

**The impact of using an educational Instagram account on teaching idiomatic expressions to
English as a foreign language students**

Omar David Parra Peña

Thesis Advisor

Edwin Andrés Londoño Alape

Universidad Nacional Abierta y a Distancia UNAD

Escuela de Ciencias de la Educación ECEDU

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

2024

Acknowledgments

First and foremost, I would like to thank my granny, Nelly (RIP), whose way of talking served as inspiration for writing this document. Second, paraphrasing Calvin Cordozar, better known as Snoop Dogg, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting. Third, I would like to thank my beloved family for their unconditional love and support. Fourth, I would like to thank my professors for their teachings and guidance during this process. Last but not least, I would like to thank Karen for her support.

Abstract

This research aimed to examine the impact of teaching idiomatic expressions by using the educational Instagram account @comodiceeldichooo for English as a Foreign Language (EFL) students at UIS Language Institute. The study is a mixed approach that implements four types of instruments. First, a previous knowledge test was conducted to check students' understanding of idioms. Second, a set of class observations of two teachers and their students. Third, a focus group to get to know students' perceptions about idioms in detail. Finally, a post-knowledge test was performed to determine if the educational Instagram account helped to identify some idioms and their meanings. The findings reveal that there is a positive impact on learning idiomatic expressions since the effectiveness of the Instagram account in question, enhances students' command of idiomatic language. Likewise, it fosters cultural connections and makes students active and engaged during the course.

Keywords: Education, English as a Foreign Language, Idiomatic Expressions, Instagram

Resumen

Esta investigación tuvo como objetivo examinar el impacto de la enseñanza de expresiones idiomáticas mediante el uso de la cuenta educativa de Instagram @comodiceeldicho00 para estudiantes de inglés como lengua extranjera (EFL) en el Instituto de Idiomas UIS. El estudio es un enfoque mixto que implementa cuatro tipos de instrumentos. Primero, se realizó una prueba de conocimientos previo para comprobar la comprensión de expresiones idiomáticas por parte de los estudiantes. Segundo, una serie de observaciones de clase realizadas a dos profesores y sus estudiantes. Tercero, un grupo de discusión para conocer en detalle las percepciones de los alumnos sobre las expresiones idiomáticas. Por último, se realizó una prueba de conocimientos posterior para determinar si la cuenta educativa de Instagram ayudó a identificar algunos modismos y sus significados. Los resultados revelan que existe un impacto positivo en el aprendizaje de expresiones idiomáticas, ya que la eficacia de la cuenta de Instagram en cuestión, mejora el dominio del lenguaje idiomático por parte de los estudiantes. Así mismo, fomenta las conexiones culturales y hace que los estudiantes estén activos y comprometidos durante el curso.

Palabras Clave: Educación, Inglés como Lengua Extranjera, Expresiones Idiomáticas, Instagram

Contend

Introduction to the Research Study.....	11
Context of the Research Problem	13
Research Question	16
Objectives	17
General Objective	17
Specific Objectives	17
Rationale for the Study	18
Literature Review.....	21
Introduction to the Literature Review.....	21
State of the Art	22
Idioms Role in Language Learning	22
Instagram as an Educational App	24
Theoretical Framework.....	28
The Sociolinguistic Approach	28
Mobile Learning for ELT	28
The Connectivism Theory	28
Activity Theory	29
Communities of Practice	29
Intercultural Communicative Competence (ICC).....	30
Research Design.....	33
Introduction to the Research Design.....	33
Methodological Design.....	34

Research Method	34
Theoretical Dimension	35
Tactical Dimension	35
Sumarial Dimension	35
Analytic Dimension	35
Research Approach	36
Context of the Research	37
Population and Sampling Procedures	37
Ethical Protocol	38
Data Collection Techniques	39
Description and Rationale of the Instruments	39
Previous Knowledge Test	40
Observation Grid	40
Focus Group	40
Post-knowledge Test	41
Validation Procedures	42
Testing through Piloting	42
Outcomes of the Piloting Phase	42
Focus Group Verification	43
Pedagogical Intervention and Application	43
Research Stages	43
Instructional Design	45
Data Analysis	48

Introduction to Data Analysis and Findings	48
Data Management Procedures	49
Assembling Data	49
Systematic Coding	53
Categorization and Naming	53
Establishing Meaningful Categories	53
Results	55
Thematic Analysis	55
Importance of Idiomatic Expressions in Language Learning	55
Experiences with Idioms in the EFL Classroom	55
Instagram as an Educational Tool	56
Use of the Educational Instagram Account @comodiceeldichoo	56
Teaching Idioms Instruction	57
Statistical Analysis	57
Discussions and Conclusions	62
Discussions	62
Research Implications for the Field of Study	64
Research Limitations on the Present Study	65
Recommendations for Further Research	67
Conclusions	68
References	70
Appendices	74
Appendix E	85

List of Tables

Table 1 <i>Schedule of Activities</i>	44
Table 2 <i>Pretest Results of Experimental Group</i>	58
Table 3 <i>Pretest Results of Control Group</i>	59
Table 4 <i>Post-test Results of Experimental Group</i>	59
Table 5 <i>Post-test Results of Control Group</i>	60
Table 6 <i>Results of Experimental Group</i>	60
Table 7 <i>Results of Control Group</i>	61

List of Figures

Figure 1 <i>Instagram Post</i>	31
Figure 2 <i>Gender Percentages</i>	37
Figure 3 <i>Instagram Post</i>	46
Figure 4 <i>Dimensions of the A1.1 English Course</i>	50
Figure 5 <i>Dimensions of the A1.1 English Course</i>	51
Figure 6 <i>Dimensions of the B2.4 English Course</i>	52
Figure 7 <i>Dimensions of the B2.4 English Course</i>	52
Figure 8 <i>Graphic Categorization</i>	54

List of Appendices

Appendix A <i>Resumen Analítico Especializado (RAE)</i>	74
Appendix B <i>Filled Informed Consent Sample</i>	80
Appendix C <i>Previous Knowledge Test</i>	82
Appendix D <i>Observation Grid</i>	84
Appendix E <i>Focus Group Questions</i>	85
Appendix F <i>Follow-up Questions</i>	86
Appendix G <i>Post-knowledge Test</i>	87
Appendix H <i>Coding</i>	102
Appendix I <i>Memos</i>	114

Introduction to the Research Study

The English language is distinguished for its variety of humorous and realistic idioms.

Their origin dates back depending on different contexts and situations. For instance, they were first seen in literary works of writers such as Shakespeare, Sir Walter Scott, Lewis Carroll, and other contemporary authors. Likewise, some of them were also cited in the Bible, legal papers, nautical expressions, sports, among others (Roberto de Caro, 2009). Furthermore, idioms have enriched the communicative skill since they make people think about the meaning behind those expressions and make use of them in informal settings. Hence the need to address this subject matter in detail.

This study is a quasi-experimental method, and follows mixed-method research. The data of this research were collected through four data collection tools: 1) a previous knowledge test, 2) class observations, 3) a focus group, and 4) a post-knowledge test. The main objective of this study is to examine the impact of teaching idiomatic expressions by using the educational Instagram account @comodiceeldichooo for English as a Foreign Language (EFL) students at Universidad Industrial de Santander (UIS Language Institute). Therefore, the specific objectives are 1) to develop the educational Instagram account @comodiceeldichooo to teach and learn idiomatic expressions, 2) to determine the students' perceptions about the use of the educational Instagram account @comodiceeldichooo as a means to learn idioms, and 3) to analyze students' understanding and challenges regarding the learning of idioms.

The findings of this research are of great importance and relevance in the teaching English as a foreign language (TEFL) field, as it may shed some light on the role those idiomatic expressions play in EFL learning and teaching. The results of this research can provide EFL teachers with an innovative tool to teach and reinforce language concepts in an appealing and

meaningful way, as well as improve their students' engagement and interaction with peers.

Lastly, this research project may serve as an inspiration to develop and implement other innovative tools and strategies for teaching and learning idiomatic expressions.

Context of the Research Problem

As an English teacher, I have noticed that idiomatic expressions are forgotten and not included in the repertoire of topics to be taught in the English class. This commonly occurs in secondary education because students do not have the foundations and are not exposed to that type of content; therefore, learners will not identify and use them in their speech. However, in the case of higher education, teachers barely use some idioms and explain their meanings according to the context. That is why I want to ensure if there is a positive impact on teaching them to undergraduate students. Idioms play an interesting role since their purpose is not literal instead of being figurative. Learning idiomatic expressions is important for EFL learners, as it facilitates them to understand the nuances and subtleties of the language. In other words, learning idioms can help students to better understand the culture of English-speaking countries. It is also beneficial to them because it may sound more natural when speaking. In this way, students will be able to recognize and practice some idiomatic expressions in the English language and improve their engagement and interaction with peers, which enables them to become outstanding in this area.

Idiomatic language has been used in English Language Teaching (ELT) since the early 20th century (Hall, 2020). In recent years, research has suggested that the use of idioms can improve student's communicative competence, and therefore their overall language proficiency. This is because the use of idiomatic language provides students with an enhanced understanding of the culture and the native speakers' way of speaking (Barkhuizen & Baguley, 2019). These expressions belong to the semantics field since they study the meaning of words and phrases. According to the Cambridge Dictionary, an idiom is "a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own". Moreover, due

to their figurative nature, they are considered a challenge for learners of EFL in their understanding and practice.

Likewise, due to the limited in-class time, the formal component of the language is preferred over the informal language. Thus, it is necessary to find means to give this linguistic aspect the attention and importance it deserves to facilitate and boost communication among learners of English. A way to approach this type of language is through the use of social media, especially Instagram, which is an app where you can create and share multimedia content, such as videos, photos, and stories, and in this particular case, it can be used to teach and reinforce language concepts. Similarly, Instagram allows the creation of interactive activities, such as quizzes and polls, which can be used to test and reinforce language knowledge.

The outcomes and impact of this study are of great importance and relevance in the TEFL field, specifically in developing and broadening the speaking skill through idioms and their figurative meaning which represent culture's own traditions, beliefs, behaviors, etc.; hence, when a language is studied, the culture itself is studied. Along with this, Instagram can be a powerful tool to teach idiomatic language. Its interactive and multimedia features provide students with engaging and meaningful learning experiences. By addressing this topic, I could integrate both the teaching of idioms and the use of Instagram and find out what is their impact on this population. It is possible that this study may not fulfill the general objective. That is why, I will propose some hypotheses to verify which one suits according to the results. If the null hypothesis is the outcome, there will be some dimensions of learning that could be affected.

As proposed by Marzano and Pickering (2006), one of them is attitudes and perceptions about learning. In this particular case, if students have either a positive or negative attitude towards learning idioms, it will affect the understanding of how specific knowledge (idioms) is

valuable. In second place, the procedural knowledge is what the learner is able to, for instance, if the speaking skill is the one to be reinforced, students will not be able to use an idiom in a conversation. Third, learners extend and refine their knowledge by classifying idiomatic expressions into categories or keywords. The authors mentioned it as part of the reasoning processes. Adding to this, students can use knowledge to perform in and bring their creative thinking out. It is true that creative skills require development and training, so this experience may be their first closeness to reality. Bearing on mind this model of learning, it embraces knowledge in a way students build experiences and interactions with their classmates and other community members.

Research Question

How successful is the use of the educational Instagram account @comodiceeldichooo in broadening English as a Foreign Language (EFL) students' idiomatic command at UIS Language Institute?

Objectives

General Objective

To examine the impact of teaching idiomatic expressions by using the educational Instagram account @comodiceeldichooo for English as a Foreign Language (EFL) students at UIS Language Institute.

Specific Objectives

To develop the educational Instagram account @comodiceeldichooo to teach and learn idiomatic expressions.

To determine the students' perceptions about the use of the educational Instagram account @comodiceeldichooo as a means to learn idioms.

To analyze students' understanding and challenges regarding the learning of idioms.

Rationale for the Study

The usage of idiomatic expressions is regarded as an essential element and is addressed as a quintessential part of English Language competence (Thyab, 2016). They are fundamental and considered a relevant linguistic trait of English language proficiency since they enable learners to use those expressions when communicating. Moreover, they can help to convey meaning more accurately and effectively. By understanding the idiomatic language of English, students can better recognize the nuances of conversations and help to bridge cultural gaps. Additionally, it can help to increase students' fluency and confidence when speaking English.

Given the fact that Colombia is a Spanish-speaking country where the use of idiomatic language among speakers (of all ages, backgrounds, social strata, etc.) takes place daily, it happens with other languages, which is the case of English. It is relevant to highlight the importance of English and how this has been structured following the Common European Framework of Reference for Languages (CEFR), which has a classification in terms of levels of language and number of hours that must be guaranteed to certify certain level. In Colombia, it is officially and compulsorily taught in elementary, secondary, and tertiary education, as part of the different curricula and guidelines given by the Ministry of Education. I consider that students have some background knowledge in regards to English since they study the same topics at different levels in high school; nevertheless, varying the depth and complexity. The topics are presented following a spiral structure, that is what we know as the spiral curriculum. According to Bruner (1960, as cited in Ireland & Mouthaan, 2020), the learning process takes the form of a spiral going from basic to advance concepts. The possibility to reinforce what has been previously studied is one of the advantages that this model has. In that way, students have the opportunity to increase their competence until reaching the expected level at 11th grade, which is

a B1 English level.

The English language has become a useful tool for the development of interaction among speakers. Along with this, nowadays, we live in an era when communication is the central core of society. As we are in the Information Age, hence it is important to acknowledge the term “digital native” which refers to a person who has grown up in the digital era. Therefore, the incorporation of Information and Communication Technologies (ICTs) and Social Media (SM) in the EFL classroom is pivotal to communicating with students in “their own language” (that of telecommunications). As a consequence, students are familiar on how apps work, and indirectly, they can take a look and practice unconsciously this type of content by themselves. By doing this research, I can determine if the development of the educational Instagram account encourages students to use idioms in their speech and be aware of their meanings behind.

Along these lines, the rationale behind this study is to reinforce the use of idiomatic expressions using a social network. To do so, learners must be taught and trained in this important linguistic and cultural aspect since it will help them communicate more naturally and effortlessly, thus minimizing and bridging cultural nuances. Among the contributions this project provides, it benefits the population involved (students, teachers, graduates) of the UIS language institute since it is easy to access, straightforward, and familiar. In the case of students, they would recognize their meanings and be able to use them in particular contexts. Likewise, teachers will reinforce informal language concepts that shape everyday communication in a foreign language and include ICTs along with SM by creating interactive tasks that boost students to be engaged in their classes. Former students can also be benefited as they may still be in contact with the social media of the institution and remain practicing the language by their own. Furthermore, it is open to teachers and staff of UNAD, and can be an inspiration to

continue a big community and evolve the teaching methodologies. Due to my personal experience, I would like to contribute a didactic tool that may be practical for EFL students when learning and reviewing idioms. In addition, this inquiry may provide an innovative perspective to review content and pave the way for further studies in the development of educational accounts.

Literature Review

Introduction to the Literature Review

To uphold this study, the search for relevant articles, books, and journals in the fields of both idiomatic language and social networks was required. I chose a chronological typology because it let me organize the studies from the earliest related work to the most recent. It is important to mention that the chosen studies are conducted in different countries of the world, which gave varied foundations to support the present research. Furthermore, the goal of the review was to identify related research studies and methodologies that might be adopted and assist in the analysis and interpretation of this study. Through an in-depth analysis of the most pertinent material, this chapter provides, first, an overview of the role of idioms and relevant studies about their use and importance in language learning, and second, the impact of using the social network Instagram on language learning along with some studies and their research findings.

State of the Art

Idioms Role in Language Learning

It is estimated that the English language contains at least 25,000 idiomatic expressions (Idiomatic Expression, 2014, as cited in Thyab, 2016), and are used in both formal and informal communications (Lafin, 1996). Non-native speakers of English, unlike native ones, lack the ability to use idiomatic expressions and to understand their meanings adequately. This presents a problem in non-native speakers' knowledge and proficiency of the English language and is considered a gap in their language learning process.

In Linguistics, as reported by Thyab (2016), idioms are defined as fixed expressions that are typically used in a figurative sense and that have arbitrary meanings. That is, idiomatic expressions make their meaning by coincidence and by chance. In Lyons' (1997) words, idiomatic expressions in linguistics are said to be figures of speech. The link between an idiom and its meaning could be based on physical experiences, which are universally shared, or based on specific domains, which are culturally specific. Identifying the origin of the idiom and what it is based on helps in realizing the idiom's metaphorical meaning.

Al-khawaldeh et al. (2016) explored the perception of 419 undergraduate students in Jordan about the importance of learning idioms. The results of the study showed that students believed that learning idioms is essential for proficiency in English. They concluded that teaching idioms should be an integral part of language teaching and learning so that students can acquire the necessary communicative skills. Similarly, Alhaysony (2017) studied the difficulties faced by Saudi EFL learners in learning and understanding English idioms. The findings demonstrated that students had difficulty understanding idioms. The author reported that guessing the meaning of idioms from the context and predicting their meaning were the most

frequently used strategies to understand idioms.

The teaching and learning of idiomatic expressions in a foreign language is a challenging task for both language professionals and second language learners. Studies by Liantas (2018) and Karlsson (2019) have highlighted those idiomatic expressions are essential units of language and merit renewed research attention and pedagogic ingenuity. Despite this, the comprehension, retention, and use of idiomatic expressions remain difficult areas of the lexicon for second language learners to master. Adding to this, research done by Garcia-Mira et al. (2019), has found that language learners benefit from the use of idiomatic language, as it makes the learning process more enjoyable and engaging, increases student motivation and autonomy, and promotes student collaboration and interaction. Learners can practice their language skills in an authentic context, as they use the language they encounter in their daily lives.

In another study, Forssten (2019) examined the effect that analyzability and similarity between English and Estonian equivalents have on Estonian EFL learners' idiom comprehension. The study focused on two types of idioms, namely high-frequency idioms and low-frequency idioms, and likewise, explored the impact of context on the learners' idiom comprehension. Furthermore, Jieun Lee and Yoosun Chung (2019) provide an overview of research on the use of idioms in language classrooms. Kiyeykin's study (2019) focused on the use of idioms in the context of Russian language teaching, while Lee and Chung explored the use of idioms across a range of languages. Kiyeykin found that language learners benefited from the use of idioms, as they provided a means of conveying meaning beyond literal understanding. Lee and Chung further suggested that the use of idioms helped to expand learners' understanding of language and culture, as well as develop their communicative skills. As such, they concluded that idioms should be a regular feature of language teaching.

Orfan (2020) investigated the attitude of Afghan undergraduate EFL students toward the importance of learning English idioms, sources of difficulties in learning and understanding them, and strategies used to learn and understand idioms. The study showed that EFL learners were aware of the difficulty of learning idioms. Their difficulties mainly came from the lack of cultural knowledge behind idioms, the equivalent of English idioms in their first language, and the lack of context.

Barriga and McCandless (2020) stated that non-native speakers of English should be familiar with and fluent in English idioms. This study aimed to show the effect of using American idioms on the development of speaking skills of a group of 30 students from a university in Ecuador. The study found that the students were able to learn and use American idioms with greater fluency, accuracy, and confidence. The results of the study suggested that using American idioms in the classroom can improve students' speaking skills and help them to express themselves more naturally.

To sum up, as previously seen, idiomatic expressions are virtually present in all languages all around the world. Its occurrence, importance, and pertinence are that of a daily order and are used by both native and non-native speakers of English (and of other languages) worldwide. Undoubtedly, based on the findings of the aforementioned and cited studies, from the oldest to the most recent ones, the teaching and learning of idiomatic language is relevant to the TEFL world, as well as the strategies, methods, approaches, activities, etc., used in doing so. Idiomatic language is an essential part of any language, and it is pivotal that teachers and students alike are aware of and understand its use.

Instagram as an Educational App

With the advent of the internet, digital mass media, social networks such as Instagram,

internet-enabled electronic portable devices such as smartphones, smartwatches, tablets, personal computers, etc., and others, people can take an educational tool with them everywhere they go, accessing their favorite websites, applications, etc., with just a few clicks on such portable device. With all of this readily available, learners are no longer limited to in-the-classroom time to be learning.

Social media nowadays has a great impact on all spheres of human life, including the educational field. These social media have distinctive features, which make them among the most effective and interactive educational tools in the teaching and learning process, thus benefiting teachers and their students. As a result, they are used not only for individual communication but also in educational institutions and universities as a teaching aid and complementary method to traditional education. As a consequence, experts in this field began to rethink educational techniques in light of technological advancements.

Instagram can be used as an educational application. For instance, users can follow accounts of post educational content such as articles, videos, and infographics. Additionally, Instagram has interactive features such as polls and questions that can be used to engage with followers and learn more about the topics, they are interested in. Instagram also has the potential to be used as a platform for teachers to connect with students and share educational materials. In terms of teaching idiomatic expressions, Instagram can be used to share those language expressions and cultural backgrounds in a fun way.

Khalitova and Gimaletdinova (2016) conducted a research case study on the use of the mobile application Instagram in teaching English as a Foreign Language (EFL) to

advanced-level students at Kazan Federal University, Russia. The purpose of the research was to determine students' perception of the educational value of Mobile Assisted Language

Learning (MALL) activities, as well as to find out if the mobile application Instagram improves listening comprehension. The study found that Instagram was particularly useful for the development of listening comprehension, as the students reported that it was easy to use. Furthermore, the study found that the use of Instagram had a positive impact on the students' attitudes toward language learning, as well as their motivation and engagement levels.

Among the popular social media platforms, Instagram is used by millions of people every day, especially young adults. Rahyadi et al. (2017) carried out a study in Indonesia aimed at assessing the proportion of establishing and running Instagram content using #belajarbahasainggris, which translates to #learningEnglishlanguage. They also intended to determine the English learning content and English language business. They found that the majority of posts used in the study were related to English language learning, with a focus on grammar, vocabulary, and pronunciation. They also identified that many posts were related to English language businesses, such as language schools, private tutoring, and language-related products. The study concluded that Instagram could be a valuable resource for English language learning.

In another study, in Iran, Erarsland (2019) stated that social media platforms have gained exceptional popularity in the last ten years and become an important part of human lives. This study aimed to explore university students' opinions about Instagram as an educational platform with respect to educational and language learning purposes and its effect on students' language learning process supplementary to formal classes. The study's findings showed that most students believed that Instagram could be an effective educational platform for language learning. They also reported that using Instagram helped them to improve their language skills and increase their motivation for language learning.

Anuar and Kama's (2021) research aimed to discover university students' attitudes toward using Instagram as an educational tool for teaching Nahu in Malaysia. Nahu is an indigenous language spoken by the Orang Asli people in the Malaysian Peninsula. The most noteworthy findings of the study were that learning Nahu through Instagram was enjoyable, engaging, and appealing as most of the students participated in the virtual classroom activities. This positive motivation and active participation are expected to be created as a result of the popularity of Instagram among youth, as it is the most popular and widely used among them.

As seen, conventional educational praxes, approaches, methodologies, and strategies, are in constant renewal for everything in life. As a result, novice ideas, approaches, etc., that respond to the current state of the world and the actual and real needs of students worldwide have to be proposed to enhance educational quality to deal with the current social issues of mankind through language as an essential human tool, which, in the field of TEFL and in language teaching broadly speaking, is the ultimate goal: allow communication to happen and to flow naturally.

In conclusion, these studies have demonstrated the importance of teaching idiomatic expressions in EFL in and out of classes, as well as the potential of Instagram as an effective educational application for language learning. The studies highlighted the importance of teaching idioms, as it can help students to be more confident in using English in real-world conversations. The aforementioned studies showed that the use of Instagram can have a positive effect on the development of English language proficiency among EFL learners and that it can be a valuable resource for English language learning. These findings provide support for the proposed study, which aims to examine the impact of teaching idiomatic expressions by using the educational Instagram account @comodiceeldichooo.

Theoretical Framework

The Sociolinguistic Approach

It is part of one of the fields that shape linguistics and focuses on the study of language variation. It was settled in the late 1960s and its purpose is to understand the structure of language and of how languages function in communication. Hence, language use is dependent on the context in which it is acknowledged. According to Hudson (1996) sociolinguistics

focuses on 1) how social factors affect language, 2) how people speak differently in various social contexts, and 3) how people use specific functions of language to transmit national or local identity. The first involves social aspects that influence language which are the speaker's social gender, culture, speech community, and socio-economic differences. The second relates to the use of the language to a specific group of people or the type of interaction they are taking part in. The third concerns worldwide instances of multiethnicity (Crystal & Robins, 2023). That is why language in sociolinguistics is a system of communication between both individuals and a social phenomenon. It complements the idea of Monroy and Hernández (1995) that idioms demonstrate how societal cultural values have an impact on language.

Mobile Learning for ELT

This matter highlights the importance of social interaction and collaboration in learning. The following theories provide useful foundations for exploring the potential of mobile learning for ELT through Instagram. By applying them, educators and learners gain insight into how to best use the app for language learning, and how to maximize its potential for meaningful and productive language learning experiences.

The Connectivism Theory

One possible theory that can be applied is the Connectivism theory, proposed by

Siemens (2005). It suggests that learning is a process of creating and sharing connections between sources of information, and the combination of these connections is what creates knowledge. In the context of mobile learning for ELT through Instagram, this would involve learners making connections between the content they find on the platform, such as images, videos, and other multimedia, and incorporating them into their language learning experiences. By doing so, they can engage in meaningful and authentic language learning activities while simultaneously developing their digital literacies.

Activity Theory

Another theory that could be explored concerning mobile learning for ELT through Instagram is the Activity theory suggested by Engeström (1987). He established that all learning activities are mediated by an activity system, composed of the subject (the learner), their learning objectives, the tool (in this case Instagram, which includes its content, interfaces, and functionalities), and the context in which the learning takes place (such as the learner's home, school, or other physical space). By adopting this theory, learners are engaged in meaningful and authentic language learning activities, such as taking photos of objects, people, or places, and sharing them with others to practice their language skills.

Communities of Practice

This theory was acknowledged by Wenger (1998). He stated that learners should be encouraged to connect in meaningful conversations with others in their language-learning community, such as their teacher, peers, or language tutors. This could be done through commenting on each other's posts, sending direct messages, or joining

language-specific groups and forums. By engaging with each other in this way, learners can gain valuable feedback on their language proficiency and help each other with

language-related issues.

Intercultural Communicative Competence (ICC)

ICC is the ability to effectively communicate across cultures and is composed of four components: linguistic competence, discourse competence, sociolinguistic competence, and strategic competence (Byram, 1997). Likewise, the use of idioms in ELT can help to improve students' ICC by providing them with an enhanced understanding of the culture and the native speakers' way of speaking (Barkhuizen & Baguley, 2019).

Research has suggested that the use of idiomatic language can help to foster a more communicative, interactive classroom atmosphere (Guillen-Nieto, 2019). Therefore, by using idioms in ELT, teachers may create an environment where students feel comfortable engaging in discussions, thus improving their fluency and communicative competence. Also, in activities such as role-plays, students can practice using idioms in conversation and gain a better understanding of the nuances of native speakers' language.

For instance, the following idiom will be put into context: at 6 a.m. in an EFL class, the teacher greets their students as usual, but this time he asks their students the following question "Are you an early bird or a night owl?" and goes on by telling students that "The early bird catches the worm." On the one hand, for an EFL student who is not aware of this linguistic trait neither in their mother tongue (Spanish in this case) nor in their target language (English), it will be virtually impossible to get the nonliteral meaning of the coined idiom. Potentially, the student would translate it literally as *El pájaro madrugador atrapa la lombriz* which has nothing to do with its equivalent in the Colombian Spanish which is *A quien madruga, Dios le ayuda*. Thus, communication might be hindered at this point, silences, utterances, and long stops will fill the classroom because of the semantic feature which makes learning it complex and challenging. On

the other hand, for the native speaker of English, the answer to this question and potential follow-up questions and comments will come naturally and spontaneously, and thus the conversation will flow effortlessly.

Through the above situation, I aim to exemplify how important it is for non-native speakers of English to be taught in it to reach a certain level of proficiency (ideally at a B2-C1 level) including command of both formal and informal language in different settings. That is why it is important to explain idiomatic expressions appropriately. A way to do so is to resort to an image and provide students with the equivalent in their own language. For example, figure 1 shows the expression “It’s raining cats and dogs!”, which means it is a rainy day.

Figure 1

Instagram Post



Source. @Comodiceeldichooo

As can be seen, this previous idiom carries a meaning that is figurative, not literal. This shows that idiomatic expressions demand a deep cultural understanding and linguistic knowledge, as well as a comprehension of how people talk on a daily basis, both formally and

informally. Therefore, teachers must ensure effective communication in the classroom since it is important to explain these expressions appropriately and to provide the equivalent in the students' language.

Research Design

Introduction to the Research Design

In this chapter, the research design for the study is outlined, detailing the chosen research method and approach that guided the investigation. The context of the research, including the participant selection process and ethical considerations, is also discussed. Additionally, the data collection instruments and analysis procedures are presented, providing a comprehensive overview of the study's design.

Methodological Design

Research Method

I decided to conduct quasi-experimental research. It was chosen since it lacks random assignment and tests causal hypotheses. This inquiry follows the non-equivalent group design. Among the characteristics this type of method has, it is not necessary to have a control group, despite they are commonly used, and it does not let the researcher to have control over the experimental group. By having a control group, it is possible to notice the influence or impact of a certain tool, activity or strategy. Moreover, according to Trochim (2001), it requires a pre-test and post-test for a treated and comparison group. The nature of this research is cause-and-effect since it associates the relationships between independent and dependent variables. For this reason, the hypotheses are as follows:

H1 (alternative hypothesis) → Teaching idiomatic expressions using the educational Instagram account @comodiceeldichooo for English as a Foreign Language (EFL) students at the UIS Language Institute is successful.

H0 (null hypothesis) → Teaching idiomatic expressions using the educational Instagram account @comodiceeldichooo for English as a Foreign Language (EFL) students at the UIS Language Institute is unsuccessful.

There was an experimental group (A1.1 English level) and a control group (B2.4 English level). The former benefited from the educational social network and whose effects on learning idioms are explained in the variations of the previous knowledge test and post-knowledge test. The latter was observed in order to see if idioms were used during the class. In the following lines, I shall list the four dimensions (theoretical, tactical, summary, and analytical) this study followed.

Theoretical Dimension

The theoretical framework of this research is based on the theory of constructivism. It suggests that learners can construct their knowledge and meaning from the environment and their experiences. Furthermore, learners have an active role in the learning process, and they are capable of understanding the language and the culture in which it is used. This research explores how Instagram can be used as a tool to support the language learning process, specifically the learning of idioms.

Tactical Dimension

The tactical dimension undertakes the use of Instagram as an educational tool to support learners in their language learning process. It also allows learners to practice their language skills and provides an opportunity for learners to connect with native speakers, which can be beneficial in terms of learning.

Sumarial Dimension

This dimension addresses the importance of learning idioms to gain a better perception of the language and the culture in which it is used. The data were collected through class observations and semi-structured interviews. The results of the research were used to develop recommendations for instructors and language schools on how to best use Instagram to support language learning and inform the development of language learning materials that incorporate the use of Instagram.

Analytic Dimension

Data were analyzed to determine the attitude and perception of the participants towards the importance of learning idioms, the source of difficulty in understanding them, and the potential use of Instagram as an educational tool to support their language learning experience.

The analysis allowed the identification of some patterns and themes; likewise, some suggestions for instructors and language schools on how to best use Instagram to support language learning.

Research Approach

This study follows a mixed methods approach since the research involves quantitative and qualitative data. According to Cohen et al. (2018, p.32), “the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems and questions than either approach on its own”. Moreover, this approach lets the researcher gain insights from the perspectives of the people involved. That is why it underlies the study and guides the researcher in interpreting the intentions participants attribute to their experiences. This approach is particularly relevant to the study’s focus on understanding how learners construct knowledge and meaning in the learning of idioms through the use of Instagram.

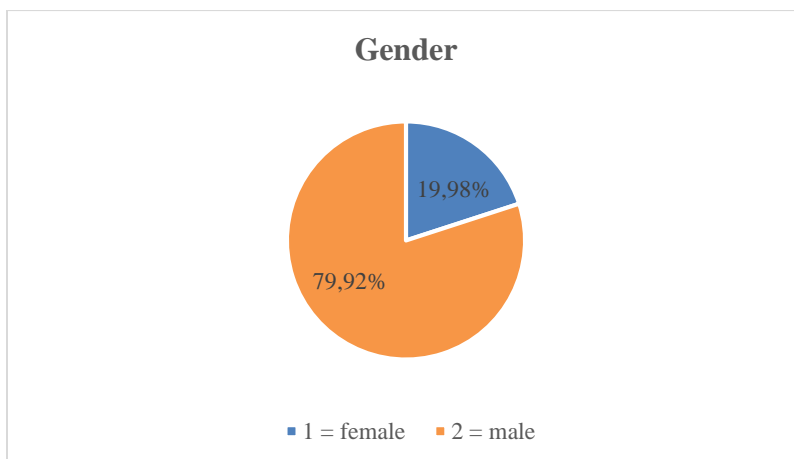
Context of the Research

Population and Sampling Procedures

The participants of this research were a group of undergraduate students, 19,98% were women and 79,92% were men, respectively. They were selected through convenience and volunteer sampling. Both are part of the non-probability procedures, which are qualitative in nature. The reasons why I chose these two sampling strategies is because the former involves selecting participants who are most easily available to the researcher and the latter are participants who are interested and willing to participate in the study. Participants are between 18 to 25 years old, belong to a medium social class, and are currently taking EFL classes at UIS Language Institute in Bucaramanga. Classes are offered in face-to-face environments. Access to the sample was done from Monday to Friday, considering that students take from 2 to 4 hours of classes a day. In addition, online encounters such as web conferences were scheduled to collect the necessary information in case unexpected events happen. Some of them belonged to the A1.1 English level, which have a basic communicative competence in English, while others were from B2.4, which make them able to communicate fluently in the language.

Figure 2

Gender Percentages



Ethical Protocol

To preserve the confidentiality and anonymity of data, participants' identities remain anonymous during and after it, as well the data are only accessible to the researcher. Participants from the experimental groups filled out an informed consent form (**Appendix B**) in which they agreed to participate in the inquiry. They were informed about the purpose of the research, the data collection process, the use of the data, and how to withdraw from the study at any point. They have access to this app in case they want to use it in their classes. To do so, I shared the app's link with the teacher in charge of the A1.1 level and their students. I followed two research principles, set out by The British Psychological Society's Code of Human Research Ethics (2014, as cited in Cohen et al., 2018, p.118), as they are relevant to this kind of project: 1) respect participants' autonomy and dignity equally and 2) maximize benefit, in this case sharing the educational Instagram account and minimize harm, which can be to reduce misunderstandings of those idiomatic expressions when talking to somebody. Hence, it is important to mention that the results of the research are not misrepresented or misused. Regarding the access to data, I looked for mainly primary sources such as research articles and books.

Data Collection Techniques

The data were collected through 1) a previous knowledge test, 2) class observations, 3) a focus group, and 4) a post-knowledge test. The following subsections describe each instrument in detail.

Description and Rationale of the Instruments

I made use of the following instruments since they fitness for the purpose of this research. The principles that underpin these instruments are presented hereafter:

The previous and post-knowledge tests were classroom tests which were intended for one-off use. They were straightforward and quick to administer and mark. Its nature allowed to gather data of a quantitate type. It was necessary to take into consideration the content, layout, timing, and the means of administration of both tests. As asserted by Cohen et al. (2018, p. 581), “when the test will take place. . . is a matter of reliability, for the time of day, day of the week etc. [and] might influence how alert, motivated or capable a student might be.” Bearing this on mind, participants agreed on taking part of the study.

Observations are strong on face validity since they provide a complete report of verbal, non-verbal and physical elements that contribute to the research findings. Likewise, this study met with the principle of informed consent since participants knew that they were being observed by the researcher and therefore, made this an overt observation.

The focus group gathers qualitative data (attitudes, values, perceptions, viewpoints and opinions) and therefore, data emerge from the interaction of the group. Among the characteristics, it is timesaving, allows triangulation with other data collections instruments, and has a skilled moderator that guides the group dynamics.

Previous Knowledge Test

This instrument is considered part of the quantitative research as it assesses the aspects students need to develop during a course, in this particular case was the use of idioms. As its name indicates, it is commonly done at the beginning of instruction. The test was designed from scratch, and had 10 questions, 6 were multiple choice, 3 were true/false, and 1 was multiple answer format. The tests were handed in hard copies to the 18 participants. **Appendix C** shows the document.

Observation Grid

Class observations enable the researcher to gather those aspects regarding the physical, human, interactional, program setting and capture the richness of real-world experiences and interactions. In this particular study, it was focused on interactional settings which can be formal, informal, planned, unplanned, verbal, or non-verbal (Cohen et al., 2018). This instrument was chosen because it provides a systematic way to observe and record students' behaviors, interactions, and engagement with idiomatic expressions in the classroom. It aligns with the research context as it allows for the collection of real-time data on how idioms are used, understood, and practiced by students during English classes. The researcher attended four EFL classes at UIS Language Institute from October 17th to 20th, 2023 face-to-face. The length of each class observation was one hour. During each class session, the researcher placed where students would not feel intimidated and discreetly observed two different teachers, took notes, and assigned scores for each dimension. **Appendix D** shows the observation grid that was designed.

Focus Group

This tool is well-suited for qualitative case studies as it enables researchers to gather in-

depth information about participants' experiences and facilitates open and interactive discussions among them. In this case, it allows for a deeper understanding of how students perceive the use of Instagram for learning idioms, their challenges, and their suggestions. It aligns with the research objectives of exploring the impact of using Instagram as an educational tool. Regarding its format, it was semi-structured and had 14 open-ended questions respectively (**Appendix E**). The questions were orientated by getting to know participants' perceptions, attitudes, and experiences towards idioms and the potential use of Instagram as an educational tool. Before the administration, a Google Form was used to invite participants and arrange the time slot. The focus group was scheduled on November 20th, 2023 through Google Meet, and lasted 2 hours and 15 minutes approximately. Six participants attended and three were actively involved. The researcher prepared a presentation on Canva by following the agenda: 1) an introduction, 2) an icebreaker [Kahoot!], 3) the main discussion, 4) a wrap-up, 5) the farewell, and 6) the contact information. Participants' answers were recorded and transcribed to facilitate data analysis. At any moment, they could interrupt the recording and resume it whenever they wish and feel free to bring their points of view and encourage others to take part. The main discussion was divided into two parts of 7 questions each and the researcher assigned turns to have an organized talk. He also gave students 15 minutes to read individually. Finally, there were four follow-up questions as seen in **Appendix F**.

Post-knowledge Test

This instrument is undertaken after the instruction is completed. The researcher adopted to do it online through Google Forms. It was given the name of *Final challenge*, was divided into three parts and had 15 multiple-choice questions. The first part was a text about idioms. Based on that, students answered 5 questions related to the content mentioned on it. The second part

included 5 images (these were taken from Pexels, which is a free database stock photo), where students chose the correct option according to what they see. The third part involved 5 phrases and short dialogues, whose purpose was to match the right idiom on each case. Among the students who finished their participation, 12 answered this test. **Appendix G** shows the questions asked to get to know whether students have gained knowledge enough. It is worth mentioning that around 50 to 60 students interacted with the Instagram account at least once during the development of this research.

Validation Procedures

Testing through Piloting

In refining the so-called Classroom Observation Grid for Idiomatic Expressions data collecting tool, the aim was to create a tool that genuinely reflects the dynamics of student-teacher interactions in EFL classes. Testing through piloting, as defined by Boud et al. (2014), was employed as a deliberate strategy to ensure the tool's effectiveness before widespread implementation. Piloting, in the context of tool development, is akin to address rehearsal before the main performance. It involves testing the tool in a controlled yet authentic environment to uncover any hidden glitches or nuances that might have been overlooked during the design phase (Boud et al., 2014). Piloting provides a sneak peek into the real-world application of the tool, offering an opportunity to fine-tune and optimize its functionality based on actual usage and feedback.

Outcomes of the Piloting Phase

The grid did a good job in class, catching how students used idioms and got involved (in some cases). The scoring system helped me figure out how well things were going with idioms, student interest, talking with peers, and teacher backup. Considering the feedback asking for

clearer instructions by adding the “Observations” field, the grid is straightforward, which makes it easier to gather detailed information. After testing the Classroom Observation Grid, it is in good shape. I was able to look at how students used idioms (when it happened), and the scoring system helped me track what was happening.

Focus Group Verification

I decided to conduct a focus group because in previous studies, they have embraced this instrument and acknowledged it is less time-consuming in comparison to interviews. It allowed me to engage with participants through a meaningful conversation, ask questions, listen sympathetically, share our ideas, and understand their perceptions about the learning of idioms. Likewise, the use of video conferencing services as Meet, facilitated its implementation. Moreover, results have strong face validity since they show an authentic in-depth dialogue among participants and the researcher.

Pedagogical Intervention and Application

Research Stages

This section presents the phases of this study, being 1) Preparation, 2) Data Collection, and 3) Analysis; similarly, the study took approximately four months to complete, with the first phase being the most time-intensive phase. Each stage was carried out as follows:

Table 1

Schedule of Activities

Phase	Activity	Weeks													
		September				October				November				December	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Data collection preparation	To develop the educational Instagram account	█													
	To design and apply the previous knowledge test					█									
	To do the class observations									█					
	To revise, edit, and conduct the focus group									█					
	To conduct the post- knowledge test									█					
	To identify patterns and themes related to the participant's									█					
										█					
										█					

Phase	Activity	Weeks			
		September	October	November	December
Analysis & results	perceptions of the use of Instagram				
	To generate insights from the data and write the discussion section				
Conclusions & recommendations	To write the final research report and recommendations for future research				

Instructional Design

This systematic process included aspects of design, development, implementation, and evaluation which are described below.

To achieve the outcome of this project, the researcher blend technology, pedagogy and a particular content to deliver effective and engaging learning material. He specifically spent a gradient of time on the material preparation (Instagram account) by choosing the best images, gifs, and visuals to help students and people in general [as it is a public account], get in touch with idiomatic expressions. There is a pedagogical psychological linguistic intention behind the use of visuals because it is easier for students to remember and to guess the meaning of idioms in

terms of their figurative nature. Regarding the posts on Instagram, they were designed from scratch on Canva since it is an online graphic design tool of free access and facilitates download and sharing. Besides, the logo was attached to every single idiom to ensure copyright. Figure 2 shows an example.

Figure 3

Instagram Post



Source. @Comodiceeldichooo

Initially, I displayed the content of the educational Instagram account in sections according to the day of the week. Mondays were for slang, Tuesdays for abbreviations, acronyms, and initialisms; Wednesdays of sayings, Thursdays for proverbs, Fridays of party expressions, Saturdays were for hot n witty expressions, and Sundays for reflection messages. Nevertheless, I had to delimit those expressions to ensure that I fulfill the aim of this research. It is worth mentioning that the participants are legal age; however, they may be under age users. This is noted as there is one theme that is not suitable to children and teenagers. Regarding the

use of the educational Instagram account, the researcher does not grant any person to get intellectual property license as well as in this document, he gave credit to avoid copyright issues. This study adopted idioms to broaden students' knowledge on their use and encourage to make them part at the moment of speaking, particularly in colloquial contexts. Each post has a description below and some asked if people have experienced that setting.

During the implementation of this project, I used the stories feature twice a week during almost one month. Every week I shared two quizzes and polls regarding the idioms uploaded in the feed. Students were willing to answer those activities, which let them know the context where they can be used. In that way, students were aware of their uses. The Instagram account is available at the following link:

https://www.instagram.com/comodiceeldichooo?utm_source=ig_web_button_share_sheet&igsh=:ZDNIZDc0MzIxNw==

Data Analysis

Introduction to Data Analysis and Findings

The success of any research lies in its ability to uncover meaningful insights from the collected data. In this section, I delve into the methodical process of data analysis that was employed to extract valuable information from the observations, focus group, pre and post tests conducted in this study. The analysis process, rooted in systematic coding and categorization, aims to unravel the intricate layers of participants' viewpoints on language learning, idioms, and the potential educational utility of Instagram. The data analysis is listed in the section below.

Data Management Procedures

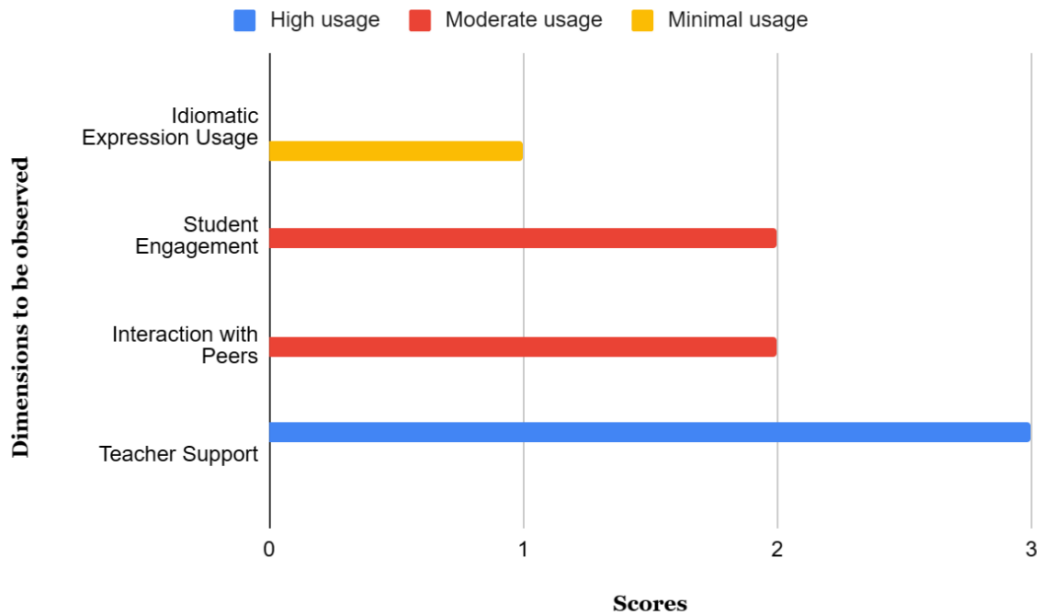
Qualitative raw data from class observations and the focus group interviews were meticulously organized. The former was scanned, saved in a drive folder, and transcribed in a word document. The latter was also transcribed to facilitate systematic data categorization. Quantitative data from the pre and post tests were downloaded and organized in an Excel spreadsheet, likewise, responses were tabulated manually and undertaken through statistical analysis. The following sections describe them in detail.

Assembling Data

The researcher assembled the class observations, compared and contrasted them between the four English courses. The guidelines to assess each teacher's class were on a scale of 0 to 3 as follows: 0) not observed, 1) minimal usage, 2) moderate usage, and 3) high usage. The following graphics were generated per case from the tables done in the Excel spreadsheets manually. The first group observed was on October 17th, 2023. The class topics covered were questions forms (yes/no questions and wh- questions) and quantifiers. Regarding the number of students in class, there were 19. The idiom mentioned was "A tiger cannot change its stripes/A leopard cannot change its spots", which equivalent in Spanish means *Árbol que nace torcido, jamás su tronco endereza* or *El que es, no deja de ser*. Figure 3 displays the assigned scores for this course.

Figure 4*Dimensions of the A1.1 English Course*

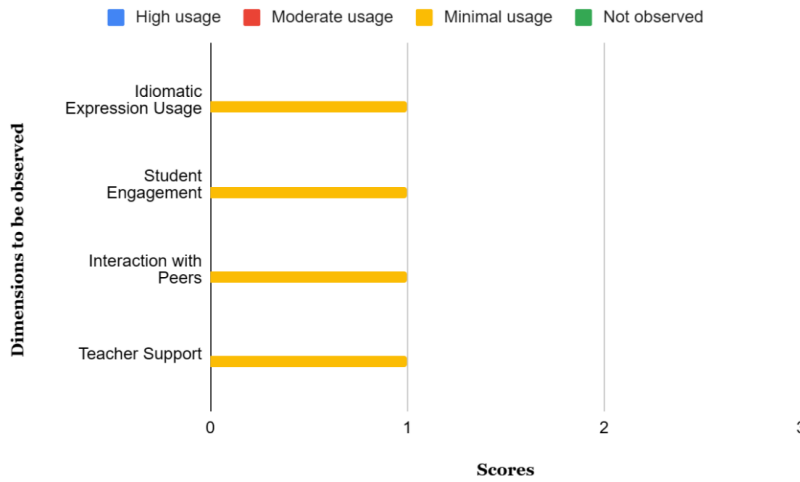
The second group observed was on October 18th, 2023. Around 20 students showed up in this session. They were working on a speaking activity to practice likes and dislikes. The interaction patterns adopted were in pairs and small groups of 3 people. Students were highly engaged and participating actively. The vast majority of them tried to use English to communicate with each other. Yet, from time to time, some of them resorted to L1 (Spanish). Teacher was always checking and monitoring their work. She also shared two phrases on the board to complete with idioms. They were “_____ It’s not my cup of tea” and “I really dig _____”. However, as this was not the main class topic, they continued with the other topics. Figure 4 shows the dimensions reached by the other A1.1 English course.

Figure 5*Dimensions of the A1.1 English Course*

The third group was observed on October 18th, 2023. The aim of the class was how to structure sentences in an advanced way. Teacher displayed an image (a page from the book) using the TV. There were some expressions like “A good cry”, “Nagging”. Below there was a reading exercise to fill in some blanks with such expressions. He used idiomatic expressions such as “A cry baby”, “Shiny shoes”, and “To get off the rails”. After that, students and teacher had an interesting discussion about feelings and emotions (from a holistic perspective) and how, in that sense, men and women are different and similar. They also discussed about memory. See figure 5 to know the dimensions spotted.

Figure 6

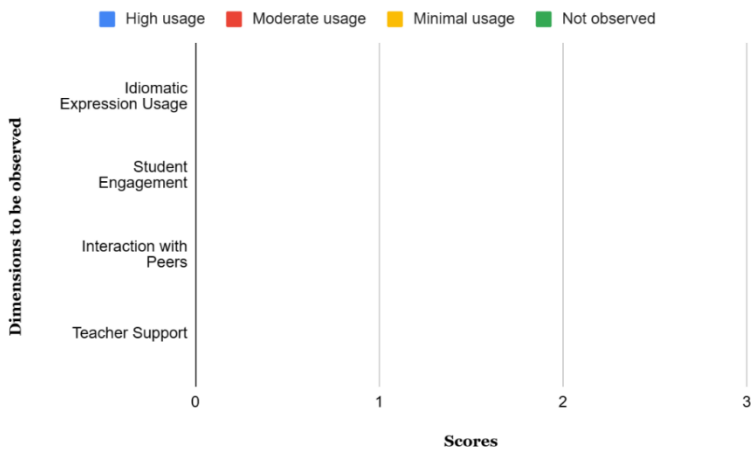
Dimensions of the B2.4 English Course



The fourth group was remarked on October 19th, 2023. Students were working on a reading and speaking activity about future predictions. Some of the topics were: air travel, infrastructure, economic growth, medicine, science, etc. Just six people attended to class. There were no dimensions approached. Figures 6 shows no engagement.

Figure 7

Dimensions of the B2.4 English Course



Systematic Coding

Coding serves as the initial step in the analysis journey, where the researcher systematically identifies and labels patterns within the data. In this study, the first level of coding was a grid (**Appendix H**) regarding the semi-structured focus group. It focused on distilling students' viewpoints, capturing the nuances of their experiences with language learning on Instagram. This process ensures a comprehensive understanding of the diverse perspectives within the participant group.

Categorization and Naming

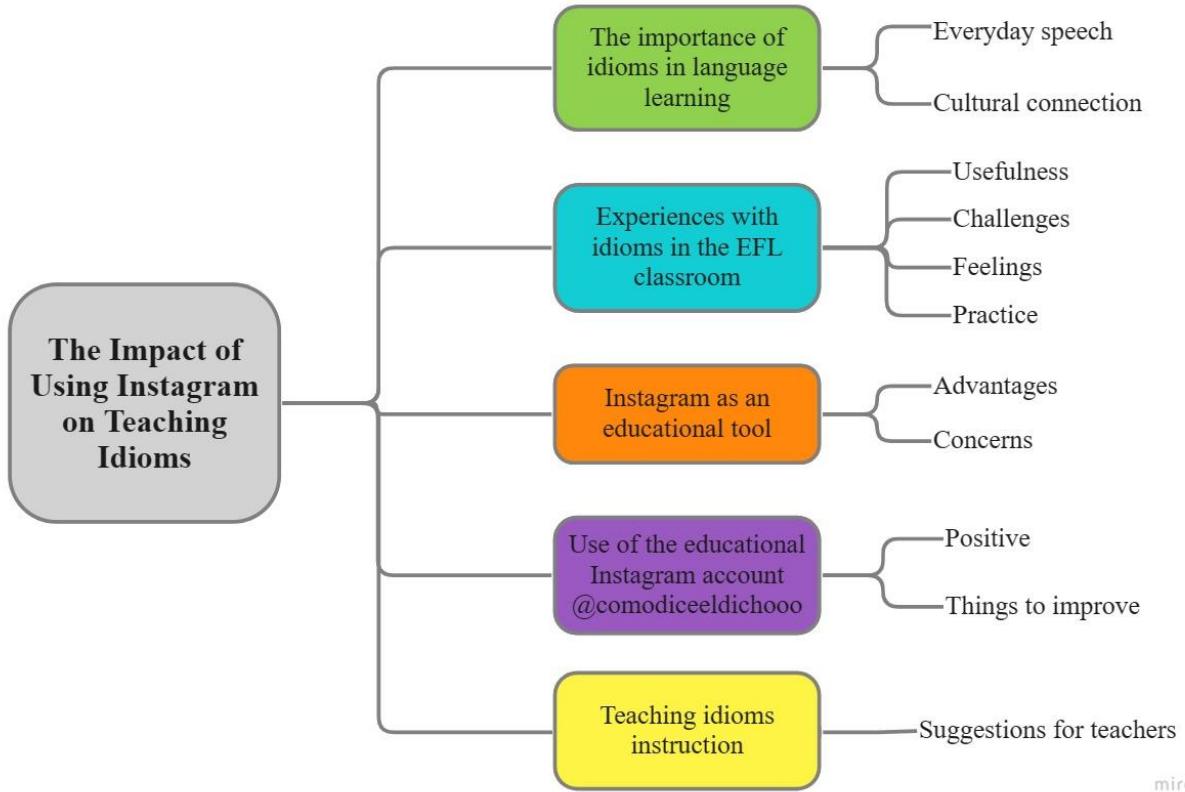
Following the initial coding, the analysis advances to the second level, involving the categorization of replies and observations. To do so, memos (**Appendix I**) were done to define categories and subcategories according to patterns in students' replies, as well as, to provide a structured framework for interpreting the data. Thus, in-vivo codes help to categorize the thematic patterns that emerge, shedding light on common threads and variations in participants' responses.

Establishing Meaningful Categories

The establishment of categories is crucial in synthesizing the rich tapestry of qualitative data into manageable, meaningful units. These categories serve as key markers in the exploration of how learners engage with idioms on Instagram, offering a deeper understanding of the complexities inherent in this unique educational context. Hence, I defined five categories and each has subcategories which are based on students' comments as seen in Figure 8.

Figure 8

Graphic Categorization



Results

The coming sections present the results derived from the thematic (qualitative data) and statistical analysis (quantitative data).

Thematic Analysis

It portrays the participants' attitudes, perceptions, and experiences, providing valuable insights for both theoretical understanding and practical applications in language learning. Focus group responses echoed observation findings. Students expressed enthusiasm for Instagram-based language learning. Challenges included occasional difficulty in understanding idioms and emphasizing the need for tailored instructional approaches.

Importance of Idiomatic Expressions in Language Learning

Two out of three students from the focus group agreed that idioms are part of everyday communication. As participant 2 stated, they mean an idea or feeling in a particular context. It is strongly linked with the culture of a community where authenticity stands out. Likewise, she highlighted the fact of using them as being more fluent in the target language. Conversely, participant 3 mentioned that by using idioms in conversations, they look like natural and it is not a big deal if people do not know their meanings. Moreover, as there are different variations of Spanish, in this scenario, there were some English idiomatic expressions of the Colombian Santanderean region, which makes the students familiar with the local culture and context is localized and down-to-earth.

Experiences with Idioms in the EFL Classroom

Participants shared their experiences regarding the use of idioms in their English classes. Participant 1 mentioned that idioms are present in free time activities such as talks, movies and books. These broaden students' content knowledge and let know their definitions depending on

the context. For example, participant 3 added that one sentence can mean one thing in historical context, other thing in an ideological context, and another thing in a religious context, so that it might be complex to define. In the same line, participant 2 asserted that she didn't understand at first their use and when she was able to was because she got familiarized with their meanings. In addition, participants expressed that when it comes to learn idioms, they feel mixed feelings because they need further explanation and examples to understand them. Participants highlighted positive attitudes like exciting, rewarding and fun. Finally, practice varies depending on the lesson's objective and the exposure time to idiomatic expressions. Participants 2 and 3 pointed out the possibility of teaching these idiomatic expressions in EFL classes.

Instagram as an Educational Tool

Three participants asserted that among the advantages of Instagram are mainly its multimedia content, connections worldwide, and practice of all the skills including vocabulary, listening, reading, writing in the comments and speaking through the direct message (DM) feature. All of them seem actively engaged with Instagram as an educational tool, appreciating the informal and interactive learning environment and contributing to a deeper understanding of language and culture. In regards to the concerns, participants 2 and 3 relate more to a balance between informal language exposure and formal learning objective since it is important to show students their both settings.

Use of the Educational Instagram Account @comodiceeldichooo

All learners acknowledged the importance of idioms in language comprehension and recognized Instagram's role in enhancing idiom acquisition. In this case, the educational Instagram account @comodiceeldichooo has got to know students about different and popular idioms used in specific situations. Along with this, participant 3 highlighted the authenticity of

the visuals and the hashtag feature because it allows to share that type of content with people who are interested in. She also declared that a thing to be improved is the poll feature that appears in Instagram stories. A recent update was done and now it is possible to publish it in the post section.

Teaching Idioms Instruction

Participants were asked to recommend some strategies to better support students in learning idiomatic expressions. Participant 3 reported there are other resources such as websites and social networks that uphold the teaching idioms instruction. Participant 4 pointed out that those idioms should be encouraged through speaking activities such as role plays and discussions. This is complemented with what participant 2 affirmed about the most appropriate way of teaching idioms, is through interaction and cultural immersion. Participants 1 and 3 believed in multimedia material as it is fun and catches students' attention.

Statistical Analysis

In the case of the A1.1 course, which was the experimental group, I shared the Instagram account, so students and the teacher were exposed to the material beforehand. Taking into consideration the guidelines proposed, it is evidenced that idioms are present at a minimal usage (scale 1). The teacher in charge of those groups at least brought up some idioms and gave their meanings in Spanish. This is supported by the other dimensions assessed since student engagement, interaction with peers and teacher support were higher (scales 2 and 3).

It is worth mentioning that both the experimental and control group had 9 participants from groups 1, 2, 3 and 4 observed. The scores were taken from the results students got in the previous knowledge test. That is why, the highest score was 10 because of the number of questions asked and the lowest varied according to students' answers. The range was the

subtraction between the scores aforementioned. The number of intervals was the square root of the number of participants. The frequency ranged from 1 to 5 and the percentage from 11,11% to 55,55% as followed in table 2.

Table 2

Pretest Results of Experimental Group

Data	Number of intervals	Lower limit	Upper limit	Frequency	Percentage	
Number of participants	9	1	7	8	1	11,11%
Highest score	10	2	8	9	5	55,55%
Lowest score	7	3	9	10	3	33,33%
Range	3					
Total						99,99%

Regarding the B2.4 course which was chosen to be the control group, the researcher observed and checked if the guidelines were present. By contrast, it is demonstrated that all the dimensions are at a minimal usage (scale 1) and even not observed (scale 0). Nevertheless, in the pretest, students performed quite well, 5 out of 9 participants (55,55%) got the highest score. There was an exception in the number of intervals, so it did not follow the square root of the number of participants, and therefore, there was no value range as seen in table 3.

Table 3*Pretest Results of Control Group*

Data	Number of intervals		Intervals	Frequency	Percentage
Number of participants	9	1	9	4	44,44%
Highest score	10	2	10	5	55,55%
Lowest score	9				
Range	1				
Total					99,99%

In the last stage, the post-tests were conducted. As shown in table 4 and 5, 6 participants per group (experimental and control) did it. For this case, the highest score was 15 due to the number of questions and the lowest depended on students' answers. Half of the participants (50%) of the experimental group scored 13 good points, which is the average estimated; meanwhile, the control group's average was 11.

Table 4*Post-test Results of Experimental Group*

Data	Number of intervals		Lower limit	Upper limit	Frequency	Percentage
Number of participants	6	1	12	13	2	33,33%
Highest score	15	2	13	14	3	50%
Lowest score	12	3	14	15	1	16,66%
Range	3					
Total						99,99%

Table 5*Post-test Results of Control Group*

Data	Number of intervals		Lower limit	Upper limit	Frequency	Percentage
Number of participants	6	1	3	11	1	16,66%
Highest score	14	2	12	13	3	50%
Lowest score	3	3	13	14	2	33,33%
Range	11					
Total						99,99%

In tables 6 and 7, the analysis of pre-test results revealed that there was a slightly difference between the experimental and control groups ($8,7 < 9,5$), in comparison to the post-test whose results were a significant difference ($13 > 11$). Hence, in relation to the research question proposed, these findings are aligned with the alternative hypothesis as follows: Teaching idiomatic expressions using the educational Instagram account @comodiceeldichooo for English as a Foreign Language (EFL) students at the UIS Language Institute is successful.

Table 6*Results of Experimental Group*

	Pretest	Post-test
Mean	8,7	13
Number of students	9	6

Table 7*Results of Control Group*

	Pretest	Post-test
Mean	9,5	11
Number of students	9	6

Discussions and Conclusions

Discussions

This last chapter covers the significance of the results, the implications, limitations, recommendations, and the concluding remarks of this study. As part of its justification, the usage of idioms is important because let students to adopt and make them part of their everyday speech. Furthermore, by recognizing idioms, people can connect with different cultures and customs without being misunderstood.

In studies conducted by Liontas (2018) and Karlsson (2019), they are aligned with the idea of acquiring idioms as a demanding task not just for second language learners but also language teachers. They require special attention and thought. This is seen when participants claimed the fact of their complexity due to the different contexts they can be encountered. They find easier and become familiar with idioms when there is a link with their colloquial language roots. This can be supported with the strategy discovered by Guo (2019), which is called “contextual schemata activation” and by using it, students relate the new idiom to previously learned information and trigger schemata associated with the context of usage. As evidenced by the study of Barriga and McCandless (2020) as well in students’ viewpoints, practice idioms is key in the development of the speaking skill. Idioms can actually assist students communicate more naturally and become fluent speakers in the classroom. Here this study came up to boost cultural connections and strengthen students’ active participation. By getting involved, students develop this productive skill thanks to the input provided through models and examples, encourage them by asking further questions, and ensure that they have an opportunity to contribute their ideas in or out of class.

On the other side, Instagram serves as a valuable tool aligning with the theoretical

underpinnings. Its informal nature complements language learning, providing a platform for cultural exchange and active participation. According to Erarsland (2019), social media has spread, in the blink of an eye, and now undoubtedly makes part of our lives. So, in order to take advantage of it, is necessary to give the focus on the needs a certain community wants. In this particular case, through the Instagram account @comodiceeldichooo, language learning appears to be presented in both formal and informal way. Moreover, it displays catchy idioms and authentic pictures, what it is a must in instructional material.

In addition to this, there is a positive engagement at using the app since learners see idioms as something appealing, what emphasizes learners' active role in knowledge construction. This is supported with the research conducted by Anuar and Kama's (2021), in which findings show that the students participants felt joy and were committed to learn Nahu language through online sessions. They acknowledged that the popularity of Instagram among young people influences their motivation and participation. Finally, another relevant result is how teachers approach idiomatic expressions in the ELF class. Students proposed bringing other apps, making group activities, and embracing technology to the fullest.

Research Implications for the Field of Study

The type of population facilitated the nature of the study, as they were university students learning English as a Foreign Language from different levels, so the previous contact with the language allows students' interaction and discussion between teacher-student as well student-student. That is why, this type of study let the researcher identify that, students value the spoken discourse created by certain cultural traits. So, a way to fill the gap of using idioms and understanding their meanings, is to integrate them into curricula. In that way, instructors can leverage their use in everyday speech.

Furthermore, thanks to the technology, it has been highly effective at the time of offering both personal and educational communication. Technology definitely has changed the way how education has been traditionally delivered. Nowadays, teachers, students, and people in general have the space for sharing documents, links, and any other type of information. Through the use of social networks, teachers can communicate and share content instantly and directly with their students, what enhances academic performance and learning. In this particular study, Instagram was the application adopted due to its interactive features and the wide range of information offered to the variety of people's interests.

Research Limitations on the Present Study

The present study explores the implementation of an educational Instagram account as an innovative and non-conventional approach to teaching idiomatic language to university EFL students at UIS Language Institute. Among the potential limitations of the study, first, it is necessary to consider that Colombia is a non-English speaking country and Spanish is its official language so students are not exposed to English, which somehow might hinder the main objective of the study.

Second, the UIS Language Institute headquarters and facilities are part of the Universidad Industrial de Santander main campus, a public university in Colombia that is not immune to social protest (public disturbances occasionally occur, sometimes for periods that last up to two to three months), modifications in the proposed schedule for conducting the present study might arise given the fact that the classes offered are face-to-face. Yet, once again, this is another reason why this study considered and conceived this tool in both in-the-class and out-the-class settings.

Third, the small number of participants. According to Creswell and Poth (2018, p. 90), “the unit of analysis is typically larger than the 20 or so individuals”. Therefore, the sample size is not large enough to be representative of the population and might be and potential demographic bias. There were 18 students at first, however, only 12 completed the post-test, and 6 participated in the focus group voluntarily, which gave rise to the withdrawal rate during the progress of the research.

Finally, the lack of knowledge regarding the use of software is evidenced. The access to them is limited since some of them are no free, so it requires to spend a certain budget in the ongoing research. What is more, preliminary training is required. Researchers must be prepared

with highly theoretical foundations of data analysis tools in order to respond to the practical experience where they are reflected.

Recommendations for Further Research

Future studies should consider the following aspects in mind. First, it is desirable to make a long-term study that could assess Instagram's sustained impact on language proficiency. In this way, the researcher can compare and contrast whether the social network works in both educational settings without being dependent. Second, to give the chance to explore other social media platforms like Pinterest and TikTok for a comparative analysis. This research can serve as a reference point and guide. Third, it would be noteworthy to check and cover other representations of spoken discourse such as hedges, intensifiers, and slang. They can be represented as well through examples and visuals. Finally, it would be innovative to change roles, instead the teacher being the designer of the material, students can lead the way in coordinating and creating the different teaching resources, likewise, making connections with other Instagram accounts that post the same kind of content, and may become a trend in just a few clicks.

Conclusions

The aim of this study was to examine the impact of teaching idiomatic expressions by using the educational Instagram account @comodiceeldichooo. In order to achieve it, there were proposed a set of objectives, which led to conclude the following. One of the features of Instagram is to connect different communities with the whole world, so in this case, it brought room for informal (idiomatic language) teaching time during academic lessons. Despite the materials teachers use relate to highly academic grounds, there can be a place for these expressions to be encouraged in and out of the classroom. Thus, the use and integration of social networks in language teaching is a desirable goal. In both learning environments, face-to-face and online, they serve as a tool to boost students' interests in the content knowledge of a language and culture of a region or country. As it is shown in the results, the majority of the participants agreed on the importance of the interaction in the speaking skill. In that sense, it would allow students to at least identify their meaning, and thereafter, use them when communicating. That being said, I can assert that this project is beneficial in language education since Instagram is a potential and valuable adjunct as it fosters cultural connections, supports idiomatic expressions learning, and makes students active and engaged during the course.

Referring to the first objective of this research project, it can be said that the educational Instagram account achieved the purpose in which was thought. By displaying the content on themes, made it appealing and drew students' attention. Thanks to the widespread use of social media, especially Instagram, students are familiar on how it works, enjoy spending time on it and share any type of content in case they like. Nevertheless, people are exposed to entertainment and leisure posts what it may play as a drawback. Here the educational account proposed stands out and makes it a potential resource to learn and teach English language through some idiomatic

expressions.

About the second objective, it can be noted that bringing an educational Instagram account offers a space to practice authentic and informal language between students. The researcher chose some of the idiomatic expressions that are common in our local Colombian context, what make it attractive to learners of a second language. Furthermore, the posts have an eye-catching design, are concise, and if students want to contribute, they can share their examples in the comments section. Adding to this, the hashtag feature allows to explore more related content that is exposed to everybody. That is why social media promotes collaborative communities and enriches the language learning process.

Concerning the third objective, from the very beginning, it is necessary to explain, compare and contrast the idioms both in their native language and the target one since it may turn complex to understand or recognize them, as they can have one or more figurative meanings. A participant proposed strategies such as role-playing discussions and group activities that can be integrated in the EFL class. That being said, this project serves as an inspiration to promote the teaching of idiomatic expressions through a trendy social medium as Instagram. This material can be resumed in any moment and be open to adjustments and improvements for future versions; other skills can be taken into consideration to embrace the whole English language learning experience.

References

- Alhaysony, A. (2017). The Difficulties Faced by Saudi EFL Learners in Learning and Understanding English Idioms. *International Journal of Applied Research*, 3(8), 1688–1690.
- Al-khawaldeh, A. M., Rawashdeh, A. A., & Al-Shdaifat, A. (2016). The Perception of Jordanian University Students about the Importance of Learning Idioms. *Journal of Language Teaching and Research*, 7(2), 253–259.
- Anuar, A. S., & Kama, S. K. (2021). Exploring university students' attitudes towards using Instagram as an educational tool for teaching Nahu. *International Journal of Education and Social Science*, 8(2), 7–12.
- Barkhuizen, G. & Baguley, T. (2019). Using idioms in second language teaching and learning. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*. 22(1), 72–86.
- Barriga Fray, J. I., & McCandless, M. J. (2020). The effects of using American idioms in the development of the speaking skill in L2 students. *Horizontes Revista de Investigación en Ciencias de la Educación*, 4(16), 432–438.
- Boud, D., Cohen, R., & Sampson, J. (2014). *Peer Learning in Higher Education: Learning from and with Each Other*.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Chen, J., & Wang, C. (2019). Idiomatic expressions and slang in English language teaching. In C. Wang (Ed.), *Language Learning and Teaching in the Digital Age*, 91-111. Springer.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.).

Routledge.

Creswell, J. & Poth, C. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.

Crystal, D. & Robins, R. (2023, July 21). Characteristics of language. In *Encyclopedia Britannica*.

Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Orienta-Konsultit.

Erarslan, A. (2019). Instagram as an education platform for EFL learners. *The Turkish Online Journal of Educational Technology*, 18(3), 54–69.

Forssten, R. (2019). A comparison of factors affecting Estonian EFL learners' idiom comprehension. *Eesti Rakenduslingvistika Ühingu aastaraamat*, 15, 21–34.

Garcia-Mira, R., Morgado-Gonzalez, L., & Gallego-Arrufat, M. J. (2019). Idioms and Slang in Teaching English as a Foreign Language. In N. Limon & R. Vargas (Eds.), *English Language Teaching in the Digital Age*, 65–81. Routledge.

Guillen-Nieto, G. (2019). Idiomatic and Slang Language in ELT. *English Teaching Forum*, 57(2), 8–16. Guo, Y. (2019). Teaching English Idioms to Chinese EFL Learners: A Cognitive Linguistic Perspective. *Canadian Center of Science and Education*, 12(5), 145–155.

Hall, J. (2020, March 28). The History of English Language Teaching. ThoughtCo.

Hudson, R. (1996). Introduction. In *Sociolinguistics*, 1–19. Cambridge University Press.

Ireland, J., & Mouthaan, M. (2020). Perspectives on curriculum design: comparing the spiral and the network models. *RESEARCH MATTERS*, 30, 7-11.

Karlsson, M. (2019). *Idiomatic Mastery in a First and Second Language*. Multilingual Matters.

- Khalitova, A. & Gimaletdinova, A. (2016). Exploring the potential of mobile learning in teaching English as a foreign language: Case study of using Instagram. *International Journal of Instruction*, 9(3), 627–641.
- Kiyeykin, A. (2019). Idiomaticity in language teaching and learning. *Journal of Education and Training Studies*, 7(3), 221–225.
- Laflin, S. (1996). *Something to Crow About: A Concise Collection of American English Idioms for Everyday Use*. United States Information Agency.
- Lee, J., & Chung, Y. (2019). Exploring the use of idioms in language classrooms: A literature review. *International Journal of Applied Linguistics & English Literature*, 8(2), 83–90.
- Liontas, J. (2018). Essential language units: A framework for instructional design. *Language Teaching*, 51(4), 551–575.
- Lyons, J. (1997). *Language and Linguistics: An Introduction*. Cambridge University Press.
- Marzano, R., & Pickering, D. (2006). Introduction. In *Dimensions of Learning: Teacher's Manual* (2nd ed.), 1–12. Hawker Brownlow Education.
- Monroy, R. & Hernández, J. (1995). A Sociolinguistic Approach to the study of Idioms: Some anthropolinguistic sketches. *Cuadernos de filología inglesa*, 4, 43–61.
- Orfan, S. (2020). Afghan EFL students' difficulties and strategies in learning and understanding English idioms. *Cogent Arts & Humanities*, (7)1, 1–13.
- Rahyadi, D., Wijaya, A., & Dabalos, F. (2017). Establishing and running Instagram content using #belajarbahasainggris: Proportion, content, and business. *International Journal of Language Education*, 4(2), 1–10.
- Roberto de Caro, E. (2009). The Advantages and Importance of Learning and Using Idioms in English. *Cuadernos de Lingüística Hispánica*, 14, 121–136.

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.

Thyab, R. A. (2016). The Necessity of idiomatic expressions to English Language learners. *International Journal of English and Literature*, 7(7), 106–111.

Trochim, W. (2001). *Research Methods Knowledge Base*. Cornell University.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Appendices

Appendix A Resumen Analítico Especializado (RAE)

Información General	
Título:	El impacto del uso de una cuenta educativa de Instagram en la enseñanza de expresiones idiomáticas a estudiantes de inglés como lengua extranjera
Autor:	Omar David Parra Peña
Fecha:	2023
Programa:	Maestría en Mediación Pedagógica en el Aprendizaje del Inglés
Palabras Clave:	Educación, Inglés como Lengua Extranjera, Expresiones Idiomáticas, Instagram
Descripción	
<p>Esta investigación tiene como objetivo examinar el impacto de la enseñanza de expresiones idiomáticas mediante el uso de la cuenta educativa de Instagram @comodiceeldichooo para estudiantes de inglés como lengua extranjera (EFL) en el Instituto de Idiomas UIS. El estudio adopta un enfoque mixto que implementa cuatro tipos de instrumentos. Primero, se realizó una prueba de conocimientos previo para comprobar la comprensión de expresiones idiomáticas por parte de los estudiantes. Segundo, una serie de observaciones de clase realizadas a dos profesores y sus estudiantes. Tercero, un grupo de discusión para conocer en detalle las percepciones de los alumnos sobre las expresiones idiomáticas. Por último, se realizó una prueba de conocimientos posterior para determinar si la cuenta educativa de Instagram ayudó a identificar algunos modismos y sus significados. Siguiendo estos instrumentos, se lograron los objetivos de esta investigación. Los resultados revelan que existe un impacto positivo en el aprendizaje de expresiones idiomáticas, ya que la eficacia de la cuenta de Instagram en cuestión, mejora el dominio del lenguaje idiomático por parte de los estudiantes.</p>	
Referencias	
<p>Alhaysony, A. (2017). The Difficulties Faced by Saudi EFL Learners in Learning and Understanding English Idioms. <i>International Journal of Applied Research</i>, 3(8), 1688–1690.</p>	

-
- Al-khawaldeh, A. M., Rawashdeh, A. A., & Al-Shdaifat, A. (2016). The Perception of Jordanian University Students about the Importance of Learning Idioms. *Journal of Language Teaching and Research*, 7(2), 253–259.
- Anuar, A. S., & Kama, S. K. (2021). Exploring university students' attitudes towards using Instagram as an educational tool for teaching Nahu. *International Journal of Education and Social Science*, 8(2), 7–12.
- Barkhuizen, G. & Baguley, T. (2019). Using idioms in second language teaching and learning. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*. 22(1), 72–86.
- Barriga Fray, J. I., & McCandless, M. J. (2020). The effects of using American idioms in the development of the speaking skill in L2 students. *Horizontes Revista de Investigación en Ciencias de la Educación*, 4(16), 432–438.
- Boud, D., Cohen, R., & Sampson, J. (2014). *Peer Learning in Higher Education : Learning from and with Each Other*.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Chen, J., & Wang, C. (2019). Idiomatic expressions and slang in English language teaching. In C. Wang (Ed.), *Language Learning and Teaching in the Digital Age*, 91-111. Springer.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
- Creswell, J. & Poth, C. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Crystal, D. & Robins, R. (2023, July 21). Characteristics of language. In *Encyclopedia Britannica*.
- Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Orienta-Konsultit.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *The Turkish Online Journal of Educational Technology*, 18(3), 54–69.
- Forssten, R. (2019). A comparison of factors affecting Estonian EFL learners' idiom comprehension.
-

Eesti Rakenduslingvistika Ühingu aastaraamat, 15, 21–34.

Garcia-Mira, R., Morgado-Gonzalez, L., & Gallego-Arrufat, M. J. (2019). Idioms and Slang in Teaching English as a Foreign Language. In N. Limon & R. Vargas (Eds.), *English Language Teaching in the Digital Age*, 65–81. Routledge.

Guillen-Nieto, G. (2019). Idiomatic and Slang Language in ELT. *English Teaching Forum, 57*(2), 8–16.

Guo, Y. (2019). Teaching English Idioms to Chinese EFL Learners: A Cognitive Linguistic Perspective. *Canadian Center of Science and Education, 12*(5), 145–155.

Hall, J. (2020, March 28). *The History of English Language Teaching*. ThoughtCo.

Hudson, R. (1996). Introduction. In *Sociolinguistics*, 1-19. Cambridge University Press.

Ireland, J., & Mouthaan, M. (2020). Perspectives on curriculum design: comparing the spiral and the network models. *RESEARCH MATTERS, 30*, 7-11.

Karlsson, M. (2019). *Idiomatic Mastery in a First and Second Language*. Multilingual Matters.

Khalitova, A. & Gimaletdinova, A. (2016). Exploring the potential of mobile learning in teaching English as a foreign language: Case study of using Instagram. *International Journal of Instruction, 9*(3), 627–641.

Kiyeykin, A. (2019). Idiomaticity in language teaching and learning. *Journal of Education and Training Studies, 7*(3), 221–225.

Laflin, S. (1996). *Something to Crow About: A Concise Collection of American English Idioms for Everyday Use*. United States Information Agency.

Lee, J., & Chung, Y. (2019). Exploring the use of idioms in language classrooms: A literature review. *International Journal of Applied Linguistics & English Literature, 8*(2), 83–90.

Liontas, J. (2018). Essential language units: A framework for instructional design. *Language Teaching, 51*(4), 551–575.

Lyons, J. (1997). *Language and Linguistics: An Introduction*. Cambridge University Press.

Marzano, R., & Pickering, D. (2006). Introduction. In *Dimensions of Learning: Teacher's Manual* (2nd ed.), 1–12. Hawker Brownlow Education.

-
- Monroy, R. & Hernández, J. (1995). A Sociolinguistic Approach to the study of Idioms: Some anthropological sketches. *Cuadernos de filología inglesa*, 4, 43–61.
- Orfan, S. (2020). Afghan EFL students' difficulties and strategies in learning and understanding English idioms. *Cogent Arts & Humanities*, (7)1, 1–13.
- Rahyadi, D., Wijaya, A., & Dabalos, F. (2017). Establishing and running Instagram content using #belajarbahasainggris: Proportion, content, and business. *International Journal of Language Education*, 4(2), 1–10.
- Roberto de Caro, E. (2009). The Advantages and Importance of Learning and Using Idioms in English. *Cuadernos de Lingüística Hispánica*, 14, 121–136.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- Thyab, R. A. (2016). The Necessity of idiomatic expressions to English Language learners. *International Journal of English and Literature*, 7(7), 106–111.
- Trochim, W. (2001). *Research Methods Knowledge Base*. Cornell University.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. University Press.
-

Contenidos

La presente investigación contiene cinco capítulos organizados de la siguiente manera. El primer capítulo contiene el planteamiento del problema, la pregunta de investigación, el objetivo general y los objetivos específicos y la justificación. El segundo capítulo abarca un resumen de estudios que se han realizado y que apuntan a la problemática que concierne a esta investigación. Así mismo, da cuenta del marco teórico que guio la presente investigación. El tercer capítulo incluye el diseño metodológico, el tipo y el enfoque de la investigación, la población, el protocolo ético, la descripción de los instrumentos aplicados para la recolección de los datos y el desarrollo de los mismos. El cuarto capítulo explica las técnicas de análisis de los datos y expone los resúmenes de los resultados. El capítulo quinto presenta la discusión de los resultados obtenidos, las implicaciones, las limitaciones, las recomendaciones para futuros estudios y las

conclusiones de la investigación. Por último, el documento finaliza con la lista de referencias y apéndices.

Metodología

Esta investigación adoptó una investigación cuasi experimental. Es por eso que este estudio sigue un enfoque de métodos mixtos, ya que la investigación incluye datos cuantitativos y cualitativos. Según Cohen et al. (2018, p.32), “el uso de enfoques cuantitativos y cualitativos, en combinación, proporciona una mejor comprensión de los problemas y preguntas de investigación que cualquiera de los enfoques por sí solo”. Además, este enfoque permite al investigador la interpretación de las intenciones que los participantes atribuyen a sus experiencias y cómo estos construyen conocimiento y significado en el proceso de aprendizaje de expresiones idiomáticas mediante el uso de Instagram. Los participantes fueron un grupo de estudiantes, 6 mujeres y 12 hombres, respectivamente. Se seleccionaron mediante muestreo de conveniencia y voluntario. En relación a los instrumentos empleados, los datos se recogieron mediante 1) una prueba de conocimientos previos, 2) observaciones de clase, 3) un grupo de discusión y 4) una prueba de conocimientos posteriores.

Resultados



Los resultados revelan las actitudes, percepciones y experiencias de los participantes, lo que aporta valiosas ideas tanto para la comprensión teórica como para las aplicaciones prácticas en el aprendizaje de idiomas. Las respuestas de los grupos de discusión hicieron eco a los resultados de las observaciones. Los estudiantes expresaron su entusiasmo por el aprendizaje de idiomas a través de Instagram. Entre los retos, cabe destacar las dificultades ocasionales para comprender las expresiones idiomáticas y la necesidad de enfoques pedagógicos adaptados.

Conclusiones

Instagram apoya eficazmente el aprendizaje de expresiones idiomáticas, fomentando las conexiones culturales y la participación activa de los estudiantes. Este estudio demuestra el potencial de Instagram como un valioso complemento en la enseñanza de idiomas, haciendo hincapié en la necesidad de continuar la exploración y la integración en las prácticas de enseñanza de idiomas. Una de las

características de Instagram es conectar diferentes comunidades con todo el mundo, por lo que, en este caso concreto, aporta espacio para la enseñanza informal (lenguaje idiomático) durante las clases académicas. A pesar de que los materiales que utilizan los profesores para educar normalmente están relacionados con terrenos muy académicos, se podrían fomentar estas expresiones dentro y fuera del salón de clase.

Appendix B Filled Informed Consent Sample

Bucaramanga, 29 de Octubre de 2023

Informed Consent Form
Version 1

Research title: The Impact of Using Instagram on Teaching Idiomatic Expressions to English as a Foreign Language Students at UIS Language Institute

Main researcher's name: Omar David Parra Peña

Name of the participant: Andres Felipe Ariza Canajal

Through this document which is part of the process for obtaining informed consent, I would like to invite you to participate in the research titled: **The Impact of Using Instagram on Teaching Idiomatic Expressions to English as a Foreign Language Students at UIS Language Institute**. Before deciding, you need to understand why this research is being done and what your participation will involve. Please take the time you need to read the following information carefully and ask any questions you don't understand. If you wish, you can consult with people you trust about this research.

Aim

This research is aimed at exploring the impact of using Instagram as an educational app on teaching idiomatic expressions to EFL students at UIS Language Institute.

Willingness to participate

I understand that my participation in this research is completely voluntary. I understand that I may refuse to participate or withdraw my consent at any time without consequence.

Ethical considerations

I understand that the data collected will be anonymous and confidential, and that the data will only be accessible to the researcher. I understand that the data will be stored in a secure location.

Procedure

I understand that all participants will be provided with information about the research and will be asked to provide explicit consent to participate in the study. I understand that all participants will be provided with an explanation of how the research will be conducted and how their data will be used. I understand that all participants will also be provided with information on how to withdraw from the study at any point. Ethical considerations will also be taken into account when conducting the research. All participants will be informed about the purpose of the research, the data collection process, and the use of the data. Participants will not be coerced or pressured into participating in the research. The data will be secure and the results of the research will not be misrepresented or misused.

Duration of the project

I understand that the timeline for the research is about two weeks for the Data Collection stage (observation grid, focus group, previous knowledge test), about two weeks for the

ECEEDU School of Education **UN**

exposure and interaction with the educational Instagram account @Comodiceeldicho0 and with the Virtual Learning Object (VLE) under the same name; and two weeks for the data analysis stage

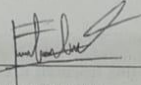
Impact

I understand that the findings of this research will be of great importance and relevance in the TEFL field. I understand that by signing this form I am consenting to participate in this research project.

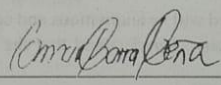
Signature

I, Andres Felipe Anza Canajal, declare that I have been informed of the purpose, procedures and time of participation and that I am of sound mind, and it is my will to participate in this research titled The impact of using Instagram on teaching idiomatic expressions to English as a foreign language students at UES language institute

I do not omit to state that I have been informed clearly, precisely and extensively about the procedures that this research involves. I have read and understood the information above, and all my questions have been answered clearly and to my full satisfaction, by Omar David Parra Peña.

Andres Felipe Anza Canajal 

**NAME AND SIGNATURE OF PARTICIPANT
FATHER/GUARDIAN OR LEGAL REPRESENTATIVE
(as applicable, identification is required)**

Omar David Parra Peña 

NAME AND SIGNATURE OF PRINCIPAL INVESTIGATOR

NAME AND SIGNATURE OF WITNESSES

Note: The personal data contained in this Informed Consent Form will be protected in accordance with the provisions of the General Data Protection Law and other applicable regulations in the matter.

Appendix C Previous Knowledge Test

Idiomatic Expressions Previous Knowledge Test

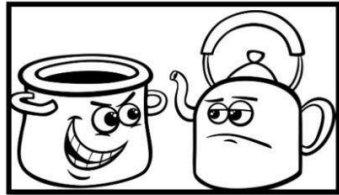
Name: _____ Date: _____

Answer the questions below

1. Idiomatic expressions are present in every language and they pose a linguistic barrier due to their figurative meaning.

True False

2. Look at the picture and choose the corresponding idiom.



- A) Rome wasn't built in a day
B) As old as the mountains
C) The pot calling the kettle black
D) Don't look a gift horse in the mouth

3. Does the idiom "The pot calling the kettle black" mean that the pot is calling the kettle black literally?

True False

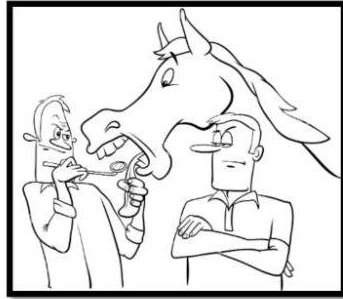
4. Choose the correct idiom for this situation: Johnny loves to make comments on people's punctuality, but he is the least punctual employee...

- A) All water under the bridge
B) The early bird catches the worm
C) Variety is the spice of life
D) The pot calling the kettle black

5. What does the idiom "The pot calling the kettle black" really mean?

- A) The pot is calling the kettle black
B) The kettle is calling the pot black
C) They are calling each other black
D) One with a particular fault accuses someone else of having the same fault

6. Look at the picture and choose the correct idiom



- A) All that glitters is not gold
- B) Don't look a gift horse in the mouth
- C) It's raining cats and dogs
- D) An apple a day keeps the doctor away

7. Does the idiom "Don't look a gift horse in the mouth" have a literal meaning?

True False

8. Choose the correct idiom for the following situation: Stop complaining about the new pair of socks you got for Christmas and thank your aunt!

- A) An apple a day keeps the doctor away
- B) It's raining cats and dogs
- C) Don't look a gift horse in the mouth
- D) All that glitters is not gold

9. What does the idiom "Don't look a gift horse in the mouth" really mean?

- A) It is forbidden to look a gift horse in the mouth
- B) A gift horse does not have teeth
- C) Someone should not find fault with a free gift
- D) If you do so, the horse will bite you with its teeth

10. What are the equivalents in other languages for the idiom "It costs an arm and a leg"? (Multiple options are accepted).

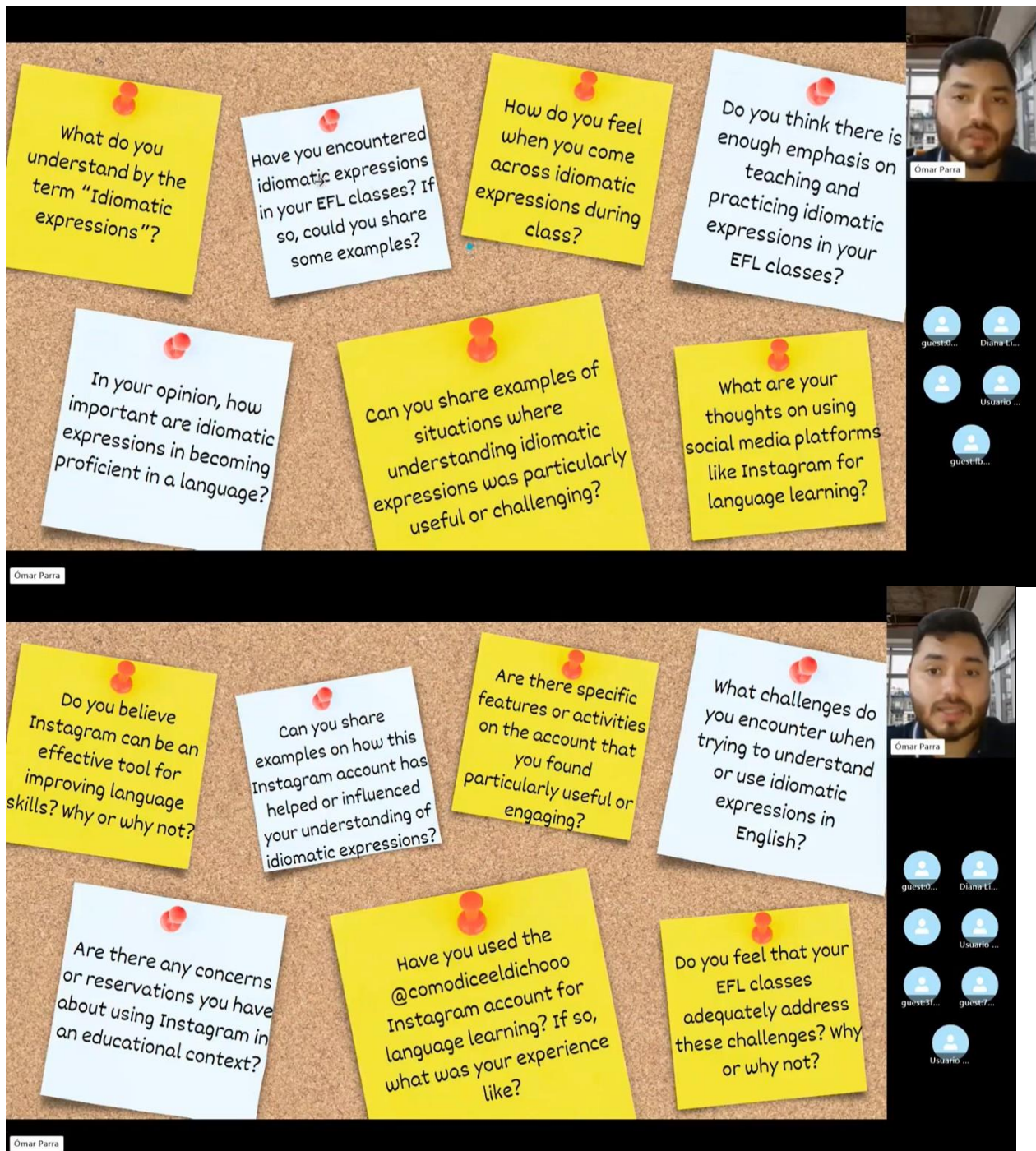
- A) Cuesta un ojo de la cara
- B) Costa un occhio della testa
- C) Ça coûte un bras
- D) Es kostest unsummen

Appendix D Observation Grid

Classroom Observation Grid for Idiomatic Expressions				
Objective: to systematically record and analyze students' interactions with idiomatic expressions during EFL classes at UIS Language Institute.				
Date and time observed				
Teacher observed				
CEFR Level				
Dimensions to be observed				
	Idiomatic Expression Usage	Student Engagement	Interaction with Peers	Teacher Support
Scoring system				
0: Not observed				
1: Minimal usage or engagement				
2: Moderate usage or engagement				
3. High usage or engagement				
Observations				

Appendix E

Appendix E Focus Group Questions



Appendix F Follow-up Questions

The image shows a virtual meeting interface. The main content is a corkboard with four sticky notes, each containing a question. The sticky notes are pinned with red pushpins. The questions are:

- Yellow sticky note (top left):** Have you found any strategies or resources that help you overcome these challenges?
- Light blue sticky note (top middle):** How can platforms like Instagram be further optimized to enhance idiomatic expression learning?
- Yellow sticky note (bottom middle):** Based on your experiences, what suggestions do you have for instructors or language schools to better support students in learning idiomatic expressions?
- Light blue sticky note (top right):** Are there specific teaching methods or materials that you believe would be effective for idiomatic expression instruction?

The meeting interface includes a video feed of Omar Parra in the top right corner. Below the video feed is a list of participants: guest0..., Diana LT..., Usuario..., and NATHA... The name Omar Parra is also visible in the bottom left corner of the meeting window.

Appendix G Post-knowledge Test

23/11/23, 0:36

Final Challenge

Final Challenge

Dear student,

First and foremost, I would like to thank you once again for your kindness and willingness to participate in this study, which will be of impact to the EFL field. In order to know and measure the impact of the educational Instagram account @comodiceeldichooo, once you have interacted with it, I would like to invite you to please solve the final challenge. Break a leg!

Note: all data will be processed anonymously according to the ethical protocol.

* Indica que la pregunta es obligatoria

1. Name *

2. Email *

23/11/23, 0:36

Final Challenge

3. PART 1 *

Read the following text and answer questions from 1 to 5.

Idioms

What are they?

In Linguistics, idioms are defined as fixed expressions that are typically used in a figurative sense and they have arbitrary meanings. That is, idiomatic expressions make their meaning by coincidence and by chance. The use of idiomatic expressions by both native and non-native speakers of English is seen as an important matter and is addressed as a fundamental part of the English language competence. It is almost mandatory that all speakers of the English Language become aware and proficient in using idiomatic expressions proper of this language. Some common idioms in English are as follows. "Water under the bridge", "Hit the jackpot", "As cool as a cucumber", "Barking dogs never bite", and "Rome wasn't built in a day".

Question 1 - What are idioms?

23/11/23, 0:36

Final Challenge



Marca solo un óvalo.

- A. Unfixed expressions that are typically used in a figurative sense and they have arbitrary meanings.
- B. Fixed expressions that are typically used in a figurative sense and they have arbitrary meanings.
- C. Fixed expressions that are typically used in a figurative sense and they have fixed meanings.
- D. Unfixed expressions that are typically used in a figurative sense and they have fixed meanings.

23/11/23, 0:36

Final Challenge

4. Question 2 - How do idiomatic expressions make their meaning? *

Marca solo un óvalo.

- A. Idiomatic expressions make their meaning by coincidence and by chance.
- B. Figurative expressions make their meaning by coincidence and by chance.
- C. Idiomatic expressions make their meaning by chance only.
- D. Idiomatic expressions make their meaning by coincidence only.

5. Question 3 - Why do you think that the use of idiomatic expressions by both native * and non-native speakers of English is seen as an important matter?

Marca solo un óvalo.

- A. Because they add originality to speech.
- B. Because native and non-native speakers use them.
- C. Because they are part of everyday speech.
- D. Because they are seen as an important matter.

6. Question 4 - Why do you think that it is almost mandatory that all speakers of the * English Language become aware and proficient in using idiomatic expressions?

Marca solo un óvalo.

- A. Because it is mandatory to establish communication with native speakers of English.
- B. Because they are an important aspect of English linguistics in the sense that they are part of everyday speech.
- C. Because one can say things in a different manner.
- D. Because they escape conventional grammar rules.

23/11/23, 0:36

Final Challenge

7. Question 5 - What do you think the idiom "Barking dogs never bite" means? *

Marca solo un óvalo.

- A. People who threaten others eventually do nothing.
- B. Barking dogs don't bite.
- C. It is important to be aware of barking dogs because they bite.
- D. If a barking dog bites you, you might get rabies.
8. PART 2 *

For questions 6 to 10, choose the correct option based on the picture.

Question 6



Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.

23/11/23, 0:36

Final Challenge

9. Question 7 *



Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.

23/11/23, 0:36

Final Challenge

10. Question 8 *

23/11/23, 0:36

Final Challenge



Marca solo un óvalo.

23/11/23, 0:36

Final Challenge

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.

23/11/23, 0:36

Final Challenge

11. Question 9 *



Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.

23/11/23, 0:36

Final Challenge

- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.

12. Question 10 *



Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.

23/11/23, 0:36

Final Challenge

13. PART 3

*

Fill in the blanks (11 - 15) with the corresponding idiomatic expression.

Question 11

-Do not worry, Josh. People talk and talk but eventually ...

Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.
- E. Rome wasn't built in a day
- F. Better safe than sorry
- G. All the water under the bridge
- H. A watched pot never boils

23/11/23, 0:36

Final Challenge

14. Question 12

*

-A: So, have you forgiven him?

-B: Yes, I have. You know what they say...

Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.
- E. Rome wasn't built in a day
- F. Better safe than sorry
- G. All the water under the bridge
- H. A watched pot never boils

15. Question 13

*

-Nobody said it was easy. I have to keep on working hard...

Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.
- E. Rome wasn't built in a day
- F. Better safe than sorry
- G. All the water under the bridge
- H. A watched pot never boils

23/11/23, 0:36

Final Challenge

16. Question 14

*

- A: Anthony, no matter what you do, Layla is not going to change.
-B: I think you are making a point there, Josh. As the saying goes...

Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Barking dogs never bite.
- E. Rome wasn't built in a day
- F. Better safe than sorry
- G. All the water under the bridge
- H. A watched pot never boils

17. Question 15

*

- You got an A++ in your final exam, Mark. Congratulations! You

Marca solo un óvalo.

- A. The early bird catches the worm.
- B. It's raining cats and dogs.
- C. Don't look a gift horse in the mouth.
- D. A little bird told me.
- E. A leopard cannot change its spots
- D. Hit the nail on the head.
- E. Rome wasn't built in a day
- F. Better safe than sorry
- G. All the water under the bridge
- H. A watched pot never boils

23/11/23, 0:36

Final Challenge

18. Comments

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Appendix H Coding

Codes	Categories	Participants' comments
1	Meaning about idiomatic expressions	<p>P1: idiomatic expressions are phrases or sayings that have a meaning different from the literal interpretation of the individual work</p> <p>P2: idiomatic expressions are phrases or sayings that have a figurative meaning young their little expression often unique to a particular languages or culture and also they can be a specific idea or sentiment and are commonly used in everyday communication</p>
2	Importance of idiomatic expressions in becoming proficient in a language	<p>P1: in my opinion idiomatic expressions are crucial for language proficiency as they add cultural context and authenticity to communication</p> <p>P2: well I think that understanding and you saying idiomatic expressions appropriately demonstrates at the programs of our languages and facilitates more natural and fluent conversations</p> <p>P3: I do think they are important but I do not think that they are like super important like you're not proficient if you do not know a lot of idiomatic expressions but nevertheless they do are important at certain degree because yes conversations are more naturally but it's not like you cannot convey meaning um if you don't use them</p>

<p>3</p>	<p>Use of idiomatic expressions in your English as a Foreign Language classes</p>	<p>P1: a watched pot never boils... barking dogs never bite... it pulls someone's leg [tomar del pelo in Spanish]... birds of a feather flock together</p>
<p>4</p>	<p>Situations where understanding idiomatic expressions was particularly useful or challenging</p>	<p>P1: idiomatic expressions was useful include informal conversations movies and literature maybe or challenges in formal settings or when idioms are unique to a specific region</p>

		<p>P2: there were some times when I didn't understand the meaning of some idiomatic expressions so it was difficult for me to adjust them to the campus maybe watch a when I was watching a movie or reading a book however when I became familiar with it it was easier and more fluid maybe when I try to express certain idea or to understand something</p>
		<p>P3: I think the same like when it comes to movies sometimes is very helpful but as you mentioned before sometimes their meaning is way too different so sometimes it comes up as a challenge so</p>

		<p>they are not always they're not always related to the context but as you mention once you know the meaning investing in the meaning because of the bigger feature then you got it</p>
5	<p>Feelings when you come across idiomatic expressions during class</p>	<p>P1: encouraging idiomatic expressions can be both exciting and challenging it adds a real worrying use but may require additional explanation for comprehension</p> <p>P2: as a learner and for me it has been challenging but also rewarding and it has allowed me to use the language in more fluent and right way</p> <p>P3: as a learner is is fun it's like a dynamic vibe to the class it's always fun to learn new things</p>
6	<p>Enough emphasis on teaching and practicing idiomatic expressions in your EFL classes</p>	<p>P1: the emphasis on teaching idiomatic expressions varies more focused on practical everyday is would be beneficial [the emphasis varies depending on the lesson]</p> <p>P2: I think it will be very interesting to integrate the learning of idiomatic expressions in a more intense way considering their importance in the development of the speaking skill in the second</p>

		<p>language [you would like to have more exposure time today's idiomatic expressions through your EFL classes]</p>
		<p>P3: not really because sometimes... depends on the lesson sometimes you have to focus on certain skill like writing or reading and the majority of the time those things are very formal an idiomatic expressions are informal so more emphasis yeah it's a must</p>
7	<p>Thoughts on using social media platforms like Instagram for language learning</p>	<p>P1: for me Instagram is a valuable tool for language learning because Instagram offering visual and interactive content</p>
		<p>P2: I think that it provides exposure to authentic language use diverse content and interactive learning opportunities</p>
		<p>P3: I think it's great um the visuals go straight to the point and if you want more information you can always like look in the comments and everything</p>
8	<p>Instagram as an effective tool for</p>	<p>P1: Instagram can be effective uh due to its multimedia nature and exposure to authentic and</p>

	<p>improving language skills. Why or why not?</p>	<p>colloquial language</p> <p>P2: I absolutely believe that Instagram is a great tool if it is used properly as I say before it disposed learners to authentic language use diverse content and interactive communication enhancing vocabulary comprehension and cultural understanding</p> <p>P3: sure is a great tool you can learn vocabulary I think you can practice every single one of the skills you get listening reading writing in the comments and even speaking through the DM feature so yeah it's great</p>
<p>9</p>	<p>Concerns or reservations about using Instagram in an educational context</p>	<p>P1: for me social networks are very important in the international context because they have entertainment tools such a visual tools that facilitate learning they are also important because with social networks we can reach a large population too</p> <p>P2: the need for careful content creation and ensuring a balance between informal language exposure and formal learning objectives but in general I think it is a very dynamic creative and authentic way to share knowledge</p>

		<p>P3: I agree...sometimes you get like a lot of exposure exposure into like very very informal language so I think it's important that you have like that balance between formal and informal because sometimes even though native speakers...speak in a way that it is not grammatically correct uh it's important to also learn how to communicate in the formal correct way but yeah otherwise it's amazing</p>
0	<p>Use of the educational Instagram account @Comodiceeldichooo</p>	<p>P1: in my opinion it's a positive account @Comodiceeldichooo has given me a tool to be able to express myself better and more easily in the English language</p> <p>P2: yes I have used it my experience using it has been very fun entertaining and I have learned a lot</p> <p>P3: yes I have and it is very useful since you use a lot of visuals and you try to put it in our context so it's great it is pretty useful</p>
1	<p>Examples of how the educational Instagram account</p>	<p>P1: Relating I would say yes in my country to English phrases has helped me a lot because my vocabulary for me it's easier to learn and it's fun</p>

	<p>@Comodiceeldichoos has helped or influenced your understanding of idiomatic expressions</p>	<p>P2: before being in contact with this Instagram account my knowledge of reading idiomatic expressions was quite low and it has been beneficial to improve my linguistic skill fluency and understanding especially in informal contexts</p>
		<p>P3: it has been very fun and as I mention before it seems to try to use some of idiomatic expressions that we can find in our local Colombian context so I have learned new things</p>
<p>2</p>	<p>Features or activities of the Instagram account that you found particularly useful or engaging</p>	<p>P1: yes I really like it that uh they sold pictures with the science and uh seeing a new sayings everyday and how to use them also seemed like a very good thing for me</p>
		<p>P2: I agree with is student A I would like to add that I found very interesting the initialisms when I try to when idea is trying to guess what an initialism mean</p>
		<p>P3: I have found very useful the visuals and your comments and the use of hashtag that can lead into um it can expand um your research so yeah very youthful and engaging</p>

<p>3</p>	<p>Challenges you encounter when trying to understand or using idiomatic expressions in English</p>	<p>P1: some words change their meaning a lot depending on the context</p>
		<p>P2: the cultural difference and the figurative meaning of the idiomatic expressions and the need for contacts understanding</p>
		<p>P3: they're different meanings that they can have sometimes um one sentence can mean one thing in um for example historical context one other thing in an ideological context another thing in a religious context so yeah sometimes that can be very tricky and challenging</p>
<p>4</p>	<p>EFL classes adequately address these challenges</p>	<p>P1: I don't think so in these classes focus more on the technical than the practical and in my opinion idiomatic expressions help us learn more from practice</p>
		<p>P2: I also think that classes should focus a little bit more on practice and trying to give a chance to these types of variety of learning like idiomatic expressions but when we use it in class we try to give them accountance for understanding</p>
		<p>P3: not really so you have to give it a a chance here to these you know what expressions we have to</p>

		improve them more include them
5	<p><i>Follow-up question</i></p> <p>@Comodiceeldichooo adequately address these challenges. Why or why not?</p>	<p>P1: yes because this account gives me a lot of tools to learning or to learn different ways to practice the the English so it's not just uh technical so it's more practical so every day you can see the phrases the sayings so you you are more are um and so I am more close to or you are closer to the English thanks to the to the account</p> <p>P2: yes absolutely I think that this Instagram account provides knowledge about the idiomatic expressions that are not really common on regular class</p> <p>P3: sure sure is very helpful it provides I made a lot of emphasis on the visual but I think it's really good that you use a visual like like the memes so yeah very useful</p>
6	<p>Strategies or resources that helped you overcome these challenge</p>	<p>P1: associating the most common science of origin with the English language and it's a very practical way to learn to learn English</p> <p>P2: the use of tools such as the Instagram account @Comodiceeldichooo and its integration into</p>

		different context
		P3: well many resources like websites and Instagram
		accounts or TikToks
		P4: I really dig the activities we have on the platform they were funny and at the same time we learn... I think teachers should incorporate interactive activities in the classroom that encourages students to use idiomatic expressions in real life scenarios... role playing discussions and group activities can be effective
7	How can platforms like Instagram be further optimized to enhance idiomatic expression learning	P1: social network the language is more informal and be related to accounts like @Comodiceeldichooo help us express ourselves more easily in the English language
		P2: I think that platforms like Instagram and in general social networks provides exposure to authentic language use diverse content and interactive learning opportunities

		<p>P3: it can be optimized with some sort of feature where you have like multiple options so you can try to to guess um the correct answer I know that's like available but like only for like stories and sometimes we don't really um look at those stories so maybe that feature in the post section will be great</p>
8	<p>Suggestions you have for instructors or languages schools to better support students in learning idiomatic expressions</p>	<p>P1: for me more looking at your content more watching movie movies and listening to music um seems to me to be more fun and um way to learn English</p>
		<p>P2: I think it will be very interesting to integrate the learning of idiomatic expressions with more interactive material and thinking about improving interaction in informal context</p>
		<p>P3: I definitely agree with student A like multimedia</p>
9	<p>Teaching methods for materials that you believe would be effective for idiomatic expression</p>	<p>P1: Watch Colombian movies series in English listen to music like vallenato or salsa in the English language it will be fun and quite interesting</p>
		<p>P2: I agree I think the most appropriate way is through interactivity and cultural immersion</p>

	instruction	P3: I think the same that's very important um giving
		the full local context

Appendix I Memos

MEMO 1

Date: October 21st, 2023

Category: Importance of idiomatic expressions in language learning

Subcategories:

Everyday speech

1. “they can be a specific idea or sentiment [*sic*] and are commonly used in everyday communication”
2. “. . . idiomatic expressions appropriately demonstrates at the programs of our languages and facilitates more natural and fluent conversations”
3. “conversations are more naturally but it's not like you cannot convey meaning if you don't use them”

Cultural connection

1. “idiomatic expressions are crucial for language proficiency as they add cultural context and authenticity to communication”
2. “I do not think that they are like super important like you're not proficient if you do not know a lot of idiomatic expressions but nevertheless they do are important at certain degree”

Findings' summary

Students from the focus group agreed that idioms are part of everyday communication. As participant 2 stated, they mean an idea or feeling in a particular context. It is strongly linked with

the culture of a community where authenticity stands out. Likewise, she highlighted the fact of using them as being more fluent in the target language. Conversely, participant 3 mentioned that by using idioms in conversations, they look like natural and it is not a big deal if people do not know their meanings. Moreover, as there are different variations of Spanish, in this scenario, there were some English idiomatic expressions of the Colombian Santanderian region, which makes the students familiar with the local culture and context is localized and down-to-earth.

MEMO 2

Date: October 22nd, 2023

Category: Experiences with idioms in the EFL classroom

Subcategories:

Usefulness

1. “informal conversations, movies and literature”
2. “however when I became familiar with it it was easier and more fluid maybe when I try to express certain idea or to understand something”
3. “when it comes to movies sometimes is very helpful but as you mentioned before sometimes their meaning is way too different”

Challenges

1. “in formal settings or when idioms are unique to a specific region”
2. “some times when I didn't understand the meaning of some idiomatic expressions so it was difficult for me to adjust them to the campus. . . when I was watching a movie or reading a book”

3. “they can have sometimes one sentence can mean one thing in for example historical context one other thing in an ideological context another thing in a religious context so yeah sometimes that can be very tricky”

Feelings

1. “encouraging idiomatic expressions can be both exciting and challenging it adds a real worrying use but may require additional explanation for comprehension”
2. “it has been challenging but also rewarding and it has allowed me to use the language in more fluent and right way”
3. “is fun it’s like a dynamic vibe to the class it’s always fun to learn new things”

Practice

1. “the emphasis. . . varies. . . on practical everyday is would be beneficial”
2. “it will be very interesting to integrate the learning of idiomatic expressions in a more intense way considering their importance in the development of the speaking skill in the second language” “classes should focus a little bit more on practice and trying to give a chance to these types of variety of learning like idiomatic expressions”
3. “not really because sometimes... depends on the lesson sometimes you have to focus on certain skill like writing or reading and the majority of the time those things are very formal an idiomatic expressions are informal” “you have to give it a chance here to these you know what expressions we have to improve”

Findings’ summary

Participants shared their experiences regarding the use of idioms in their English classes.

Participant 1 mentioned that idioms are present in free time activities such as talks, movies and books. These broaden students' content knowledge and let know their definitions depending on the context. For example, participant 3 added that one sentence can mean one thing in historical context, other thing in an ideological context, and another thing in a religious context, so that it might be complex to define. In the same line, participant 2 asserted that she didn't understand at first their use and when she was able to was because she got familiarized with their meanings. In addition, participants expressed that when it comes to learn idioms, they feel mixed feelings because they need further explanation and examples to understand them. Participants highlighted positive attitudes like exciting, rewarding and fun. Finally, practice varies depending on the lesson's objective and the exposure time to idiomatic expressions. Participants 2 and 3 pointed out the possibility of teaching these idiomatic expressions in EFL classes.

MEMO 3

Date: October 24th, 2023

Category: Instagram as an educational tool

Subcategories:

Advantages

1. "Instagram offering [*sic*] visual and interactive content" "Instagram can be effective due to its multimedia nature and exposure to authentic and colloquial language"
2. "it provides exposure to authentic language, use diverse content, and interactive learning"

opportunities” “Instagram is a great tool if it is used properly. . . it disposed learners to authentic language, use diverse content, and interactive communication enhancing vocabulary comprehension and cultural understanding”

3. “it's great the visuals go straight to the point and if you want more information you can always like look in the comments and everything” “sure is a great tool you can learn vocabulary I think you can practice every single one of the skills you get listening reading writing in the comments and even speaking through the DM feature”

Concerns

1. “social networks are very important in the international context because they have entertainment tools such a visual tools that facilitate learning they are also important because. . . we can reach a large population too”

2. “the need for careful content creation and ensuring a balance between informal language exposure and formal learning objective”

3. “sometimes you get like a lot of exposure into like very very informal language so I think it's important that you have like that balance between formal and informal because sometimes even though native speakers...speak in a way that it is not grammatically correct it's important to also learn how to communicate in the formal correct way”

Findings' summary

Participants asserted that among the advantages of Instagram are mainly its multimedia content,

connections worldwide, and practice of all the skills including vocabulary, listening, reading, writing in the comments and speaking through the direct message (DM) feature. All of them seem actively engaged with Instagram as an educational tool, appreciating the informal and interactive learning environment and contributing to a deeper understanding of language and culture. In regards to the concerns, participants 2 and 3 relate more to a balance between informal language exposure and formal learning objective since it is important to show students their both settings.

MEMO 4

Date: October 25th, 2023

Category: Use of the educational Instagram account @comodiceeldichooo

Positive

1. “it's a positive account @Comodiceeldichooo has given me a tool to be able to express myself better and more easily in the English language”
 2. “my experience using it has been very fun entertaining and I have learned a lot”
 3. “it is very useful since you use a lot of visuals and you try to put it in our context”
- “I have found very useful the visuals and your comments and the use of hashtag that can. . . expand your research”

Things to improve

1. “it can be optimized with some sort of feature where you have like multiple options so you can try to to guess um the correct answer I know that's like available but like only for like stories and sometimes we don't really look at those stories so maybe that feature in the post

section will be great”

Findings’ summary

Learners acknowledged the importance of idioms in language comprehension and recognized Instagram’s role in enhancing idiom acquisition. In this case, the educational Instagram account @comodiceeldichooo has got to know students about different and popular idioms used in specific situations. Along with this, participant 3 highlighted the authenticity of the visuals and the hashtag feature because it allows to share that type of content with people who are interested in. She also declared that a thing to be improved is the poll feature that appears in Instagram stories; it would be great to have it as well in the post section.

MEMO 5

Date: October 26th, 2023

Category: Teaching idioms instruction

Subcategories:

Suggestions for teachers

1. “many resources like websites and Instagram accounts or TikToks”
2. “I think teachers should incorporate interactive activities in the classroom that encourages students to use idiomatic expressions in real life scenarios... role playing discussions and group activities can be effective”
3. “looking at your content more watching movie movies and listening to music seems to me to be more fun” “Watch Colombian movies series in English listen to music like vallenato or

salsa in the English language it will be fun and quite interesting”

4. “it will be very interesting to integrate the learning of idiomatic expressions with more interactive material and thinking about improving interaction in informal context” “I think the most appropriate way is through interactivity and cultural immersion”

Findings’ summary

Participants were asked to recommend some strategies to better support students in learning idiomatic expressions. Participant 3 reported there are other resources such as websites and social networks that uphold the teaching idioms instruction. Participant 4 pointed out that those idioms should be encouraged through speaking activities such as role plays and discussions. This is complemented with what participant 2 affirmed about the most appropriate way of teaching idioms is through interaction and cultural immersion. Participants 1 and 3 believed in multimedia material as it is fun and catches students’ attention.