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Exploring the Role of Instagram in Learning English and Enhancing EFL Learners' Motivation

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Abstract: Instagram, a widely popular platform, has become an influential tool for teaching and learning English by delivering daily updates of new language content on various Instagram pages and accounts. This study examines the effect of Instagram on learners' motivation to learn English and evaluates its advantages and disadvantages for educational purposes. A mixed-methods approach was utilized, incorporating quantitative data collected through a questionnaire distributed among 100 Iranian EFL learners and qualitative data gathered via semi-structured interviews with five teachers who actively employ Instagram in English instruction. Findings revealed that Instagram significantly boosts learners' motivation, with participants expressing positive views about the platform. Key advantages include its engaging and diverse content, as well as its potential to enhance skills and subskills like speaking and vocabulary. In spite of these benefits, certain drawbacks were identified, such as the presence of distracting non-educational content, limited interaction opportunities, and restrictions in fostering deep learning and comprehensive teaching. The study concludes that Instagram offers notable benefits for English education, particularly in motivating learners and providing varied content. However, to fully benefit from its educational potential, it is important to implement strategies that address the challenges identified. Balancing its strengths and limitations is essential to make Instagram more useful in English language education.

Keywords: Instagram; Motivation; MALL; CALL; Social Media.

1. Introduction

Technology has become an integral part of daily life, profoundly influencing education, particularly English language teaching and learning. It is now difficult to imagine English education without technological tools (Rofi'i et al., 2024). Among these advancements, Mobile-Assisted Language Learning (MALL) has emerged as a key area of research, focusing on the use of mobile devices like smartphones to improve language proficiency. As a subset of Computer-Assisted Language Learning (CALL), MALL has gained popularity due to the accessibility and versatility of mobile phones in language education.

A critical component of MALL is the integration of social media platforms, which have transformed how learners and teachers interact with educational content. Platforms like Telegram, WhatsApp, Facebook, and Instagram offer diverse resources suited to individual learning styles and needs (Xu et al., 2024). Their interactive nature fosters active participation, critical thinking, and global communication, while features such as comments and conversations enhance engagement. Social media also enables learners to follow influencers or channels aligned with their interests, making language learning more effective and enjoyable (Safitri & Tari, 2025).

Motivation is a key factor in language development, and social media plays a vital role in boosting learners' motivation and engagement (Hasan et al., 2020). Among social media platforms, Instagram has gained particular prominence as a tool for English language learning. Recent studies highlight its effectiveness in providing new vocabulary, grammatical rules, and practical expressions through multimedia content that engages and motivates learners (Ermawati & Sardi, 2024; Nurhakiki et al., 2024).

In contexts like Iran, Instagram has become a popular platform for English educators to connect with learners, share teaching strategies, and foster engagement (Kaviani, 2022; Zalani & Yousofi, 2024). This widespread use calls for a deeper exploration of its advantages and challenges as a tool for English education. While previous studies have broadly examined the role of social media in language learning, limited research has focused on specific features of Instagram and its effect on teachers and learners in Iran.

The present study addresses this gap by investigating Instagram's strengths and weaknesses as an educational tool in the Iranian context. It examines the strategies employed by Iranian English educators, their effect on learners' motivation and proficiency, and the challenges faced by both groups. By focusing on this unique context, the research aims to provide valuable insights into the role of Instagram in enhancing English language teaching and learning in Iran.

2. Literature review

2.1. Mobile-Assisted Language Learning: An Angelic Aid for Teaching and Learning

Technology has become an integral part of modern life, revolutionizing education by making learning more engaging and accessible for students and teaching more efficient for educators. English language education, in particular, has experienced significant transformations with the integration of technology. For teachers, technology offers access to a wealth of resources, facilitates cultural connections, and supports creative lesson delivery through tools like videos, presentations, and online quizzes. It also facilitates tasks such as grading and tracking student progress (Rofi'i & Syarifah, 2024). For learners, technology provides flexibility to study at their own pace, access materials anytime and anywhere, and practice language skills using interactive platforms. It further promotes collaboration with peers and communication with native speakers, fostering real-world language application (Yuan & Liu, 2025).

Computer-Assisted Language Learning or (CALL) has been a foundational approach to integrating technology into language education. As Bax (2003) explains, CALL broadly encompasses the use of computers and related devices to enhance language learning. This approach adopts tools such as computers, laptops, and smartphones to provide diverse educational resources, making lessons more engaging and effective (Ndahayo & Ndayambaje, 2024). The advantages of CALL include improved student attitudes toward technology-assisted learning, which supports the development of both linguistic and intercultural skills. However, challenges such as high costs and the need for adequate training for both teachers and learners remain significant (Shadiev & Yu, 2024).

Mobile-Assisted Language Learning or (MALL), an extension of CALL, focuses specifically on the use of mobile devices for language learning. Chinnery (2006) was among the first to highlight the potential of mobile phones as educational tools, discussing both their advantages and limitations. Since then, MALL has gained widespread attention for its ability to provide learners and teachers with flexible, on-the-go access to language resources. Luo and Watts (2024) emphasized MALL's role in creating a social and interactive learning environment, where language and culture can be explored in meaningful ways. Li (2023) identified mobile learning as particularly effective for enhancing listening skills, outperforming traditional methods, while Gutiérrez-Colón, Frumuselu, and Curell (2023) demonstrated its efficiency in improving writing skills. Similarly, Ebadijalal and Yousofi (2023) found that MALL positively affects speaking skills by offering feedback that boosts confidence and encourages participation.

However, technical issues, high costs, and a lack of user training remain significant barriers to its use (Fang et al., 2024).

The integration of mobile devices in language education has been further enhanced by various applications and social media platforms, providing easy access to educational content (Gatlabayan, 2024). Social media, in particular, has reshaped how learners and educators interact with language learning materials. Platforms such as Telegram, WhatsApp, Facebook, YouTube, and Instagram serve as valuable tools for enhancing English proficiency by specializing for diverse learning styles and promoting active engagement (Xu et al., 2024). Wang and Vásquez (2012) emphasized the motivational benefits of social media, highlighting its ability to foster authentic communication, peer feedback, and collaborative learning.

For example, Facebook hosts numerous groups dedicated to English learning. Alam et al. (2024) found that Facebook is especially effective in improving writing skills and providing socio-pragmatic knowledge through real-life language exposure (Seng, 2023). Similarly, YouTube offers various educational videos for teachers and learners, supporting skills such as speaking, pronunciation, listening, grammar, and writing (Rufino, 2024). However, Rufino (2024) recommends the development of guidelines to help educators select appropriate content and maximize YouTube's potential in language instruction.

Telegram has also proven effective in enhancing English language learning. Khan, Nazim, and Alzubi (2024) highlighted its role in improving writing skills and supporting homework and assignments despite challenges like distractions and technical issues. Telegram's group and channel features provide learners with daily posts and opportunities to practice language skills. Similarly, WhatsApp has shown effectiveness in improving speaking skills and motivating learners to practice English both inside and outside the classroom (Fatimah et al., 2024).

Among all social media platforms, Instagram has emerged as a leading tool for English education. It offers daily posts on a variety of language skills through pages dedicated to English learning. Instagram's multimedia features, such as videos, images, and interactive content, make language acquisition engaging and accessible (Ermawati & Sardi, 2024). Its growing popularity among educators and learners highlights its potential as a valuable tool for improving English proficiency. As the main focus of the current study, the role of Instagram in language education will be explored in-depth, particularly in its application within the Iranian context.

2.2. Instagram: A Game-Changer for Learning

In today's digital age, Instagram has become a widely used platform on mobile devices, known for sharing photos and videos for various purposes. Interestingly, it also offers significant potential for English language teaching and learning. Educators can use Instagram teaching pages to share daily vocabulary and expressions, provide grammar tips, and create interactive quizzes and polls to assess language proficiency. Through personalized feedback, followers benefit from a dynamic and engaging learning environment. The platform also encourages interaction through comments on posts and stories, where educators can respond individually (Nurhakiki et al., 2024). Additionally, Instagram allows learners to connect with educators from diverse cultural backgrounds, offering insights into global perspectives. By sharing culturally relevant content, educators increase learners' knowledge and understanding. This makes Instagram more than just a photo-sharing app—it becomes a powerful tool for motivating students and supporting English language acquisition (Ebadi et al., 2024 ; Ninsiana & Pakaya, 2024).

Handayani (2015) was one of the first researchers to analyze Instagram's features as an educational tool in English language classes. The findings highlighted that Instagram's ease of use and accessibility made it effective for communication, exchanging ideas, and facilitating classroom activities. The ability to share and comment on photos and videos fosters interaction, enhancing the learning experience.

Using Instagram for English learning has several benefits. Rizal (2021), in a systematic review, found that Instagram helps enhance language skills by providing multimedia content, making the learning process more dynamic and engaging. Similarly, Erarslan (2019) discovered that Instagram is an excellent tool for exposing learners to the English language outside the classroom. It serves as a valuable supplement to in-class lessons. According to Maierová (2024), most students responded positively to Instagram-based activities, appreciating their relevance, creativity, and engagement. However, there are drawbacks to consider. It can be challenging to find quality content, and users may face privacy risks such as hacking. Additionally, Instagram's entertaining features can lead to distractions. Therefore, it is essential to use the platform cautiously, focusing on its benefits while minimizing risks (Syafi'i et al., 2024).

One of the key aspects highlighted in many studies is the effect of Instagram on learners' motivation and engagement in language learning. Motivation, as defined by Dörnyei and Ushioda (2009), refers to a learner's determination to engage in educational activities and persevere through challenges. A study by Erarslan (2019) in Turkey showed

that Instagram helps improve learners' language proficiency and keeps them motivated and engaged by extending learning opportunities beyond the classroom. Similarly, Dwumah Manu et al. (2023) explored the effect of social media on student engagement, emphasizing its potential to reduce stress and promote interaction among Chinese students.

In conclusion, Instagram offers an innovative and engaging approach to teaching and learning English, fostering greater learner interest. However, its effectiveness depends on teacher supervision to ensure appropriate use, as well as proper training for learners on how to use the platform effectively for educational purposes (Syafi'i et al., 2024). Rezaie and Chalak (2021) noted that many Instagram teaching pages lack a structured syllabus or clear grading system, making it difficult for learners to track their progress. To address this, educators can design organized curricula aligned with Instagram content, including clear learning objectives and outcomes. Providing supplementary materials or links to more detailed lessons can also enhance the learning experience. Al Fadda (2020) highlighted that Instagram's informal nature might reduce learners' seriousness, potentially hindering their progress. Establishing clear guidelines and expectations can help maintain a balance between informality and effective learning. Educators could also create dedicated accounts focused exclusively on educational content to minimize distractions.

Consequently, Instagram's use as a supplementary tool for English language teaching and learning should be analyzed carefully, considering both its advantages and limitations. A balanced approach can help maximize its benefits while addressing its challenges, ensuring its effective application in language education.

2.3. Research Questions

Based on the study's aim and the gap it intends to fill, this research seeks to address the following research questions:

1. How does Instagram affect Iranian EFL learners' motivation for studying English?

2. How beneficial is Instagram as a teaching tool for teachers in English language classrooms?

3. What are the potential challenges in using Instagram for English language teaching and learning?

3. Method

3.1. Design

This study aims to investigate the effect of Instagram on English learning and student motivation. To achieve this, a mixed-methods approach using a convergent parallel design was adopted, incorporating both quantitative and qualitative data collection methods. Quantitative data was gathered through a Likert scale questionnaire, while qualitative data was collected through interviews. Participants consisted of intermediate students and teachers who utilize Instagram for sharing educational content. This dual data collection strategy enables a comprehensive analysis of Instagram's effect from multiple perspectives. This approach allows for a more detailed understanding of how Instagram influences English learning and student motivation, capturing both quantitative trends and qualitative views. Additionally, by including participants from both student and teacher perspectives, the study can provide a more holistic view of Instagram's role in language education.

3.2. Participants

The study involved two groups of participants to gather both quantitative and qualitative data.

Group 1: Students

The first group consisted of 100 intermediate-level students, aged 18 to 35, who actively use Instagram for learning English. This proficiency level was chosen because intermediate learners typically possess sufficient language skills to engage with multimedia content on Instagram, such as captions, posts, and interactive activities. Each student had been using Instagram for English learning for over four years, regularly following English learning pages and utilizing these pages in various ways. These students were selected using convenience sampling, ensuring that participants were readily accessible and willing to participate in the study. Each student completed a detailed Likert scale questionnaire designed to assess their usage of Instagram as a learning tool and its effect on their motivation and learning outcomes. The questionnaire included items rated on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree," to capture the students' attitudes and experiences comprehensively.

Group 2: Teachers

The second group comprised 5 English teachers, selected through purposive sampling. This method was chosen to ensure that the participants had specific characteristics

relevant to the study, such as having active Instagram pages for teaching various English skills and possessing significant teaching experience. The group included three female teachers and two male teachers, each with between five to ten years of teaching experience. These teachers participated in semi-structured interviews, which allowed for in-depth exploration of their insights and experiences. The interviews focused on their perceptions of Instagram as an educational tool, the strategies they use to engage students, and the challenges they face in this digital teaching environment.

3.3. Instruments

This study utilized a mixed-methods approach, employing both quantitative and qualitative instruments to gather comprehensive insights. For the quantitative component, a structured Likert scale questionnaire, adapted from Saputra, Qamariah, and Qalyubi (2023), was used. The questionnaire provided response options from "strongly disagree" to "strongly agree," enabling the collection of measurable data on learners' attitudes and experiences with Instagram as an educational tool. For the qualitative component, semi-structured interviews were conducted with teachers who use Instagram for language instruction. This approach allowed for flexibility, enabling the interviewer to follow a guided set of questions while also encouraging participants to elaborate freely on their experiences and perspectives. The semi-structured format thus facilitated an in-depth exploration of the unique challenges and strategies teachers encounter in using Instagram for educational purposes.

3.4. Data Collection

Data collection in this study was conducted using two distinct methods. The first method involved quantitative data collection through a questionnaire adapted from a study conducted by Saputra, Qamariah, and Qalyubi (2023) . This questionnaire was administered to 100 learners who use Instagram for learning English. The questionnaire included items rated on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree," to assess the effect of Instagram on learners' motivation and learning outcomes. The questions were designed to explore the role of Instagram in increasing student engagement, as well as its effectiveness in improving specific language skills such as reading, writing, vocabulary, and speaking. Appendix A provides the questionnaire items for further clarification.

The second method involved conducting semi-structured interviews with 5 English teachers who actively use Instagram as a teaching platform. These interviews explored the teachers' perceptions of Instagram as an educational tool, their strategies for engaging

students, and the challenges they encounter in this digital environment. This format allowed for flexible, in-depth discussions, providing richer qualitative insights. Interview questions are listed in Appendix B.

To integrate the quantitative and qualitative data, the study adopted a complementary approach, where the two datasets were analyzed both separately and in relation to each other to provide a more holistic understanding of the research problem. The integration process involved the following steps:

1. Data Triangulation: The quantitative data from learner questionnaires was analyzed to identify trends, patterns, and key areas where Instagram affects learners' motivation and language skills. These findings were then compared and contrasted with the qualitative insights gained from teacher interviews. For example, if questionnaire results indicated high levels of learner engagement, interview data was used to explore how teachers' strategies and content contributed to this engagement.

2. Mixed-Methods Interpretation: The integration of the two datasets occurred during the interpretation phase. Quantitative data provided a broad understanding of the effect of Instagram on learners, while qualitative data added depth and context to these findings. Together, these methods offered a more detailed perspective, highlighting not only the measurable outcomes but also the practical strategies and challenges involved in using Instagram as a teaching and learning tool.

By integrating quantitative data from learners and qualitative insights from teachers, this study ensures a balanced analysis of Instagram's role in English language learning. This mixed-methods approach highlights both the measurable effects on learners and the practical strategies employed by educators, resulting in a comprehensive understanding of the platform's educational potential.

3.5. Data Analysis

To answer the research questions and analyze the collected data, this study employed both descriptive and statistical methods. The quantitative data, gathered through a Likert scale questionnaire, were analyzed using measures such as mean, median, mode, and standard deviation to summarize learner responses. The qualitative data from teacher interviews were analyzed thematically to complement and validate the quantitative findings.

3.5.1. Quantitative Data Analysis

The questionnaire responses, scored on a five-point Likert scale ranging from "strongly disagree" to "strongly agree," were analyzed to identify trends in learners' perceptions of Instagram as an educational tool and its effect on their motivation. Descriptive statistics such as mean, median, and mode were calculated to summarize the participants' responses. These measures provided an overview of the role of Instagram in making English learning more engaging and motivating learners.

3.5.2. Qualitative Data Analysis

For analyzing the interviews, the recorded voice messages and written responses gathered from participants were transcribed and organized. The data underwent multiple thorough reviews to ensure accuracy and depth. Codes were identified manually through a systematic process, capturing repeated ideas and patterns. These codes were then grouped into categories, forming broader themes that emerged naturally from the data. Finally, these themes were explored in detail through thematic analysis to provide meaningful insights into the participants' perspectives.

To ensure the reliability of the analysis, member checking was conducted at the end of the study. Participants were invited to review the results to validate the accuracy and consistency of the findings. This process helped to enhance the credibility and trustworthiness of the study's conclusions.

4. Results

4.1. Questionnaire

To address the first research question regarding the effect of Instagram on students' motivation, the results from the questionnaire were analyzed. The questionnaire focused on how Instagram influences English learners' motivation to engage with the language through this platform. Figure 1 shows the percentage results from the questionnaire on students' perceptions of Instagram and their learning motivation.

Figure 1. Result of Questionnaire

Stacked Percentage of Each Answer Across All Questions

The results indicate that students' perceptions of Instagram as an educational tool and its effect on their motivation to learn English are very positive. They believe that Instagram significantly enhances their motivation to engage with the language. Most responses emphasize the positive role Instagram plays in encouraging learners to use the platform in various ways to improve their English skills.
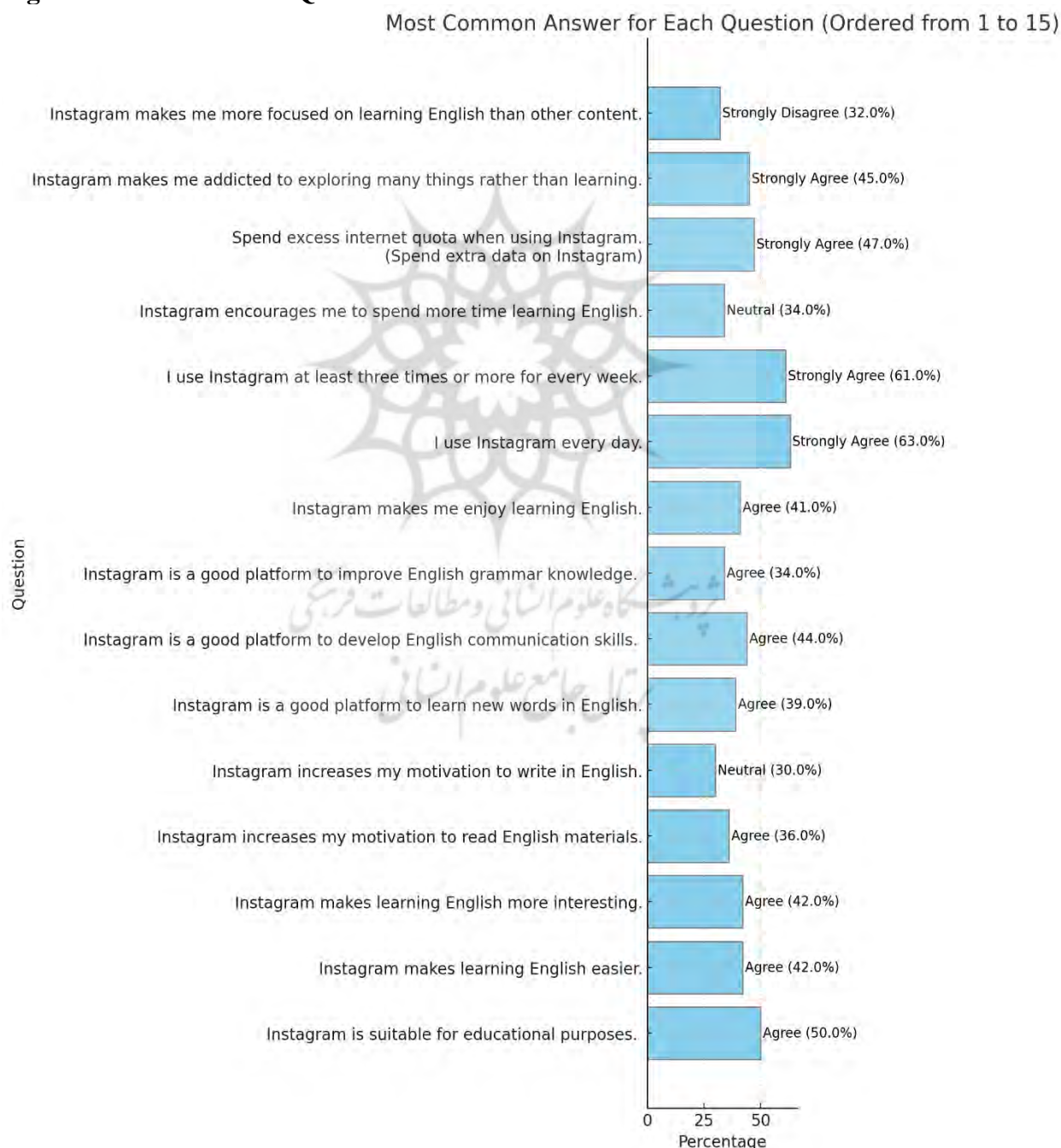
To explore the specific ways learners use Instagram to enhance their English learning, the questionnaire results were analyzed. Figure 2 presents the most frequently chosen

responses for each statement. According to the data, students generally agreed that Instagram has a positive effect by making English learning more interesting and easier.

For the specific areas of language learning, students predominantly agreed that Instagram is useful for improving their reading, writing, and vocabulary. Additionally, many students highlighted Instagram's role in facilitating communication in English, while also acknowledging its benefits for grammar improvement.

Based on these results, we can conclude that learners perceive Instagram as a useful tool that aids not only in general motivation but also in specific skill areas such as reading, grammar, vocabulary, speaking, and writing.

Figure 2. Final Result of Questionnaire

Most Common Answer for Each Question (Ordered from 1 to 15)

- Instagram makes me more focused on learning English than other content. — Strongly Disagree (32.0%)
- Instagram makes me addicted to exploring many things rather than learning. — Strongly Agree (45.0%)
- Spend excess internet quota when using Instagram. (Spend extra data on Instagram) — Strongly Agree (47.0%)
- Instagram encourages me to spend more time learning English. — Neutral (34.0%)
- I use Instagram at least three times or more for every week. — Strongly Agree (61.0%)
- I use Instagram every day. — Strongly Agree (63.0%)
- Instagram makes me enjoy learning English. — Agree (41.0%)
- Instagram is a good platform to improve English grammar knowledge. — Agree (34.0%)
- Instagram is a good platform to develop English communication skills. — Agree (44.0%)
- Instagram is a good platform to learn new words in English. — Agree (39.0%)
- Instagram increases my motivation to write in English. — Neutral (30.0%)
- Instagram increases my motivation to read English materials. — Agree (36.0%)
- Instagram makes learning English more interesting. — Agree (42.0%)
- Instagram makes learning English easier. — Agree (42.0%)
- Instagram is suitable for educational purposes. — Agree (50.0%)

Percentage

The descriptive analysis of the questionnaire results is summarized in Table 1.

Table 1. Descriptive Analysis of Questionnaire

Statement	Mean	Median	Mode	Standard Deviation
Instagram is suitable for education.	3.41	4.0	4.0	1.01
Instagram makes learning English easier.	3.37	4.0	4.0	1.01
Instagram makes learning English interesting.	3.77	4.0	4.0	1.05
Instagram increases motivation to read English.	3.23	3.0	4.0	1.07
Instagram increases motivation to write in English.	2.87	3.0	3.0	1.13
Instagram helps learn new English words.	3.86	4.0	4.0	1.06
Instagram helps develop communication skills.	3.53	4.0	4.0	0.93
Instagram improves grammar knowledge.	3.13	3.0	4.0	1.09
Instagram makes learning English enjoyable.	3.57	4.0	4.0	1.08
I use Instagram daily.	4.3	5.0	5.0	1.09
I use Instagram at least 3 times weekly.	4.33	5.0	5.0	1.01
Instagram encourages more time learning English.	2.88	3.0	3.0	1.04
I Spend extra data on Instagram.	4.05	4.0	5.0	1.07
Instagram makes me explore non-learning content.	4.05	4.0	5.0	1.07
Instagram makes me focus on learning English.	2.27	2.0	1.0	1.17

The table provides a descriptive analysis of responses to statements about Instagram's role in learning English, with each statement assessed by metrics like mean, median, mode, and standard deviation. Here's an analysis of the key points:

1. High Usage:

The statements "I use Instagram daily" and "I use Instagram at least 3 times weekly" have high mean scores (4.3 and 4.33 respectively) with a mode of 5. This suggests that the participants frequently use Instagram.

2. Learning Support:

Statements about Instagram's usefulness in learning English (e.g., "Instagram helps learn new English words" with a mean of 3.86 and "Instagram makes learning English enjoyable" with a mean of 3.57) indicate a generally positive perception. The high mode values of 4 for these items suggest that most respondents agree on Instagram's supportive role.

3. Motivation and Interest:

Statements like "Instagram makes learning English interesting" (mean = 3.77) and "Instagram increases motivation to read English" (mean = 3.23) show moderate agreement. However, motivation to write in English is lower (mean = 2.87), indicating that Instagram is perceived as more helpful for reading rather than writing.

4. Educational Suitability:

The statement "Instagram is suitable for education" has a mean of 3.41, indicating a neutral to moderately positive view on Instagram's educational suitability.

5. Distractions and Non-Learning Content:

There is a high mean (4.05) and mode (5) for "Instagram makes me explore non-learning content," highlighting that participants often get distracted by non-educational content.

6. Focused Learning:

The statement "Instagram makes me focus on learning English" has the lowest mean (2.27), median (2.0), and mode (1.0), suggesting that Instagram does not strongly help users focus specifically on learning English.

7. Variation in Responses:

The standard deviation values are generally close to 1, indicating relatively consistent responses. The highest standard deviation (1.17) for "Instagram makes me focus on learning English" suggests varied opinions on Instagram's role in focused learning.

Overall, the table indicates that while Instagram is seen as somewhat useful for making English learning enjoyable and accessible, it also serves as a source of distraction, often leading users to engage with non-learning content. The platform seems to support passive learning aspects like vocabulary and reading more than active aspects like writing or grammar. The next section will analyze teachers' perceptions of using Instagram for teaching English, including how they feel about its effectiveness, challenges, and potential benefits.

4.2. Interviews

The second group of participants consisted of five Iranian English teachers who actively use Instagram for teaching English online. They regularly post various types of content, including lessons on vocabulary, expressions, idioms, and grammar. These teachers were interviewed, with questions focusing on their daily use of Instagram and its advantages and disadvantages for teaching English. The analysis of their responses highlights the challenges and benefits of using Instagram, and the themes and related codes identified will be presented in the Table 2.

This table addresses the second and third research questions, highlighting the potential benefits and challenges of using Instagram in language teaching and learning.

Table 2. Benefits and Drawbacks of Using Instagram for Teaching English

Codes	Themes
- Instagram shows engaging content to users. - Students use Instagram daily, and colorful, interesting posts about learning English motivate them to learn more. - Interesting content is key to attracting followers; more creativity means more followers.	Instagram is an engaging platform for teaching and learning English
- On Instagram, I can upload videos, photos, and audio. - I teach different words and grammar through videos and photos. - Some of my posts include videos with audio and animations. - A variety of content makes Instagram engaging for learning English.	Instagram Offers a Variety of Materials for Learning English

- I use Instagram to teach words and expressions to followers through posts and stories. - I teach various formal and informal expressions and idioms for speaking through videos. - I create videos to help improve students' listening skill. - I teach different grammar topics to students using videos and photos.	Instagram is a good platform for teaching both main skills and subskills
- Followers have the chance to see English learning content every day. - I post stories and updates daily to help followers learn new things regularly. - People use Instagram daily, so they follow English learning pages that post consistently.	The benefit of daily exposure to Instagram content
- My followers save my videos and watch them when they have free time. - Saving posts on Instagram is very useful and gives followers the chance to study them later.	Followers can save posts and reels to watch whenever they want
- Instagram has many other types of content that distract learners from focusing on English. - Followers often get distracted by other content and can not focus on learning English. - The biggest problem with Instagram is its excessive distractions for learners.	Instagram has many distractions for learners
- Instagram is not a great platform for interacting with other learners or teachers. - The only way to interact on Instagram is by commenting on posts, which is not very engaging and is passive. - The lack of interaction on Instagram makes it a passive platform,	Lack of interaction on the Instagram platform

preventing learners from producing or sharing their own knowledge.	
- Learning on Instagram usually involves just watching videos and taking notes, which doesn't guarantee thorough understanding. - I only post videos and stories that are interesting to followers, but I don't believe they significantly improve their knowledge. - Instagram is not suitable for deep learning of the English language.	Learning and teaching on Instagram cannot be very in-depth.
- I can not assess my students' learning through Instagram. - This platform does not provide a way to test my students or check if they have learned what I taught them in posts and stories.	Instagram lacks assessment tools
- I use my page to show my teaching skills and nothing more. - I post videos and stories to show my ability to prepare class materials. - I use Instagram as a platform to advertise and find private students.	Instagram is useful for attracting private students but not for serious teaching

The data gathered from interviews revealed that Instagram offers both benefits and challenges for teaching. The benefits include its engaging features, such as videos, stories, and reels, which can attract many followers and provide diverse content for teaching. According to teachers, Instagram is particularly useful for developing key skills, especially speaking, as well as subskills like vocabulary, expression, and idioms. Additionally, Instagram offers two significant advantages: daily exposure to educational content and the ability to save and review this content at any time.

On the other hand, teachers have expressed concerns about the drawbacks of using Instagram for educational purposes. They describe it as a platform more suited for advertising and attracting private students rather than for deep, focused teaching. They argue that Instagram's distracting content can divert learners' attention away from English lessons. Additionally, teachers point out two significant limitations: the lack of opportunities for assessing learners and the absence of a space for interactive discussions about the content taught through the platform.

5. Discussion

Instagram, one of the most popular platforms, is widely used for various purposes. Recently, it has gained significant attention in the field of English language teaching and learning. Numerous Instagram pages are dedicated to teaching English, offering various learning options such as posts, stories, comments, quizzes, and polls (Anggraini & Sari, 2024). This study examines the use of Instagram as an educational platform in the Iranian context, changing its role from primarily an entertainment tool to a practical learning resource. The research explores both its advantages and disadvantages, providing insights into how Instagram can be effectively utilized for English language education.

The questionnaire results indicate that students generally have a positive view of Instagram as a learning tool. A significant percentage of participants reported using Instagram daily for educational purposes, highlighting its accessibility and ease of use anytime, anywhere. The high level of engagement with this platform suggests that students find Instagram both convenient and engaging for learning English, aligning with previous research on MALL (Erarslan, 2019). The findings also reveal that Instagram significantly enhances learners' motivation. Respondents agreed that the platform makes learning English more enjoyable and interactive, particularly through visual and multimedia content. This aligns with Self-Determination Theory (Ding & Sazalli, 2024) , which suggests that learners are more motivated when they find the learning process engaging and autonomous.

Despite its benefits, the questionnaire results also highlight several challenges. One of the most significant limitations is the high level of distractions associated with Instagram. Many participants reported that while they initially use Instagram for learning, they often become distracted by non-educational content. This finding aligns with Syafi'i et al. (2024), who observed that while social media platforms enhance engagement, they also contribute to cognitive overload due to the presence of unrelated content. Another major limitation identified through the quantitative analysis is Instagram's lack of structured assessment tools. The absence of quizzes, assignments, or formal assessment mechanisms makes it difficult for students to measure their progress over time. While Instagram provides an engaging learning experience, it does not offer a clear framework for assessing language proficiency, a concern asserted by Subekti & Damaryanan (2024).

The qualitative findings of this study, derived from teacher interviews, provide deeper insights into the strengths and limitations of Instagram as an English learning tool.

Unlike the quantitative data, which highlights learner engagement and motivation, the qualitative data uncovers the practical experiences and pedagogical challenges faced by educators using Instagram for teaching English.

The interviews revealed that teachers view Instagram as an engaging and accessible platform for English learning. Many educators emphasized its visual and interactive features, such as videos, reels, and stories, which help make language learning more enjoyable. Teachers noted that Instagram's short-form content is particularly effective for introducing vocabulary, idioms, and pronunciation practice, aligning with findings from previous research (Nurhakiki et al., 2024). However, a key limitation highlighted by teachers is that Instagram lacks structured lesson planning tools. While educators can create and share content, they cannot provide step-by-step learning steps, making it difficult for students to follow a clear syllabus. This aligns with Rezaie and Chalak (2021), who found that social media-based education often lacks coherence due to the absence of a formal curriculum. Additionally, while Instagram facilitates passive engagement (viewing and liking posts), the platform lacks direct teacher-student interaction compared to other educational tools like Skype or Zoom. Teachers expressed concern that comment-based discussions are insufficient for meaningful feedback, making it difficult to track student progress effectively. This supports the findings of Subekti and Damaryanan (2024), who argued that social media platforms are better suited for supplementary learning rather than structured instruction.

Teachers suggested that Instagram is most effective as a supplementary tool rather than a standalone platform for English instruction. They recommended combining Instagram-based learning with traditional classroom methods or other digital tools that offer structured assessments.

In conclusion, while Instagram serves as a valuable tool for English learning, it is most effective as a complementary aid rather than an independent instructional platform. Its visually engaging content and interactive features provide an accessible way for students to learn English. However, to fully use its educational potential, teachers and learners must adopt a structured approach, ensuring that Instagram is used purposefully for learning rather than as a source of distraction.

By integrating Instagram into a broader learning strategies such as combining it with structured lesson plans, formal assessments, and interactive classroom activities teachers can enhance its effectiveness. Encouraging students to engage with educational content,

participate in language challenges, and apply their learning in meaningful ways will help reinforce knowledge retention.

6. Conclusion

Social media has become immensely popular, and Instagram is among the most widely used platforms. Nowadays, education, particularly English language teaching, is increasingly conducted through Instagram influencers who are language teachers (Nurhakiki et al., 2024). Therefore, it is essential to examine both the challenges and benefits of this type of learning. The quantitative data from this study indicated that language learners have a positive attitude toward adopting the Instagram platform for educational purposes. They appreciate its user-friendly interface, the variety of engaging content, and the opportunity for frequent practice. Additionally, the study highlighted several advantages, including the engaging and diverse content, the platform's ability to enhance English skills and subskills, the opportunity for daily exposure to educational material, and the convenience of saving content for later review.

However, several challenges exist with using Instagram for English language learning. One major issue is the abundance of distracting content that can divert learners' attention. Additionally, there is no effective way to assess learners' understanding and progress. The platform also lacks specific areas for meaningful interaction, which hampers deep learning. Consequently, some teachers view Instagram primarily as a way to attract private students rather than a strong educational environment.

In conclusion, we can appreciate Instagram for offering a unique and accessible way to learn English. By dedicating a few minutes each day to engaging with educational posts, videos, and reels, learners can significantly enhance their English skills. Taking notes and reviewing saved posts can further reinforce learning. While Instagram has its challenges, with disciplined use, it can be a valuable tool for language acquisition. This study suggests that Instagram can be a helpful tool for learning English, especially for students who already use it regularly. However, to make the most of Instagram, teachers should create structured lesson plans that include Instagram-based materials along with formal teaching. Schools and institutions should also provide training programs to help teachers use Instagram effectively while reducing its distractions and limitations. Teachers and schools should focus on monitoring and selecting quality content to ensure students are engaging with useful educational material. Strategies should also be developed to help students stay focused and avoid distractions from non-educational content.

This study mainly focused on students' views through a questionnaire and teachers who actively use Instagram through interviews. It does not include the opinions of teachers who do not use Instagram, nor does it consider how schools or institutions support digital learning. Additionally, only a small number of teachers participated, so their experiences may not represent all educators. Another limitation is that this study also does not examine the long-term effect of using Instagram for English learning, meaning we do not know if students continue to benefit from it over time.

To improve understanding in this area, future research should explore the following topics: Future studies should include a wider range of teachers, including those who do not use Instagram, to understand their concerns and barriers to using social media in education. Additionally, studies comparing Instagram with other platforms (e.g., Facebook, Twitter, TikTok) could help determine which platform works best for learning English and why. Moreover, studies should explore how schools can better support teachers in using Instagram by offering training programs and clear guidelines on social media use for education. By studying these areas, future research can provide better guidance on how Instagram and other social media platforms can be used effectively for learning English while addressing their challenges.

Appendix A

Questionnaire Items

Instagram is suitable for educational purposes

Instagram makes learning English easier

Instagram makes learning English more interesting

Instagram increases my motivation to read English materials

Instagram increases my motivation to write in English

Instagram is a good platform to learn new words in English

Instagram is a good platform to develop English communication skills

Instagram is a good platform to improve English grammar knowledge

Instagram makes me enjoy learning English

I use Instagram every day

I use Instagram at least three times or more for every week

Instagram encourages me to spend more time learning English

Spend excess internet quota when using Instagram (Spend extra data on Instagram)

Instagram makes me addicted to exploring many things rather than learning

Instagram makes me more focused on learning English than other content

Appendix B

Interview questions

1. How do you use Instagram in your English classes?
2. What kind of posts do you share on Instagram for teaching English?
3. Have your students enjoyed using Instagram for learning? How do you know?
4. What are some benefits you've noticed from using Instagram in your lessons?
5. Have you faced any problems using Instagram for teaching? How did you fix them?
6. Do you think Instagram helps students with their English skills? Why or why not?
7. What tips would you give to other teachers who want to use Instagram for teaching English?
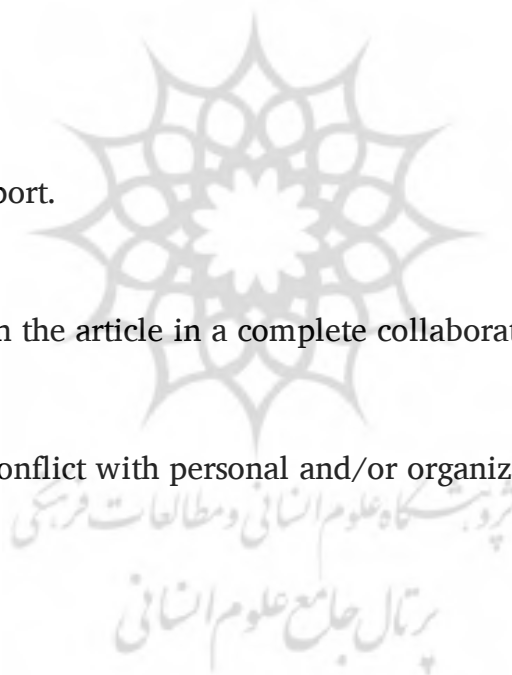
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