Using Instagram and Social Media Engagement Techniques Based Programme to Develop Pre-service Teachers' EFL Speaking Skills and Intercultural Awareness

Prepared by

Dr. Heba Elsayed Abdelsalam Elghotmy
Associate Professor of Curriculum
and Methods of Teaching English,
Faculty of Education, Menoufia University,
Egypt

Blind Reviewed Journal

الملخص :

تهدف الدراسة الحالية إلى التحقيق في تأثير الانستجرام وأساليب الانهماك فى التواصل الاجتماعى على تطوير مهارة التحدث باللغة الإنجليزية كلغة أجنبية لدى الطلاب المعلمين قبل الخدمة بكلية التربية. شارك في هذه الدراسة أربعون طالباً وطالبة بالفرقة الثالثة بكلية التربية جامعة المنوفية. استند جمع البيانات إلى تصميم الأساليب المختلطة المتسلسلة ، وبالتالي في المرحلة الأولى من الدراسة ، صممت الباحثة اختبارًا لقياس مهارة التحدث باللغة الإنجليزية كلغة أجنبية ، ومقياس التقدير لاستخدامة فى تصنيف أداء الطلاب في الاختبار ، وبرنامج قائم على إستخدام الانستجرام وأساليب الانهماك فى التواصل الاجتماعى وإختبار الوعي بين الثقافات. وفي المرحلة الثانية ، أجريت مقابلات شبه منظمة مع عشرة من طلاب كلية التربية لاستنباط تصورات الطلاب المعلمين حول برنامج الدراسة القائم على الانستجرام وأساليب الانهماك فى التواصل الاجتماعى. تم تحليل البيانات كميا ونوعيا حيث كشفت النتائج فعالية إستخدام برنامج قائم على الانستجرام وأساليب الانهماك فى التواصل الاجتماعى في تطوير مهارات التحدث باللغة الانجليزية لدى طلاب كلية التربية والوعي بين الثقافات.

الكلمات المفتاحية: الانستجرام ، أساليب الانهماك فى التواصل الاجتماعي ، مهارات التحدث باللغة الانجليزية ، الوعي بين الثقافات ، الطلاب المعلمين قبل الخدمة.

Abstract

The current study aimed to investigate the effect of using Instagram and social media engagement techniques on developing EFL students' speaking skills (accuracy, fluency, pronunciation, and presentation). Forty students enrolled in Third year Faculty of education, Shebin Elkom, Menoufia University were the participants of this study. A sequential mixed methods design was used to collect data, thus in the first phase of the study, the researcher designed a pre-posttest for measuring EFL pre-service teachers' speaking skills (accuracy, fluency, pronunciation, and presentation), a scoring rubric to be used for grading students' performance on the test, a programme based on Instagram and social media engagement techniques and an intercultural awareness test. In Phase two, semi-structured interviews conducted with ten EFL pre-service teachers to elicit their perceptions of the study programme. Data were analyzed quantitatively and qualitatively. Findings revealed that using a program based on Instagram and social media engagement techniques was effective in developing EFL pre-service teachers' speaking skills and intercultural awareness.

Keywords: Instagram, social media engagement techniques, speaking skills, intercultural awareness, EFL pre-service teachers

1.1 Introduction:

Language is a tool for communication with others to express ideas and to know as well as understand others' ideas. Speaking is fundamental to human communication and is estimated regarding achievement in various situations and circumstances to fulfill communication. This includes: the speaker's ability to hold a conversation in the target language, convey feelings, express different functions, and describe daily routines, places, objects and people in different contexts both formal and informal (Baker & Westrup, 2003; Sakale, 2012) . When students speak their ideas to others, they come to have a better understanding of themselves. So, speaking skills should be given extra importance in the teaching learning process.

Brown (2000) summarizes the interrelationship between language and culture, stating that the two are inextricably linked and that culture has long been regarded as a fifth language skill in addition to the four language skills of listening, speaking, reading, and writing (Byram & Grundy, 2003; Kim, 2003). Researchers have argued that culture and language are interwoven and that the purpose of language learning is not limited to acquiring communication skills in a foreign language, but it is expanded to gain intercultural awareness (Nault, 2006; Sarıyıldız, 2017). If language is regarded as a tool for communication and speaking is seen as a key tool so, intercultural awareness is considered the gateway to communication.

Due to the rise of web 2.0 tools and many other telecollaborative tools in the field of education and foreign language learning, learning languages is becoming increasingly important. The reality in our schools reveals that teachers are confronted with so many students that every student has less time to speak which cannot develop students' speaking skills as the more student's practice, the more proficient they become. Technology can overcome the conflicting needs for larger class size and assure that students have sufficient opportunities to practice. Instagram and social media engagement techniques provides a wide array of in-class activities like

conversation pairing and self- study recording activities. Instagram and social media engagement techniques supports students-centric model which incorporates multi- sensory situations, multimedia delivery, collaborative work, active learning, explanatory learning, and inquiry-based learning which are in the core of the twenty-first century skills (Gonulal, 2019; Maryani, Hasbiansyah, Iskandar, Suherman, & Kurniadi, 2020; Mustain & Husniyah, 2019; Ruiz San Miguel, Ruiz-Gómez, Hinojosa Becerra, & Maldonado, 2020; Zarei & Rudravarapu, 2019).

Instagram provides students with possibilities to record their speech and send it to teachers and get feedback, join discussion boards, add spoken language to discussions, get audio files, practice pronunciation(Andujar & Çakmak, 2020; Gonulal, 2019). Teachers and students can easily post or respond to oral assignments, encourage multimedia communication; send audio or video-based messages. Students can respond in a variety of means by joining live chat, recording, and embedding audio or video files, commenting on lessons, and posting discussion questions (Alzamil, 2020; Gomes Junior, 2020; Lailiyah & Setiyaningsih, 2020).

Social media engagement techniques are seen as revolutionary developments in education. The popularity of online classes continues to grow, and the need to engage students is more crucial than ever. The dropout rate of online classes continues to be much higher than face-to-face classes (Cochran, Campbell, Baker, & Leeds, 2014; Simpson, 2013). O'Shea, Stone, and Delahunty (2015) explained online education had seen a steady increase in enrollments in the past years, driven by demand from students for more flexible learning and from the institutions who hoped to achieve students' safety. This demand has caused a renewed call for faculty who can effectively engage students in online courses (Kim, 2015; Kim & Sax, 2014; Micari & Pazos, 2012). The issue of student engagement in the higher education classroom has been ongoing and faculty is continuously looking for ways to keep their students engaged in classes (D'Errico,

Paciello, & Cerniglia, 2016). The more engaged the student is then, the more successful they will be (Fredrickson, 2015; Gunuc & Kuzu, 2015). The social media engagement techniques should help instructors design and deliver successful online courses.

1.2 Context of the problem

The problem of the current study can be derived from different sources. Through the researcher's work in the Faculty of Education, she noticed that students have difficulty in their speaking performance. They lack the ability to express their thoughts and ideas freely. They show apprehension if asked to speak in class or to give presentations. They cannot plan or present their speech logically according to the specified time. They face difficulty in using varied language; they keep on repeating the same words. Also, their choice for the suitable vocabulary for the context is not efficient enough. Their production of the language often comes short if compared to the allocated time. They have a basic understanding of syntax and vocabulary, but they are cautious and lack confidence, and they occasionally use improper sentence construction. They construct phrases using improper verb tenses and pronounce them inaccurately.

Previous studies attributed this to many factors like the traditional methods of teaching speaking, the shortage of time allocated to teaching and practice of the speaking skill as well as the weakness of the assessment tools used to measure students' proficiency level in speaking(El Sakka, 2016; El Sawy, 2013; Hassan, 2016; Helwa, 2015).

In the area of intercultural awareness, the researcher found through discussion and during teaching different topics that students' knowledge about the target culture is very poor. When asked to join projects related to another culture with students from any other country of the target culture and language, they become unable to do so due to lack of information and

skills. Although they can handle basic communication, their professional awareness of cultural issues is still limited (Asma & Saka, 2020; Tural & Cubukcu, 2021).

The researcher conducted a pilot study to document the problem. It aimed at measuring students' performance level in speaking skills and determining which sub skills they have difficulty in. The test measured speaking sub skills (fluency, accuracy pronunciation and presentation of ideas). The second part was related to the area of intercultural awareness. It measured students' knowledge concerning the targeted culture. The results of the study proved EFL pre-service teachers' poor performance in speaking. It also proved that students' knowledge and awareness about cultural topics are very poor. The study's results are summarized in the table below.

Table (1) Results of the pilot study

Skill	Mean	Medium	Standard Deviation	Skewness
Accuracy	9.100	9.000	2.404	**-0.459**
Fluency	4.600	4.000	1.957	**0.348**
Pronunciation	6.250	6.000	2.693	**0.172**
Presentation	9.600	9.500	3.136	**0.242**
Overall speaking skill	29.550	28.500	10.076	**0.103**
Intercultural awareness	**22.650**	**20.500**	**7.856**	**0.402**

1.3 Statement of the problem

The problem of the current study could be stated in the weakness of EFL Pre-service teachers' speaking skills. Hence; the current study investigated the effectiveness of using Instagram and social media engagement

techniques in developing both EFL pre-service teachers' speaking skills and intercultural awareness.

1.4 Questions of the study

The current study attempted to find answers to the following main question: What is the effect of using Instagram and social media engagement techniques on developing EFL pre-service teachers' speaking skill and intercultural awareness?

 The study also attempted to find answers to the following sub-questions:

1. What is the effect of using Instagram and social media engagement techniques on developing EFL pre-service teachers' speaking skill (accuracy, fluency, pronunciation, and presentation)?

2. What is the effect of using Instagram and social media engagement techniques on developing EFL pre-service teachers' intercultural awareness?

1.5 Hypotheses of the study

1. There is a statically significant difference between the mean scores of the experimental group and those of the control group on the overall speaking skill in favor of the experimental group.

2. There is a statically significant difference between the mean scores of the experimental group and those of the control group on the intercultural awareness post-test in favour of the experimental group.

1.6 Aim of the study

The present study aims at developing EFL pre-service teachers' EFL speaking skill and intercultural awareness through using Instagram and social media engagement techniques.

1.7 Significance of the study

1. For Students:

The present study could be significant as it:

- promotes students' speaking skills through providing them with opportunities to practice different types of activities (text-based and media-based activities) and interact in voice boards.

- provides students with plentiful opportunities for meaningful practice. It will enable them join chat rooms, practice dialogues, share ideas and notes on listening texts and prepare them for online discussion.

- helps students improve their intercultural awareness. It will raise their awareness with the culture of the language they have been studying for many years and help them avoid a lot of problems resulted in lack of knowledge of the culture. As a result, it will prepare them for interculture encounters and to be global citizens.

2. For Teachers:

- It provides them with up-to-date concepts and tools to use in teaching the language using technology to enhance teaching and learning process.

- It enables them to implement different, faster and more accurate tools for grading students' performance in speaking through voice boards and provide feedback.

- It provides teachers with alternative assessment tools to track students' progress through the whole program.

3. For curriculum designers:

The study is important for curriculum designer as it introduces the international dimension in language teaching and provides avenues for including cultural components and dimensions in the curriculum and cares for English as an international language.

1.8 Design of the study

The current study adopted a sequential mixed methods design, thus in the first phase of the study, two groups were chosen: one experimental group and the other is control. These two groups were selected from EFL pre-service teachers in Faculty of Education, Shebin Elkom, Menoufia University. The researcher designed a pre posttest for measuring EFL pre-service teachers' speaking skill test, a scoring rubric to be used for the grading of students' performance on the test, a programme based on using Instagram and social media engagement techniques and an intercultural awareness test. The two groups were tested before conducting the experiment. During the experiment, the experimental group students were taught using Instagram and social media engagement techniques while the control group received regular instructions. The two groups were post tested at the end of the experiment. In Phase Two, semi-structured interviews conducted with 10 EFL pre-service teachers. Data were analyzed quantitatively and qualitatively.

1.9 Variables of the study

The independent variable of the study is the Instagram and social media engagement techniques while the dependent variables are speaking skill and intercultural awareness.

Dr. Heba Elsayed Abdelsalam Elghotmy

1.10 Delimitation of the study

The study was delimited to

1. Some Third-year, Faculty of Education Students Shebin Elkom Menoufia university.

2. Instagram and social media engagement techniques.

3. Some speaking sub-skills including; accuracy, fluency, pronunciation and presentation of ideas.

4. The first term of the academic year (2021/2022).

1.11 Definition of terms

Speaking

Speaking can be defined as a means of communication in expressing ideas, information and feeling to others (Baker & Westrup, 2003; Bygate, 2003; Sakale, 2012) . Nunan (2003, p. 16) adds that speaking is an oral skill that comprises of creating verbal expressions to convey meaning.

Brown (2007) speaking is a face-to-face conversational act that occurs as part of a dialogue. It is a type of verbal communication, and the clear manifestation of the language system through using speech organs.

Speaking in this study is operationally defined as a productive skill that involves the act of producing meaningful texts. It is the expression of EFL pre-service teachers' thoughts and feelings in spoken language and their ability to convey information to others and successful communication from two sides.

Instagram

Instagram is a social media application that allows users to share photographs and videos with their followers. It is a popular social media service that is a significant power for idea sharing, media learning, and social connection among individuals. (Dennis, 2014; Dubovik, 2013). Instagram, which was founded in 2010, is one of the few popular social networking platforms among teens, adults, and young adults that is freely available on both Google Play and the application store (Bergstrom & Backman, 2013; Bevins, 2014).

Instagram users may snap images or videos wherever and anytime they choose and share them with their followers both nationally and globally (Dubovik, 2013; Jadhav, Kamble, & Patil, 2012; Lim & Yazdanifard, 2014; Tekulve & Kelly, 2013).

For this study, Instagram was defined as a comprehensive online environment that integrates networking and communication features with content consumption, creation and dissemination. It allows users to create profiles and connect with other users, enable users to consume, create and disseminate content, provides opportunities for multimodal communication across multiple channels, provide a kind of notifications for the functioning of the accounts. Instagram an environment for both learner's and teacher's communication of shared interests, and allow to engage them in meaningful communication in a less structured context.

Social media engagement techniques

Social media engagement techniques are defined in this study as students' involvement and active participation in EFL online Instagram tasks to improve their speaking skills and intercultural awareness. They are represented in using a variety of cognitive, affective and metacognitive

techniques that enable students to be cognized, and motivated influencing students' learning in the context of social media.

Intercultural awareness

Intercultural awareness involves a "progressively emerging inner feeling of cultural equality, a growing understanding of one's own and others' cultures, and a positive curiosity in how cultures link and separate. This awareness expands the mind, increases tolerance and encourages international communication'' (Tomlinson, 2001; Tomlinson & Masuhara, 2004, p. 5).

Increased Intercultural awareness can help students to attain cultural empathy and sensitivity, in addition to facilitating language acquisition. It can also lead to the most appropriate conditions for language acquisition and "motivated exposure to language in use" (Samokhina, 2019; Tomlinson, 2000, p. 9).

Intercultural awareness in the current study is operationally defined as a set of skills that includes observation, identification of elements in both home and target cultures, comparing and contrasting, negotiating meaning tolerating ambiguity, accepting difference and acknowledging the legitimacy of others and changing the personal understanding of our own and other cultures' contexts, especially the similarities and differences between them.

2. Review of Literature

2.1 Speaking

Spoken language is a tool of communication which has a significant role in conveying messages, revealing feelings and expressions, giving ideas, exchanging information and helping interlocutors in understanding the situation better (Kim, 2004; Syafitri,2018). Speaking is considered a fundamental skill in foreign language learning and the most required skill

among the four language skills. The teaching and learning process of the speaking skill occupies a vital part of any language classroom as the spoken language is important for both learning a language as a means for communication inside and outside the educational field and also as a medium academic achievement (Dollmann, Kogan, & Weißmann, 2020; Sakale, 2012).

2.2 Approaches to teaching speaking

Thornbury (2005) presented three stages approach to teaching speaking that consists of: The first is awareness raising, this stage aims at helping learners uncover gaps in their knowledge about speaking. The second is appropriation in which learners demonstrate their language practice. The last one is autonomy in which learners are engaged in activities that demonstrate their ability to use of language outside the classroom.

According to Burns and Seidlhofer (2010); Gass and Selinker (2008), approaches for teaching speaking can be divided into direct or controlled approach and indirect or transfer approach. A controlled approach concentrates on structural accuracy and puts great emphasis on language forms like pronunciation. It aims at rising the learner's awareness about the grammatical forms of the language. While an indirect approach concentrates on fluency and engaging the learners in functional language.

Each approach deals with the language from a limited perspective. It pays attention to one aspect of the language and neglects other aspects. Language experts suggested the use of approaches that combine both direct and indirect models. They believe that no one approach either the direct or indirect approach to teaching speaking is valid alone as teachers need to concentrate on both accuracy and fluency to help language learners be competent speakers. The holistic approach developed by Goh and Burns (2012) provides a comprehensible view to teaching speaking which have argued that speaking is a very complex skill that include some of the key

factors, processes and techniques involved in being a competent speaker.

2.3 Speaking Tasks

Speaking tasks aim at providing the learner with opportunities to practise the language and achieve high standard of fluency. Goh and Burns (2012), divide speaking tasks to three types:

a) Communication-gap tasks

This kind of tasks involves interpersonal interaction and is often carried out in pairs or groups. This kind of tasks mainly focuses on bridging gaps in communication and giving the learners a chance to produce and develop extended discourse. Communication-gap tasks fall into two categories: information-gap tasks and context-gap tasks.

 b) Discussion tasks

These tasks provide genuine communication as learners have to share ideas and negotiate with others to find a solution to reach consensus on a given topic.

c) Monologic Tasks

These types of tasks are undertaken individually. They give students the chance to speak extensively without being interrupted.

2.4 Intercultural Awareness

Intercultural awareness is defined as the knowledge, awareness, and comprehension of similarities and contrasts in connections between two or more social groups. (Asma & Saka, 2020; Burikova, 2020). However, intercultural awareness is not just a cross-cultural comparison of cultural products and applications. it includes a 'deep culture' of philosophical

perspectives beyond the 'surface culture', from which products and applications derive (Rantz & Horan, 2005; Tajima, 2020).

Intercultural awareness represents a conceptual change from a specific focus on the both home and the target culture to an awareness of the greater complexity of cultures and social identity" (Rantz & Horan, 2005, p. 11). While exploring the relationship between two or more social groups, individuals gain a view of the inside of the other person's culture in relation to their own culture. Baker (2012) demonstrates the significance of intercultural awareness in comprehending different cultures and discusses how this notion may be applied in a variety of flexible and specialized circumstances.

2.5 Importance of integrating intercultural awareness in teaching language

Language and culture, according to Byrnes (2002), should be considered as inseparable structures. Byrnes is interested in pedagogy that promotes intercultural awareness. According to researchers, developments in foreign language profession are tied to the function of culture (Byram & Grundy, 2003; Gray, 2010; Kim, 2003). Researchers argue that language should be viewed as something that is interwoven in the many social activities that people throughout the world engage in (Samokhina, 2019; Sarıyıldız, 2017; Tomlinson, 2000).

Lopez-Rocha (2016) mentions that there is a need to include intercultural awareness into language curriculum so that teachers may assist students in developing a respect for the language and culture under study. Incorporating culture into the curriculum promotes the need to investigate real cultural representations rather than superficial cultural features that lead to a greater knowledge of various cultures (Furstenberg, 2010). Today's expectations for recognizing and appreciating similarities and comprehending differences

may be met by incorporating cultures into the curriculum, which leads to greater acceptance of others. Teachers must develop global citizens capable of achieving language goals in communication, culture, relationship, comparison, and community. Byram (1997); López-Rocha and Arévalo-Guerrero (2014) suggest that the focus of language teaching programs should not be only on preparing students to communicate without mistakes, but to communicate openly; building relationships that will allow them to grow well in the foreign cultural context.

2.6 Digital Visual Literacy to enhance Language learning

Research on visual literacy often focuses on language learning variables such as textual comprehension and new vocabulary learning(Carpenter & Olson, 2012), promoting the use of images for Intercultural awareness development. The main goal of the tool is to develop students' Intercultural awareness and their visual literacy skills through a series of reflective questions. This training encourages students to critically approach the cultural interactions that take place through images and to learn more about their experience with others (Barnes-Karol & Broner, 2010).

The widespread adoption of digital visual literacy in the foreign language Education has also an important role in changing the ways scholars approach the culture of teaching and learning (Furstenberg, 2010). Videos were the most used technology in the teaching of culture, especially in the commercially produced videos, documentaries, cartoons and movies. Videos are potentially rich in cultural elements, and can be used to promote the development of students' intercultural awareness (Dema & Moeller, 2012; Moore, 2006, 1996). Borghetti and Lertola (2014) also observed intercultural awareness development in the foreign language classroom where student has completed a video subtitling task. They are committed to the important role teachers play in selecting the appropriate tools and activities to promote students' communication, interaction and reflection.

These activities integrate cultural analysis with increasing linguistic tasks, encouraging students to draw philosophical perspectives from the analysis of images, videos and texts and to rethink the ways in which their own cultural perspectives are desired.

2.8 Telecollaboration 2.0 Exchanges

Telecollaboration is the "use of online communication tools to develop foreign language learners' skills and collaborations through collaborative activities and projects work that unites language learners from geographically distant areas" (O'Dowd, 2012, p. 430). Telecollaboration exchanges in the context of formal education provide students with the opportunity to interact and collaborate with people from other cultures (Belz & Thorne, 2006). Telecollaboration 2.0, uses Web 2.0 tools to promote a "less text-based and more multimodal form of communication" (O Dowd, 2012, p. 354) in different settings. Online users now have the ability to access, create and share multimedia content and connect with other users in online networks and communities(Ngai, Tao, & Moon, 2015; O'Reilly, 2007). Web 2.0 tools are divided into the following categories: blogs, collaborative editing sites, social networking sites, microblogging, media sharing sites, social bookmarking sites, virtual worlds, and social news (Guth & Helm, 2012).

Teachers can take advantage of learners 'existing online practices by inviting them to explore and interact with students' diverse cultural resources on the web using already familiar tools (Guth & Helm, 2012). It can be useful for accessing and exploring current and active representations of the language and culture of a foreign community group.
Telecollaboration activities can be used to achieve various learning goals, including developing students' understanding of intercultural awareness (Bassani & Barbosa, 2018, Lim & Newby, 2020; O'Reilly, 2007). These activities can be done asynchronously through video conferencing tools, and

chat rooms or through a combination of asynchronous and synchronous multimodal exchanges through social media, discussion group, and instant messaging applications(Butler, 2012; Cych, Williams, & Younie, 2018; Faizi, Chiheb, & El Afa, 2015).

2.9 Social Media

The term social media refers to a specific set of Web 2.0 tools, usually included in the category of social networking and media sharing sites. They allow users to create profiles and connect with other users, enable users to consume, create and disseminate content(Ngai et al., 2015; Vivakaran & Neelamalar, 2018). They provide opportunities for multimodal communication across multiple channels; They provide a kind of notifications for the functioning of the accounts. Social media tools and the role they play in the lives of learners have attracted the attention of teachers, instructional designers and researchers. These tools provide an environment for the learner's communication and shared interests, and allow teachers to engage in meaningful communication in a less structured context (AlQahtani, 2018; Bal & Bicen, 2017; Beqiri, 2014; Bermudez, Prasad, Alsadoon, & Hourany, 2016; Chartrand, 2012).

2.10 Instagram Features

Instagram Stories (IS) is a feature that allows users to access videos and photos for 24 hours. It is a popular feature among Instagram users. This function lets users to see access videos and photos that last for 24 hours, after which they will be automatically removed unless users delete them before that time (Amâncio & Doudaki, 2017; Gomes Junior, 2020).

Instagram users frequently upload photos from their daily lives and engage in discussions about themes connected to their home culture. Instagram provides an infinite number of unique, contemporary, and unique photos

that may be utilised to investigate foreign cultural items and apps of a foreign culture (Purwandari, 2017; Ruiz San Miguel et al., 2020).

The visual and textual elements (i.e., images, videos, titles, comments) of an Instagram post are full of current and time-bound cultural information. By analyzing these images and comparing them with images from other cultures of their own, students can develop critical thinking and broaden their global perspectives (Amâncio & Doudaki, 2017; Bell, 2013; Maryani et al., 2020).

Instagram has unveiled a new direct messaging feature called Walkie-Talkie on a global scale, in which audio messages sent to friends or anybody on Instagram can be recorded for up to a minute and saved in both groups' direct messages or one-on-one. (Gebel, 2018). Unlike Instagram Stories, they will not automatically disappear after a certain period of time.

2.11 Instagram Rationale
Instagram is freely available as a mobile application and on the web (e.g. www.Instagram.com). According to Smith and Anderson (2018), Instagram is the most used social media site by young adults. Instagram is one of the most prominent social media sites soon after Facebook and Google+(Kocak, Nasir, & Turker, 2020; Savitri & Irwansyah., 2021). In addition to popularity, the researcher chose Instagram for the following reasons:

- With Instagram, students can access and explore information about foreign culture in a real, current and time-bound manner. Instagram users usually share photos and videos taken in their own city, region or country. In most cases, they also share the exact location where the picture or video was taken (Erarslan, 2019).
- The use of Instagram helps to overcome one of the major barriers to integrate mobile social media into education. Instagram can be accessed through all smartphones and mobile operating systems (Ruiz San Miguel et al., 2020).

Dr. Heba Elsayed Abdelsalam Elghotmy

- Most Egyptian Faculty students have previous experience using Instagram, so they do not need extensive training to explore hashtags, follow users, browse posts, and view Instagram stories.
- Many students have previous experience with sending messages on the Instagram direct feature or group chat, so they do not need extensive training on how to share posts and write messages in group chat.
- Many Instagram accounts are public; Instagram users usually do not pay attention having a few new followers.
- A typical Instagram post with a picture, video plus a caption. The visual elements of a post make it very understandable to foreign language learners. Conversely, the text of a post can helps explain its visual elements(Savitri & Irwansyah., 2021).
- The Instagram Stories feature permits users to share multiple photos and videos, often adorned with short text and emojis, allowing students to explore snapshots of everyday life in a foreign culture in the form of a slideshow(Ali, 2021).
- When students share an Instagram post in a chat group, they can view the picture or video directly in the chat without accessing an external link.
- Another reason for using Instagram to explore contemporary culture and everyday life in the United Kingdom is that British Instagram users posted pictures and videos featuring various aspects of their daily lives, offering students the opportunity to explore posts from a variety of users of all ages.
- Instagram add flexibility to the learning process as students learns according to their own pace, readiness and ability as learning materials are presented as to appeal to different learning styles(Lestari & German, 2021).

- In using Instagram, communication happens through using voice chat, text chat and instant messaging, these tools play a significant role in

foreign language learning as they develop conversation and give an insight into how to use a language in an informal manner which adds sociolinguistic features to the language (Gomes Junior, 2020; S. Lim & Yazdanifard, 2014; Savitri & Irwansyah., 2021).

- Instagram helps in providing students with a space for language practice outside of classroom.

Social Media Engagement Techniques

Student engagement is defined by La Roche and Flanigan (2012, p. 47) as "activities that involve students' active cognitive processes". As a result, the development and delivery of teaching and learning activities and assignments aimed at engaging students in an online classroom setting is critical to student engagement in the context of the online class context.

Although some authors, such as Duderstadt, Atkins, and Howelling (2002), are pessimistic about the potential of developing universal techniques for engaging online students, Cull, Reed, and Kirk (2010) are hopeful about the overall approach to engaging students online assuring the significance of obtaining and adhering to common techniques to engage students online. The difficulty of keeping our students interested and motivated is common to all subject levels, institutions, and courses. Online courses are of special importance since students and professors communicate over the Internet, which introduces many new challenges.

Grandzol (2006) noted that empirical evidence from best practices is most useful in identifying techniques that aid in the creation of engaging online courses. Phillips and Burbules (2000) proposed that frequency and duration of contacts, inclination to start conversation, level of collaboration, feelings of attraction, respect, antagonism, inequalities, and so on impact social interaction. Fredricks, Blumenfeld, and Paris (2004) stated that the idea of engagement is multidimensional, and it is divided into three types/dimensions: behavioral, emotional, and cognitive engagement.

1. Behavioral engagement is based on the notion of participation, which involves participation in academic, social, or extra-curricular activities and is seen to be beneficial for attaining positive academic achievements and lowering dropout rates.

2. Emotional engagement refers to positive and negative reactions to instructors, classmates, academics, and school, and it is thought to influence the desire to work with and bond with institutions.

3. Cognitive engagement is founded on the concept of investment, which necessitates focus and preparedness to execute tasks required to comprehend complicated ideas and master difficult abilities. Cognitive engagement is a one-of-a-kind notion that necessitates the application of perseverance and metacognition.

The importance of using social medial engagement techniques in the context of Instagram

Encouraging Peer Feedback

Learners must be encouraged in a social media environment to form a creative learning community, and peer feedback can help with this (Boling, Hough, Krinsky, Saleem, & Stevens, 2012). Before submitting any tasks, students can provide comments to one another. This procedure aids in the development of trust and respect among them. Nonetheless, the teacher plays a crucial role in encouraging students not to take comments personally and in convincing them to be professionals throughout the process. Timely feedback strengthens student-teacher connections and promotes positive classroom dynamics. Online students anticipate a quick response to any and all problems. They may feel alone; as a result, educators must handle the online setting differently than they would in a face-to-face classroom (Silverstone & Keeler, 2013, p. 19).

Promoting collaboration through increased interaction

Interaction is seen as essential to the educational experience, and it is a key focus of research into online learning. Online learning emphasizes engagement and the capability of new technology to facilitate ongoing educational communication (Poll, Widen, & Weller, 2014). Because there are no visible or auditory clues in the online environment, it is necessary to employ specialized techniques to assure the social interaction required in online classrooms. It is the obligation of online classroom providers to offer an engaging learning environment in which students not only learn the topic but also have a happy and safe experience (Kim, Kwon, & Cho, 2011).

Online engagement has been defined as a necessary condition in an online classroom setting, although interaction alone cannot ensure cognitive growth or the quality of learning content in an online classroom environment (Garrison, 2007). Providing chances for students to collaborate in the form of group projects can promote interaction and provide students with the opportunity to watch and replicate the desirable behaviour of others.

Social Media Engagement Techniques

The researcher recommends some techniques for participating in online discussions in order to build an acceptable online environment that will lead to beneficial learning efforts for learners (Cheng, Paré, Collimore, & Joordens, 2011; Hew & Cheung, 2011; Ioannou, Demetriou, & Mama, 2014). This section discusses numerous suitable engagement techniques that may be used online in the context of social media:

Reflecting on the Content

Learning resources and chances for reflection on the learning process should be made available to students. Independent learning may be provided

through learning content and the capacity to reflect on the learning process (Palloff & Pratt, 2007). Students should be encouraged to propose relevant questions or comments based on the context. Additionally, offering chances to use the knowledge presented through discussions, reports, and projects can aid in the process of understanding and application of the content in a number of situations (Offir, Barth, Lev, & Shteinbok, 2003).

Incorporating Alternative Views

Students must be encouraged to accept and welcome the perspectives of others. The foundation of creativity is the diversity of ideas and concepts (Offir et al., 2003). Activities such as debating for a team that contradicts the students' main values, discussing the pros and drawbacks of a specific issue, and so on might aid in comprehending the existence and relevance of varied viewpoints in education.

Providing Ownership of the Content

Learners are frequently classroom-focused and, as a result, take a superficial approach to the content. The first step in developing content ownership is to align student goals with classroom goals (Conley & French, 2013). Learners should also be allowed to make their own decisions, produce reports, and work on projects or presentations utilizing innovative videos or course materials. This aids in the creation of content ownership.

Encouraging Applying Knowledge in Different Contexts

This is significant when students learn to develop information in the learning context and then discover meaning in this learning by actively relating it to new circumstances that happen in a range of contexts (Jackson, Fleming, & Rowe, 2019). The ability to apply information in real-world circumstances might lead to interesting moments for students. Encouraging students to work with related data is one method for them to meet professionals in the field and witness the impact of their knowledge in practice (Coulson & Harvey, 2013).

Promoting Critical Thinking

Fostering critical thinking can also result in increased learning. It improves learners' ability to examine current concepts and, as a result, construct their own frames of reference (Lunney, Frederickson, Spark, & McDuffie, 2019). Activities such as critiquing articles, discussing, reflecting on one's own or others' work, and assessing peers can all contribute to achieving this aim (Knight & Steinback, 2011).

Teaching Presence

Teaching presence relates to the instructor's facilitation and direction in order to create favorable results. Teaching presence is defined as "the design, facilitation, and direction of cognitive and social processes with the goal of attaining personally meaningful and educationally relevant learning outcomes." (Anderson, Rourke, Garrison, & Archer, 2001, p. 2). Teaching presence is denoted by the teachers' position in an online classroom setting where they design and implement a method to assure cognitive and social learning experiences (Bangert, 2008).

Teaching presence, in the form of guidance, reinforcement, and punishment plays a significant role in applying social learning theory in an online classroom setting. Lee Watson, Watson, Richardson, and Loizzo (2016) found out that interaction is important to social learning theory, allowing learners to produce and transfer knowledge to increase comprehension.

Teaching Immediacy

Gunawardena and Zittle (1997, p. 9) defined teacher immediacy as a "a measure of the psychological distance that a communicator maintains between himself and the target of his communication". Kearney, Plax, and Wendt-Wasco (1985); Titsworth (2004) defined teacher immediacy as "behaviors which increase or produce interpersonal proximity, sensory stimulation, warmth, and friendliness. The term teaching immediacy is indicated in this study as the promptness and availability of teachers in social media context. Again, teaching immediacy is defined in as the

availability of instructors as perceived by learners (Shea, Li, & Pickett, 2006).

Social medial engagement techniques related learning activities:

- Promoting healthy competition.
- Encouraging critical thinking through assignments and activities.
- Providing collaborative activities at the start of the course.
- Starting synchronized and asynchronized chat sessions and conversation.
- Requesting that students identify themselves to one another via the course context.
- Providing specific feedback.
- Simple access to resources.
- A list of extra materials available on the course program.
- Introduction on the course home page.
- Providing audio recorded weekly wrap ups.
- Providing easy to follow instructions and guidance.

3.Method

The present research follows a sequential exploratory descriptive mixed-method design (Tashakkori & Teddlie, 2010). The researcher did the quantitative research phase first, followed by the qualitative phase; this helps the researcher to grasp the paradigm assumptions behind each phase (Creswell, 2013).

The First Phase

3.2 Participants of the study

The participants of the study included Forty students enrolled in third year Faculty of Education, Shebin Elkom, Menoufia University in the academic year 2020/2021. They were divided into an experimental group (N=20) and

control group (N=20). Both groups were equivalent in their entry level in speaking and intercultural awareness. The following table reflects this:

Table (2) T-test for the research sample Equivalence (control group and experimental group) on the pre test

Variables	Experimental group N=20		Control group N=20		df	t-test	Sig.
	M	SD	M	SD			
Accuracy	9.500	2.646	10.350	2.581	38	1.028	**0.811**
Fluency	6.100	1.917	6.500	1.906	38	0.662	**0.892**
Pronunciation	8.100	2.245	8.800	2.093	38	1.020	**0.592**
Presentation skills	12.000	2.675	12.700	2.557	38	0.546	**0.874**
Total speaking skill	35.700	9.398	38.350	9.069	38	0.907	**0.916**
Intercultural awareness	**28.650**	**7.748**	**30.250**	**7.772**	**38**	**0.652**	0.961

The table shows that there is no significant difference between the experimental and control group which means that both groups are almost equivalent.

3.3 Instruments and material of the study

The researcher prepared and used the following instruments:

1. A pre- posttest to measure the speaking skills of EFL pre-service teachers before and after teaching the program using Instagram and social media engagement techniques.
2. A scoring rubric.

3. A program based on Instagram and social media engagement techniques to develop EFL pre-service teachers' speaking skills.
4. Semi-structured interview.

3.3.1 The Speaking Test
1. Aim of the test

The aim of the test (Appendix A) was to measure EFL pre-service teachers' speaking skills before and after applying the program using Instagram and social media engagement techniques.

2. Description of the speaking Test

The speaking test was used to measure students' speaking skills of fluency, accuracy, pronunciation and presentation skills. Student's performance was judged using a rubric (Appendix B) from 0-4 where: 0 = very poor, 1= poor, 2=fair, 3=good, 4 = very good. Three raters assessed the students using the rubric and the average mark of the three totals was used in statistics.

Test Validity

The test was submitted to a panel of jurors who are specialists in TEFL to validate it in terms of clarity and suitability. The jurors' comments were supportive and helped in refining the final version of the test.

Test Reliability

To establish the test reliability, the test and retest reliability was used. The test was administered to 10 students. After two weeks the test was administered again to the same students. Students' scores on both tests were correlated. The following table shows the correlation co efficient between the score of the first and the second tests.

Table (4) Correlation co-efficient for the speaking test reliability (N=10)

Variables	Test		Re-test		R	Sig.
	M	SD	M	SD		
Accuracy	9.60	3.27	10.20	3.46	0.99	**0.00**
Fluency	6.10	1.97	6.50	1.58	0.95	**0.00**
Pronunciation	8.30	2.50	9.00	2.45	0.98	**0.00**
Presentation skills	12.30	2.71	12.80	2.62	0.96	**0.00**
Total of speaking skill	**36.30**	**10.31**	**38.50**	**10.00**	**0.99**	**0.00**

The table shows that the correlation coefficient ranges (0.99-.95) proving that the test was reliable.

The Intercultural Awareness Test

1. Aim of the Test

The aim of the test was to determine students' intercultural awareness level before and after applying the program using Instagram and social media engagement techniques.

2. Description of the Test

The intercultural awareness test was designed to assess student's ability to evaluate perspectives, practices and products in the target culture. Students were asked to respond to ten situations related to the target culture. Students are scored according to a rating scale ranges from0-2 where (0) stands for wrong answer or unanswered item, (1) stands for partially correct answer and (2) stands for correct answer.

Test Validity

The test and the rating scales were submitted to a panel of jurors who are specialists in TEFL to validate them in terms of clarity and suitability. The

jurors' comments were supportive and helped in refining the final version of the test.

Test Reliability

To establish reliability, the test and retest reliability was used. The test was administered to 10 students. After two weeks the test was administered again to the same students. Students' scores on both tests were correlated. The following table shows of the correlation co efficient between the score of the first and second test.

Table (6) Correlation co-efficient for the intercultural awareness test reliability

N=10

Variables	Test		Re-test		R	Sig.
	M	SD	M	SD		
Intercultural awareness	30.60	7.46	33.50	7.41	0.99	0.00

The table shows that the correlation coefficient ranges (0.99-.95) which proves that the test was reliable.

3.3.4 The program

Aim and Objectives

The program (Appendix C) aims at developing EFL pre-service teachers' speaking skill and intercultural awareness. By the end of the program, students will be able to:

1.1 Use vocabulary and idiomatic language flexibly and naturally to express themselves in different cultural situations.

1.2 Produce accurate structures using language functions, phrases, expressions and linking words appropriate for the situations.

1.3 Speak fluently about different cultural topics.

1.4 List similarities and differences between the Egyptian culture and the British culture related to different topics.

1.5 Show comfort and openness while discovering different cultural norms.

1.6 Show curiosity towards Ethnographic interaction generally and the British culture specifically.

1.7 Think comparatively and develop self-reflection attitude towards the Egyptian culture and British culture specifically and extend the attitude towards other cultures they may be exposed to.

1.8 Be ready to discover and explore new cultures through observation and questioning.

1.9 Identify why cultural misunderstanding in different situations occur and show readiness to understand, explain and avoid such misunderstanding in future interactions.

Content

The program included twelve sessions:

The first orientation session dealt with intercultural awareness. In this session, the researcher acquainted students with what is intercultural awareness, its components, its importance and why it is important to learn about culture as well as what is needed to be an interculturally competent citizen.

In the second session, the researcher introduced Instagram and social media engagement techniques, which students used through the program, how to log into Instagram and how to create an account. Also, the researcher acquainted students with different Instagram tools and how to use them to

perform tasks. Also, the researcher introduced the speaking cycle which students used with each session and its steps.

The program incorporated the speaking-cycle model for improvising the tasks through the sessions. The program included tasks that require activation of language competencies. Learners were asked to perform specific tasks that have been designed to respond through spoken language. They used of videos, audios files to respond to or work out the tasks. The tasks expressed real-life situations and were performed through audio/video or sound recording tools like chat rooms, audio journals, voice messages, discussion boards and all students work can be gathered in a student's portfolio. Tasks varied from individual tasks and group tasks. This served the assessment process and made it easier for teachers to provide feedback. Feedback was provided through peer-feedback and teacher feedback. Also, tools made it easy for learners to reflect on their performance and development through the course. The program aimed at providing a flexible environment for integrating speaking skill with intercultural awareness skills in a student-directed way using different models for improvising the tasks through the sessions.

Teaching-speaking cycle

The program speaking tasks were built based on Goh and Burns (2012) model for teaching speaking, "Teaching –speaking cycle" The model consists of seven stages. At each stage, the teacher's role is to facilitate practicing the language through providing input and feedback. For each session, students go through the following steps:

1: Focus learner's attention on speaking where the teacher activated students' prior knowledge about the topic and familiarized them with the task.

2: Provide input where the teacher scaffolded learners to meet the task by introducing vocabulary and content.

3: Conduct speaking task where the teacher provided context for practicing the speaking task.

4: Focus on language skills, and techniques where more attention were given to the content of the task including language, functions, skills and all that contributes to effective speaking.

5: Repeat speaking task where the teacher carried out the task again, focusing on more detailed use for the language through changing the type of the task.

6: Direct learners' reelection on learning where the teacher provided students with opportunities to think about their learning and guide them to draw on their experience.

7: Facilitate feedback on learning where the teacher provided learners with important feedback on their performance.

Selection Criteria for Instagram Accounts and Hashtags
First: To avoid potential privacy issues, Researcher invite students to set up their accounts privately or create a new account for the study purposes. By creating a new account, students were able to view all posts by British users at once without mixing with other users' posts they were following; Students can easily switch between multiple accounts without having to log in to the app.

Second: The researcher personally chose British accounts and hashtags that students explored on Instagram. Users are British people with a public Instagram profile that post regularly on Instagram, focusing on a theme that mainly covered the study topics (i.e. food, fashion) or continued to showcase cultural products and applications related to everyday life of British people.

Third: The researcher strongly recommends students to follow British users chosen by researcher for privacy and logistics reasons. Every session, the researcher posted on the Instagram group chat a message with the instructions for the day. A typical message included: A greeting, the theme of the day, the instructional videos, and a set of hashtags for students to explore, with the occasional explanation of words and concepts that students might not have known or struggled to understand. Students could start their daily explorations from one of the suggested hashtags or from their feed, browsing the posts of the British user they were following.

Fourth: Students used Instagram group chat to share particularly posts. They record comments and questions about the content of the posts and also described Instagram stories shared by British users. Students had to participate in the chat, at least, on four different days of the week. By sharing in the chat relevant posts and meaningful comments, students engaged in a process of knowledge building. For this process to be meaningful, students had to read each other messages.

4.Results and Discussion

Hypothesis One: There is a statically significant difference between the mean scores of the experimental group and those of the control group on the overall speaking skill and its subskills in favor of the experimental group.

Students' scores were statistically analyzed using SPSS. The T-test was used to compare the two groups' achievements to identify the effectiveness of using Instagram and social media engagement techniques on developing EFL pre-service teachers' speaking skill. The following table shows the results of both the control group and the experimental group on the speaking skills posttest.

Table (7) The results of both the control group and the experimental group on the overall speaking skills and its subskills post test

skill	Group	N	M	SD	df	T	Sig.
Accuracy	Exp.	20	15.850	4.146		2.759	Significant at 0.009
	Con.	20	12.600	3.251	38		
Fluency	Exp.	20	10.100	1.373	38	3.209	Significant at 0.003
	Con.	20	8.100	2.426			
Pronunciation	Exp.	20	13.250	1.650	38	3.356	Significant at 0.002
	Con.	20	10.850	2.739			
Presentation skills	Exp.	20	18.850	3.528	38	3.079	Significant at 0.004
	Con.	20	15.600	3.136			
Overall speaking skill	Exp.	20	58.050	10.531	38	3.140	Significant at 0.003
	Con.	20	47.150	11.408			

Table (7) shows that the mean scores were 58.050 for the experimental group and 47.150 for the control group and, the SDs were 10.531 for the experimental group and 11.408 for the control group. (df-38, t=3.140) Thus, the first hypothesis was confirmed. The T- test results show that there was a significant difference at the 0.003 level between the experimental and control groups in the post test means of the overall speaking skill. This means that the experimental groups showed great improvement. So, using the Instagram and social media engagement techniques has been effective in developing students' overall speaking skill.

Hypothesis Two: There is a statically significant difference between the mean scores of the experimental group and those of the control group on the intercultural awareness post-test in favour of the experimental group.

Table (8) The results of both the control group and the experimental group on the intercultural awareness post test

skill	Group	N	M	SD	df	T	Sig.
Intercultural Awareness	Exp.	20	47.650	8.305	38	3.526	Significant at 0.001
	Con.	20	37.700	9.504			

Table (8) shows that the mean scores were 47.650 for the experimental group and 37.700 for the control group and, the SDs were 8.305 for the experimental group and 9.504 for the control group. (df=38, t= 3.526) Thus, the second hypothesis was confirmed. The T- test results show that there was a significant difference at the 0.001 level between the experimental and control groups in the posttest means of the overall intercultural awareness. This means that the experimental groups showed great improvement. So, using Instagram and social media engagement techniques has been effective in developing students' overall intercultural awareness.

The Second phase

Interviews are used to fully explore participants' opinions about a topic, according to Siedman (2006); to offer researchers with an in-depth understanding of the research phenomenon under consideration; accept or reject a previously formulated theory concerning the participants' points of view. Researcher has designed interview questions (Appendix D) to provide lengthy answers that allow for purposeful conversations guided by themes and topics, allowing them to be considered, rearranged, discussed, and analyzed.

Participants and Ethical aspects of interviews

Researcher conducted semi-structured interviews with selected students. I contacted ten students purposefully selected from those who participated more in the activity, those who participated less, and those who had an average frequency of participation. The interviews followed an interview protocol with a set of open-ended questions and follow-up questions. The questions were organized to discuss different aspects of students' explorations on Instagram and social media engagement techniques (see Appendix E). Specifically, the questions aimed to elicit detailed information about the activity and how it helped to foster the development of students' speaking skills and intercultural awareness. Pre-service teachers who came to the interview were informed about the purpose and practice of the interview before agreeing to the interview. They were told that their answers were being recorded for better analysis.

Data coding and categorization

Interview questions were about pre-service teachers ' personal experience of using Instagram and social media engagement techniques to develop their speaking skills and intercultural awareness. To continue the flow of the conversation, the sequence of questions was shifted from one group to another, and some new questions were asked during the interview. Interviews were then transcribed verbatim and later utilized as the premise of the study's investigation. To examine the Pre-service teachers' responses, a categorization approach was used. Each interviewee's answers were placed into a created category that can be easily used to see patterns existing in the interviewee's answers.

Reliability

The reliability was tested in two stages: first, via data coding, and then, through data analysis and categorization. In terms of coding, it is

intended to guarantee that the codes are structurally consistent, semantically connected, and unique from the others. Transcript verification is also important for ensuring the legitimacy of the transcript. This is accomplished in two ways: one, by coding twice at two distinct times; second, by requesting that a colleague in the same field code two interviews to see whether he can give the same code to the same data segment. The researcher explores the representation of the same piece of data using comparable codes. A tick (/) was placed in the case of agreement, and a cross (x) was placed in the case of disagreement. To guarantee that all codes fit into a single framework, the reliability coefficient between the second rater and the researcher's coding was calculated. The estimated inter-rater agreement is 80%. The codes operational definition was likewise agreed upon by 85 %.

4. Results and Discussion
4.1 Qualitative Data Analysis
Qualitative data analysis revealed two main themes that include:

The benefits of Instagram and social media engagement techniques in developing students' EFL speaking skills and using Instagram and social media engagement techniques for cultural explorations. Comments varied, reflecting each participant's unique experience.

The first theme: The benefits of Instagram and social media engagement techniques in developing students' EFL speaking skills

Students see that Instagram and social media engagement techniques are effective in overcoming problems that hinders speaking skill. It can overcome the problem of language anxiety as it provides non- threatening and supportive environment for language learners to speak the language.

> *Through voice messages and discussion boards*
> *students can get the chance to practise the language*
> *without fearing others' criticism. Our interactions*
> *and participation are protected and can be seen only*
> *by our lecture who can provide supportive feedback.*

Students also see that using Instagram and social media engagement techniques help in overcoming poor condition of planning speaking tasks and time constrains. First, each student has his own twenty-four hours a day so he can well plan his task, log in and deliver his task when he is ready and so avoid panic or apprehension.

> *We can speak once or twice or more at our own*
> *pace when we are ready and sure. Instagram and*
> *social media engagement techniques gives us*
> *access to listening materials anytime and*
> *anywhere. Theses audio texts or videos from*
> *native speakers help us get accurate accents.*

Through its multi-dimensional tools like chat rooms, voice messages, discussion boards and portfolio, students can interact with each other and with other learners from different nationalities and cultures in genuine cultural situations to develop both their cultural competence and speaking competence.

Instagram and social media engagement techniques helps learners to get in touch with learners from other programs and discipline all over the world thus offering synchronous and in-synchronous opportunities for language practice. It supports diversity of styles, opinions and styles of information production as it allows each student to show his own learning style and

product.

> *Watching English video is one of the learning activities that I like, but most teachers do not provide it to the classroom. I like activities that give students a chance to speak or to express their opinions. It is challenging for me to listen and to talk in the language we are learning outside classroom activities. I can also tell that my listening and speaking skills also improve.*

In terms of motivations for learning English, Instagram and social media engagement techniques motivated the participants to develop their speaking skills especially with those models of fluent English-speakers whom they could observe or about whom they heard.

> *I feel embarrassed when speaking English in front of people. When working in an Instagram and social media engagement techniques group, I write a script, and correct my group members when they mispronounce the words. If I myself have pronunciation problems, I always consult the dictionary. I try to understand as much as I can in class by asking teachers a lot of questions.*

Learning only in the classroom might not be enough to achieve students' English-speaking skills.

> *"I never get involved in situations which help me learn or improve my English or my understanding about the cultures of the English-speaking countries. I never get involved in the*

events that would help my English-speaking skills. It isn't adequate to learn only the grammatical forms of the language. There is a connection between the types of language and how they are utilized to communicate suitably".

Instagram and social media engagement techniques are useful to understand which forms are acceptable for particular occasions, and many of them necessitate cultural experiences and judgements that demand knowledge beyond the grammar of the language (Bialystok & Hakuta, 1994 p. 162).

The second theme : using Instagram and social media engagement techniques for intercultural explorations

The main goal of the activities on Instagram and social media engagement techniques is to foster students' intercultural awareness. Instagram and social media engagement techniques provides rich opportunities for foreign language learning and also for intercultural competence as they offer genuine opportunities for language learner to acquire and practise languages. Not only do they help in language learning but also, they play an important role in developing learners' intercultural competence through plenty of written, visual, and audio materials as well as opportunities to communicate and interact with real people from other culture with whom they can share information, and so teach one another or learn from one another.

Students used Instagram and social media engagement techniques to explore authentic and current British practices and to share their intercultural interpretations and reflections. Every student in the class could complete these tasks using Instagram, which has some exclusive features, including the chat.

The chat is also a space where the students can build a shared understanding of British practices, they observed and, together, establish relationships between what they observed and what is common in their home culture. For example, one student noticed that

> *"British seem to hang out in larger groups than Egyptians to do a lot of socializing while getting drinks and/or food".*

Students usually read each other's messages and, sometimes, they build on each other while they interpret the information observed online:

> *"I think this picture illustrates everything we have been discussing. "When exploring the hashtags associated with the activities, we found that almost everyone is wearing coats or jackets and long pants. I found a lot of posts of people dressing up for Easter, whether to go out with friends or celebrate with family".*

Students liked to use Instagram and social media engagement techniques to explore the British culture of everyday life.

> "Instagram and social media engagement techniques helped me to learn a great deal about the British culture of everyday life. Scrolling through the hashtags I saw so many pictures of pets and it's clear that a love for pets as part of a family is universal across cultures."

Instagram and social media engagement techniques helped them to reflect

about the beliefs and values of the British culture and to increase their awareness and understanding of the similarities and differences between our own culture and the British culture.

> *"This photo shows a woman in similar attire to that of an Egyptian woman's work clothes. It is professional. I noticed that many British go out to lunch instead of bringing it to their work and commonly go to a small cafe and eat a healthy lunch."*

Most students felt that Instagram and social media engagement techniques helped them to learn about common products and practices in Britain and to reflect on the perspectives of British,

> "I think some of the stereotypes are true such as British are traditional to their culture, respect elders, eat good food, dress well."

How open British are towards other cultures

> *"It seems British are open to other cultures because they also like Egyptian superheroes, movies, and music. I think this is a good example of other countries fascination with Egyptian cuisine. Looks like British are more than willing to try Egyptian food."*

Some students commented that they really enjoyed the Instagram and social media engagement techniques experience

> *"Instagram and social media engagement techniques experience encouraged me to approach the study of the British language".*

Results might be due to the following reasons:

1. Following speaking cycle helps students planed and re planed their speech before finally submitted it. Students could stop their speech and revised it more than once until they were sure it was error-free or with a few errors. When they felt satisfied with their performance, they posted it. Instagram and social media engagement techniques offered students a lot of resources to plan their tasks through audios and, videos. Stages four and five of the speaking cycles, gave students opportunities to focus on language skills and techniques and repeat their tasks. While steps six and seven facilitated students' feedback on their learning. The programme based on Instagram and social media engagement techniques made it possible for students to get feedback from the teacher any time more than once when they feel they need to. These facilitated students' learning and helped in producing accurate structures.

2. Based on how Instagram and social media engagement techniques-based programme was used helped students produce accurate structures, the researcher believed that this scaffolded students' fluency. Instagram and social media engagement techniques-based programme provided tools for students to practise speaking for themselves and within a group.

3. Using Instagram and social media engagement techniques-based programme, helped students keep the material on their laptops, smartphones, computers or tablet and they can refer to when they feel they need to. When students were not sure of how to pronounce a word, word stress or any of the pronunciation aspect, they could play the video or the audios and stop and replay any number of times until they were sure of how it was pronounced. Also, Instagram and social media engagement techniques exposed the students to native speakers and helped them develop a native speaker accent and also

stopped the confusion of the mother tongue interference they might experience when they listened to their teachers or other students.

4. Using chat tools in Instagram helped students create narrated presentations when they submitted their spoken messages. Narrated presentations allowed students to plan exactly what they were going to say before presenting.

5. Instagram and social media engagement techniques-based programme offered students opportunities to be engaged in oral conversations, discussions, practice pronunciation, listened to native speakers' videos and audios. These opportunities were varied and students could access materials at any time when they need. These opportunities helped students listen to and produce native- like tongue, accurate structures until they became confident of their speaking and develop their fluency. Students practiced the language comfortably without being worried if they were speaking correctly or incorrectly which reduced speech apprehensions and encouraged them to speak.

6. Through audio chat tools and discussion tools students had chances to work both individually and collaboratively before they finally posted their presentation on a topic. Instagram and social media engagement techniques-based programme provided students with tools to create interactive presentations.

7. Instagram and social media engagement techniques improved students' intercultural awareness due to the materials (videos, audios) uploaded on Instagram as well as the activities they practised through the program. The program nearly covered all the aspects of the English culture thus giving students a clear idea about the target culture. Students were aware of different information, attitudes and aspects of the culture. Having covered the sessions of the program, students could accept the other culture, saw the difference between the Egyptian and British culture, were ready to accept the other. The

program improved students' knowledge about the British culture and gave them a clear idea about the British society which helped them being more aware of the society and helped them avoid cultural misunderstandings. Being more aware and knowledgeable, enhanced their ability to discover the British society and relate the events to their cultural context.

8. Instagram and social media engagement techniques increased students' autonomy, offered scaffolding to students, helped students' reinforcement for materials they felt they need and offered opportunities for interactive language practice.

9. Instagram and social media engagement techniques facilitated teacher's monitoring and evaluation process and helped them follow students' progress.

10. Instagram and social media engagement techniques encouraged student-teacher communication as well as student-student communication. The programme was mainly targeting speaking skills with activities and exercises essential to language understanding.

11. Instagram and social media engagement techniques included tools that develop other skills like ability to work in teams, and how to dialogue with each other. They encouraged communication by providing features such as group creation, chat interaction, discussion board promotion, and access to student communities.

12. Instagram and social media engagement techniques-based programme was tailored to meet students' individual needs and offered differentiated instructions. Through its multi-sensory features, every learner can find materials that suit his learning styles.

5.2 Conclusion

Through the current study, it can be concluded that using Instagram and social media engagement techniques-based programme in the process of language teaching and learning is a very useful tool to develop students'

speaking skills, facilitate their engagement and interaction, and maximize their immersion in the language. Using Instagram and social media engagement techniques-based programme facilitates the teacher's role in creating an attractive learning environment for the student and offer them more practice hours. As English language has been identified today not as a foreign or second language but as an international language and has become an essential component of the socio-cultural process, integrating culture has become mandatory in all language teaching courses.

5.3 Recommendations

The researcher recommends that:

- Instagram and social media engagement techniques to be used in our language classes to help teachers and students apply new techniques and techniques such as flipped learning and help overcome problems such as the lack of technical facilities in our schools, lack of time allocated to language practice especially speaking skills and also the crowded classes.
- Preparing and implementing training courses for EFL teachers on how to use Instagram and social media engagement techniques.
- Using Instagram and social media engagement techniques in teaching EFL in different stages primary, preparatory as well as secondary.
- Using Instagram and social media engagement techniques to improve different language skills' listening, reading, writing as well as speaking.

5.4 Suggestions for further studies

- Using Instagram and social media engagement techniques to develop students speaking skills and overcome speaking apprehension.
- Using Instagram and social media engagement techniques to improve students' oral-aural skills.

- Using Instagram and social media engagement techniques to improve students 'writing skill.
- Using Instagram and social media engagement techniques to improve students' electronic reading habits.

References

- Ali, M. (2021). EXPLORING THE EFFECTS OF INSTAGRAM AS A MOBILE-ASSISTED LANGUAGE LEARNING TOOL ON EFL LEARNERS. *Sci.Int.(Lahore), 33*(6), 417-422.
- AlQahtani, N. A. (2018). The effect of social networks on the improvement of Saudi EFL students. *Journal of Humanities and Social Sciences, 2*(8), 137-150. doi: https://doi.org/10.26389/AJSRP.N130618
- Alzamil, L. (2020). Uncovering Gender Differences in Saudi EFL Learners' Attitudes Towards the Use of Instagram as a Language Learning Tool. *International Journal of Linguistics, 12*, 17. doi:10.5296/ijl.v12i5.17486
- Amâncio, M., & Doudaki, V. (2017). *"Put it in your Story": Digital Storytelling in Instagram and Snapchat Stories.* (Two-year Master's thesis). Uppsala University,
- Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks, 5*(2), 1-17.
- Andujar, A., & Çakmak, F. (2020). Foreign Language Learning Through Instagram: A Flipped Learning Approach. In (pp. 300): IGI Global.
- Asma, B., & Saka, F. (2020). A study on developing intercultural awareness scale (icas) and examining elt students intercultural awareness. *International Journal of Current Approaches in Language, Education and Social Sciences, 2*, 445-461. doi:10.35452/caless.2020.23
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills A Handbook for English Language Teachers*. London Continuum.
- Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal, 66*, 62-70. doi:10.1093/elt/ccr017
- Bal, E., & Bicen, H. (2017). The purpose of students' social media use and determining their perspectives on education. *Procedia Computer Science, 120*, 177-181. doi:https://doi-org.sdl.idm.oclc.org/10.1016/j.procs.2017.11.226
- Bangert, A. (2008). The influence of social presence and teaching presence on the quality of online critical inquiry. *Journal of Computing in Higher Education, 20*(1), 34–61. doi:doi:10.1007/BF03033431

- Barnes-Karol, G., & Broner, M. A. (2010). Using images as springboards to teach cultural perspectives in light of the ideals of the MLA Report. *Foreign Language Annals, 43*(3), 422-445.
- Bassani, P. B. S., & Barbosa, D. N. F. (2018). Experiences with Web 2.0 in school settings: A framework to foster educational practices based on a personal learning environment perspective. *Educação em Revista,, 34*, 1–27.
- Bell, M. A. (2013). Picture this! Using Instagram with students. *Internet@Schools, 20*(4), 23-25.
- Belz, J. A., & Thorne, S. L. (2006). *Internet-mediated intercultural foreign language education*. Boston: MA: Thomson Heinle.
- Beqiri, G. (2014). The impact of social media on higher education in Kosovo: The student's perspective. *Academic Journal of Interdisciplinary Studies, 3*(2), 155-163. doi:https://doi.org/10.5901/ajis.2014.v3n2p155
- Bergstrom, T., & Backman, L. (2013). *Marketing and PR in Social Media: How the unitilization of Instagram builds and maintains customer relationship.* (Independent thesis Basic level (degree of Bachelor)). Retrieved from http://su.diva-portal.org/smash/record.jsf?pid=diva2%3A625012&dswid=2175
- Bermudez, C. M., Prasad, P. W. C., Alsadoon, A., & Hourany, L. (2016). Students perception on the use of social media to learn English within secondary education in developing countries. *IEEE Global Engineering Education Conference, EDUCON*, 968–973. doi:https://doi.org/10.1109/EDUCON.2016.7474668
- Bevins, C. (2014). *Get schooled: A visual social semiotic analysis of target's branding using Instagram.* (Master of Arts). Liberity University, Retrieved from http://digitalcommons.liberty.edu/masters/327/
- Borghetti, C., & Lertola, J. (2014). Interlingual Subtitling for Intercultural Language Education: A Case Study. *Language and Intercultural Communication, 14*, 423-444. doi:10.1080/14708477.2014.934380
- Brown, H. (2007). *Principle of language learning and teaching*. White Plains, NY:Pearson Longman.
- Burikova, S. (2020). *Developing Students' Intercultural Awareness And Skills*. Paper presented at the Topical Issues of Linguistics and Teaching Methods in Business and Professional Communication.

- Burns, A., & Seidlhofer, B. (Eds.). (2010). *Speaking and pronunciation* (Second ed.). London: Hodder Education.
- Butler, J. (Ed.) (2012). *Grappling with change: Web 2.0 and teacher education*. Hershey, PA: IGI Global.
- Bygate, M. (2003). *Speaking* (10th ed.). Newyork: Oxford University Press.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevendon: Multilingual Matters.
- Byram, M., & Grundy, P. (2003). *Context and culture in language teaching and learning*: Clevedon, U.K.: Multilingual Matters.
- Carpenter, S. K., & Olson, K. M. (2012). Are pictures good for learning new vocabulary in a foreign language? Only if you think they are not. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 38*(1), 92-101.
- Chartrand, R. (2012). Social networking for language learners: Creating meaningful output with Web 2.0 tools. *Knowledge Management & E-Learning: An International Journal, 4*(1), 97-101. doi:https://doi.org/10.34105/j.kmel.2012.04.009
- Cheng, C. K., Paré, D. E., Collimore, L. M., & Joordens, S. (2011). Assessing the effectiveness of a voluntary online discussion forum on improving students' course performance. *Computers & Education, 56*(1), 253-261.
- Cochran, J. D., Campbell, S. M., Baker, H. M., & Leeds, E. M. (2014). The role of student characteristics in predicting retention in online courses. *Research in Higher Education, 55*(1), 27-48. doi:doi:10.1007/s11162-013-9305-8
- Conley, D., & French, E. (2013). Student Ownership of Learning as a Key Component of College Readiness. *American Behavioral Scientist, 58*, 1018-1034. doi:10.1177/0002764213515232
- Creswell, J. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3 ed.): SAGE Publications.
- Cych, L., Williams, L., & Younie, S. (Eds.). (2018). *Using Web 2.0 technologies to enhance learning and teaching*: New York, NY: Routledge.
- D'Errico, F., Paciello, M., & Cerniglia, L. (2016). When emotions enhance students' engagement in e-learning processes. *Journal of e-Learning and Knowledge Society, 12*(4), 9-23.

- Dema, O., & Moeller, A. (2012). *Teaching culture in the 21st century language classroom*. Paper presented at the Touch the world. Central States Conference Report, Tatiana Sildus.
- Dennis, D. (2014). *Successfully social: A non-profit's guide to modern social media marketing.* (Senior Honor Theses). Liberity University, Retrieved from http://digitalcommons.liberty.edu/honors/454/
- Dollmann, J., Kogan, I., & Weißmann, M. (2020). Speaking accent-free in L2 beyond the critical period: The compensatory role of individual abilities and opportunity structures. *Applied Linguistics, 41*(5), 787-809. doi:10.1093/applin/amz029
- Dubovik, O. (2013). Instagram as instrument of marketing. *Majesty of marketing, 39*. Retrieved from http://mk.nmu.org.ua/ua/npd/majesty2013/majesty2013.pdf#page=39
- El Sakka, S. (2016). Self-Regulated Strategy Instruction for Developing Speaking Proficiency and Reducing Speaking Anxiety of Egyptian University Students. *English Language Teaching, 9*, 22. doi:10.5539/elt.v9n12p22
- El Sawy, A. (2013). Authentic Task For Improving EFL Students' Speaking Skills. *Alexandria University Faculty of Education Journal, 23*(465 - 489), 3.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology - TOJET, 18*(3), 54-69.
- Faizi, R., Chiheb, R., & El Afa, A. (2015). Students' perceptions towards using Web 2.0 technologies in education. *International Journal of Emerging Technologies in Learning, 10*(6), 32–36.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(59–109).
- Fredrickson, J. (2015). Online learning and student engagement: Assessing the impact of a collaborative writing requirement. *Academy of Educational Leadership Journal, 19*(3), 127-140.
- Furstenberg, G. (2010). Making culture the core of the language class: Can it be done? *The Modern Language Journal, 94*(2), 329-332. doi: http://dx.doi.org/10.1111/j.1540-4781.2010.01027.x
- Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course*. Third Edition. New York: Routledge.

- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*.
- Gomes Junior, R. (2020). Instanarratives: Stories of foreign language learning on Instagram. *System, 94*, 102330. doi:10.1016/j.system.2020.102330
- Gonulal, T. (2019). The Use of Instagram as a Mobile-Assisted Language Learning Tool. *Contemporary Educational Psychology*, 309-323. doi:10.30935/cet.590108
- Grandzol, C. J. (2006). Best practices for online business education. . *The International Review of Research in Open and Distributed Learning, 7*(1), 1492-3831.
- Gunawardena, C. N., & Zittle, F. J. (1997). Social presence as a predictor of satisfaction within a computer-mediated conferencing environment. *American Journal of Distance Education, 11*(3), 8-26.
- Gunuc, S., & Kuzu, A. (2015). Student engagement scale: Development, reliability and validity. Assessment & Evaluation in Higher Education. *40, 4*, 587-610. doi:doi:10.1080/02602938.2014.938019
- Guth, S., & Helm, F. (Eds.). (2012). *Teaching culture through CALL*. San Marcos, TX: CALICO.
- Hassan, M. (2016). Enhancing Speaking Skills of EFL adult learners: A pragmatic approach. *CDELT Occasional Papers in the Development of English Education, 62*(1), 71-110. doi:DOI: 10.21608/opde.2016.86788
- Helwa, H. (2015). Using Puppets Based Learning for Promoting Primary Stage Pupils EFL Listening and Speaking Skills. *Benha University Faculty of Education Journal, 26*(104), 37 - 68.
- Hew, K. F., & Cheung, W. S. (2011). Higher-level knowledge construction in asynchronous online discussions: An analysis of group size, duration of online discussion, and student facilitation techniques. *Instructional Science, 39*(3), 303-319.
- Ioannou, A., Demetriou, S., & Mama, M. (2014). Exploring factors influencing collaborative knowledge construction in online discussions: Student facilitation and quality of initial postings. *American Journal of Distance Education, 28*(3), 183-195.
- Jadhav, N. P., Kamble, R. S., & Patil, M. B. (2012). Social media marketing: the next generation of business trends. *IOSR Journal of Computer Engineering (IOSR-JCE)*, 45-49. Retrieved from http://www.iosrjournals.org/iosr-jce/papers/sicete-volume2/21.pdf

- Kearney, P., Plax, T., & Wendt-Wasco, N. (1985). Teacher Immediacy for Affective Learning in Divergent Classes. *Communication Quarterly, 33*, 61-74. doi:10.1080/01463378509369579
- Kim, E. (2015). Effect of discussion activities and interactions with faculty to mediate self-directed learning capability on learning outcomes of college students. *Journal of Educational Policy, 12*(2), 173-196.
- Kim, J. (2004). Coping with Cultural Obstacles to Speaking English in the Korean Secondary School Context. *Asian EFL Journal, 6*(3). Retrieved from http://www.asian-efl-journal.com/september_04_ksj.php
- Kim, L. (2003). Exploring the relationship between language, culture and identity. *GEMA Online Journal of Language Studies, 3*(2). Retrieved from http://journalarticle.ukm.my/731/1/GemaVol3.1.2003No3.pdf
- Kim, Y. K., & Sax, L. J. (2014). The effects of student-faculty interaction on academic self-concept: Does academic major matter? Research in Higher Education. *55*(1). doi:780-809. doi:10.1007/s11162-014-9335-x
- Knight, L. V., & Steinback, T. A. (2011). Adapting peer review to an online course: An exploratory case study. *Journal of Information Technology Education, 10*, 81-100. Retrieved from http://www.jite.org/documents/Vol10/JITEv10p081-100Knight942.pdf
- Kocak, E., Nasir, V. A., & Turker, H. B. (2020). What drives Instagram usage? User motives and personality traits. *Online Information Review*. doi:https://doi.org/10.1108/OIR-08-2019-0260
- Lailiyah, M., & Setiyaningsih, L. (2020). Students' perception of online communication language learning through Instagram. *EnJourMe, 5*, 188-195. doi:10.26905/enjourme.v5i2.5202
- Lee Watson, S., Watson, W., Richardson, J., & Loizzo, J. (2016). Instructor's Use of Social Presence, Teaching Presence, and Attitudinal Dissonance: A Case Study of an Attitudinal Change MOOC. *International Review of Research in Open and Distributed Learning, 17*(3), 54-74.
- Lestari, D., & German, E. (2021). Incorporating Instagram Features in EFL Learning Environment. *ENGLISH LANGUAGE LITERATURE AND TEACHING, 5*(2), 168-180. doi:10.31002/metathesis.v5i2.4192
- Lim, J., & Newby, T. (2020). Preservice teachers' Web 2.0 experiences and perceptions on Web 2.0 as a personal learning environment. *Journal of Computing in Higher Education, 32*. doi:10.1007/s12528-019-09227-w

- Lim, S., & Yazdanifard, R. (2014). How Instagram can be used as a tool in social networking marketing. *Center for Southern New Hampshire University (SNHU) Programs. HELP College of Art and Technology*.
- Lopez-Rocha, S. (Ed.) (2016). *Intercultural communicative competence: creating awareness and promoting skills in the language classroom*. Dublin: Research-publishing.net.
- López-Rocha, S., & Arévalo-Guerrero, E. (Eds.). (2014). *Intercultural communication discourse*: New York: Routledge.
- Lunney, M., Frederickson, K., Spark, A., & McDuffie, G. (2019). Facilitating Critical Thinking through Online Courses *Journal of Asynchronous Learning Networks, 12*(3-4), 85-97.
- Maryani, A., Hasbiansyah, O., Iskandar, D., Suherman, M., & Kurniadi, O. (2020). The characteristics of the use of instagram among adolescent girls. *International Journal of Research -GRANTHAALAYAH, 7*, 146-154. doi:10.29121/granthaalayah.v7.i10.2019.381
- Micari, M., & Pazos, P. (2012). Connecting to the professor: Impact of the studentfaculty relationship in a highly challenging course. *College Teaching, 60*(2), 41-47. doi:doi:10.1080/87567555.2011.627576
- Moore, Z. (2006). Technology and teaching culture: What Spansih teachers do. *Foreign Language Annals, 6*(3), 331-338.
- Moore, Z. (Ed.) (1996). *How do teachers teach it*. Maryland: University Press of America.
- Mustain, K., & Husniyah, A. (2019). Instaclass: Incorporating instagram as a mobile learning tool in language classroom. *ELT-Echo, 4*(2), 93-101. doi:10.24235/eltecho.v4i2.5365
- Nault, D. (2006). Going Global: Rethinking Culture Teaching in ELT Contexts. *Language Culture and Curriculum - LANG CULT CURRIC, 19*, 314-328. doi:10.1080/07908310608668770
- Ngai, E. W. T., Tao, S. S. C., & Moon, K. K. L. (2015). Social media research: Theories, constructs, and conceptual frameworks. *International Journal of Information Management, 35*(1), 33-44.
- Nunan, D. (2003). *Practical English Language Teaching*: Singapore: Mc Graw Hill.
- O'Dowd, R. (Ed.) (2012). *Intercultural communicative competence through telecollaboration*. New York, New York: Routledge.

- O'Reilly, T. (2007). What is web 2.0: Design patterns and business models for the next generation of software. *Communications & strategies, 1st quarter*(65), 17-37.
- O'Shea, S., Stone, C., & Delahunty, J. (2015). I 'feel' like I am at university even though I am online." Exploring how students narrate their engagement with higher education institutions in an online learning environment. *Distance Education, 36*(1), 41-58. doi:doi:10.1080/01587919.2015.1019970
- Offir, B., Barth, I., Lev, J., & Shteinbok, A. (2003). Teacher–student interactions and learning outcomes in a distance learning environment. *Internet and Higher Education, 6*, 65–75.
- Palloff, R. M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*: John Wiley & Sons.
- Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research*: Lanham, MD: Rowman & Littlefield Publishers.
- Rantz, F., & Horan, P. (2005). Exploring Intercultural Awareness in the Primary Modern Language Classroom: The Potential of the New Model of European Language Portfolio Developed by the Irish Modern Languages in Primary Schools Initiative (MLPSI). *Language and Intercultural Communication - LANG INTERCULT COMMUN, 5*, 209-221. doi:10.1080/14708470508668896
- Ruiz San Miguel, F., Ruiz-Gómez, L., Hinojosa Becerra, M., & Maldonado, M. (2020). *Use of Instagram as a tool for debate and learning*. Paper presented at the 2020 15th Iberian Conference on Information Systems and Technologies (CISTI).
- Sakale, S. (2012). Rethinking speaking skills in EFL (English as a Foreign Language) settings. *Sino-US English Teaching, 9*(4), 1100-1111.
- Samokhina, T. S. (2019). Cultures and professional communication in standard situations: differences in communicative behaviour. *Professional Discourse & Communication, 1*(1), 99-110. doi:https://doi.org/10.24833/2687-0126-2019-1-1-99-110
- Sarıyıldız, G. (2017). Teachers' perceptions of the role of culture teaching in elt and their familiarity with the target culture. *International Journal of Language Academy, 5*, 226-236. doi:10.18033/ijla.3649

- Savitri, S., & Irwansyah. (2021). The Use of Instagram Stories at the Age of COVID-19 *ASPIKOM, 6*(1), 182-196. doi:http://dx.doi.org/10.24329/aspikom.v6i1.750
- Shea, P., Li, C., & Pickett, A. (2006). A study of teaching presence and student sense of learning community in fully online and web-enhanced college course. *The Internet and Higher Education, 9*, 175-190. doi:10.1016/j.iheduc.2006.06.005
- Siedman, I. (2006). *Interviewing as qualitative research* (3rd ed.). Teachers College Press.
- Simpson, O. (2013). Student retention in distance education: Are we failing our students? *Open Learning, 28*(2), 105-119. doi:doi:10.1080/02680513.2013.847363
- Smith, A., & Anderson, M. (2018). *Social Media Use in 2018*. Retrieved from Washington, DC 20036, USA:
- Syafitri, W. (2018). Improving Students' Speaking Ability Through Simulation. *Journal Polingua : Scientific Journal of Linguistics, Literature and Education, 6*, 24-30. doi:10.30630/polingua.v6i1.14
- Tajima, C. (2020). *A Mixed Methods Case Study: Japanese Sojourners' Intercultural Awareness*, Cham.
- Tashakkori, A., & Teddlie, C. (2010). Putting the Human Back in "Human Research Methodology : The Researcher in Mixed Methods Research. *Journal of Mixed Methods Research, 4*(4), 271-277.
- Tekulve, N., & Kelly, K. (2013). Worth 1,000 words: using Instagram to engage library users. *University of Dayton. eCommons*. Retrieved from http://ecommons.udayton.edu/cgi/viewcontent.cgi?article=1020&context=roesch_fac
- Thornbury, S. (2005). *How to teach speaking*. U.K: Pearson.
- Titsworth, B. S. (2004). Students' Notetaking: The Effects of Teacher Immediacy and Clarity. *Communication Education, 53*(4), 305-320. doi:10.1080/0363452032000305922
- Tomlinson, B. (2000). Materials for cultural awareness: Combining language, literature and culture in the mind. *The Language Teacher, 24*(2), 19-21.
- Tomlinson, B. (2001). Seeing more between the lines. *The Guardian Weekly, 5*(2), 21-27.
- Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English Teacher, 13*(1), 5-11.

- Tural, P., & Cubukcu, F. (2021). Raising Intercultural Awareness through Short Stories in EFL Classes. *Journal of Educational Sciences, 22*(43), 18-32. doi:10.35923/JES.2021.1.02
- Vivakaran, M. V., & Neelamalar, M. (2018). Utilization of Social Media Platforms for Educational Purposes among the Faculty of Higher Education with Special Reference to Tamil Nadu. *Higher Education for the Future, 5*(1), 4-19. doi:https://doi.org/10.1177%2F2347631117738638
- Zarei, N., & Rudravarapu, R. (2019). Using Instagram in English Language Learning. *Research Journal of English Language and Literature (RJELAL), 7*(2). doi:10.33329/rjelal.7219.328