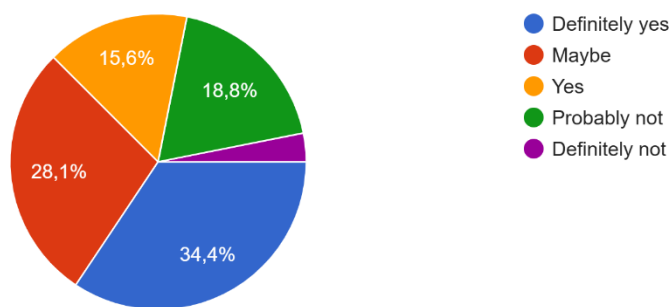
Source: prepared by the author herself.

Note: the data were collected between May 28th and June 6th, 2025.

As shown in Figure 5.4, most respondents (59.4%) considered Instagram somewhat effective for improving their students' English skills, indicating that while the platform has potential, it may not be fully exploited or consistently integrated into structured learning. A smaller group (21.9%) rated it as very effective, suggesting that some educators have found successful ways to incorporate Instagram meaningfully into their teaching. Meanwhile, 18.8% of the teachers regarded it as not very effective, which may reflect either limited usage, lack of alignment with learning objectives, or difficulties in measuring its impact. Notably, no respondent marked it as "not effective at all," which suggests a general recognition of at least some educational value in the platform, even if its application varies widely.

Figure 5

Would you recommend Instagram to other EFL educators as a teaching tool?



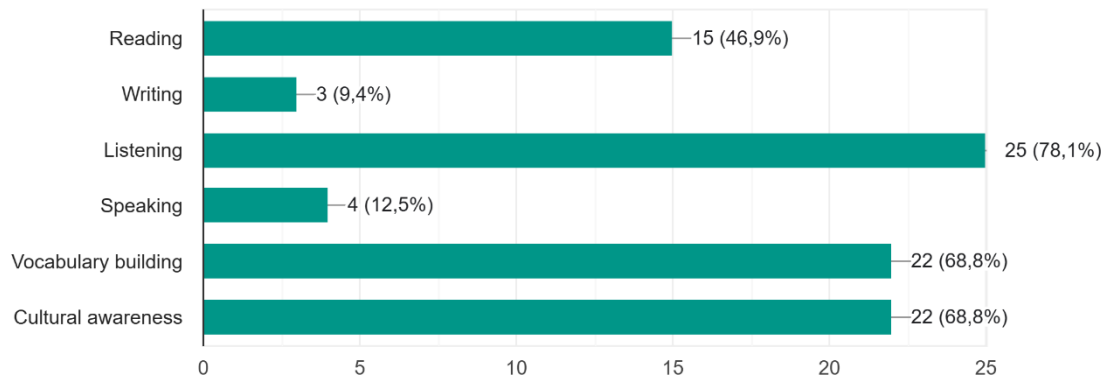
Source: prepared by the author herself.

Note: the data were collected between May 28th and June 6th, 2025.

Figure 5.5 shows that 34.4% of respondents would definitely recommend Instagram to other EFL educators as a teaching tool, while 28.1% simply answered yes. Additionally, 18.8% selected "maybe," indicating some level of uncertainty or conditional approval. A smaller portion of the participants expressed hesitation, with 15.6% stating they would probably not recommend it, and only one respondent (3.1%) selecting "definitely not." These results suggest that the majority of teachers recognize Instagram's potential as an educational resource, even if not all are fully convinced or currently using it in a structured way.

Figure 6

Which English skills do you think Instagram supports best?



Source: prepared by the author herself.

Note: the data were collected between May 28th and June 6th, 2025.

Figure 5.6 indicates that listening was the most frequently selected skill supported by Instagram, with 78.1% of respondents identifying it. Vocabulary building and cultural awareness were also highly valued, both selected by 68.8% of participants. Reading was noted by nearly half of the teachers (46.9%), while speaking (12.5%) and writing (9.4%) were much less frequently mentioned. These results suggest that teachers associate Instagram primarily with receptive skills and lexical or cultural input, rather than productive language use. The low percentages for speaking and writing suggest that these skills are either less commonly targeted through Instagram or more challenging to address effectively within the platform's typical content formats.

5. CONCLUDING REMARKS

The responses to question 7 (“How can Instagram be effective for improving your students’ English skills?”) revealed that many teachers view Instagram as effective primarily for exposing students to authentic, real-world language. Several participants explained that contact with informal discourse—through videos, captions, hashtags, and comments—helps learners develop listening and reading skills more naturally. This continuous exposure encourages vocabulary acquisition and cognitive processing of linguistic structures in a contextualized way.

In relation to question 9 (“What are the biggest advantages of using Instagram in EFL teaching?”), teachers cited the accessibility and cultural richness of Instagram as some of its main pedagogical benefits. The platform was described as adaptable to different student profiles and interests, helping learners feel connected to the language through topics like fashion, music, or everyday life. This kind of exposure broadens the learning experience beyond grammatical rules or textbook constraints, promoting what Livingstone (2004) calls a shift in literacy practice: “a new form of literacy is emerging... at the heart of a series of lively debates intersecting the academy, the policy community, and the public” (p. 1). In this sense, Instagram becomes not just a supplementary tool but a gateway to multimodal, social, and learner-driven forms of English usage.

However, responses to question 10 (“What are the biggest challenges or disadvantages of using Instagram in EFL teaching?”) revealed significant challenges that hinder the platform’s educational potential. Teachers highlighted concerns about the abundance of low-quality or distracting content, the difficulty in selecting reliable material, and the tendency for students to view the platform as entertainment rather than an educational tool. These challenges indicate that simply using Instagram is insufficient; its integration must be purposeful and aligned with clear learning objectives. To maximize its effectiveness, teachers must take on the role of mediators, incorporating digital tools thoughtfully and guiding students critically to ensure meaningful educational outcomes.

Overall, the findings from this study underscore the transformative potential of Instagram in the realm of EFL teaching. Despite the challenges educators face in selecting

quality content and overcoming distractions, the platform offers substantial pedagogical advantages, including increased student engagement, vocabulary acquisition, and cultural awareness. Instagram's ability to present authentic, real-world language in a dynamic, visually rich format helps learners develop essential language skills in ways that align with their everyday digital interactions. When used strategically with clear objectives, Instagram can enhance traditional EFL instruction, making it a valuable tool for fostering language proficiency and digital literacy in the modern classroom. As educators continue to explore innovative ways of integrating social media into their teaching, Instagram stands out as an effective complement to conventional teaching methods, offering a versatile platform that engages students in meaningful language learning experiences.

6. REFERENCES

ERARSLAN, Ali. Instagram as an education platform for EFL learners. *TOJET: The Turkish Online Journal of Educational Technology*, v. 18, n. 3, p. 54-69, jul. 2019.

LIVINGSTONE, Sonia. *Media literacy and the challenge of new information and communication technologies* [online]. London: LSE Research Online, 2004. Available at: <http://eprints.lse.ac.uk>. Accessed on: Dec. 09, 2023.

LUKE, Carmen. Cyber-schooling and technological change. In: COPE, Bill; KALANTZIS, Mary (Ed.). *Multiliteracies: literacy learning and the design of social futures*. London: Routledge, 2000. p. 67-89.

PAPEN, Uta. *New technologies: literacies in cyberspace*. In: CULPEPER, J. et al. *English language description, variation and context*. Hampshire, England: Palgrave Macmillan/Lancaster University, 2009. p. 487-497.

APPENDIX A

Dear participant, this survey is designed to gather information for the study titled: “Instagram as a teaching tool for EFL learners: a survey into the educators' perspectives”:

1. How long have you been teaching English online?

- ☐ Less than a year
- ☐ 1–3 years
- ☐ 4–6 years
- ☐ More than 6 years

2. What age group do you mostly teach?

- ☐ Kids (6–12 years old)
- ☐ Teens (13–18 years old)
- ☐ Adults (18+)

3. Do you currently use Instagram as part of your EFL teaching?

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ I plan to in the future

4. If yes, how often do you integrate Instagram into your teaching activities?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Rarely
- ☐ Does not apply

5. What type of Instagram content do you use most often with your students?

- ☐ Vocabulary posts
- ☐ Grammar explanations
- ☐ Cultural information
- ☐ Short videos/reels

☐ Live sessions

☐ Other: _____

6. In your opinion, how effective is Instagram for improving your students' English skills?

☐ Very effective

☐ Somewhat effective

☐ Not very effective

☐ Not effective at all

7. If yes, how can Instagram be effective for improving your students' English skills?

(Short answer — open text)

8. Which English skills do you think Instagram supports best? (Select all that apply)

☐ Reading

☐ Writing

☐ Listening

☐ Speaking

☐ Vocabulary building

☐ Cultural awareness

9. What are the biggest advantages of using Instagram in EFL teaching?

(Short answer — open text)

10. What are the biggest challenges or disadvantages of using Instagram in EFL teaching

(Short answer — open text)

11. Would you recommend Instagram to other EFL educators as a teaching tool?

☐ Definitely yes

☐ Maybe

☐ Probably not

☐ Definitely not