

The Role of Using Instagram Platform for Improving EFL Forth Preparatory Students' Performance in Writing Skill

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ABSTRACT

In recent years the traditional method of instructing writing has been seen as dull, in this way this strengthens teachers to join and coordinated web like the role of Instagram as a platform for enhancing students' writing skills. The present study delves into the multifaceted role of Instagram in enhancing students' writing abilities. The present study aims to 1: find out whether there is any significant difference between the experimental and control group in the post test. 2: find out whether there is any significant difference between pre and posttest for the experimental test. These aims have been achieved through verifying the following hypotheses

1. There is a statistically significant differences between the mean scores of the experimental group's and the control group's in the post test.
2. There is no statistically significant differences between the mean scores in the pre and post- test for the experimental group.

This study includes a sample of (60) students at the forth preparatory secondary school for girls during the academic year (2023-2024).

The data is collected by using a questionnaire to assess the importance of this media and achievement test to determine the role of Instagram to enhance the writing skill. The results obtained are as follows:

1. There is a statistically significant differences between the mean scores of the experimental who are taught by using Instagram and control group who are taught by using traditional method of the post test.
2. There is a statistically significant differences between the mean scores of the pre- and post- test for the experimental group.

Keywords: Instagram, Performance, Role, Skill, Writing

دور استخدام منصة الانستغرام في تحسين أداء طلاب الصف الرابع الإعدادي متعلمي اللغة

الانجليزية كلغة أجنبية في مهارة الكتابة

م.د. الاء علي حسن

المديرة العامة لتربية صلاح الدين

المستخلص

في السنوات الأخيرة أصبح ينظر الى الطريقة التقليدية لتعليم الكتابة على انها مملة، لذا يقوم المدرسين بالانضمام الى الويب مثل دور استخدام منصة الانستغرام في تحسين مهارة الكتابة لدى الطلاب. تهدف الدراسة الحالية الى: ١: معرفة ما إذا كان هناك اي فرق كبير في متوسط الدرجات بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي. ٢: معرفة ما إذا كان هناك اي فرق كبير بين متوسط الدرجات المجموعة الضابطة في الاختبار القبلي والبعدي. تكونت عينة الدراسة من (٦٠) طالبة لصف الرابع إعدادي للعام الدراسي (٢٠٢٣-٢٠٢٤). تم جمع البيانات باستعمال أداتين استبيان لتقييم اهمية هذه الوسيلة واختبار لتحديد دور الانستغرام في تحسين مهارة الكتابة. النتائج التي تم الحصول عليها هي كما يلي: ١. توجد فروق ذات دلالة احصائية بين متوسط درجات المجموعة التجريبية الذين يتم تدريسهم بواسطة الانستغرام ومتوسط درجات المجموعة الضابطة الذين يتم تدريسهم من خلال طريقة التقليدية. ٢. توجد فروق ذات دلالة احصائية في الاختبار القبلي والبعدي للمجموعة التجريبية.

الكلمات المفتاحية: الانستغرام، اداء، دور، مهارة، الكتاب

Section One

Introduction

1.1 Statement of the Problem

The importance of integrating social media platforms, such as Instagram, has increased in educational environments Abdullah (2019). However, students often face challenges when writing on Instagram, including spelling errors, language rules problems, vocabulary

restrictions, and the difficulty of transferring their ideas briefly due to the restrictions of letters. In addition, it may be difficult for students to a balance between informal language suitable for social media and conservative professionalism, especially when using Instagram for educational purposes.

Writing is one of the most complex human activities. In the current study, Instagram is popular and widely used by students, who spend a lot of time on the platform. They upload videos or photos with descriptions and interact with others by writing comments or sending messages. Thus, Instagram can provide an ideal environment for students to create written texts.

Recently, Instagram has appeared as an excellent platform for students to write interpretations. This study aims to examine the use of Instagram as a way to improve students' writing skills, especially in formulating illustrative texts. The use of Instagram is an effective way to teach these texts, as it is assumed that students will be more enthusiastic and motivating writing when using the platform. In addition, teachers need to be innovative in Instagram design and integrate them into their lessons. By encouraging students to use Instagram to produce illustrative texts, teachers can contribute to reducing the difficulties faced by students in writing Kencana(2022).

1.2 Aims of the Study

This study aims to:

1. Find out whether there is any significant differences between the experimental and control group in the post-test.
2. Find out whether there is any significant differences between the pre and post- test for the experimental test.

1.3 Limits of the Study

The present study is limited to:

1. The use of Instagram as a social media for improving students' writing skill.
2. Iraqi EFL forth preparatory school students at secondary school for girls during the academic year (2023–2024).

1.4 Hypotheses of the study

The study hypothesizes that:

1. There is a statistically significant differences between the mean scores of the experimental groups and the control groups in the post test.
2. There are no statistically significant differences between the mean scores in the pre– and post– test for the experimental group.

1.5 Value of the Study

The value of the current study can be summarized as below:

1. Using Instagram to improve writing skill offers several valuable benefits
2. The platform's visual nature encourages students to think critically about combining images with concise, impactful text, fostering creativity and effective communication.
3. Engaging with diverse content on Instagram exposes students to the various writing styles and perspectives, broadening their understanding of language usage and storytelling techniques.

1.6 Definitions of the Basic Key Terms

1.6.1 Instagram: A popular social media platform that enables users to share photos and videos, interact with others through likes and comments, and explore various content based on their interests Ayuni et al (2017).

1.6.2 Role: One of the tools which help individual to feel secure in the change process. In other words, it refers to the impact under a controlled situation of an experimental factor Franklin(2012).

1.6.3 Performance: Is the scientific process of examining a work environment or setting in which individuals are enabled to perform to the best of their abilities Auslander (2003).

1.6.4 Writing: is the process of showing the knowledge, ideas, information or experience and understanding to gain the knowledge or some information to learn and share White (1986).

Section Two

Theoretical Background

2.1 The Concept of Instagram

In the world of social media, Instagram has emerged as a powerful platform that goes beyond just sharing photos. Al-Ali (2014) explores the exciting world of Instagram, focusing on the appearance, originality and ability of young celebrities, reshaping the advocacy industry. This study emphasizes Instagram's transformative role in creating a new generation of influencers who significantly influence consumer behavior and brand perception.

Depending on this understanding, Ades and Baker (2013) provides a comprehensive analysis of the popularity of Instagram as an application of social communication. Their studies provide valuable visions on the factors that contribute to the widespread spread of Instagram and how users interact with the platform for communication, participation and interaction in the digital environment.

In a different context, Ali (2014) explores social networking sites for learning languages, comparing Facebook and Instagram. By examining the unique features and functions of these platforms, the study highlights Instagram's role in promoting the development of language skills and intercultural communication within a digital learning environment.

This research builds on these ideas to examine the role of using the Instagram platform in improving the performance of fourth-year middle students in English as a foreign language in writing skills.

2.2 Instagram as a Social Media Platform

In the world of social media platforms, Instagram stands out as a dynamic space to enhance interaction and communication. Drawing inspiration from various research studies, this section explores the unique characteristics and implications of Instagram as a platform for social media in the educational context.

Ekoc (2014) emphasizes the importance of social media in shaping a company's reputation and highlights Instagram as a platform for effective interaction with the public. This study emphasizes the interactive nature of Instagram, where visual content plays a pivotal role in conveying messages and building relationships with stakeholders. These insights are key to understanding how to leverage Instagram's visual-centered approach to enhance communication strategies within educational environments.

Expanding into communications and marketing, Kroeber and Eren (2012) provide valuable insights into integrated communication methods and highlight the role of advertising in shaping consumer perceptions. By exploring the intersections between communication theory and advertising practices, this study provides a theoretical basis for understanding how educational institutions use Instagram as a marketing tool to increase their visibility and engage with their target audience effectively.

By integrating ideas from these various studies, this research highlights Instagram as a social communication platform to enhance communication, marketing and community participation within the educational scene. It specifically examines how English students as a foreign language in Iraqi high schools can explore opportunities and challenges to use Instagram as a social network in the educational context. The results of this research provide a road map to exploit the optical narrative capabilities and the interactive features of the platform

to enrich educational practices and enhance the active learning community online.

2.3 The Concept of Writing

There are four skills in teaching and learning English: listening, reading, speaking, and writing. These skills are interconnected and cannot be independent of each other. Therefore, students need to master all these skills. Many researchers have introduced writing in different ways. Zinsser (2013) states that writing is one of the most complex activities for humans. According to Langan (2007), writing is a productive and expressive linguistic skill, which allows individuals to express indirectly what they might express directly through speech, and thus involve a great ability.

Harmer (2001) suggests that writing can be an indirect way to communicate with others to transmit information. Writing is not easy because it requires creating something new and presenting ideas to the reader through written expression. Another definition of writing presented by Brown (2001) says that writing is a means of communication in which the writer uses the language to convey his ideas, ideas and feelings. Writing is a difficult topic in the English language. Students should think deeply, develop ideas, and express them in a written form using the correct procedures. Writing is a complex skill that requires understanding multiple ingredients, such as ideas, events, ideas, feelings, linguistic rules, and vocabulary. All of these factors must be covered so that the intended readers can continue writing.

From these definitions, the researcher concludes that writing is an activity that helps students practice and apply the language they have learned. They can enhance their language skills through writing, which serves as a means of written communication. This study investigates how to use the Instagram platform to improve the performance of

fourth-year middle students in writing skills in English as a foreign language.

2.4 The Aspects of Writing

According to Zinsser (2013), there are several aspects to good writing, including:

Content: This refers to the essence of writing, and includes the experience of ideas and the collection of data provided by the writer as an integrated unit to enhance the topic.

Organization: The organization is the structural framework of writing. Readers provide a framework that helps them meet their expectations for the text and makes it easier for them to follow the content.

Vocabulary: Vocabulary consists of a collection of words and ideas that are familiar to the reader. Advanced vocabulary, which grows over time, works as a useful and essential tool in writing.

Language use: This includes the use of correct grammatical rules and grammatical structures for mixing, separating, and organizing ideas within words, phrases, and sentences, and thus clarifying logical relationships in writing.

Mechanisms: Mechanisms are the rules that govern the technical aspects of writing, such as the order of letters, words, and paragraphs. The goal of writing mechanisms is to ensure that writing is clear and grammatically correct. This study is looking at how to use the Instagram platform to improve the performance of the fourth -grade preparatory students in English writing skills as a foreign language. By taking advantage of Instagram, students can participate in written activities that help them to develop content, organization, vocabulary, language use, and mechanisms, thus enhancing their general efficiency in writing.

2.5. The Use of social media Instagram is related to Writing Skill

Smith and Anderson (2018) defines social media as platforms that users can interact through by sharing various types of content, such as pictures, news and other information. Wadda and America (2019) confirms that attracting students through social platforms, especially Instagram, can enhance imagination, creativity and expression of ideas, which contributes to improving their writing skills. Instagram use as an educational tool provides a direct approach to enhancing students' writing skills. A wide range of activities are available to teachers to integrate Instagram into their lessons. These activities include digital narration, practicing grammar through image expansions, participating in photographic journalism, generating photo polls to explore metaphors, creating photo blogs, documenting contexts through images, and promoting artistic expression through original images.

Tangbermbun (2008) explains that integrating information communication technology(ICT) tools into English for Native Speakers classes creates a supportive and stimulating environment for students to enhance the quantity and quality of their writing skills. By incorporating image enlargements into writing instruction, students are drawn and inspired by Instagram photos and personal experiences.

Psychologically, students find writing photo enlargements on Instagram more convenient, exciting and engaging than traditional media like pen and paper. However, many students rely on translations from books rather than generating their own expansions, suggesting the need for guidance to improve their original expansion skills. Students are encouraged to describe the photos they post on Instagram, which enhances the expression of ideas and imagination.

In conclusion, Instagram provides a social media platform where students can post photos or videos using an app to document their experiences. In addition, Instagram has the potential to become an interactive way for students to improve their skills.

Section Three

Methodology

3.1 Experimental Research

Experimental research is a scientific procedure that aims to determine cause and effect for two or more variables Leavy(2017). Empirical research is a process of testing hypotheses and planning experiments, and for this reason, the data gained can be tested to reach correct and objective conclusions Ryan(2007).

To implement the current study experience, two classes were selected in a fourth preparatory school. The test was offered for both the experimental and control classes. The experimental group is taught using Instagram, while the control group is taught using the communicative approach without using Instagram, and at the end of the experiment, students are assigned to a test after the experiment, as indicated in Table (1):

The Groups	Independe Independent Variables	The Test
Exp.	Instagram as a social media	Pre and Post–test
Con.	communicative approach	Post

Using this design, researcher can evaluate the effectiveness of using Instagram in improving the performance of fourth–year middle students in writing skills. The performance of students in the experimental group can be compared with the performance of students in the control group to determine whether Instagram use leads to a significant improvement in writing performance.

3.2 Population and the Sample of the Test

The population of the current study includes students of the fourth preparatory stage for girls in Tikrit secondary schools in Salah al–Din

Governorate during the academic year (2023–2024), whose total number reached (228) students. The selected sample includes (60) female students from the fourth preparatory grade (scientific branch) at Jamal Al–Dabban Preparatory School for Girls, which are considered distinguished students in the city of Tikrit. This sample represents 26% of the indigenous population.

The 60 students were divided into groups A and B. Group A consists of 25 students, while Group B consists of 35 students. Group A was randomly selected as the control group, while Group B was chosen as the experimental group, as shown in Table 2:

No. of Population	No. of Sample	Percentage
228	60	26%

3.3 Instruments of the Study

According to this study, the achievement questionnaire and test are used as tools to collect study data.

3.3.1 Questionnaire

A questionnaire is a set of carefully written questions related to a specific research topic, and when presented and answered accurately by carefully selected individuals who are called representatives, it will provide the data necessary to complete the research project Westling and Zappaterra(2019).

As a result, in the current study, the questionnaire is used to measure the use of social media such as Instagram in the classroom as an educational tool. The five–point Likert scale was used, which ranges from 1. Strongly agree to 5. Strongly disagree in the questionnaire, where students mark (yes) on the options for responses to the evaluation scale, which are as follows: 1. Strongly agree 2. agree 3. Neutral 4. Disagree 5. strongly disagree.

The survey structure aims to assess the attitudes of middle school students to learn English towards social media platforms in particular, such as Instagram.

Table (3) The Questionnaire

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Instagram makes students more sociable					
2	Using social media like Instagram helps in keeping in touch with relatives					
3	Using Instagram improves communication with other students					
4	Instagram can increase students' self-confidence					
5	Instagram can meet students' needs and interests					
6	Using social media like Instagram is a waste of time for learning					
7	While using social media like Instagram, it is difficult for students to concentrate on their studies					
8	Using Instagram to discover new information and ideas					
9	Instagram can motivate students to solve problems through language use					
10	Instagram encourages students to develop their					

	vocabulary					
11	Using social media like Instagram can enhance all four language skills					
12	Using social media like Instagram for reading news					
13	Instagram can help students solve academic problems					
14	Social media like Instagram often leads students to postpone their academic tasks					
15	Students can communicate with their teachers on Instagram to prepare for exams					
16	Students can use social media like Instagram to explain exam material					
17	Instagram can boost students' self-esteem					
18	Using Instagram for learning is beneficial					
19	Instagram can provide students with valuable information and knowledge					
20	Students can use their Instagram accounts to share knowledge with others					

These questions are directed to assess the attitudes of middle school students towards the use of social media such as Instagram in the

educational process. It aims to measure how Instagram use affects various aspects of their academic and social lives.

3.3.2 Construction of the Achievement Test

The achievement test is a tool for teachers to evaluate students in the school environment. In the school environment, it is used as a tool to measure the success of the individual in a specific topic or a set of topics. The achievement test provides information about what individuals acquire through their capacity test Gronlund(1988). The current study consists of two written questions, where students are required in the first question to describe the post by writing an article about it. The second question is asked to write a story for the video they see on Instagram. The total test mark is 50 degrees, as shown in Table (4).

This test aims to measure the extent to which students' writing skills improve after using the Instagram platform in the learning process. The test focuses on the ability to express thoughts and imagine through writing, and provides a reference point for measuring students' development in this skill.

Table (4) Specifications of Posttest Contents, Behaviors, and Scores

Level	Bahavioural Objectives	No.of Questions	Scores
Production	Describing a post through written an article	1	25
Production	Analyzing the main themes of a video see on Instagram	2	25

This data shows more required behaviors and the number of questions related to them in the final exam, providing more diversity in assessing students' written production skills.

3.4 Validity of the Research Instruments

3.4.1 Validity of the Questionnaire

Validity is the effect of a scanning tool, as it is supposed to measure: validity is an estimate of its accuracy wainer and Braun(2013). Validity related aspects in this study are facial validity and validity content. The arbitrators review the questionnaire and make some amendments to some elements before reaching an agreement on the validity of the questionnaire.

The goal of verifying validity is to ensure that the questionnaire measures accurately aspects that aims to measure, which helps in providing accurate and reliable results for study.

3.4.2 Validity of the Achievement Test

Validity indicates the degree of influence of the tool, analytical process, statistical method, or testing of the accuracy of what is measured Newton and Shaw(2014). Validity related aspects in this study are facial validity and content validity. In order to ensure the validity of the tool, it was presented to a committee of experts in English language education and language science, and some changes and amendments were considered before preparing the final test.

3.5 Reliability of the Research Instruments

3.5.1 Reliability of the Questionnaire

Secretariat and accuracy indicate the accuracy and consistency in the use of the measurement used in the study to analyze the same idea. In order to achieve the Secretariat, the researcher used Alpha Cronbach laboratory and found it 0.77, which is an acceptable result. It is the result of 0.77 for Alpha Cronbach laboratory is an acceptable result, which means that the questionnaire has good reliability.

3.5.2 Reliability of the Achievement Test

Trust and accuracy are a way to assess internal cohesion and test measurement. Reliability specifications are used when the test is

designed to measure one characteristic, or when the feature of the test changes by the test over time, or when the frequent results affect the frequent exposure to the test. Alpha Cronbach laboratory, which statistically evaluates the internal consistency, was used to detect the reliability of the evaluation test. The result of the formula was 0.83, which is an appropriate number. The result of 0.83 for Alpha Cronbach laboratory is an appropriate result, indicating that the test has good reliability.

3.6 Scoring Scheme of the Research Instruments

3.6.1 Scoring Scheme of the Questionnaire

The registration is based on the Likert scale, which consists of five points, ranging from 1. "strongly agree to 5. Strongly disagree" that was used in the questionnaire. Students are required to respond with a 'yes' sign. A normative value for alpha Cronbach laboratory is 0.75, which is an appropriate result. The result of 0.75 for the Alpha Cronbach standard is an appropriate result, indicating that the questionnaire has good reliability.

3.6.2 Scoring Scheme of the Achievement Test

The registration process is the process in which the results of the results are evaluated using a digital scale. In the current study, the test sample includes two questions. Students are registered with 50 marks. 25 marks are allocated to the first question, where students are required to write an article about the post they saw. 25 marks are devoted to the second question, where students are asked to write a paragraph about the video they watched on Instagram. The researcher evaluates the

answers themselves according to specific criteria, namely: content, organization, vocabulary, and language use.

3.7 Final Administration of the Research Instruments

3.7.1 Final Administration of the Questionnaire

The survey was finally administered on March 24, 2024, at Jamal Al-Dabban Secondary School for Girls. The researcher clearly explained the objective of the questionnaire to the participants, where the importance of participating in the study and how to use the questionnaire to collect data was explained.

3.7.1 Final Administration of the Achievement Test

The final exam was conducted on the same day and at the same location after the completion of the questionnaire. The objective of the test was clearly explained to the students, where the importance of assessing and improving students' writing skills using the Instagram platform was emphasized.

Section Four

Data Analysis and Discussion of Results

4.1 Analysis of the Questionnaire

An analysis of students' responses was conducted, and the results are shown in Table (5). The table provides information about the number of items in the content, their weighted percentages, and weighted averages for each item. The analysis revealed that the number of items in the content was (4.34), indicating a relatively comprehensive coverage of the topic. Weighted percentages, listed from highest to lowest, indicate the distribution of answers across items Zainuddin & Halili (2016).

This indicates that the majority of students have positive attitudes toward using social media platforms such as Instagram in their classrooms. These findings suggest that social media, specifically

Instagram, is viewed as a valuable tool for enhancing teaching and learning outcomes among Iraqi EFL secondary school students.

Table (5)

The Average, Percentages, and trend of Students' Reactions to using Instagram as a Social Media platform

N	Items	Weighted Mean	Percentage	Tendency
1	4	4.90	98	Strongly agree
2	8	4.85	97	Strongly agree
3	3	4.75	95	Strongly agree
4	2	4.66	93	Strongly agree
5	9	4.64	92	Strongly agree
6	16	4.62	90	Strongly agree
7	19	4.55	88	Strongly agree
8	18	4.44	86	Strongly agree
9	11	4.43	85	Strongly agree
10	20	4.42	83	Agree
11	17	4.41	81	Agree
12	5	4.40	80	Agree
13	15	4.40	78	Agree
14	12	4.39	76	Agree
15	6	4.38	75	Neutral
16	13	4.37	73	Neutral
17	7	4.36	71	Neutral
18	14	4.35	70	Neutral
19	10	4.34	68	Neutral
20	1	4.34	68	Neutral

4.2 Presentation the Results of the Test

4.2.1 Comparison between the Mean Scores of the Experimental and that of Control Groups in the post-Test

To find out if there is any statistically significant differences between the mean scores of the experimental group's and the control group's in the post test. Statistics show that the mean score of the experimental group is(76.46)and that of the control group is(54.88). By using t-test formula for two independent variables, the calculated t-value is found to be(9.89), while the tabulated t-value is found to be(2.00)at the degree of freedom(58) and level of significance(0.05). This means indicates that there is a significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the first hypothesis, which states that there is a statistically significant differences between the mean scores of the experimental group's and the control group's in the post test, is accepted, as indicated in table(4.2.1)

Table(4.2.1)Means,Standard Deviation, and T-values of the Two Groups

Groups	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
Experimental	35	76.46	15.56	Calculated	Tabulated		
				9.89	2.00		
Control	25	54.88	14.72			58	0.05

4.2.2 A Comparison between Experimental Group in the Pre and the Post-Test

According to the second hypothesis that show "there is no statistically significant differences between the mean scores in the pre and post-test for the experimental group. It is found that the mean score between the students' performance of the experimental group in the post-test is(76.46) with a standard deviation (15.56).Whereas that of the pre-test is(44.94)with a standard deviation(11.20). The calculated t-value is(9.89), which is found to be higher than the tabulated t-value which

is(2.06) at(0.05)level of significance when the degree of freedom is(34), as indicated in table(4.2.2). These means indicate that there is a significant difference between the mean score of pre –test and that of the post–test. Final results show there is a significant difference and in favour of the post –test using Instagram. Thus, the second hypothesis is rejected.

Table(4.2.2)The T. Test Value of Samples, the Experimental Group Achievement in the Pre–Test and Post–Test

Groups	No. of Students	Mean Scores	SD	T–value		DF	Level of Significance
Post–test	35	76.46	15.56	Calculated	Tabulated	34	0.05
				9.89	2.06		
Pre–test		44.94	11.20				

4.3 Discussion of the Obtained Results

The results of the present study show that students' achievement of the an experimental who taught by utilizing Instagram have a positive impact on writing skill is better than those of the control who has been taught by utilizing communicative approach. This explains the proficient utilize of Instagram in improving students' ability to comprehend and develop positive and beneficial thoughts. From the researcher point of view, the development of the students achievement in English language by utilizing Instagram method could be attributed to the following factors:

- 1.Instagram can enhance students' self–esteem.
2. It motivates students to learn English language.
- 3.It improves students confidence in their writing ability.
- 4.It enhancing visual learning of the students through photos and videos, that can give in better understanding and keeping of information.

Section Five

Conclusions, Recommendations, and Suggestions

5.1 Conclusions

- 1.The current study aims to shed light on Instagram in secondary school students, Instagram learning is better from students utilizing communicative method.
- 2.Utilizing Instagram make students enhanced engagement: Instagram's visual and interactive nature can capture attention of the students and make teaching more engaging.
- 3.Instagram helps students to link with organizations, experts and communities related to their field of study, providing real–world context and networking opportunities.
- 4.Utilizing Instagram is readily available making it suitable for students to join in educational activities anytime.

5.2 Recommendations

Based on the finding of the current study, the following recommendations are proposed:

- 1.Teachers and students can establish separate Instagram accounts especially for educational use to keep academic activities organized and different from personal account.
- 2.Encouraging students to work together on projects and share their ideas and thoughts on Instagram, and foster a collaborative environment of learning and teaching.
3. Share ideas of educational content like photos related to the materials, and share short instructional videos...etc.
- 4.Students can learning and teaching objectives for utilizing Instagram in the classroom to ascertain them its use join with the goals of education and improves the learning experience.

5.3 Suggestions

There are some suggestions for using Instagram by teachers and students to improve further studies:

- 1.The researcher can encourage students to document their study progress through regular stories or posts, which can serve as a motivational tool and help in tracking their learning journey.
- 2.The researcher can use Instagram to enhance critical thinking exercises, where students analyze and discuss the content and engagement with the material.
3. Both teachers and students can follow educational accounts, subject matter experts and educational influencers to stay updated with the latest of resources and knowledge.

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Appendix The Post–Test

Q1: Write an article about the Post on the Instagram

Q2:Write a story about the video see on the Instagram