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Correlation of University Students' Multilingualism in Online Interaction on Instagram and Their Performance in Micro-Teaching Class

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Abstract: Correlation of University Students' Multilingualism in Online Interaction on Instagram and Their Performance in Micro-Teaching Class. **Objective**: The use of multiple languages on social media has been common practice these days. The main objective is to see correlation between their online activities and their micro-teaching performance. This study is focusing on analyzing university students' language use on Instagram and Thread. **Method:** This study involves 60 students of the Languages and Arts department as its participants. Mixed method is used in this study to obtain comprehensive findings. A survey is conducted to obtain their social media username and general activeness. Then, the researchers run an observation to see the language use of all participants by analyzing the captions they write, the pictures and videos they post, and the comments they give. The final phase involved observation of their micro-teaching performance to see whether the social media interaction somehow manifested during the micro-teaching process. **Findings:** The result of this study shows a correlation between university students' language use in the internet and their performance and language style during micro teaching class. **Conclusion:** It was found that there is a correlation between students' online interaction on Instagram and their performance in micro teaching class.

Keywords: Instagram, multilingualism, online interaction, social media, micro-teaching.

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◼ INTRODUCTION

In recent years, social media platforms have become essential spaces for online interaction among university students. Instagram, in particular, has gained immense popularity for its visually-oriented nature, allowing users to share photos, videos, and stories with their followers. This platform has not only facilitated social connections but has also become a significant platform for academic and intellectual engagement among students (Chan et al., 2020; Hild, 2014; Kurniawan et al., 2020; Listiani, 2016).

Pikhart & Botezart (2021) investigated the use of social media in second language acquisition among foreign language learners. They found that social media provides significant value in SLA. However, they also stated that further analysis is needed especially from a psycholinguistics point of view. Lee (2016) said that the widespread language diversity on the internet (social media) is driven by the diversity of virtual communities from different countries and their first languages. Kim et al. (2021) emphasize that numerous comments on social media come from a wide range of backgrounds and interests, including politics, polarization, and irresistible comments.

One interesting aspect of university students' online interaction on Instagram is the

prevalence of multilingualism. Multilingualism refers to the ability of individuals to communicate effectively in more than one language. With globalization and increased mobility, many students come from diverse linguistic backgrounds, and they bring their multilingual identities into their online interactions. Furthermore, social networks have the potential to foster multilingual and multimodal creativity to demonstrate collective Identity (Blackwood, 2019). The impact of social media on language acquisition is so profound that English proficiency is frequently used by teachers to teach their students (Dhanya, 2016). Using social media by locals who speak English as a second language improves their vocabulary, grammar, spelling, and pronunciation and motivates them to think creatively and critically (Ariantini et al., 2021). The high level of connectivity among individuals on social media fosters constructive informal education based on collaborative learning (Li, 2017). Social media strengthens second-language learners' English language skills, as it involves multimodal learning experiences such as reading, writing, listening, and speaking skills (Anwas et al., 2020).

Kukulska-Hulme and Mark Pegrum (2017) stated that multilingualism and the practice of translanguaging are inevitable within online interactions. Their study investigated the practice of multilingualism in online learning situations. They mentioned that online platform, including social media, provides unlimited opportunities for languages exposures. In contemporary discourse, there is a discernible trend indicating that numerous students have demonstrated enhanced linguistic proficiency through synchronous and asynchronous interactions on various social media platforms. Social media platforms serve as repositories of vast information, disseminated across a multitude of languages, thereby enriching the educational experience for students. Those cognizant of this dynamic stand to benefit

significantly by leveraging social media as a medium for language acquisition within their instructional practices.

McLellan (2022) focuses on the language contact of Malay and English on social media. This research heavily discusses the practice of code-mixing between the two languages on social media interactions and concludes that social media might be a major factor that influences the emergence of multiple varieties of English in Southeast Asia. Thus, the use of social media has contributed in the use of varied English not only in non-formal situation but also formal context.

Unsal (2018) found that teachers in Turkey tend to be very active in using social media not only for entertainment but also to support their work in teaching. Moreover, the most favorable social media is Instagram with YouTube as the other non-social media platform with the most visits. Therefore, the use of social media is considered common among teachers.

In line with those references, the use of multiple languages on Instagram can manifest in different ways including captions and descriptions, comments, and storytelling through the Instastory feature. University students might use different languages, including mixed code, or modified structures which consisted of a combination of English grammar and Indonesian structure, to provide captions or descriptions for their posts. This practice allows them to express themselves in their preferred language or to cater to a specific audience who understands that language. Meanwhile, when students interact with each other's posts, they may use a mix of languages in the comments section. This can create a dynamic linguistic environment where different participants respond in various languages based on their linguistic backgrounds. Moreover, Instagram Stories offer a more ephemeral way of sharing content. Students might use multiple languages in their stories, providing insights into their daily lives, academic pursuits, and social activities.

The reasons behind university students' multilingualism in online interaction on Instagram are caused by multiple factors. The first is cultural Identity, as using one's native language or heritage language helps students maintain a connection to their cultural Identity, even in an online environment. The other reason is the chance to start friendships with people from different countries. In this case, the use of multilingualism allows them to communicate more comfortably and inclusively in diverse groups.

Another factor is the fact that students studying foreign languages use social media, specifically Instagram, as a platform to practice and showcase their language skills. They believe that by using the language they learn on Instagram, they will get better at understanding and using the language. This is in line with Jimola (2023) who figured out that the active use of Instagram and TikTok, in terms of making content or sharing their thoughts through comments, among undergraduate students may enrich their linguistics repertoire and help them learn languages better.

Khan, Ahmed, Din & Amin (2017) found that teachers who are actively using social media and interacting on online platforms have better performance than those who are not using social media at all, or passively using social media. Therefore, this study would like to see further if there is any correlation between the interaction on social media with students performance in micro-teaching class. Another finding by Keasberry (2018) indicates the positive attitude of students and teachers on social media use during classroom activity, and non-academic interactions outside the class. Further, it explains how social media helps teachers' performance especially in affective aspects.

Abendano, Quimada, Coloquit (2022) stated that the use of social media may help students to develop their creativity in learning. Thus, in this case, it is expected that social media interaction correlates with the performance of the students in micro-teaching class especially when they need to decide what to teach and what to create to support their teaching. In other findings by Shaikh, Hafeez, & Ziauddin (2021), Pakistani teachers have a positive attitude towards the use of social media in enhancing their working performance. They found social media helpful in building necessary teaching materials. Thus, most of the teachers are active users of social media.

Understanding university students' multilingualism in online interaction on Instagram can provide valuable insights into the changing nature of social interactions and language use in the digital age. Researchers and educators might explore how this phenomenon impacts linguistic diversity, intercultural communication, and the formation of virtual communities. Additionally, studying the use of multilingualism on Instagram can offer practical implications for language education and digital communication strategies, which is important in teaching and learning process as well.

This study is focusing on analyzing students' multilingual behavior in their online activities on Instagram and correlating the online activities with their performance on micro teaching class. The main components to be analyzed are their posts, their captions, their Instastories, and their comments. Then their opinions regarding the practice of multilingualism on Instagram are analyzed. After that, another observation and semi-structured interview are done during micro-teaching class to see the students' performance and how the language they use during online interactions is manifested.

Thus, the following research questions are proposed: How does multilingualism occur among students' activities on Instagram? What are students' perceptions regarding multilingualism on Instagram? Is there any correlation between online multilingualism on Instagram and students' micro-teaching performance?

■ METHODS

Participants

The participants of this study were students of the Languages and Arts Education Department from varied universities who took Micro-teaching class. The sampling technique applied was random sampling as the researchers randomly took 60 students who responded to the online questionnaire that was distributed to all students of Micro-teaching class in the department. Their responses were then analyzed to find correlation between their online activities on social media and micro-teaching performance.

Research Design

Mixed method is applied in this study as it consists of close-ended and open-ended responses of university students, and observation notes from the students' online activities on Instagram and also observation notes during micro-teaching class. 60 undergraduate students of Languages and Arts Departments are involved to respond likert scale questionnaires and open-ended questions related to students' multilingual practices on Instagram and their perceptions regarding the use of multiple languages on Instagram. The researchers also require the students to mention their Instagram usernames so that their activities can be observed for further analysis after the questionnaire responses are obtained. Further, to obtain more detailed qualitative data, interview was also done after observing the micro-teaching performance. Thus, the steps of the data collection were distributing a questionnaire set, analyzing the responses, doing observation and analyzing the observation notes of the micro teaching class.

Research Instruments

Three instruments are used in this study namely close-ended likert-scale questionnaire, observation (for online interaction and micro teaching performance), and semi-structured interview. The questionnaire consisted of 13 items with the range of scale one to four. All of the items are validated based on its content which is correlate to the needs of identifying active use of social media.

Observation was then conducted to see participants' activities on social media. The other observation was done to see micro-teaching performance of the participants. Observation notes during micro-teaching performance includes three aspects that highlight languages use during online interaction is also used on micro-teaching performance, communication between performing students and the audience/ model students during micro teaching class, and references used when performing (e.g. memes, viral jokes, recent news).

Finally, interview was conducted to confirm the active involvement of participants on social media has something to do with their micro-teaching performance and to identify further perspective of the participants regarding the use of social media.

Data Analysis

The data of this study will be divided into two types. The quantitative data obtained from likert-scale items, and the qualitative data taken from students' responses through open-ended items. The quantitative data was statistically calculated and analyzed using simple descriptive statistics to identify mean and standard deviation of each item before finally described. Meanwhile, while qualitative analyses were undertaken descriptively based on the participants' responses towards open-ended questions and observation during micro-teaching sessions that was done in two different meetings within a month. The process of qualitative analysis includes assigning codes or themes and identifying similar patterns, themes, and categories (Miles et al., 2014).

Therefore, the data sets were then triangulated by integrating the findings of both

survey responses, observation notes, and also responses of students during micro-teaching class when asked about their thoughts on their activities on social media concerning their performance. Thus, the integrated data set was then analyzed to see the connection among the findings, to finally conclude whether or not a correlation between online interaction in social media and micro teaching performance exists.

■ RESULTS AND DISCUSSION

The Close-ended Survey

The general findings show that 47 out of 60 participants are active users of Instagram. Those students were actively using more than one languages when interacting on Instagram. Moreover, they did the multilingual practice for several reasons. Based on the survey results, the students are shown to have different perspectives regarding the use of multiple languages in Instagram and the use of Instagram's features especially automatic translator. The survey conducted using close-ended likert-scale items was calculated using SPSS and showed the following statistical results. The survey consisted of 13 close-ended items which were responded by 47 students. Scaling from 1 to 5, the range of mean of the responses of the items are 2.49 to 4.06 with std. deviation ranging from 1.040 to 1.364. Overall, the mean and the standard deviation can be seen on the given table as 3.2 for mean and 0.089 for standard deviation.

Further, 13 Likert-scale items responded to the students are described as follow. Items number 1 to 5 are identifying students' active engagement in Instagram, assuring their frequent online time and their activities such as posting, liking, sharing, or commenting. Item numbers 6 to 10 are intended to see students' preferences in language use. Item number 6, for instance, states whether the students prefer to use only English when they give comments in Instagram. The mean score for item number 6 shows that

approximately only a half of the total participants use only English to comment. Item number 7 and 8, however, imply the use of Indonesian Language and other languages when students comment on a post or thread. Both average scores of item number 7 and 8 indicate students' preferences for mixing language when they interact on Instagram. Meanwhile, item number 9 shows that the students express their preferences on posts, comments, or instastory using visual aid such as stickers or emoticons. The interesting finding shows in item number 10 in that the students feel like reading a post in only Indonesian Language is not so easy. It is followed by a response to item number 11 where they find translator on Instagram is not so useful when it comes to dealing with English posts or threads. The last two items, 12 and 13, show that the students learn quite a lot from Instagram accounts where English is the dominant language both in the posts and in the comment sections of the posts.

The Open-ended Survey

Four open-ended items were used to obtain further details regarding students' multilingual practice. The students were asked to respond based on what they usually do when interacting on Instagram such as writing captions, giving comments, and replying to direct messages (DMs). The items and responses to each item are described as follow.

Item 1: Can you explain how active do you use Instagram and how does the social media affect your language use?

Sample responses: You could say that I've been quite active using Instagram lately, especially now that I'm on semester break. Social media has greatly influenced my use of language, even since I was in elementary school. When I was in elementary school, I was already using Facebook social media and at that time the only language on Facebook was English (as far as I remember),

and because of that I started to understand a lot of English vocabulary and started to be interested in learning English. And now, after I can and understand English (although not too fluent hehe) I prefer to see English content on social media, be it on YouTube, Instagram, Facebook, etc. And also now there are lots of videos, both long videos like on YouTube and short videos like TikTok or Reels, which contain learning English, So of course social media has an effect on how I use the language. Oh one more thing, social media has also taught me a lot of slang, even though there's a lot of bad slang.

Actually I'm not very active on Instagram, except when I want to post a story or upload a story on the Instagram feed. Sometimes I use Instagram to find out about the trend I need. How does social media affect my language use? For example, on Instagram there are lots of posts about the language vocabulary used in English. I find these posts often and they help me in my use of English as I discover new vocabulary that I can use. Apart from that, there are also many accounts on Instagram that create accounts to learn English vocabulary, sentences and tenses so that it allows me to improve my use of the language.

Item 2: How do you use English or other foreign languages on your content, comments, or replies on Instagram?

Sample responses: I just use it normally, nothing special, I even think some of them are not in accordance with the grammar lol. But hey, this is social media right, the most important thing is the message you want to convey whether it's for the content, caption, or the comments are conveyed.

I always share anything in English when it comes to my personal interests (talking about movies or songs etc). But when it comes to sharing moments with my friends, I tend to use bahasa Indonesia.

Item 3: Do you prefer to enrich your captions, writing meticulously and thoughtfully, or focusing on the posted content by including spoken production or vibrant posters when you publish something on Instagram? Why?

Sample responses: I prefer to enrich my writing and think carefully and carefully. Why? because by thinking about what we will write carefully and carefully it will make the content we present more interesting, and if we enrich our writing it will be more perfect for our content. However, in my opinion it is also necessary to prepare content or focus on the content that will be presented, but behind that careful, careful and enriching writing is important to make our content more interesting.

I prefer to include writing in the content that I post, such as photos of tourist objects in Bali, I will provide an explanation of these tourist objects by including writing, this is because I want to interest my followers, plus provide information which of course adds to everyone's insight for people who see or read my posts.

Item 4: Why do you think some people mix language when writing captions, comments, or even recording themselves on a video on Instagram?

Sample responses: There are several reasons why someone mixes up language on social media, both for captions and video recordings of themselves. The first reason is because of social phenomena. Social phenomenon in this case is the phenomenon of "Jaksel language", as we know in recent years the phenomenon of the South Korean language is very widely used, generally South Korean language users mix English and Indonesian, both for verbal and non-verbal communication. Moreover, in my opinion, the South Jakarta phenomenon is also the reason someone mixes up languages on social media. Then, the second is due to the globalization factor. as we know english is an international language, and we also

have to remember that in this modern era people really like to look cool, so this is enough to give influence to social media users to mix languages, be it indonesian with english, or other languages. English. In another language. Therefore, I can conclude that there are two reasons why today's social media users often mix up languages, firstly because of social phenomena, secondly because of globalization.

I think because they just want to follow the trend to look cool and also maybe they think that everyone in this country uses social media, that's why they have mixed language. Besides that, in my opinion there are positive and negative impacts in this case, we take the example of the use of English. For example, children in Jakarta, especially in South Jakarta, often use a mixed language, Indonesian and English. In my opinion, the negative impact of this phenomenon is when it is used which is not based on proper understanding and just follows the trend so that its use is not appropriate. The second is the positive impact, namely that young people feel more confident when using English, besides that young people will also be more motivated and more curious to master and understand new vocabulary.

Based on their responses, early conclusion can be drawn that most of the students use both Indonesian and English on their online interaction. Moreover, they believe that such practice of mixing language is normal.

The findings from both close-ended survey and responses of open-ended questions indicate university students' tendency in using multiple languages. All of the students are aware that mixing languages during their online interaction on Instagram is common practice and inevitable.

The findings confirm Lee (2016) who found that the use of multiple languages in social media, especially Instagram in this context, is caused by a vast diversities of languages among the users. Moreover, it is also in line with Kim et al. (2021) who stated that the interactions among social media users are mostly triggered by multiple perspectives caused by different language use and varied interests to some topics such as politics, entertainments, and other social or science-related segment.

The students' responses towards the open-ended questions also show an intriguing phenomenon in which the use of languages is mixed to create informal varieties such as Southern Jakarta style of English, or its predecessor, Singaporean English. This is supporting McLellan (2022) who focuses on the interactions among Malaysian in social media, where Malay language and English were mixed to create similar variety of Southern Jakarta English and Singaporean English. More than that, their responses also prove the findings of Jimola (2023) who mentioned how content-making in social media such as TikTok or Instagram may enrich the language repertoire social media users.

The next data-set is observation notes that were taken during the micro-teaching class and responses to the questions given during the observation. The questions and answers are considered as semi-structured interview data.

The observation notes show three major points that include language use during online interaction which is also applied in micro-teaching performance, communication among students and references used when doing micro-teaching. Given below are the details of the described notes.

Observation Aspects	Notes
Language use during online interaction is also used on micro-teaching performance.	The students used a lot of terms that they commonly use on social media. Popular

	acronyms and abbreviations such as Lol (laugh out loud), FYI (for your information), IMO (in my opinion) were the most frequent to use.
Communication between performing students and the audience/ model students during micro-teaching class.	It was very normal among the students to blend their language (English and bahasa Indonesia) like what they normally did in social media.
References used when performing (e.g. memes, viral jokes, recent news)	The students frequently used memes, updated news and popular jokes during their micro-teaching performance.

From the observation, it can be seen that the students frequently used internet terms during their performance in micro-teaching class. Also, they tend to mix language and use references from the internet as presentation materials when performing. The notes indicate students' performance in micro-teaching sessions is so much influenced by their active interactions on social media.

Furthermore, during observation, the interview was conducted in a non-formal way to obtain more comprehensive data. This interview was conducted in mixed English and Indonesian languages to obtain authentic data and to receive more personal responses. Given below is the translated script of the interview.

Further, based on the direct observation through the students' interaction on Instagram by

Semi-structured interview questions	Students' responses
Do you think your micro-teaching performance is affected by internet slang, jokes, and also other popular things within the internet?	1. I think so. It is sometimes difficult to avoid using informal terms and also internet jokes when teaching. 2. Yes. But I believe we have to know the right time to use and to not use it.
Do you consciously do language shifting when doing micro-teaching like what you usually do on social media?	1. Yes. As you see, sometimes the internet slang even follows when I perform micro-teaching. 2. Sometimes it is accidental and not intentional.
What do you think about using internet references such as memes, popular jokes, or internet slang when communicating during the class?	1. I think it is fine among students. Not sure if it is okay or not when the lecturer is involved. 2. Well, I believe it is okay since we have to represent the modern generation teacher, with also modern students. Therefore, internet helps us to become better teacher in this era.

checking their active interactions through the last two months starting from August 2023 to September 2023, the responses they made during

the survey (both close-end and open-end) perfectly matched with the actual online interaction they made. This indicates a strong

validating the use of social media as a tool for data collection and understanding user behavior. The findings from this study provide evidence that social media platforms, specifically Instagram, can effectively capture and reflect users' behavior and engagement.

All the necessary findings and their link to previous studies and theories have proven that multilingualism and the practice of using more than one language to interact on social media cannot be avoided. Students use multiple languages to emphasize their meaning and establish their ability to use their language repertoire, both in English and in their first language (L1). Instagram, functioning as a digital platform, affords individuals the opportunity for real-time interaction with languages and cultures. This functionality can potentially foster informal language acquisition and facilitate cultural exchange among student populations. Nevertheless, the utilization of this platform also entails inherent risks pertaining to the judicious employment of language and contextual cultural sensitivities. Despite Instagram's provision of tools tailored for multilingual communication, impediments exist in effectively navigating cross-linguistic interactions, encompassing challenges such as the loss of nuanced meaning during translation endeavors or the occurrence of cultural misinterpretations. Consequently, users are advised to conscientiously consider the socio-cultural milieu when engaging in communicative acts to preclude the onset of discord or misapprehension.

Finally, the students' performance during micro teaching session is also so much affected by their activities on social media. As the observation notes and the semi-structured interview data shown that the students have manifested their internet interaction in the classroom. Some of them even believed that interaction online has helped them to perform better in micro teaching class. Thus, the finding is in line with Khan et. al (2017) who stated that

social media use may develop teachers' performance. Contemporary students depend heavily on smartphones and engage extensively with social media platforms within educational settings. This reliance manifests in their classroom interactions, as evidenced by their tendency to rapidly resort to using Google or analogous search engines upon the lecturer's inquiries. Moreover, during interludes in lectures, students covertly check their social media timelines, indicating a pervasive integration of digital technologies into the educational environment. Thus, it also supports the findings of Abendano et.al in which social media is found to be important in developing creativities of university students.

The adoption of multilingualism by both lecturers and students represents a commendable practice, conducive to effective learning both within and beyond the confines of the traditional classroom environment. Embracing multilingualism in educational settings serves as a sound pedagogical strategy, particularly in facilitating access to pertinent learning-related information. Such pedagogical approaches can enable educators to tap into a broader spectrum of information available on social media platforms. While grammatical multilingualism might not necessarily be advantageous, particularly within the context of academic writing instruction, its utility proves indispensable when it comes to accessing information and fostering student engagement on social media channels.

■ CONCLUSIONS

The practice of multilingualism has been proven to be widespread in online interaction especially on Instagram. This study has successfully identified the common practice among students in mixing their languages use to interact towards the comment sections, captions, and also direct messages on the social media platform. This study highlights the common

correlation between the students' engagement on Instagram and their responses in the survey, active practice of multilingualism among university students online interaction and limited to one platform (Instagram) and how do the interactions correlate with their performance in the classroom. Multilingual behavior constitutes a prevalent practice among the majority of students, extending to their conduct within the classroom setting. Consequently, educators are tasked with harnessing this linguistic diversity as a resource to effectively facilitate multilingual practices, thereby optimizing learning outcomes. Further research can be done to see students multilingual behavior in other platform such as Twitter (Now X), Threads, TikTok, and instant messenger such as WhatsApp or Line. Moreover, it is also suggested to undergo a case study to have deeper understanding towards students' motive to use multiple languages to interact. Finally, it can be concluded that multilingualism is a practice that may aid students in communicating their meaning and developing their languages repertoire, even in the classroom context in which practical things are mainly performed such as in micro teaching class or other classes at university level.

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