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FROM TEACHER TO TEACHERGRAMMER: analyzing the profiles of English teachers and their professional practices on Instagram

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Abstract: This study analyzes the profiles of Carina Fragozo and Marina Grilli, online English teachers on the Instagram social network, through a qualitative-interpretive netnography. The article examines their trajectories, language views, and self-entrepreneurial strategies, observing how the use of digital devices is guided by theoretical affinities and algorithmic objectives. The research relates their performances to perspectives of critical literacies and post-structuralism in a Language Education scenario. The study highlights some possibilities as an alternative to formal employment, as a source of extra income, as well as the pedagogical limits of educators who simultaneously act as content creators and service providers, such as working exhaustively inside and outside classrooms, whether face-to-face or online.

Keywords: Instagram; Online English teaching; Social media.

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DE PROFESSORA A TEACHERGRAMMER: Analisando perfis de professoras de inglês e suas práticas profissionais no Instagram

Resumo: Este estudo analisa os perfis de Carina Fragozo e Marina Grilli, professoras de inglês on-line, neste caso na rede social do Instagram, por meio de uma netnografia qualitativo-interpretativista. Examina seus trajetos, visões de língua e estratégias de autoempreendedorismo, observando como o uso de dispositivos digitais é guiado por afinidades teóricas e objetivos algorítmicos. A pesquisa relaciona suas atuações a perspectivas dos letramentos críticos e do pós-estruturalismo em cenário de Educação Linguística. O estudo destaca algumas possibilidades como alternativa ao emprego formal, como possibilidade de renda extra e alguns limites pedagógicos de docentes que atuam simultaneamente como criadoras de conteúdo e prestadoras de serviços, como trabalhar de modo extenuante dentro e fora das salas de aula, sejam elas presenciais ou on-line.

Palavras-chave: Instagram; ensino de inglês on-line; rede social.

DE PROFESORA A PROFESORA DE INFORMACIÓN: análisis de los perfiles de profesoras de inglés y sus prácticas profesionales en instagram

Resumen: Nuestro estudio analiza los perfiles de Instagram de Carina Fragozo y Marina Grilli, profesoras de inglés, mediante una netnografía interpretativa cualitativa. Exploramos sus trayectorias, ideologías lingüísticas y estrategias de autoemprendimiento, observando cómo su interacción con las herramientas digitales está condicionada por orientaciones teóricas y exigencias algorítmicas. Sus prácticas docentes en línea se interpretan desde la perspectiva de la alfabetización crítica y el posestructuralismo en la educación lingüística. El estudio destaca tanto las posibilidades pedagógicas como las limitaciones que experimentan las educadoras que, simultáneamente, actúan como creadoras de contenido y proveedoras de servicios.

Palabras clave: Instagram; enseñanza de inglés en línea; redes sociales.

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1 INTRODUCTION

Nowadays, social media platforms are increasingly entwined in daily life. While on the one hand there are ongoing efforts to convince children and young people to reduce screen time, on the other hand, the offer of various courses and services on social media appears to be an undeniable reality. How have studies in Language Education conceptualized phenomena such as this? How does Language Education problematize these dynamics? What teaching and learning possibilities emerge on social media for users interested in learning a new language? This study focuses on understanding the practices of disseminating and offering content via the social media platform Instagram to a broad audience. To this end, the open profiles of two teachers operating on Instagram were selected to ground the analysis within a qualitative-interpretivist netnographic study (Kozinets, 2014).

As potential contributions of this investigation, efforts are made to examine digital teaching practices while offering a critique of the neoliberal character that exerts pressure on pedagogical practice regarding the algorithmic rules of social media platforms. Furthermore, these insights may contribute to democratizing access to free, high-quality education. The main objective of this study, therefore, is to investigate how two English teachers utilize their Instagram profiles to promote their services on the platform. More specifically, the analysis aims to highlight what they offer in terms of content, the profile of mediation they adopt during their performance, and their teaching approaches. Reflections regarding the teachers' practices and the analytical perspective applied to them will be presented throughout the study. We will navigate through reflections on the teachers' practices and our perspective on them further on. For now, let us examine the social media platform Instagram in greater detail.

2 INSTAGRAM AND THE ENTREPRENEURIAL POTENTIAL OF THE PLATFORM

Instagram was launched on the internet in mid-October 2010. It was developed as a social media platform predominantly focused on images and videos, with the clear intention of becoming a benchmark in the use of orality and visual and sound languages. Creativity emerges as an essential value for those who use Instagram as a channel to promote their daily activities, whether personal or business-related. Thus, in 2016, a new feature was added for users: the commercial use of the social network. This marked the beginning of a content monetization process, making it profitable for content creators. New perspectives on those who published, and continue to publish, digital content

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also became a source of interest for those who accessed, and continue to access, it. This dynamic is driven by the impact of visual aspects, engaging narratives in which users interact as if they knew one another, which is not the case in reality; and diversified formats that resonate with users across all social segments as though crafted exclusively for them. Furthermore, it is shaped by the interactivity promised by the platform, which often did not meet users' needs. Through these linguistic resources, interaction among various niche communities is facilitated, directing audiences toward profiles dedicated to specific topics.

Operating in this field requires teachers to reconcile their practice with a new set of knowledge grounded in digital tools to support remote teaching and learning. Although this does not specifically address a Distance Education (DE) context, similar challenges are observed regarding adaptation to Digital Information and Communication Technologies (DICTs). According to Souza and Moraes (2018), Distance Education constitutes a teaching and learning process centered on temporal distance. In this scenario, we observed, through a netnography, how English teachers attempt to attract social media users to engage with their courses.

As Mill and Silva (2018) demonstrate, technological implications directly influence professional teacher education, making the articulation between technical, pedagogical, and theoretical knowledge indispensable. In this sense, Mizukami (2014, p. 169) reinforces that technological knowledge must be understood as an essential "third knowledge group" in practice. This need for technical competence gains an extra layer of complexity when confronted with the algorithmic logic of social media platforms, which dictates the reach, visibility, and distribution of the content produced.

In this process, advertising on Instagram stands out due to the use of high-quality images and videos. To capture the audience's attention and convey messages effectively, creating visually attractive advertisements is essential. This relies on the collection of user information, building a database of high commercial value for companies. These data indicate, for instance, how much time people spend on a given post, thereby signaling the material's relevance to a specific audience. Incorporating interactive elements, such as polls and questions in stories, can increase audience participation and make campaigns more engaging. Consequently, services are recommended through advertisements and publicity strategies, which benefit those who pay for such services.

When reflecting on social media platforms and the role of economic neoliberalism in their profitability, one of the issues that emerges is the transformation of professions among those who

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work within this internet sphere. Various reasons lead professionals to feel the need to migrate to digital platforms. Among these are unemployment and the dream of being one's own boss, triggered by the neoliberal appeal to entrepreneurship. According to the Brazilian Institute of Geography and Statistics (IBGE, 2024), in the fourth quarter of 2024, unemployment affected 6.8 million Brazilians, reaching a rate of 6.2% of the population. This may be one of the reasons for the migration of these individuals towards informal work, promoted across social media networks.

Other frequently reported occurrences among professionals in the field are, briefly, the interest in attracting a new client base, the need to innovate work methods, and the goal of achieving greater visibility through social media. This appeal across different professional niches has also reached English teachers, including some without formal credentials in the field, such as a teaching degree *(licenciatura)*. On Instagram, there are teachers who instruct in English through their profiles, interact with followers, foster engaged dialogues with students in their lessons, and at times teach in their own paid private courses. These educators are designated here as *TeacherGrammers*, following the terminology established by Vilela (2023) in her undergraduate thesis.

Initially, *TeacherGrammers* provide free materials accessible directly from their feed, aiming to attract followers to their profiles and build credibility by demonstrating the specificities of their teaching methodology to the follower-student. Given the inevitability of social media dominance today, the study focuses on investigating how the provision of English teaching and learning materials can assist "clients" in learning the language free of charge (or at a more affordable rate than in face-to-face courses). It is reiterated that this analysis does not seek to recommend or restrict access to the analyzed profiles but rather aims to highlight observed practices and problematize specific aspects from an academic standpoint.

3 METHODOLOGICAL ASPECTS CONSIDERED IN CONDUCTING THE STUDY

In the analysis, the focus was placed on freely available content, based on the understanding that reliable scientific research should originate from material accessible to all. As a methodological procedure, netnography as proposed by Kozinets (2014, pp. 9–10) was adopted, considering that it is:

> uma forma especializada de etnografia adaptada às contingências específicas dos mundos sociais de hoje mediados por computadores. [...] [A netnografia tem sido usada] para lidar com uma ampla variedade de tópicos, desde questões aplicadas de publicidade online até investigações mais gerais de identidade, relações sociais, aprendizagem e criatividade.

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This approach aligns with the qualitative-interpretivist tradition as defined by Moita Lopes (1994), which relies on the researcher's interpretation and analysis of the data. Grounded in the reading of articles, books, charts, and the examination of empirical material, discussions are proposed in dialogue with the principles of Critical Language Education.

The social media platform Instagram is interpreted as a type of document that maintains various records of contemporary society, as understood by Moré and Crepaldi (2012). In this way, netnography is employed to connect the activities of online culture-based communities – within which the investigated teachers are situated – with the process of English language acquisition via the internet. This process, naturally, involves issues that extend into the social and political spheres of foreign language speakers.

To proceed with the analysis of the data systematically generated on Instagram, the analytical framework for instructional materials utilizing DICTs developed by Sabota and Pereira (2017) was adapted. In order to select the Instagram profiles for analysis, the selection originated from the experience of the study's first author on Instagram. Having already engaged in research on this topic (Vilela, 2023), she sought profiles with which she identified as a student and that presented clear, pedagogically accessible language.

Following discussions among the co-authors, profiles were selected from a list compiled by Vilela, focusing on users with academic qualifications whose content was dynamic, clear, and practical. Furthermore, careful observation was directed toward communication between the *TeacherGrammers* and their target audience, as well as the ways in which they motivated their follower-students to engage in study regardless of the language. Consequently, the analysis arrived at the profiles highlighted below.

4 AN ANALYSIS OF THE PROFILES @CARINAFRAGOZO, BY CARINA SILVA FRAGOZO, AND @EDUCACAOLINGUISTICA, BY MARINA GRILLI LUCAS SILVA

Carina Silva Fragozo (@carinafragozo) and Marina Grilli Lucas Silva (@educacaolinguistica) are experienced English language teachers with an active presence on the Instagram platform. Both hold degrees in Modern Languages and Literature (*Letras*): the former holding a PhD in Linguistics and the latter a PhD in Education. Despite this, they operate from distinct understandings of language and language pedagogy. Both utilize the social media network to share free tips on their profiles

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(alongside a secondary offering of separate paid courses). These *TeacherGrammers* boast thousands of followers, who regularly express gratitude and satisfaction regarding the advice and guidance received via direct messages (DMs) and in the comment sections of their posts. Below, further details regarding each teacher are presented.

Teacher Carina Silva Fragozo (@carinafragozo) has distinguished herself through her role in virtual English language teaching. She holds a PhD in Linguistics from the University of São Paulo (2017), a master's degree in Linguistics from the Pontifical Catholic University of Rio Grande do Sul (2010), and a bachelor's degree in Modern Languages and Literature – English (*Letras – Inglês*) from the same institution (PUC-2007). Her content reaches a broad audience, an aspect indicated by the high volume of interactions on her posts, including likes and comments, which appears to capture the attention of her target audience. Her posts are colorful (mostly employing primary colors: red, yellow, and blue), featuring eye-catching fonts, relaxed facial expressions, and informal language. Practically speaking, the theme she intends to present is displayed immediately. In Instagram advertising, creativity is essential to stand out in a competitive environment and to build meaningful connections with the audience.

This analysis indicates the type of communication intended to be established with the target audience. The content of the posts is easily understandable and focused on the object of study. Such characteristics attract a younger age demographic, which generally seeks fluidity and quick comprehension of the message.

On the other hand, the content of the Instagram profile of teacher and influencer Marina Grilli differs from the majority by presenting a perspective grounded in critical language education and proposing English language teaching through a decolonial lens. The educator holds degrees in Pedagogy (2008) and Modern Languages and Literature (*Letras*, 2015) from the University of São Paulo (USP), where she also completed her master's degree in Modern Languages (2018) and her PhD in Education (2020), as a CNPq scholar. Currently, her research focuses on Applied Linguistics, with an emphasis on the following themes: decoloniality, translingualism, bilingual education, language teaching methodology, German language teaching, the history of language teaching in Brazil, language policies, and teacher education.

The target audience of this educator comprises postgraduates, Master's candidates, and active language professionals. This is primarily evident through interactions with her followers. Question boxes are frequently opened during the week to address topics that, while related to the English

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language, do not merely pertain to language acquisition, but also encompass pedagogy, the professional stance of teachers, and their influence on society.

Based on the analysis conducted on the Instagram profiles of Carina Fragozo and Marina Grilli, a comparative table (Table 1) was constructed to highlight, in summary, the main differences between the two educators. To this end, the methodology and target audience of each were considered with the intention of presenting the work of two contrasting, yet highly instructive, content creators.

Chart 1 – The Teachergrammers[2]

Categorias	Carina Fragozo	Marina Grilli
Vivências compartilhadas com o público	Procura sempre passar uma imagem descontraída e despojada em relação à docência. Em suas postagens, ela combina as dicas de aprendizado do inglês com a perspectiva de sua vida pessoal (por exemplo, a sua maternidade e a sua vida social). Além disso, demonstra como a sua rotina é influenciada pela sua fluência em língua inglesa, de modo que sempre aponta os benefícios de se aprender um segundo idioma.	Posiciona-se frequentemente, de forma marcadamente política, em suas postagens e seus *stories*. O conteúdo vem sempre acompanhado de alguma reflexão, manifestação de ideias, conversa sobre a formação docente, entre outras temáticas. Ou seja, Marina tem um posicionamento sociopolítico bem marcado em seu perfil. As legendas do *feed* da professora estimulam as pessoas a contribuir com as discussões que ela fomenta.
Jornada com o inglês	Compartilha sua trajetória com a língua inglesa desde o seu ensino médio. A professora relata que se sentia frustrada ao estudar os conteúdos escolares e que, na hora de se comunicar, não sabia como fazê-lo. É narrada, então, sua dedicação na busca por outros meios para aprender o inglês, como pela música, que era sua paixão. Sua narrativa indica as razões das escolhas de seu conteúdo, que reflete as suas experiências e a de seu público-alvo. Assim, ela sempre sugere estratégias alternativas de estudo que ela mesma já utilizou.	É possível visualizar o desejo dessa professora de tornar o conteúdo científico na área da pós-graduação mais acessível às pessoas. Com a intenção de divulgar o saber advindo da pesquisa, a professora atua desde 2006 na área de ensino de língua inglesa e alemão para brasileiros de diferentes faixas etárias e níveis de conhecimento. Com o apoio de bolsas para a realização de seus estudos, pesquisou as necessidades do aprendiz de língua brasileiro. Marina busca alternativas de ensino que se diferem daquelas mais tradicionais, de modo que sua proposta foca no protagonismo do aluno em sua aprendizagem da língua.

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Vivência profissional	Além de manter seu perfil no Instagram sempre atualizado, ela é fundadora e atuante de um curso on-line denominado *English in Brazil*. Possui um canal no YouTube com o mesmo nome e um podcast, os quais contam com um grande público. O *Pronunciation Masters* e SOS Viagem são cursos virtuais oferecidos pela professora. Além de seu conteúdo audiovisual, ela tem publicado *ebooks* para auxiliar a aprendizagem da língua inglesa de seus alunos.	Ela mantém um site chamado Educação Linguística no século XXI, onde publica textos sobre o papel da educação e das línguas. Além disso, possui os cursos Roda Sul e Ensine para Além da Língua, que abordam a mesma temática de ensino crítico e decolonial da língua pela perspectiva docente. Em um momento anterior, a professora atuou em diversos contextos de educação, como institutos, cursos de graduação, entre outros.

Fonte: elaboração própria a partir das informações coletadas nas redes sociais das professoras.

Having observed that the profiles of the *TeacherGrammers* position them as qualified and experienced educators in their respective endeavors, interest arose in understanding how they constructed their "product" and how they offer their services on the network. Instagram as a commercial platform delivers, via its algorithm, what follower-"clients" frequently search for. This implies acknowledging that what is taught – English – becomes a commodity commercialized online. In this manner, these educators transition from educators – a profession to which each has dedicated significant time and effort to perfect – into "service providers."

In this process, it is intriguing to observe how the academic background of these teachers influences the way they negotiate their knowledge on Instagram[1]. Understanding which vision of language is performed by both on their profiles serves as a pertinent starting point.

5 LANGUAGE, GLOBALISATION, AND ENTREPRENEURSHIP: TEACHERGRAMMERS UNDER SCRUTINY

Instagram enables interaction across various niches through profiles dedicated to specific

[1] It is acknowledged that maintaining an Instagram profile can be a profitable and legitimate business. The scope of this study is strictly limited to understanding online teaching practices. It is also recognized that these profiles may be managed by third parties or agencies. In the context of this research, the criterion was to analyze personal/commercial profiles centered around individual authorship; thus, they are referenced by the names of the professionals who sign them. This entails assuming that, even though teams may assist in managing these profiles, the analysis focuses on the content as "products" offered by the professionals themselves.

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topics of interest. Currently, the emergence of professions focused on social media networks is commonplace, given the economic potential provided by advertising (or, as the platform itself terms it, "paid partnerships" or "collaborations"). Regarding self-entrepreneurship within the emerging neoliberal scenario, Byung-Chul Han (2018, p. 11) observes that "the neoliberal subject as an entrepreneur of himself is not able to establish relationships with others that are free from purpose," characterizing the contemporary worker as both "master and slave" to themselves. As it is impossible to evade the current functioning of this system, individuals are inevitably "dominated by a dictatorship of capital" (Han, 2018, p. 15). Similarly, within the social network in question, professionals are compelled to operate in accordance with the platform's algorithm.

Depending on the amount of time spent on each post, information is collected regarding user interest in specific topics (Meu Catálogo Digital, 2022). The relevance of a subject at any given moment generates data that is sold to profiles utilizing commercial accounts. The platform allows ads to be targeted based on demographics, interests, and user behavior. This makes it possible to create highly customized and relevant campaigns.

As shown in Table 1, the personal images, visual identities, contents, and relationships with/motivations toward the English language of the two teachers are divergent. Although they share the same profession, they teach and view the language in distinct ways. Both have established their space in English language teaching, catering to their respective target audiences. Furthermore, they work with their social media profiles and produce content for the digital sphere, most assiduously for Instagram. Another similarity lies in their daily engagement with freelance entrepreneurship and the monetization of their social media presence, which necessarily entails operating in alignment with the platform’s algorithm. However, it is the choice of path pursued to sustain themselves in the market that reveals the differences in the pedagogical and commercial methods employed by these educators.

Carina Fragozo follows an approach that aligns with the neoliberal framework, boosting her work through advertisements, paid partnerships, and promotional strategies. Indeed, for the most part, these materials showcase the teacher’s own image, owing to her widespread popularity and success within this digital niche. The educator thus gains visibility by ensuring her posts possess a commercial character, distinguishing herself through this strategy. In alignment with her service proposal, Fragozo focuses on dynamic and practical English language teaching, aiming to achieve specific learning objectives and visibly meeting the expectations of her students.

On the other hand, Marina Grilli adopts a stance opposed to the neoliberal regime, challenging

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the notion of "freedom" so widely promoted by globalization. Han (2018, p. 9) defines this exploitation of independence as a "new form of subjection that succeeds liberation." According to the author, everything becomes a product to be exploited: relationships, communication, and even emotion. As Suanno, Tavares, and de la Torre (2024) explain, telling stories that resonate with the audience represents an effective strategy. Thus, advertisements that employ creative storytelling can foster emotional connections and enhance engagement. It is along these lines that the teacher advocates for an approach to language teaching that deconstructs traditional learning, criticizing ready-made, superficial methods marketed as quick fixes. Her position therefore refutes the notion that teaching does not require theoretical depth and continuous refinement of knowledge. The publicity found on Marinas' profile is limited to her own private services, such as her courses and newsletter, which are centered on promoting new perspectives on language education.

According to the information available on her profile, Carina Fragozo's account was created in January 2013. Based on her follower count, the influencer/educator reaches an audience of approximately 613,000 people.

Observing the characteristics of her profile, it is evident that Fragozo posts an average of three times per week. Regarding the posted content, although there is no fixed visual pattern, a sequence considered "satisfactory" for the algorithm can be noted. For instance, the teacher makes frequent use of short videos (reels), which are recommended to thousands of users, generating significant activity on the platform. Because the content is casual and entertaining, the comments follow a similar tone. Followers demonstrate enthusiasm in their responses and even share personal anecdotes when they identify with the material. This positive feedback is likely the result of the experience the educator has gained over years of interacting with her audience.

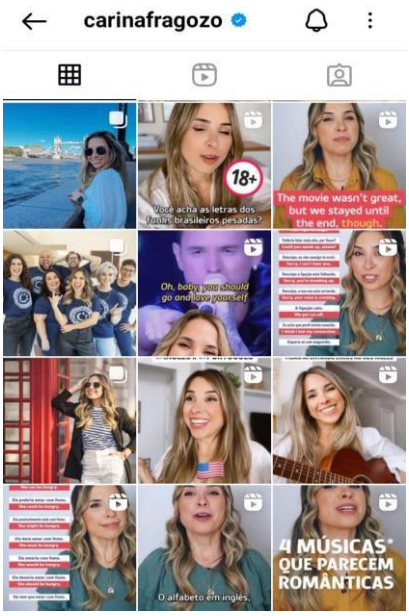
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Figure 1 – Instagram Post



Source: @carinafragozo. Accessed: Mar. 2025.

Another aspect to observe is that, given the frequent use of humor in the posts, they are widely shared by followers. For instance, these posts are regularly forwarded to friends in a lighthearted manner, which subsequently increases reach among new users.

By examining the recurring themes of these posts, another factor explaining this popularity can be identified. The content primarily focuses on quick vocabulary and pronunciation tips, material related to pop culture, contextual analyses of popular songs, comedic sketches, travel, and life abroad, among other subjects.

These themes serve as another factor explaining her popularity. A topic the teacher addresses with some frequency, often in a humorous tone, is the standardization of English pronunciation. This may stem from her doctoral research, which focused on the phonological rules of English spoken by Native Brazilian Portuguese speakers. Although Fragozo teaches English with the fluency of a native speaker, it is consistently emphasized that the primary goal is ultimately learning to speak and communicate effectively.

This recognition that alternative pronunciations of English exist—even for fluent speakers—is a central topic among applied linguists, such as Mastrella-de-Andrade (2011). Research in English as a Lingua Franca (ELF) emphasizes the importance of teaching and evaluating English in a way that meets the communicative needs of non-native speakers interacting with other non-native speakers,

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thereby fostering inclusion and recognizing these learners as legitimate speakers (Graddol, 2006).

The comments in Figure 2 refer to a video about "jokes that only make sense in English," in which the teacher, aiming to initiate a conversation, asks followers to leave additional jokes they know in the comments section for the same purpose. Consequently, followers engage in commenting, and as indicated by the metrics, a high level of interaction can be observed.

Figure 2 – Instagram Post



Source: @carinafragozo profile, Oct. 2023. Accessed: Oct. 2023.

Regarding likes and followers, the profile attracts many students interested in Carina's work, as well as in all her other services. Having achieved such high visibility, the profile experiences an exceptionally high level of engagement.

In a feed publication on her Instagram profile (06/2023), Marina dedicates a post to reflecting on her own image as an educator (Silva, 2023a). Throughout the publication, the teacher briefly narrates her career trajectory in teaching English and German. It was in 2013 that the gap between these two languages and a large portion of the Brazilian public began to trouble her, motivating her to enter the field of scientific research. At the same time, the desire emerged to share her knowledge on the internet.

The teacher also narrates her experience in building a blog featuring simplified versions of her reflections as a pioneering researcher in Decolonial Linguistic Education. Since then, Marina has found success along her path, lecturing at academic conferences and educational institutions, as well as publishing articles in scholarly journals.

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Sabota and Pereira (2017), based on Tavares (2013), distinguish interaction (between individuals) from interactivity (between program and individual). Regarding dialogue, both interaction and interactivity are present on Carina's profile; however, as can be observed, the rate of direct individual support is lower due to the high volume of notifications. Therefore, interaction primarily occurs among followers. Finally, her target audience is concentrated among teenagers, young adults, and adults interested in learning the language.

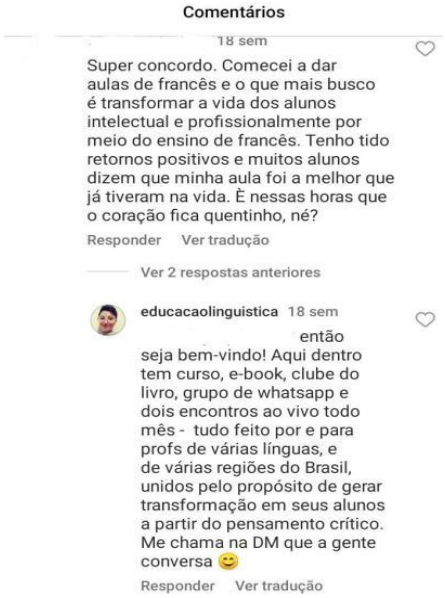
Bomfante dos Santos (2011, p. 2) explains the intent behind this visual construction by paraphrasing Kress and van Leeuwen (2006), stating that, "[s]ince every image carries a meaning, it is no longer enough to merely identify it, but rather to read and interpret it to understand its discursive implications." This is evident, for example, in the impossibility of interpreting the full scope of Marina's publications strictly through written text.

According to Santos (2011), texts are inherently multimodal and must be read through the conjunction of all semiotic resources configured within them. As for captions and comments, they are well-crafted and carefully written by both the teacher and her followers. Interaction occurs on a deep level, making it possible to observe the attention Marina often gives to her audience on an individual basis. Regarding the topics addressed, her argumentation is grounded in decoloniality. She consistently critiques the inefficiency of imported, ready-made methods, discusses the importance of critical and politized language education, and addresses the reality of (post)graduate teachers, linking these issues to the social responsibility of teaching. On her profile, her identity-based and political positions are clearly visible.

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Figure 5 – Instagram Post



Source: @educaçãolinguistica. Accessed: Oct. 2023.

These specificities fall within the scope discussed by Duboc (2011). According to the author, educators who position themselves in favor of these contemporary debates, advocating for English language teaching oriented toward critical thinking and the agency of the digital subject, emphasize the need to rethink teacher education, as Marina does.

Regarding interaction and interactivity, engagement focused on metrics, even if quantitatively smaller, is appropriate for the volume of people who actively interact on Marina's profile. In other words, the recorded audience on the profile is reflected in the dialogue maintained within the posts, where followers participate by offering their perspectives. Consequently, interaction occurs, serving as a fundamental aspect of the teacher's approach.

The profile is intended for adults interested in language teaching. This aspect can be observed by briefly analyzing the comments on her posts or the profiles of her followers themselves. This proposal, in turn, is directly linked to Marina's academic background. Her field of study directly engages with Applied Linguistics, as can be seen, for instance, in her doctoral dissertation titled *"Submissão, questionamento e subversão da colonialidade linguística nas práticas de ensino de alemão para o público brasileiro"* [Submission, Questioning, and Subversion of Linguistic Coloniality in German Language Teaching Practices for the Brazilian Public] (Silva, 2023b).

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6 PROVISIONAL CONSIDERATIONS

Understanding how the teaching profession advances and develops in digital media is part of our responsibility as researchers in language education today. Digital technologies are significantly influencing the way young people and children learn, and utilizing screen time to engage with relevant content can serve as a viable alternative. As previously stated, our effort was directed toward offering a perspective on two distinct teaching profiles and analyzing them according to parameters that would help us understand how female educators have been using social media to practice their profession. Whether as an alternative to formal employment or as a potential source of extra income, an increasing number of professionals have turned to similar platforms to promote their services. Beyond reflecting on the precarious nature of teaching labor and how many of us have been driven to work exhausting hours both inside and outside physical classrooms, we were intrigued by how the profession has taken shape in this environment.

Through our writing, we invite the reader to reflect on the type of English language teaching content available on the internet by examining two professional profiles and a selection of their posts. By analyzing posts that reach thousands of people, we problematize how the educators Carina and Marina mediate knowledge and engage their target audiences. It is not our role to rank or declare which profile is more effective in achieving its goals, given the distinct approaches each takes toward language teaching. Furthermore, Instagram offers various ad formats, such as images, videos, carousels, and stories. Each format allows for the creative exploration of unique ways to reach the intended audience. In this regard, we suggest that users evaluate which approach resonates most with them and aligns best with their learning objectives. Both profiles offer high-quality material and are led by well-educated professionals dedicated to their work.

It should be emphasized that although analyzing two profiles allowed for a more detailed examination of our objects of study, this work is limited regarding the diversity of content produced by different Teachergrammers, whose practices vary significantly in popularity and niche. It is also worth noting that because social media platforms are dynamic, a specific time frame merely captures a snapshot of that context within that particular socio-historical moment, preventing generalizations that could overly expand how we view this phenomenon. Throughout this process, the operation of the algorithm—which determines visibility and reach—functions as an external variable that could neither be ignored nor controlled in this study. Therefore, we recommend that netnographies be

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conceptualized based on the specific moment captured, serving as documentation of the social network's status at that point of investigation, that is, as crystallization. In future research, scholars may examine other frameworks and observe the diachronic process of transformation in English language teaching via the social network Instagram.

Regarding the evaluation of other profiles, we hope that our readers have benefited from the rigorous approach used in this study to select other profiles that resonate with them. As a final note, we suggest that each educator establish criteria regarding recommendations for screen time and other digital tools aligned with the interests and priorities of their own praxis.

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