

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abdelhamid Ibn Badis Mostaganem
Faculty of Foreign Languages
Department of English



**The Effect of Algerian Instagram Content Creators on English Language
Learning: The Case of the Dahmani Twins Instagram**

A Dissertation Presented in Partial Fulfilment for the Requirements of a Master's Degree in
'Language and Communication'

Submitted by: Maroua DAHMANI

Members of the Board:

Dr. Sabria OULD SI BOUZIANE	Supervisor	University of Mostaganem
Mr. Cherif TEGUIA	Examiner	University of Mostaganem
Dr. Mansouria ABDALLAH BENSELLOUA	Chaiperson	University of Mostaganem

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Abstract

In the digital age, social media platforms have emerged as powerful tools for language learning, offering new avenues for educational engagement. This dissertation explores the impact of Algerian Instagram content creators, specifically the Dahmani Twins, on the English language learning process among their followers. The study investigates how the authenticity and relatability of the Dahmani Twins' content motivate engagement and improve language skills. A mixed-method approach was employed, combining an online questionnaire and interview of parents whose children follow the Dahmani Twins. The findings demonstrate a significant positive correlation between exposure to the twins' content and improved English language skills. The study identifies "How do we say" segments as the most helpful content type, followed by "Word of the Day", "English in 30 Seconds" and many more. Parents also provided suggestions for improving the twins' educational content, emphasizing the inclusion of more real-life contexts and specialized content for different niches, such as medical and business English. The research highlights the perceived authenticity of the twins' content as a crucial factor in motivating followers to actively engage in language learning activities. The study concludes by proposing recommendations for future research, suggesting further exploration of cross-cultural influences and the longitudinal impact of social media influencers on language proficiency.

Keywords: Algerian Instagram Content Creators, The Dahmani Twins, English Language Learning, Authenticity, Relatability, Social Media Influencers, Educational Impact

Dedication

I dedicate this work to the most cherished people in my life.

To my parents, Lynda MAROUF and Zoubir DAHMANI, for their boundless love, sacrifices, and unwavering support. Your guidance and encouragement have been my pillars of strength.

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List of Graphs

Graph 3. 1: Followers' Age	30
Graph 3. 2: Followers' Gender	31
Graph 3. 3: Followers' Educational Background	31
Graph 3. 4: Frequency of Engagement with Dahmani Twins' Instagram Content	33
Graph 3. 5: Followers' Perception of Engagement and Entertainment in the Dahmani Twins' Content	35
Graph 3. 6: Followers' Confidence in Using English in Real-Life Situations after Following the Dahmani Twins	38

List of Charts

Chart 3.1: Followers' Perceptions of Most Helpful Content Aspects	32
Chart 3. 2: Followers' Rating of the Dahmani Twins' English Language Learning Content	34
Chart 3. 3: Followers' Perception of Improvement in English Language Skills	36
Chart 3. 4: Integration of Learning from the Dahmani Twins into Daily English Language Practice	37
Chart 3. 5: Perception of Language Learning Experiences Shared by the Dahmani Twins	38
Chart 3. 6: Followers' Motivation to Engage in English Language Learning Activities Due to the Dahmani Twins' Content	39

List of Abbreviations

CLT: The Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: The Grammar Translation Method

Table of Contents

Abstract	I
Dedication	II
Acknowledgements	III
List of Graphs	IV
List of Charts	V
List of Abbreviations	VI
Table of Contents	VII
General Introduction	1
Chapter One: Understanding Language Learning Dynamics in The Digital Landscape	4
1.1 Introduction	4
1.2 Traditional Approaches to Language Education	4
1.2.1 Grammar Translation Method (GTM)	5
1.2.2 The Direct Method	6
1.2.3 Communicative Language Teaching (CLT)	6
1.3 Global Significance of Language Learning	7
1.4 Shifting Paradigms: Social Media's Role in Language Acquisition	8
1.4.1 Unveiling Language Learning Dynamics on Instagram	9
1.5 Content Creators as Modern Educational Agents: Opportunities and Challenges	10
1.6 Innovative Approaches in Educational Content Creation	12
1.6.1 Microlearning & Gamification	12
1.6.2 Collaborative Learning	12
	VII

1.6.3 Personalized Learning Paths	13
1.6.4 Multimedia Usage	13
1.7 Contextualizing the Impact of Instagram Content Creators	13
1.7.1 Bridging the Gap	14
1.7.2 Creating Engaging Content	14
1.7.3 Building Communities	14
1.7.4 Promoting Lifelong Learning	15
1.8 Case Studies of Successful Educational Content Creators	15
1.8.1 The English Coach	16
1.8.2 Learn English with Emma	16
1.8.2 English with Lucy	16
1.9 Conclusion	17
Chapter Two : Research Methodology	19
2.1 Introduction	19
2.2 Research Method	19
2.3 Procedure	21
2.4 Participants	21
2.5 Data Collection Tools	22
2.5.1 Online Questionnaire	22
2.5.2 Parents' Interviews	26
2.6 Conclusion	28
Chapter Three: Results and Discussion	29
3.1 Introduction	29

3.2 Data Analysis	29
3.2.1 Results from the Analysis of the Online Questionnaire	30
3.2.2 Results from the Analysis of the Parents' Interviews	40
3.3 Discussion of the Findings	47
3.4 Recommendations for Further Research	50
3.5 Limitations	51
3.6 Conclusion	52
General Conclusion	54
References	56
Appendices	62

General Introduction

In recent years, social media has livened the digital world with its numerous modern features in many sectors including education. It has emerged as an influential tool for language acquisition, providing innovative and engaging methods for individuals to enhance their linguistic capabilities. Among the plethora of social media platforms, Instagram stands out for its visual appeal and interactive features. This dissertation investigates the influence of Algerian Instagram content creators, particularly the Dahmani Twins, on English language learning among their audience. The primary aim of this study is to evaluate how their content impacts followers' English language acquisition, focusing on aspects such as engagement, motivation, and educational effectiveness.

The Dahmani Twins, with their innovative and engaging content, provide a unique case study to explore the impact of social media on language learning. Their content includes interactive activities such as "Word of the Day," "How do we say," and specialized English series for various professional fields, making language learning both accessible and enjoyable for their audience.

The research addresses three main questions:

- How does the content created by Algerian Instagram influencers, specifically the Dahmani Twins, impact the English language learning process among their audience?
- What are the distinctive ways in which the Dahmani Twins' Instagram content contributes to or influences English language acquisition among their followers?

- How do the Dahmani Twins' Instagram followers perceive the authenticity and relatability of the language learning experience facilitated by them, and how does this perception influence their motivation to engage in English language learning?

The hypotheses proposed in this study suggest that:

- The consistent exposure to the English language through the Dahmani Twins' Instagram content positively correlates with an improvement in English language learning among their audience.
- The innovative and engaging methods used by the Dahmani Twins in their content creation significantly enhance the motivation and effectiveness of English language learning for their followers.
- The perceived authenticity and relatability of the Dahmani Twins' language learning content positively correlate with increased motivation and active participation in English language learning activities among their followers.

To answer these questions and validate these hypotheses, the study employs a mixed-methods approach, combining an online questionnaire distributed among the Dahmani Twins' followers and in-depth interviews with their parents. This approach allows for a comprehensive analysis of both quantitative and qualitative data, providing a thorough understanding of the impact of the Dahmani Twins' content on English language learning.

This research work is divided into three main chapters. The first chapter delves into the theoretical background, providing an overview of language learning principles through social media and examining the role of content creators in education. This chapter aims to contextualize the integration of social media content within the broader framework of digital education. The second chapter details the practical aspects of the study, including the research

methodology, participants, and data collection tools used to gather insights from the Dahmani Twins' followers. The final chapter presents the analysis of the collected data, discusses the main findings and limitations of the study, and provides recommendations for future research.

Chapter One: Understanding Language Learning Dynamics in the Digital Landscape

1.1 Introduction

We devote this chapter to present a comprehensive theoretical framework that paves the way for this research. We aim to make the reader understand language-learning dynamics in the digital landscape. At the beginning of this chapter, we are going to have a clear understanding of the language learning process and introduce the different traditional approaches to language education, such as the grammar translation method, the direct method and the communicative language teaching method. Next, we delve into the transformative role of social media, specifically Instagram, in language acquisition. Then, we analyze the emergence of content creators as educational influencers. Finally, the chapter ends with innovative educational content creation, particularly by Instagram content creators, as case studies.

1.2 Traditional Approaches to Language Education

Language learning, as discussed by Zhou and Niu (2015), is "the process of acquiring the ability to communicate in a new language, involving the development of linguistic, communicative, and cultural competence" (Zhou & Niu, 2015). A crucial skill that facilitates cross-cultural communication, fosters understanding, and opens opportunities for personal and professional growth. Traditional approaches to language education have historically focused on teaching grammatical structures and correct forms (Moore, 2006). Different models of language and language learning result in very different perceptions of language learning goals, suggesting

that the way we conceptualize language and the process of learning a language can greatly influence our understanding of what the objectives of language learning should be.

Indeed, over the years, several traditional approaches have been developed to facilitate the learning of a second or a foreign language. These methods have been designed with the aim of making language learning more structured and effective. The following are some of these traditional approaches to language education.

1.2.1 Grammar Translation Method (GTM)

According to Kim (2008), the grammar-translation method is a language teaching method developed during the 18th and 19th centuries in Germany. It is sometimes called the classical method, in which the traditional method was adopted for teaching the classical languages, Latin and Greek. Zulprianto (2012) mentioned that GTM is composed of two features hardly inescapable in any discussion about language teaching: grammar and translation. If grammar serves as a medium to learn about the form of language, translation can interlingually guide the way to comprehending the meaning of language (p. 62-72). GTM is a method that is based on the target of grammatical competence and focuses on grammar as a basic language. Richard (2006) mentioned that grammatical competence refers to the knowledge of grammar that accounts for the ability to produce a sentence. This method, as its name suggests, focuses on the translation of texts and the memorization of grammatical rules. While it has been a staple in language classrooms for centuries, its effectiveness in fostering communicative competence has been questioned in modern pedagogy.

The Grammar Translation Method (GTM) positions the teacher as the main source of information, providing grammar rules and examples for students to learn. Students memorize these rules and apply them to other examples. However, this method, which emphasizes

grammatical rules over real conversation, has been questioned for its effectiveness in real-world communication.

The ‘teacher-exposition’ approach of GTM can make language learning tedious and obscure the original context of language features. It also limits learners’ exposure to various data sources and their ability to discuss language phenomena. These drawbacks highlight the need for more engaging and contextually relevant language teaching methods.

1.2.2 The Direct Method

Contrasting with the Grammar Translation Method, the Direct Method advocates for a more immersive and natural language learning experience. According to Sitorus and Silitonga (2018), "the use of the direct method could improve students’ ability to speak. It was proved by this latter that the students’ average was higher after using the direct method." (p.79-84) This method encourages students to engage in authentic conversations and to think in the target language from the outset. By creating a language-rich environment, the Direct Method aims to develop fluency and proficiency in the target language.

1.2.3 Communicative Language Teaching (CLT)

Daisy (2012) stated that CLT is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. And Richards and Rodgers (2001) wrote that, CLT “aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (p. 155).

The Communicative Language Teaching (CLT) Method places a strong emphasis on meaningful communication as the primary objective of language learning. Lhoussenas (2023)

notes that, "CLT has garnered significant attention in language education due to its emphasis on promoting effective communication and meaningful language use." (p. 18) This method prioritizes interactive activities and real-life scenarios to facilitate language acquisition. Rather than focusing solely on grammar and vocabulary, CLT encourages students to use language for practical purposes, fostering both linguistic competence and communicative skills.

1.3 Global Significance of Language Learning

The global significance of language learning is multifaceted, surrounding socio-cultural, economic, and educational sectors. As Dr. Lid King (2018) from The Languages Company states, "We live in a multilingual world. English serves as the lingua franca for education, trade and employment, and is an essential skill for anyone wanting to succeed professionally or academically in the 21st century." (p. 2)

From a socio-cultural perspective, language learning serves as a conduit for fostering mutual understanding and global harmony. It facilitates intercultural dialogue, promotes diversity, and contributes to the building of inclusive societies. As Wagner (2015) states, "The target of second language learning is not just 'to speak another language,' but to become part of the social and cultural environment in which this language happens. This entails fully embodied participation in the second language life worlds into which a newcomer bricolages his or her way". (p. 5)

In the economic sphere, language skills are increasingly being recognized as valuable assets in the global labor market. They enhance employability, facilitate international trade, and drive economic growth, thereby contributing to the global economy. Research indicates that it might be optimal for firms to target profiles with slightly lower-than-needed foreign language skills, depending on the relative magnitude of associated costs.

From an educational standpoint, language learning promotes cognitive development, enhances academic achievement, and fosters lifelong learning skills. It also contributes to the development of critical thinking, problem-solving skills, and intercultural competence, which are essential competencies in the 21st century. As Hamdi (2023) emphasizes in his study about, "Developing Critical Perspectives among EFL Learners: Insights from Language Educators", language learning is not just about acquiring a new language but also about developing the ability to analyze and understand different cultural contexts. Hamdi points out that engaging with a new language allows learners to see the world from diverse perspectives, thereby enhancing their critical thinking and problem-solving abilities. Furthermore, the study highlights that language educators play a crucial role in fostering these skills by incorporating intercultural competence into their teaching methods, preparing students to navigate and succeed in a globalized world.

The advent of digital technologies has further amplified the global significance of language learning. Digital platforms have democratized access to language learning resources, making them more accessible, interactive, and engaging. They have transformed the landscape of language education, enabling learners to learn languages in authentic, real-world contexts.

In conclusion, language learning holds immense global significance in today's interconnected world. It is not merely an academic discipline but a key to unlocking global opportunities, fostering a more inclusive and interconnected world, and promoting global understanding and harmony.

1.4 Shifting Paradigms: Social Media's Role in Language Acquisition

The creation of digital media has been promoted as a strategy for both learning and for demonstrating learning (Hobbs 2017; Norton and Hathaway 2010). The advent of social media platforms have significantly transformed language acquisition methods. This paradigm shift is

especially noticeable in English language learning. Social media platforms, with their global reach and interactive nature, have become an integral part of our daily lives, providing a new avenue for language learning. They offer a more dynamic, engaging, and interactive approach compared to traditional language learning methods.

Motion pictures have a long history as educational media with more than a century of use in classroom instruction (Saettler 2004; Snelson and Perkins 2009). The visual nature of these platforms makes them effective tools for learning languages. They allow users to associate images with words, making the learning process more engaging and memorable. This visual association aids in the retention of new vocabulary and concepts, thereby enhancing the effectiveness of language learning.

The impact of social media on English language learning is profound. According to Kern (2014, p. 25), social media provides a unique, engaging, and effective platform for language acquisition. The interactive nature of social media platforms allows for immediate feedback and real-time interaction, which can significantly enhance the learning experience. Furthermore, as noted by Thorne (2016, p. 40), the informal setting of social media can reduce the pressure often associated with traditional language learning methods, making the process more enjoyable and less intimidating for learners.

1.4.1 Unveiling Language Learning Dynamics on Instagram

In the era of social media and digital connectivity, a paradigm shift is taking place in the world of language teaching. Instagram and TikTok are just two of the creative platforms that are transforming, if not wholly revolutionizing, the way that conventional classrooms function (Lee, 2023). As indicated in Andujar and Çakmak (2023) and Kukulska-Hulme and Viberg (2018), there has been an increase in the number of studies that focus on the potential of these platforms for foreign language learning.

Instagram, as a social media platform, provides many opportunities for language learning. The use of Instagram in language learning sphere brings various benefits, such as increasing reading, writing, pronunciation, and vocabulary mastery to boost students' motivation. Instagram offers a dynamic environment for language learning. Unlike traditional language learning resources, Instagram is inherently social and interactive.

The work of Kryvka et al. (2022), Lukina et al. (2020), and Mondahl and Razmerita (2014) has revealed the upward trend in the use of social networking applications by many learners as a highly effective tool for cultivating communicative competence in the FL learning. Instagram has become a crucial resource in language education, introducing innovative elements that elevate the learning experience. The platform's emphasis on visual content provides a rich context for language learning, allowing learners to associate words with images, thereby enhancing comprehension and retention.

Moreover, Instagram's features, such as hashtags, captions, and comments, provide ample opportunities for reading and writing practice. Learners can engage with native speakers and other learners, participate in discussions, and receive immediate feedback on their language use. This interactive and engaging environment can significantly enhance learners' motivation and engagement, leading to more effective language learning.

The advent of social media, and Instagram in particular, has significantly transformed the dynamics of language learning. Instagram's interactive and visual features create a stimulating environment for language acquisition, enhancing both engagement and retention for learners. As such, it is crucial for educators and learners to leverage these platforms to enhance language learning outcomes.

1.5 Content Creators as Modern Educational Agents: Opportunities and Challenges

In today's world of social media, content creators have emerged as modern educational agents, playing a pivotal role in language acquisition. They use platforms like Instagram to create and share educational content, which is changing how we approach language learning. However, along with this new role come both challenges and opportunities.

One of the primary challenges is quality control. With the vast amount of content available on social media, it can be challenging learners to discern quality content. Not all content creators are language experts, and there may be instances of incorrect language usage. Additionally, the sheer volume of content can lead to information overload, making it difficult for learners to navigate and decide what to focus on, which can hinder the learning process. Unlike traditional language learning resources, content on social media may not follow a structured curriculum. This lack of structure can make it difficult for learners to track their progress and identify areas for improvement. Furthermore, not everyone has equal access to digital resources. This digital divide can limit the reach of content creators and exclude certain learners from accessing these resources.

Despite these challenges, there are significant opportunities that content creators bring to the table. They can reach a global audience, breaking geographical barriers that traditional language learning methods cannot. This allows learners from all over the world to access quality language learning content. The interactive nature of social media platforms allows for immediate feedback and real-time interaction, which can significantly enhance the learning experience. Furthermore, the informal setting of social media can reduce the pressure often associated with traditional language learning methods, making the process more enjoyable and less intimidating for learners.

Content creators, as modern educational agents, have introduced significant changes in the field of language learning. By employing creative and interactive approaches, they offer a highly accessible and engaging platform for language acquisition, revolutionizing the learning process. Consequently, the collaboration between educators, learners, and content creators is essential to maximize the benefits of these platforms while effectively addressing the associated challenges.

1.6 Innovative Approaches in Educational Content Creation

In the digital era, social media platforms have dramatically changed the landscape of language acquisition, providing a versatile and interactive alternative to traditional methods. These platforms, with their visual and interactive features, improve vocabulary retention and offer immediate feedback, making the learning experience more accessible and enjoyable. Content creators, acting as modern educational agents, utilize these platforms to produce educational material, significantly altering the dynamics of language learning. Despite facing issues such as maintaining quality and managing information overload, innovative strategies include:

1.6.1 Microlearning & Gamification

One such innovative approach is the use of microlearning and gamification techniques. Content creators are breaking down complex language concepts into bite-sized, easily digestible content. This approach, coupled with elements of gamification such as quizzes, challenges, and rewards, makes the learning process more engaging and enjoyable for learners.

1.6.2 Collaborative learning

Another approach is fostering collaborative learning. Content creators use the interactive features of social media platforms to build learning communities. These communities allow learners to interact with each other, share their learning experiences, and provide peer-to-peer feedback, thereby enriching the learning process.

1.6.3 Personalized learning paths

Content creators are also exploring personalized learning paths. By employing data analytics, they can understand individual learner's strengths, weaknesses, and preferences, and tailor the content accordingly. This personalized approach can enhance learner engagement and improve learning outcomes.

1.6.4 Multimedia usage

The use of multimedia is another innovative approach. Content creators take advantage of the visual nature of social media platforms to develop multimedia content that integrates text, images, audio, and video. This multimodal approach caters to different learning styles and enhances comprehension and retention.

These methods accommodate various learning styles, boost learner engagement, and enhance learning outcomes, highlighting the transformative potential of social media in language acquisition.

1.7 Contextualizing the Impact of Instagram Content Creators

In the vibrant world of nowadays, the use of social media such as Instagram is one of the well-known media used for the learning process. Content creators have carved out a special

niche as influential educational agents, particularly in the realm of language acquisition. Through their engaging and relatable content, they offer learners new, effective, and intuitive ways to practice and improve their language skills. Their impact is multifaceted and extends beyond the traditional boundaries of education.

1.7.1 Bridging the Gap

Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst : 2016). Content creators are using Instagram to bridge the gap between formal education and self-learning. They provide accessible and engaging content that caters to a diverse audience, transcending geographical and cultural boundaries. This democratization of education has made language learning more inclusive and accessible.

1.7.2 Creating Engaging Content

Previous research revealed that learning using Instagram media has a positive impact (Sesriyani and Sukmawati 2019), and the use of the Instagram Stories or Videos feature can improve student learning outcomes (Fernandasyah et al. 2019). In addition, it is also supported by other research, namely that Instagram media can increase student interest in the learning process (Fidian 2017). Instagram, with its emphasis on visual content, allows creators to present language learning in a more engaging and relatable manner. The use of images, videos, infographics, and interactive stories makes language learning more appealing and less daunting for learners.

1.7.3 Building Communities

Instagram content creators also foster a sense of community among learners. They encourage interaction and engagement through comments, direct messages, and live sessions.

This sense of community can significantly enhance the learning experience, providing learners with a platform to share their experiences, ask questions, and receive feedback.

1.7.4 Promoting Lifelong Learning

By making language learning fun and engaging, Instagram content creators promote the concept of lifelong learning. They inspire learners to continually seek knowledge and develop new skills, fostering a culture of curiosity and growth.

However, the impact of Instagram content creators is not without its challenges. Issues such as quality control, information overload, and the digital divide need to be addressed to ensure that the potential of these modern educational agents is fully realized. Despite these challenges, the role of Instagram content creators in shaping the future of language acquisition cannot be underestimated. They represent a new era of education, one that is driven by innovation, inclusivity, and a passion for learning.

1.8 Case Studies of Successful Educational Content Creators

In recent years, the rise of social media platforms, particularly Instagram, has opened up new avenues for educational content creators to reach and engage with audiences worldwide. These creators leverage the visual and interactive nature of platforms like Instagram to deliver educational material in innovative and accessible ways. This section explores several case studies of successful educational content creators, highlighting their strategies, impact, and relevance to the broader context of language learning.

1.8.1 The English Coach

One of the most notable examples is "The English Coach," an Instagram account run by an experienced ESL (English as a Second Language) teacher. This creator uses a mix of short video lessons, infographics, and interactive quizzes to teach English grammar, vocabulary, and pronunciation. The key to their success lies in their ability to break down complex language concepts into easily digestible content. They also engage with their audience through live sessions and Q&A segments, fostering a sense of community and personalized learning. Their content is often designed to be visually appealing and easy to share, which helps in attracting a broader audience.

1.8.2 Learn English with Emma

Emma, another prominent content creator, focuses on creating relatable and practical language learning content. Her Instagram page features daily tips, common mistakes, and cultural insights related to English-speaking countries. Emma's success is largely attributed to her consistent posting schedule and her ability to connect with her followers on a personal level. She often shares her own experiences of learning languages, making her content more relatable. Her use of storytelling techniques not only makes her lessons more engaging but also helps learners retain information better.

1.8.2 English with Lucy

"English with Lucy" is a well-known name in the online language learning community. Lucy's Instagram account complements her successful YouTube channel, providing bite-sized lessons and motivational content. She utilizes Instagram's features like Stories and Reels to

create varied content formats, including daily challenges and behind-the-scenes looks at her life. This variety keeps her audience engaged and coming back for more. Lucy's approach emphasizes the practical application of language skills, which resonates well with learners looking to improve their conversational English.

The success of these educational content creators can be measured not just by their follower counts but also by the tangible impact they have on their audience's language proficiency. They provide a flexible, accessible, and often free resource for learners who might not have access to formal language education. By using social media, they can reach a diverse audience, including those in regions with limited educational resources.

Moreover, the interactive nature of platforms like Instagram allows for immediate feedback and community support, which are crucial elements in the language learning process. These creators also contribute to breaking down cultural barriers by promoting cross-cultural understanding and appreciation through their content.

The case studies of successful educational content creators illustrate the transformative potential of social media in the realm of language learning. By leveraging the strengths of platforms like Instagram, these creators offer inventive, captivating, and efficient language learning resources. The Dahmani Twins, as a specific example, highlight the distinctive contributions of Algerian content creators to this global phenomenon, demonstrating the powerful role of localized content in enhancing educational outcomes. As the digital landscape continues to evolve, the impact of such content creators is likely to grow, offering new opportunities for language learners around the world.

1.9 Conclusion

This chapter provided a comprehensive theoretical framework to understand language-learning dynamics in the digital landscape. We began by exploring traditional approaches to language education, such as the Grammar Translation Method, the Direct Method, and Communicative Language Teaching, each offering insights into the process of acquiring linguistic competence. We then examined the transformative role of social media in language acquisition, particularly focusing on Instagram. The platform's visual and interactive nature offers a dynamic and engaging way to learn languages, enhancing vocabulary retention and providing real-time feedback. This shift has led to the emergence of content creators as educational influencers, who use innovative approaches such as microlearning, gamification, collaborative learning, personalized learning paths, and multimedia usage to deliver educational content. Additionally, we highlighted the opportunities and challenges faced by content creators in the realm of language education. While they democratize access to learning resources and foster a sense of community among learners, issues like quality control and information overload remain significant hurdles. Through case studies of successful educational content creators, we demonstrated the impactful role these content creators play in modern language learning. They bridge the gap between formal education and self-learning, making language acquisition more accessible and engaging. In summary, the integration of digital platforms and innovative content creation strategies has revolutionized language learning. The insights from this chapter lay the groundwork for further exploration into the methodologies and impacts of digital language education, setting the stage for the next chapter, which will outline the research methodology employed in this investigation.

Chapter Two: Research Methodology

2.1 Introduction

This chapter provides a practical framework for the study, detailing the methodologies, procedures, and context in which the investigation was conducted. It outlines the objectives of the current research and describes the participants involved, specifically the population with whom we worked to explore the influence of Algerian Instagram content creators, specifically the Dahmani Twins, on English language learning among their audience. The chapter also describes the data collection tools used, which included online questionnaire administered to the followers, as well as interviews conducted with parents to gather further insights into this phenomenon.

2.2. Research Method

As stated in the general introduction, this study aims to investigate the influence and impact of Algerian Instagram content creators, particularly The Dahmani Twins, on the process of English language learning among their audience. The issues referred to in this study are as follows:

- How does the content created by Algerian Instagram influencers, specifically the Dahmani Twins, impact the English language learning process among their audience?

- What are the distinctive ways in which the Dahmani Twins' Instagram content contributes to or influences English language acquisition among their followers?
- How do the Dahmani Twins' Instagram followers perceive the authenticity and relatability of the language learning experience facilitated by them, and how does this perception influence their motivation to engage in English language learning?

To answer these questions, we employed both qualitative and quantitative approaches. Johnson and Onwuegbuzie (2004) suggest that quantitative approach will be more appropriate. They added that in many situations, researchers could put together insights and procedures from both approaches to produce a superior product (i.e., often mixed methods research provides a more workable solution and produces a superior product). Therefore, we used two types of data collection tools:

- **Online Questionnaire:** An online questionnaire in both English and Arabic was distributed to 300 carefully selected followers of the Dahmani Twins on Instagram to gather data on their experiences and perceptions. The aim of the questionnaire was to assess the impact of the Dahmani Twins' content on their English language learning and gather feedback on various aspects of the content.
- **Interviews:** In addition to the online questionnaire, interviews were conducted with 13 parents of the Dahmani Twins' followers in Arabic, French, and English. These interviews provided further insights into the perceived effectiveness and impact of the content from a different perspective.

The interviews and online questionnaire were designed to provide complementary perspectives on the influence of the Dahmani Twins' content on English language learning. The interviews with parents aimed to understand how the content is perceived from a parental perspective and its influence on their children's motivation and learning outcomes. The online

questionnaire allowed for a broader assessment of followers' direct experiences with the content and its impact on their language learning processes.

2.3. Procedure

The study was conducted among the followers of the Dahmani Twins on Instagram. The procedure commenced with a comprehensive review of the topic to establish a theoretical framework. Based on this review, we designed two primary data collection tools: an online questionnaire and an interview protocol. These tools were selected to capture both the breadth and depth of the audience's experiences and perceptions.

To find answers to our research questions and to validate or refute the hypotheses that were put forward at the beginning of the study, we conducted an online questionnaire and formulated interviews. First, we addressed an online questionnaire on Google Forms for the followers. The questionnaire was both sent to the followers and published through an Instagram Story, and they were asked to respond to it. Finally, we conducted interviews with some parents of the followers to gain a deeper understanding of their perspectives on the Dahmani Twins' content and its impact on their children's language learning.

2.4. Participants

The first population that we worked with in the current study was the followers of the Dahmani Twins on Instagram. An online questionnaire was sent to a large number of followers, but for the purpose of this study, we considered the responses of 300 participants. These participants were selected carefully from the Dahmani Twins' follower base. The gender and age of the participants were not taken into account, as these variables are not part of the research

questions. The primary focus was on their engagement with the content created by the Dahmani Twins and its impact on their English language learning.

The second population of this study consisted of the parents of the Dahmani Twins' followers. We worked with a sample of 13 parents who were also selected carefully. The reasons behind choosing the followers and their parents were to investigate the use and impact of the Dahmani Twins' content on English language learning and to assess its effectiveness from both the audience's and their parents' perspectives. The parents were selected to gain insights into the challenges and opportunities their children face when engaging with the content for language learning.

2.5 Data Collection Tools

The data collection tools for this study include an online questionnaire available in both English and Arabic, as well as interviews conducted in Arabic, French, and English. The online questionnaire is composed of four sections, each containing a number of questions. The interviews provide additional qualitative data to complement the questionnaire responses.

2.5.1 Online Questionnaire

The first section is about the followers' demographic information. This section includes three questions.

- Question (01) is about the followers' age

This question seeks to know the overall reach of the audience.

- Question (02) is about the followers' gender

The aim of this question is to identify whether there is a dominant gender among the followers.

- Question (03) is about their educational background

Currently enrolled in school/college/university

Completed school/college/university education

Self-learner

The purpose of this question is to know the audience's level of education

The second section is about the perception of English language learning through the Dahmani Twins' content. It includes two multiple-choice questions, one likert- scale question, and one closed-ended question.

- Question (01): Which aspects of the Dahmani Twins' content do you find most helpful for learning English? (Select all that apply.)

How do we say

Word of the day

English in 30 seconds

Dialogues

Interactive quizzes/activities

Other

This question was asked to get the audience's feedback on the specific aspects of the Dahmani Twins that are helpful for language learning.

- Question (02): How often do you engage with the Dahmani Twins' Instagram content?

Multiple times a day

Once a day

A few times a week

Rarely

Never

The reason behind this question is to understand the frequency of engagement with the Dahmani Twins' Instagram content.

- Question (03): How would you rate the quality of English language learning content provided by the Dahmani Twins?

This question aims to evaluate the audience's perception and satisfaction with the quality of the content delivered by the Dahmani Twins.

- Question (04): Do you find the Dahmani Twins' content engaging and entertaining while learning English? Yes/ No/ Somewhat

This question attempts to gather the audience's feedback on whether they find the content captivating and enjoyable during the learning process.

The third section is entitled The Impact of the Dahmani Twins' Content on English Language Proficiency. This section includes two multiple choice questions and one closed-ended question.

- Question (01): Have you noticed any improvement in your English language skills since following the Dahmani Twins?

Yes, significant improvement

Yes, slight improvement

No improvement

Not sure

The first question of this section is asked to evaluate the impact of the Dahmani Twins's content on the audience's English language skills.

- Question (02): How often do you incorporate what you learn from the Dahmani Twins' content into your daily English language practice?

Every day

A few times a week

Occasionally

Rarely

Never

The second question seeks to understand the frequency with which the audience integrates what they have learned from the Dahmani Twins' content into their daily English language practice.

- Question (03): Do you feel more confident in using English in real-life situations after following the Dahmani Twins? Yes/ No

The last question of this section aims to evaluate whether following the Dahmani Twins has had an impact on the audience's confidence in using English in real-life situations.

The fourth section is entitled Perceptions of Authenticity and Relatability. It includes two liking scale questions.

- Question (01): How authentic and relatable do you find the language learning experiences shared by the Dahmani Twins?

This question attempts to assess the authenticity and relatability of the language learning experiences shared by the Dahmani Twins.

- Question (02): To what extent does the authenticity and relatability of the Dahmani Twins' content motivate you to engage in English language learning activities?

This question seeks to understand the influence of the authenticity and relatability of the Dahmani Twins' content on motivating the audience to engage in English language learning activities.

2.5.2 Parents' Interviews

In addition to the online questionnaire, interviews were conducted in Arabic, French, and English with the parents of the Dahmani Twins' followers to gather qualitative data. Interviews have long been an essential research method (Olthmann, 2016). It is the primary method used in qualitative research and the most direct, research focused interaction between research and participants (Doody & Noonman, 2013; Schultze & Avital, 2011). Interviewing is expected to broaden the scope of understanding investigated phenomena, as it is a more naturalistic and less structured data collection tool (Hamza, 2014). These interviews provided deeper insights into the effectiveness and impact of the Dahmani Twins' content from a parental perspective. Thirteen (13) parents were interviewed, and the sessions were recorded for better analysis. The interviews consisted of open-ended questions, allowing parents to express freely their thoughts and experiences.

- **Question 1:** Do you think that the Dahmani Twins' content has influenced your children's interest in learning English?

This question aims to understand whether the Dahmani Twins' content has had a motivating effect on children's interest in learning English. Parents can respond with a yes or

no, followed by an explanation if they wish.

- **Question 2:** Have you noticed your children using words and expressions from the Dahmani Twins' content?

This question seeks to identify any observable influence the content has on children's language use. It allows parents to provide examples of how the content might be directly impacting their children's vocabulary and language skills in real-life contexts.

- **Question 3:** Which content of the Dahmani Twins do your children enjoy more?

This question helps to identify the types of content that are most engaging and enjoyable for children. Parents can share their observations on what aspects of the Dahmani Twins' content resonate most with their children, whether it is specific themes, topics, or types of videos.

- **Question 4:** Do your children find the content created by the Dahmani Twins relatable and relevant to their daily lives? If so, how does this relatability affect their engagement and learning?

This question explores the relatability and relevance of the content to children's everyday experiences. It seeks to understand how the connection to real-life situations enhances children's engagement and learning, providing parents with an opportunity to discuss the impact of this relatability.

- **Question 5:** What suggestions do you have for improving the Dahmani Twins' English language learning content?

This question gives parents the opportunity to share any additional comments or feedback about their children's experience with English language learning through the Dahmani Twins' Instagram content. It invites constructive criticism and suggestions for enhancing the content's effectiveness and appeal.

2.6 Conclusion

This chapter detailed the research methodology used to explore how the Dahmani Twins influence English language learning among their Instagram followers. By combining both questionnaire and interviews, we gathered a well-rounded understanding of their impact. We started with an online questionnaire to gather responses from 300 followers, carefully selected. Additionally, we interviewed 13 parents to get their perspectives. The tools, including the questionnaire and interviews, were designed to capture a broad range of experiences and insights, giving us a comprehensive view of how the Dahmani Twins' content affects their audience's English learning journey. The next chapter will present the findings and the analysis of the data that we collected.

Chapter Three: Results and Discussion

3.1 Introduction

The final chapter of this research aims to describe and analyze the findings obtained from the data collection tools utilized in the previous chapter. It discusses the primary points gathered from the online questionnaire and interviews conducted with parents. The analysis focuses on understanding the impact of the Dahmani Twins' Instagram content on their followers' English language learning. Additionally, this chapter provides recommendations for improving the educational effectiveness of Instagram content produced by influencers and offers solutions to enhance the language acquisition experience for their audience.

3.2 Data Analysis

This section details the steps followed to analyze the data collected in the previous chapter. First, we began by analyzing the responses from the online questionnaire. This involved examining followers' engagement with the Dahmani Twins' content, their perceptions of the content's effectiveness, and its impact on their English language skills. The questionnaire responses were categorized and quantified to identify trends and common themes.

Next, we analyzed the interviews conducted with parents of the Dahmani Twins' followers. These interviews provided qualitative data, offering deeper insights into parents' perspectives on the content's impact on their children's language learning. The interviews also highlighted the challenges and opportunities associated with using Instagram content as a tool for language acquisition.

The combined analysis of the questionnaire and interview data allowed us to draw comprehensive conclusions about the effectiveness of the Dahmani Twins' content in promoting

English language learning. By integrating quantitative data from the questionnaires with qualitative insights from the interviews, we were able to develop a nuanced understanding of how the content influences followers' language skills and motivation.

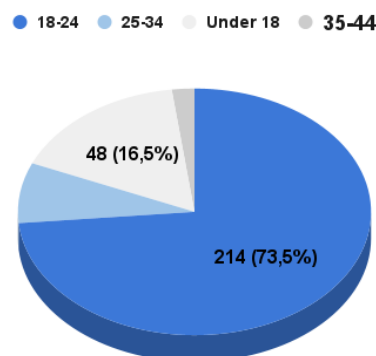
Finally, based on the findings, we present recommendations aimed at enhancing the educational value of Instagram content made by influencers. These recommendations focus on content improvement, engagement strategies, and leveraging parental support to maximize the impact on language learning.

3.2.1 Results from the Analysis of the Online Questionnaire

The data collected from the questionnaire are analyzed as follows:

Section one: Demographic Information

Question 1: Age

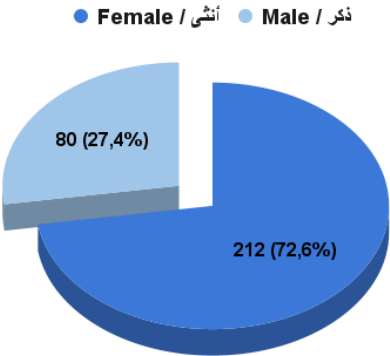


Graph 1: Followers' Age

The age distribution of the Dahmani Twins' Instagram followers shows that the majority are young adults. Specifically, 73.5% of the followers are between the ages of 18 and 24,

making this the largest age group. The next largest group is those under 18, comprising 16.5% of the followers. Those aged 25 to 34 make up 7.9% of the audience, while a smaller percentage, 2.1%, are aged 35 to 44. There are no followers in the 45 or older category.

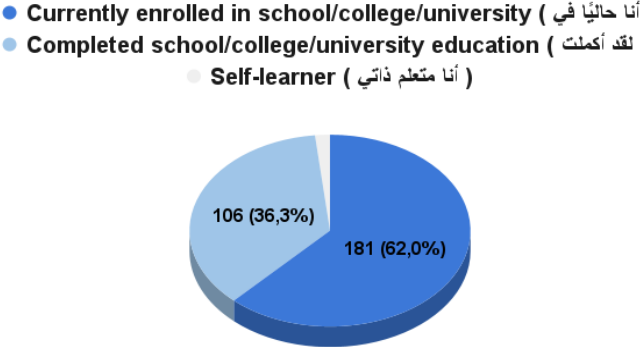
Question 2: Gender



Graph 2: Followers' Gender

The results for the gender distribution among the Dahmani Twins' Instagram followers show a notable majority of female followers. Specifically, 72.6% of the followers are female, while 27.4% are male.

Question 3: Educational Background



Graph 3: Followers' Educational Background

We can see from the results shown above that the educational backgrounds of the Dahmani Twins' Instagram followers vary significantly. The majority, 62.0%, are currently enrolled in school, college, or university. A substantial 36.3% have completed their school or university education. A small proportion, 1.7%, are identified as self-learners.

Section two: Perception of English Language Learning through Dahmani Twins' Content

Question 1: Which aspects of the Dahmani Twins' content do you find most helpful for learning English?

(Select all that apply)

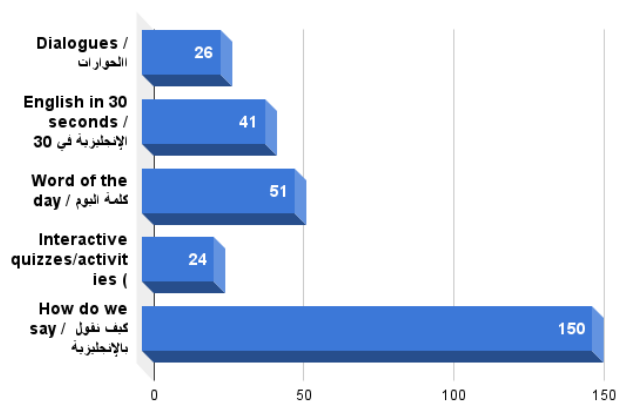


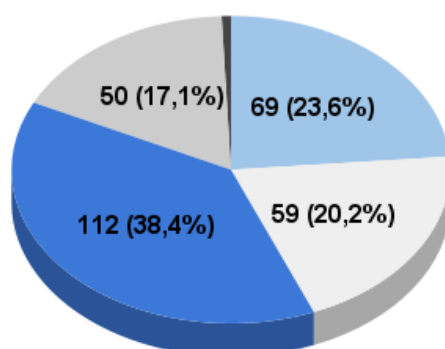
Chart 1: Followers' Perceptions of Most Helpful Content Aspects

Choices	Dialogues	English in 30 Seconds	Word of The Day	Interactive Quizzes / Activities	How Do We Say
Numbers	26	41	51	24	150
Percentage	8.9%	14.0%	17.5%	8.2%	51.4%

The results indicate that the most helpful aspect of the Dahmani Twins' content is "How do we say," with 51.4% of respondents selecting this option. Following this, 17.5% of respondents find "Word of the day" most helpful. "English in 30 seconds" is helpful to 14.0% of the followers, while "Dialogues" and "Interactive quizzes/activities" are found most helpful by 8.9% and 8.2% of respondents, respectively.

Question 2: How often do you engage with the Dahmani Twins' Instagram content?

- Multiple times a day / عدة مرات في اليوم
- Once a day / مرة واحدة يوميا
- A few times a week / عدة مرات في الأسبوع
- Rarely / نادرا ما
- Never / أبدا



Graph 4: Frequency of Engagement with Dahmani Twins' Instagram Content

The data reveals that 38.4% of the followers engage with the Dahmani Twins' Instagram content a few times a week. Additionally, 23.6% of the respondents interact with the content multiple times a day, while 20.2% engage once a day. A smaller percentage, 17.1%, rarely engage with the content, and only 0.7% reported never engaging with it.

Question 3: How would you rate the quality of English language learning content provided by the Dahmani Twins?

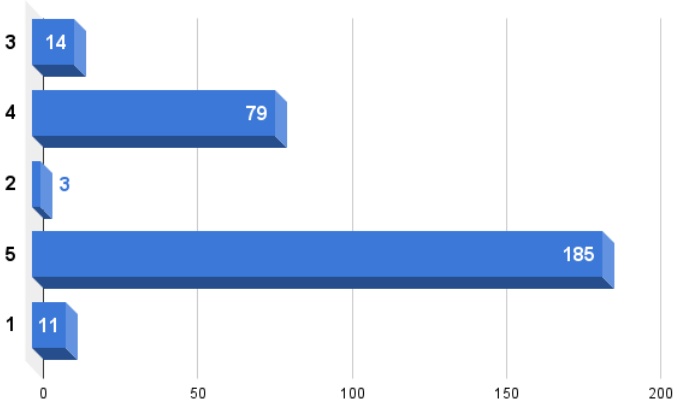


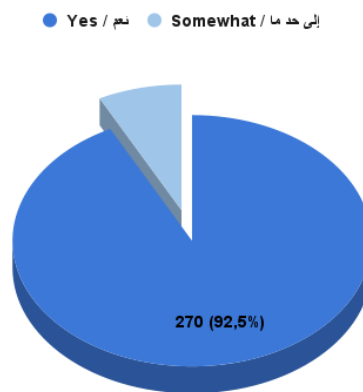
Chart 2: Followers' Rating of the Dahmani Twins' English Language Learning Content

Choices	1	2	3	4	5
Numbers	11	3	14	79	185
Percentage	3.77%	1.03%	4.79%	27.05%	63.36%

The majority of followers rated the quality of English language learning content provided by the Dahmani Twins highly. Specifically, 63.36% rated the content as excellent (5), while 27.05% rated it as 4. A smaller percentage, 4.79%, rated the content as 3, and 1.03% gave

a rating of 2. Only 3.77% of the followers rated the content as poor (1)

Question 4: Do you find the Dahmani Twins' content engaging and entertaining while learning English?



Graph 5: Followers' Perception of Engagement and Entertainment in the Dahmani Twins' Content

The graph shows that 92.5% of followers find the Dahmani Twins' content engaging and entertaining while learning English, with 7.5% finding it somewhat engaging. None of the respondents indicated that they did not find the content engaging.

Section three: Impact of Dahmani Twins' Content on English Language Proficiency

Question 1: Have you noticed any improvement in your English language skills since following the Dahmani Twins?

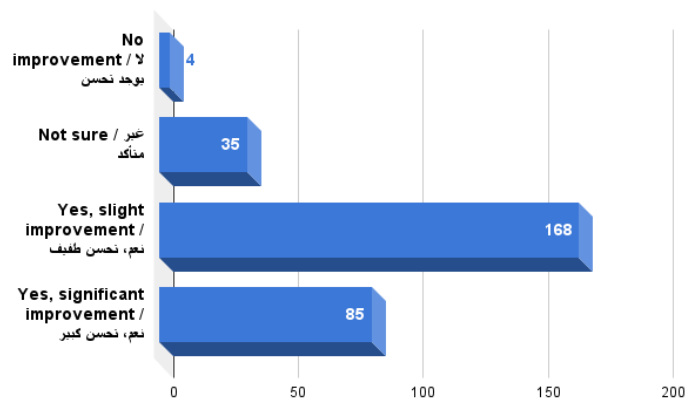


Chart 3: Followers' Perception of Improvement in English Language Skills

Choices	Yes, significant improvement	Yes, slight improvement	No improvement	Not sure
Numbers	85	168	4	35
Percentage	30.2%	59.6%	1.4%	8.8%

The majority of respondents reported either significant (30.2%) or slight (59.6%) improvement in their English language skills since following the Dahmani Twins. A small percentage indicated no improvement (1.4%), and some were unsure (8.8%).

Question 2: How often do you incorporate what you learn from the Dahmani Twins' content into your daily English language practice?

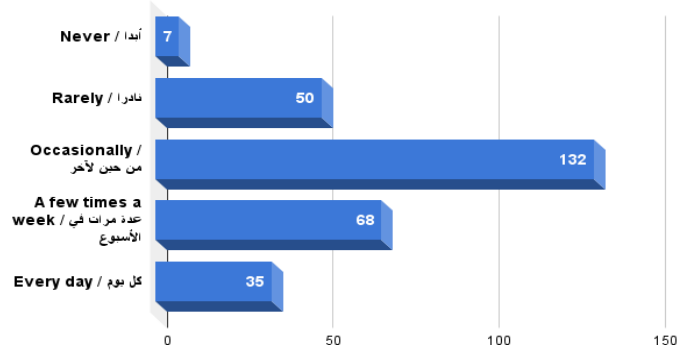
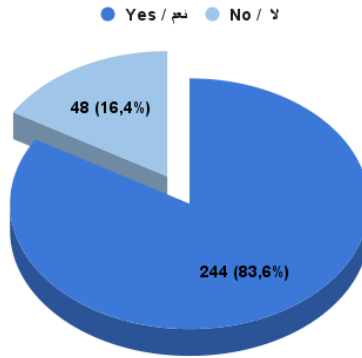


Chart 4: Integration of Learning from the Dahmani Twins into Daily English Language Practice

Choices	Every day	A few times a week	Occasionally	Rarely	Never
Numbers	35	68	132	50	7
Percentage	14.8%	28.9%	56.2%	21.3%	3.7%

The chart illustrates that the majority of respondents incorporate the content occasionally (56.2%) or a few times a week (28.9%), while a smaller percentage do so every day (14.8%). Some respondents reported rarely (21.3%) using the content, and a minority indicated never (3.7%).

Question 3: Do you feel more confident in using English in real-life situations after following the Dahmani Twins?



Graph 6: Followers' Confidence in Using English in Real-Life Situations after Following the Dahmani Twins

Graph 1 illustrates that 83.6% of followers feel much more confident in using English in real-life situations after following the Dahmani Twins, while 16.4% reported no change in their confidence levels.

Section four: Perception of Authenticity and Relatability

Question 1: How authentic and relatable do you find the language learning experiences shared by the Dahmani Twins?

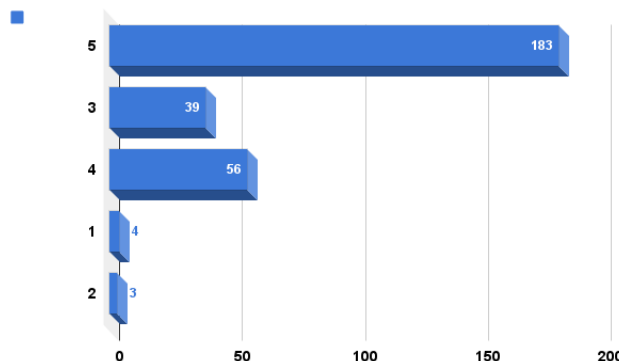


Chart 5: Perception of Language Learning Experiences Shared by the Dahmani Twins

Choices	1	2	3	4	5
Numbers	4	3	39	56	183
Percentage	1.42%	1.06%	13.88%	19.93%	63.71%

The majority of followers rated the authenticity and relatability of the language learning experiences shared by the Dahmani Twins highly. Specifically, 63.71% rated the content as extremely authentic and relatable (5), while 19.93% rated it as very authentic and relatable (4). Additionally, 13.88% felt neutral (3), 1.06% found it somewhat authentic and relatable (2), and 1.42% rated it as not authentic and relatable at all (1).

Question 1: To what extent does the authenticity and relatability of the Dahmani Twins' content motivate you to engage in English language learning activities?

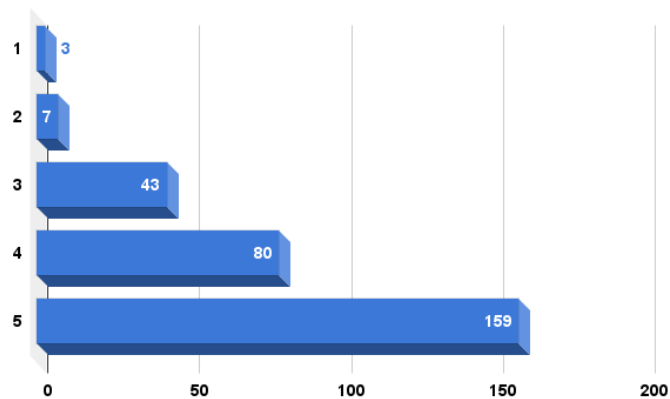


Chart 6: Followers' Motivation to Engage in English Language Learning Activities Due to the Dahmani Twins' Content

Choices	1	2	3	4	5
Numbers	3	7	43	80	159
Percentage	1.03%	2.40%	14.73%	27.40%	54.44%

The majority of followers find the authenticity and relatability of the Dahmani Twins' content highly motivating for engaging in English language learning activities. Specifically, 54.44% rated the content as highly motivating (5), while 27.40% found it motivating (4). Additionally, 14.73% felt neutral (3), 2.40% found it somewhat motivating (2), and 1.03% rated it as not motivating at all (1).

3.2.2 Results from the Analysis of the Parents' Interviews:

The interviews with the parents of the Dahmani Twins' followers offered significant insights into the impact and effectiveness of the twins' content from a parental perspective. These discussions provided a deeper understanding through open-ended questions, allowing parents to freely express their thoughts and experiences. The analysis of these interviews sheds light on the perceived value of the content and its influence on their children's engagement in English language learning activities.

Question 1: Do you think that the Dahmani Twins' content has influenced your children's interest in learning English?

All parents agreed that the Dahmani Twins' content has significantly influenced their children's interest in learning English. Their responses highlight various ways in which the content has positively impacted their children's motivation and engagement with the language.

Question 2: Have you noticed your children using words and expressions from the Dahmani Twins' content?

Parents' responses indicate that the Dahmani Twins' content has had a profound impact on their children's language learning and family interactions. One parent shared, *"My daughter unconsciously repeats phrases like 'word of the day' and 'see you in tomorrow's video' while doing dishes. Your introductions have stuck in her mind, demonstrating the success of your content."* Another parent noted, *"Your content has influenced my children and even us as parents to use your outros and expressions in our daily lives".*

Others have seen significant improvements in their children's English skills. *"My son chose your account to improve his English,"* explained one parent. *"He has started shadowing your accent, and his confidence and pronunciation have greatly improved."* Another parent expressed gratitude, saying, *"My 8-year-old daughter and I love your content. She has become obsessed with learning English through your videos, and I'm grateful to have found your page."*

For many families, the twins' videos have become a regular part of their day. *"The way you deliver new sentences or idioms makes my children repeat the videos all day long,"* said one parent. *"They always try to imitate you."* Another parent, part of a large family, shared, *"As a family of six, we always look forward to your 'How Do We Say' and 'English in 30 Seconds' videos. These playlists have helped improve not only our children's but also our family's English proficiency."*

The educational value of the twins' content is evident in various themed series. *"Your videos on Common English Mistakes have been the best for my son,"* noted a parent. *"He now intuitively knows what's wrong and what's right through your content."* During the Ramadan series, another parent remarked, *"My daughter found herself able to speak about the holy month flawlessly by the end of Ramadan. Thank you for this valuable content."*

Moreover, many parents have praised the integration of the twins' content into daily routines. *"Your content has seamlessly integrated into our daily routines,"* said one parent. *"Helping my children learn English in a fun and engaging way."* Another parent added, *"Your outros and expressions have become a part of our daily conversations, thanks to your impactful content."* Overall, these responses underscore the positive influence of the Dahmani Twins' content on their audience's language learning and family dynamics.

Question 3: Which content of the Dahmani Twins do your children enjoy more?

The Dahmani Twins' content appeals to a wide range of preferences among children, as reflected in parents responses highlighting their diverse preferences for the twins' videos. Many children find specific segments particularly enjoyable. *"The 'Word of the Day' segments are a hit with my children,"* mentioned one parent. *"They find it fun to learn a new word every day."* Similarly, another parent commented, *"My children enjoy the 'Word of the Day' videos the most. They love learning new vocabulary in a fun and engaging way."*

Others appreciate the quick nature of certain video series. *"My children particularly enjoy the 'English in 30 Seconds' videos,"* noted a parent. *"They find them quick and informative."* Another parent echoed this sentiment, stating, *"The 'English in 30 Seconds' videos are what my daughter prefers. She finds them informative and easy to understand."*

For some children, the practicality of learning expressions in English is highly valued. *"My son prefers the 'How Do We Say' videos,"* shared one parent. *"He finds them helpful for learning expressions in English."* Similarly, another parent added, *"The 'How Do We Say' videos are our favorites. They're practical and help my daughter learn useful expressions in English."*

The cultural and thematic series also hold significant appeal. *"We love the Ramadan 30*

Days series that the Dahmani Twins do each year," expressed a parent. "It has been a great way for my daughter to learn more about the holy month." Another parent mentioned, "The dialogues in the Dahmani Twins' videos are what my children enjoy the most. They find them engaging and relatable."

Educational series like the "Common English Mistakes" and the fun quizzes and challenges are also highlighted. *"The videos on Common English Mistakes are the favorites for my son."* explained a parent. Another parent shared, *"My daughter enjoys the quizzes and challenges that the Dahmani Twins do, especially during and after Ramadan. It is a fun way for her to test her knowledge."*

In sum, these responses highlight the diversity of content offered by the Dahmani Twins and how each type resonates differently with their audience and how they offer a wide range of educational and entertaining videos that cater to various learning styles and interests among children. Whether it is building vocabulary, learning expressions, understanding cultural practices, or engaging in quizzes, each type of video contributes to the educational growth and entertainment of their young audience.

Question 4: Do your children find the content created by the Dahmani Twins relatable and relevant to their daily lives? If so, how does this relatability affect their engagement and learning?

Parents' responses indicate how the content created by the Dahmani Twins is highly relatable and relevant to their children's daily lives, significantly enhancing their engagement and learning experiences. *"Yes, my children find the Dahmani Twins' content relatable,"* shared one parent. *"They enjoy learning new words and phrases that they can use in everyday conversations at home. It has become a part of our daily routine, and sometimes my daughter surprises us by using these phrases with her friends. This relatability makes her happy and*

learning English fun and engaging for her."

Another parent added, *"Absolutely, the Dahmani Twins' content is very relatable to my children. They often use the phrases and expressions they learn in the videos not just at home, but even in school. It is amazing how they have started incorporating these phrases into their daily conversations. This relatability really enhances their motivation and helps them remember what they've learned."*

Furthermore, parents highlighted how specific video series resonate with their children. *"Yes, the content is relatable to my son, especially the 'How Do We Say' videos,"* explained one parent. *"He finds the expressions useful and applies them in his daily life at home, in school, and even when we travel. His confidence and accent have noticeably improved, which is great to see. This relatability has made a significant difference in his learning experience."*

For others, thematic series like the Ramadan 30 Days series have deep cultural relevance. *"As I mentioned before, the Ramadan 30 Days series is very relatable to my daughter,"* shared a parent. *"It has helped her learn more about Ramadan, and she feels more connected to her culture and religion through these videos. She talks about what she learns at home, and even shares it with her friends. It is impressive how much she remembers and applies from these videos in her daily life."*

The dialogues in the Dahmani Twins' videos also resonate strongly with children, providing practical and relatable contexts for language learning. *"The dialogues in the Dahmani Twins' videos are relatable to my children,"* mentioned a parent. *"They see situations they encounter in their own lives, which makes the content more engaging and helps them learn better. They often reenact these dialogues at home and with their friends, which shows how much they enjoy and relate to the videos."*

Moreover, family engagement with the content has been a positive experience for many households. *"Yes, the content is relatable to our family,"* explained a parent. *"We often discuss the topics covered in the videos, like daily phrases and idioms, at home and during family trips. It has been a fun way for us all to learn together and improve our English proficiency. My children love showing off what they've learned to their friends, which boosts their confidence."*

Educational series like the "Common English Mistakes" and the interactive quizzes and challenges during Ramadan are also praised for their relatability and impact on learning. *"The videos on Common English Mistakes are relatable to my son,"* noted a parent. *"He learns what not to do in a natural and intuitive way, which makes the learning process more effective. He often brings up these mistakes at home and with his friends, which sparks discussions and helps him remember the correct usage."* In conclusion, the Dahmani Twins' content has proven to be highly relatable and relevant to children's daily lives, fostering engagement and enhancing their learning experiences in significant ways.

Question 5: What suggestions do you have for improving the Dahmani Twins' English language learning content?

The parents of the Dahmani Twins' followers provided a variety of suggestions to enhance the twins' English language learning content, reflecting their experiences and expectations. Several parents suggested incorporating more daily conversations and extending the length of the videos to provide a more immersive learning experience. They recommended filming in public places, such as restaurants, to offer real-life context and vocabulary. This approach would help children learn English in various everyday situations.

Another group of parents proposed creating series tailored to different niches, such as

medical English, business English, and engineering English, to cater to specific language needs and interests. They emphasized the importance of specialized content that aligns with their children's future career aspirations.

Parents also highlighted the value of intercultural communication in language learning. They suggested including more videos that explore cultural nuances alongside language lessons to provide a more comprehensive learning experience. Some recommended making the videos longer to allow for more in-depth exploration of topics.

Others advised focusing on essential daily vocabulary rather than proverbs or idioms, emphasizing practical words that are useful for everyday communication. They believe this approach would better support their children's language development in real-life situations.

Several parents suggested incorporating interactive quizzes, such as movie translations, to engage viewers and reinforce learning. They saw this as a fun and effective way to enhance their children's understanding and retention of English. Pronunciation was another area of focus for some parents, who recommended more videos dedicated to improving speaking skills. They believed targeted practice would help their children gain confidence in their English pronunciation.

For homeschooling parents, a structured curriculum was seen as essential. They emphasized the need for content that follows a curriculum, ensuring comprehensive and structured learning from elementary to high school levels. Beginner learners were also considered, with parents suggesting lessons starting from the basics, such as the alphabet, to build foundational knowledge before advancing to topics that are more complex. This approach would cater to young learners who are just starting their English language journey.

To accommodate learners at different proficiency levels, some parents suggested

varying the content to cater to different grade levels. They emphasized the importance of engaging both intermediate and advanced learners with content that matches their learning stages. Lastly, there was a call for more content focused on accents, particularly for younger learners. Parents believed that early attention to accents could help their children develop a good accent from the beginning of their language-learning journey.

In summary, the suggestions provided by the parents of the Dahmani Twins' followers offer a comprehensive view of ways to enhance the twins' English language learning content. By considering these diverse perspectives, the Dahmani Twins can further improve their content and provide effective support for children learning English.

3.3 Discussion of the Findings

The results obtained from both the online questionnaire and the parents' interviews provide substantial insights into how the content produced by Algerian Instagram influencers, specifically the Dahmani Twins, impacts the English language learning process among their audience. This study aimed to understand the distinctive ways their content contributes to language acquisition and the role of perceived authenticity and relatability in motivating engagement.

Regarding the questionnaire data, there is a strong positive correlation between the Dahmani Twins' content and the improvement of English language skills among their followers, supporting the hypothesis that consistent exposure to their English-language content positively correlates with improved language learning outcomes. Notably, 89.8% of respondents reported either significant or slight improvement in their English skills. The parents' interviews further corroborate these findings, with all parents acknowledging the positive influence of the twins' content on their children's interest and engagement in learning English. For example, Parent 3

mentioned that their son's confidence and pronunciation had greatly improved since following the Dahmani Twins. This is in line with the findings of Shahid, Ahmad, and Khan (2024), who noted that social media platforms can enhance language learning by providing learners with accessible, engaging, and relevant content.

Moreover, the questionnaire results highlight several aspects of the Dahmani Twins' content that are particularly helpful for English language learning, supporting the hypothesis that the innovative and engaging methods used by the Dahmani Twins significantly enhance the motivation and effectiveness of English language learning. The "How do we say" segments were identified as the most helpful, with 51.4% of followers selecting this option, followed by "Word of the Day" (17.5%) and "English in 30 Seconds" (14.0%). Parents also emphasized the effectiveness of different content types, such as the "Common English Mistakes" videos, which Parent 7 noted helped their son intuitively understand correct usage. Chun, Smith, and Kern (2016) found that interactive and varied content is crucial in maintaining learner engagement and fostering language acquisition. Additionally, Syahputra, Zein, and Febrilliandika (2023) discussed how Instagram content tailored for language learning can be both a challenge and an opportunity, emphasizing the need for innovative approaches.

Moving on to the questionnaire data, which reveal that the majority of followers perceive the Dahmani Twins' content as highly authentic and relatable, with 83.64% rating it as either extremely or very authentic and relatable. This perception significantly influences their motivation to engage in English language learning activities, as evidenced by 81.84% of respondents finding the content highly or very motivating, aligning with the hypothesis that perceived authenticity and relatability are crucial factors in increasing motivation and active participation in language learning. This is supported by Lave and Wenger (1991), who emphasized the importance of social participation and authentic context in the learning process. Furthermore, Lee (2023) highlights that the language learning affordances of platforms like

Instagram and TikTok are significantly enhanced by the perceived authenticity and relatability of the content.

Parents' interviews further illustrate how the authenticity and relatability of the twins' content enhance engagement. For instance, Parent 2 mentioned that their children often use phrases learned from the videos in daily conversations, both at home and in school, indicating that the content resonates with their real-life experiences. This practical application of learned content reinforces the language learning process and makes it more effective and enjoyable. Gee (2003) discusses how situated learning in authentic contexts can lead to a deeper understanding and retention of new information. Wagner (2021) also underscores the effectiveness of using Instagram for language learning, particularly due to its potential for real-life application and engagement.

Regarding suggestions for improvement, parents provided valuable insights that align with enhancing the Dahmani Twins' content's educational value. Recommendations included incorporating more daily conversations, extending video lengths, and creating specialized content for different niches, such as medical or business English. These suggestions highlight areas for potential growth and development, ensuring the content remains relevant and beneficial to a diverse audience. This is consistent with Rosen (2010), who suggested that educational content must continually evolve to meet the changing needs and interests of learners. Additionally, Berti (2020) and Aloraini (2018) emphasize the importance of adapting social media content to suit the diverse needs of language learners.

In conclusion, the findings from both the questionnaire and interviews strongly support the hypotheses of this study. The Dahmani Twins' content positively impacts English language learning by providing engaging, innovative, and relatable materials. The perceived authenticity of their content plays a significant role in motivating followers to actively participate in

language learning activities. These insights underscore the potential of social media influencers in educational contexts and suggest directions for further enhancing the educational impact of their content. This aligns with Greenhow and Lewin (2016), who highlight the potential of social media as a tool for informal learning and educational enhancement. Furthermore, Al-Ali (2014) discusses how platforms like Instagram can effectively be used as mobile learning tools, supporting the idea that social media influencers can play a crucial role in educational contexts.

3.4 Recommendations for Further Research

During the course of this study, several areas for further research emerged, which could expand upon the findings and insights gained from this research. One area is exploring the impact of English language learning strategies employed by the Dahmani Twins to facilitate language learning among their audience. This could involve detailed qualitative analyses of the types of content that are most effective in enhancing language skills.

Another promising area is investigating cross-cultural influences and how they affect the efficacy of English language learning through social media. Comparative studies could be conducted to analyze differences in learning outcomes among followers from different cultural backgrounds.

Additionally, conducting longitudinal studies would provide valuable insights into the long-term impact of the Dahmani Twins' content on their audience's English language proficiency. This would involve tracking changes in language skills over an extended period of time.

Further research could also compare the language learning impact of the Dahmani Twins with other popular content creators in the Algerian and broader Arabic-speaking Instagram community. This comparative analysis would provide insights into the contributions of different creators.

Given the diversity of the Dahmani Twins' audience, future research could explore how their content addresses the specific language learning needs of followers from different professions, such as tech, business, or education.

There is also a need to investigate how the Dahmani Twins' content can be tailored to teach English for specific purposes, such as business English, academic English, or technical English, to meet the varied needs of their audience.

Lastly, future research could explore the motivational factors that drive followers to engage with the Dahmani Twins' content for language learning purposes. This could include examining how authenticity and relatability impact motivation. These recommendations aim to expand the current understanding of the Dahmani Twins' role in English language learning through social media and provide avenues for further exploration and research in this evolving field.

3.5 Limitations

This research study has several limitations that should be considered when interpreting the findings. Firstly, the sample size was limited to 300 followers of the Dahmani Twins on Instagram. While this sample size provided valuable insights, it may not fully represent the diversity of experiences and perspectives among all followers of Algerian Instagram influencers, potentially limiting the generalizability of the findings to broader populations.

Secondly, the study relied primarily on self-reported data from online questionnaires

and interviews with parents. This method could introduce response bias and may not capture the full range of impacts of the Dahmani Twins' content on English language learning. Future research could benefit from incorporating more diverse data collection methods to triangulate the findings.

Lastly, the study did not include interviews or feedback from English language educators. Insights from educators could provide deeper understanding into the pedagogical implications and effectiveness of social media influencers like the Dahmani Twins in supporting formal language learning environments. These limitations highlight areas for future research and suggest caution when generalizing the findings beyond the specific context of this study.

3.6 Conclusion

This study explored the impact of Algerian Instagram influencers, specifically the Dahmani Twins, on the English language learning process among their followers. The findings from both the online questionnaire and the parents' interviews offer valuable insights into how social media content can facilitate language acquisition. Firstly, the results from the questionnaire revealed a strong positive correlation between the Dahmani Twins' content and the improvement of English language skills among their followers. The majority of respondents reported significant or slight improvements in their English proficiency, supporting the hypothesis that consistent exposure to engaging and innovative English-language content leads to better language learning outcomes. This was further corroborated by parents' interviews, where all parents acknowledged the positive influence of the twins' content on their children's interest and engagement in learning English. Moreover, the study highlighted the importance

of perceived authenticity and relatability in motivating followers to engage in English language learning activities. The majority of respondents rated the twins' content as highly authentic and relatable, which significantly influenced their motivation to participate actively in language learning. Parents also emphasized how the practical application of learned content in real-life contexts enhanced their children's language learning experiences. The findings also underscored the effectiveness of specific content types, such as "How Do We Say," "Word of the Day," and "English in 30 Seconds," in facilitating language learning. Parents noted that these segments were particularly helpful in improving their children's language skills, aligning with existing research on the importance of interactive and varied content in maintaining learner engagement. Furthermore, suggestions for improvement provided by parents included incorporating more daily conversations, extending video lengths, and creating specialized content for different niches. These recommendations highlight potential areas for growth, ensuring the content remains relevant and beneficial to a diverse audience. In conclusion, this study supports the hypotheses that the Dahmani Twins' content positively impacts English language learning by providing engaging, innovative, and relatable materials. The perceived authenticity of their content plays a crucial role in motivating followers to actively participate in language learning activities. These insights underscore the potential of social media influencers in educational contexts and suggest directions for further enhancing the educational impact of their content. Future research should explore the long-term impact of such content, cross-cultural influences, and the specific language learning needs of diverse audiences to provide a more comprehensive understanding of the role of social media in language acquisition.

General Conclusion

The present study focused on investigating the influence of Algerian Instagram content creators, specifically the Dahmani Twins, on English language learning among their audience. The primary aim was to evaluate the impact of their content on followers' English language acquisition, particularly in terms of engagement, motivation, and educational effectiveness. Throughout our investigation, we addressed three main research questions. First, we examined how the Dahmani Twins' content affects the English language learning process among their followers. Next, we explored the distinctive ways in which their content contributes to or influences English language acquisition. Finally, we investigated how followers perceive the authenticity and relatability of the language learning experience facilitated by the twins, and how this perception influences their motivation to engage in English language learning.

The dissertation consisted of three chapters. The first chapter focused on the theoretical background, providing an overview of the principles of language learning through social media and the role of influencers in education. This chapter aimed to contextualize the integration of social media content in language learning within the broader framework of digital education. The second chapter detailed the practical aspects of our study, including the methodology, participants, and data collection tools used to gather insights from the Dahmani Twins' followers. The final chapter presented the analysis of the collected data, discussing the main findings, limitations of the study, and providing valuable suggestions for future research.

The data we collected through our research tools effectively supported the study's hypotheses. We successfully revealed that consistent exposure to the Dahmani Twins' English language content positively correlates with an improvement in followers' English language skills. Moreover, the innovative and engaging methods used by the twins significantly enhance the motivation and effectiveness of English language learning. The perceived authenticity and

relatability of the twins' content also play a crucial role in increasing followers' motivation and active participation in language learning activities.

One of the primary reasons followers engage with the Dahmani Twins' content is the twins' ability to make learning English enjoyable and relatable. The innovative content types, such as "How do we say," "Word of the Day," and specialized series in medical, business, and engineering English, have been particularly effective in capturing the audience's interest. However, the study also identified challenges, including the need for more interactive and extended content to maintain engagement and enhance learning outcomes.

In summary, this research provided valuable insights into the impact of the Dahmani Twins' Instagram content on English language learning among their audience. By addressing the factors that influence language acquisition and engagement, our research contributes to a better understanding of the role of social media influencers in education and language learning.

To conclude, we recommend that future research include broader and more diverse samples to enhance the validity and generalizability of the findings. It would also be beneficial to study how English language teachers can incorporate similar methods and content types into their teaching practices to effectively address students' language needs. Further research could explore the long-term impacts of social media content on language proficiency and investigate additional ways to enhance the educational value of influencer-created content.

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Appendices

a) The Online Questionnaire

The Impact of the Dahmani Twins' Instagram Content on English Language Learning

Dear Participant,

Thank you for agreeing to take part in this questionnaire. Your responses will contribute to research exploring the impact of Algerian Instagram content creators, specifically focusing on the Dahmani Twins, on English language learning. Your feedback is invaluable in understanding the dynamics of language acquisition through social media platforms.

Please answer the following questions to the best of your ability. Your responses will be kept confidential and used solely for research purposes.

--

أيها المشارك الكريم،

شكراً لموافقتك على المشاركة في هذا الاستبيان. ستساهم إجاباتك في البحث الذي يستكشف تأثير محتوى التعليم مع التركيز بشكل خاص على التوأمان دحماني، على تعليم اللغة الإنجليزية.

ردودك الفعالة تعتبر قيمة في فهم ديناميات اكتساب اللغة عبر منصات التواصل الاجتماعي.

يرجى الإجابة على الأسئلة التالية بأقصى قدر من الدقة. سيتم الاحتفاظ بإجاباتك بسرية تامة وسيتم استخدامها فقط لأغراض البحث.

Section one: Demographic Information

القسم 1: المعلومات الديموغرافية

Age:

العمر:

- Under 18
- 18-24
- 25-34
- 35-44
- 45 or older

Gender:

الجنس:

Sélectionner ▼

Educational Background:

المؤهلات العلمية:

- Currently enrolled in school/college/university (أنا حاليًا في المدرسة/الكلية/الجامعة)
- Completed school/college/university education (لقد أكملت التعليم المدرسي/الجامعي)
- Self-learner (أنا متعلم ذاتي)
- Autre : _____

Section Two: Perception of English Language Learning through Dahmani Twins' Content

القسم الثاني: إدراك تعلم اللغة الإنجليزية من خلال محتوى التوائم

Which aspects of the Dahmani Twins' content do you find most helpful for learning English? (Select all that apply)

ما هي الفيديوهات التوائم التي تجدها مفيدة للغاية لتعلم اللغة الإنجليزية ؟ (اختر كل ما ينطبق)

- How do we say / كيف نقول بالإنجليزية
- Word of the day / كلمة اليوم
- English in 30 seconds / الإنجليزية في 30 ثانية
- Dialogues / الحوارات
- Interactive quizzes/activities (اختبارات/أنشطة تفاعلية)
- Autre : _____

How often do you engage with the Dahmani Twins' Instagram content?

كم مرة تتفاعل مع المحتوى الخاص بالتوائم؟

- Multiple times a day / عدة مرات في اليوم
- Once a day / مرة واحدة يوميًا
- A few times a week / عدة مرات في الأسبوع
- Rarely / نادرًا ما
- Never / أبدا

How would you rate the quality of English language learning content provided by the Dahmani Twins?

كيف تقيم جودة محتوى تعلم اللغة الإنجليزية الذي يقدمه التوائم دحماني؟

- Poor / سيء 1 2 3 4 5 Excellent / ممتاز
-

Do you find the Dahmani Twins' content engaging and entertaining while learning English?

هل تجد محتوى التوائم دحماني جذابًا وممتعًا أثناء تعلم اللغة الإنجليزية؟

- Yes / نعم
- No / لا
- Somewhat / إلى حد ما

Section 3: Impact of Dahmani Twins' Content on English Language Proficiency

القسم 3: تأثير محتوى التوائم دحماني على إتقان اللغة الإنجليزية

Have you noticed any improvement in your English language skills since following the Dahmani Twins?

هل لاحظت أي تحسن في مهاراتك في اللغة الإنجليزية منذ اتباع محتوى التوائم دحماني؟

- Yes, significant improvement / نعم، تحسن كبير
- Yes, slight improvement / نعم، تحسن طفيف
- No improvement / لا يوجد تحسن
- Not sure / غير متأكد

How often do you incorporate what you learn from the Dahmani Twins' content into your daily English language practice?

كم مرة تدمج و تستعمل ما تتعلمه من محتوى التوأم دحماني في ممارسة اللغة الإنجليزية اليومية ؟

- Every day / كل يوم
- A few times a week / عدة مرات في الأسبوع
- Occasionally / من حين لآخر
- Rarely / نادرا
- Never / أبدا

Do you feel more confident in using English in real-life situations after following the Dahmani Twins?

هل تشعر بثقة أكبر في استخدام اللغة الإنجليزية في مواقف الحياة الواقعية بعد اتباع التوائم دحماني ؟

Sélectionner



Section 4: Perception of Authenticity and Relatability

القسم 4: أصلية المحتوى والارتباط

How authentic and relatable do you find the language learning experiences shared by the Dahmani Twins?

1 2 3 4 5

Not authentic and relatable at all (محتوى غير أصلي ومترايط)

Very authentic and relatable (محتوى أصلي ومترايط)

To what extent does the authenticity and relatability of the Dahmani Twins' content motivate you to engage in English language learning activities?

إلى أي مدى تحفزك أصلية وترابط محتوى التوأم دحماني على المشاركة في أنشطة تعلم اللغة الإنجليزية؟

1 2 3 4 5

Not motivating at all / غير محفز على الإطلاق

Highly motivating / محفز للغاية

b) The Parents' Interviews

Question 1: Do you think that the Dahmani Twins' content has influenced your children's interest in learning English?

Question 2: Have you noticed your children using words and expressions from the Dahmani Twins' content?

Question 3: Which content of the Dahmani Twins do your children enjoy more?

Question 4: Do your children find the content created by the Dahmani Twins relatable and relevant to their daily lives? If so, how does this relatability affect their engagement and learning?

Question 5: What suggestions do you have for improving the Dahmani Twins' English language learning content?