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EDUCATION AND LANGUAGES ON INSTAGRAM: 1000 Influencers in Spain and Portugal

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ABSTRACT

Education today involves leveraging virtual environments to eliminate spatiotemporal barriers, democratizing teaching and access to knowledge. Social media enhance the dissemination and interactive learning in various fields. This research focuses on educational profiles, examining those dedicated to languages.
This study analyses the 1000 most influential profiles in the "education" category on the social media platform Instagram: 500 from Spain and 500 from Portugal. The results from the sample obtained for both countries are compared, analysing the findings and reflecting on the pedagogical implications they entail.

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1. Introduction

Entertainment and information consumption have been transformed by the widespread and immediate use of the internet, as well as by the emergence of new methods for creating, collaborating, and disseminating content, texts, or images. Virtual environments have eliminated the spatiotemporal barriers that previously restricted access to knowledge, democratizing learning in an increasingly digital society. In this era of connectivity, social media have established themselves as the primary means of contact, communication, and interaction among individuals who share interests, tastes, and concerns (González-Carrión & Aguaded, 2020). In line with Gabelas-Barroso and Marta-Lazo (2020), these modes of relating and understanding social reality necessitate a shift in perspective, placing virtuality and online activities at the core.

As in other contexts, social platforms in the Iberian region have evolved beyond mere entertainment, establishing a distinctive mode of communication and interaction characteristic of a hyperconnected society. According to the IAB Spain 2024 Social Networks Study (IAB, 2024), of the 37.8 million people aged 12 to 74, 30.3 million use social media, with 98% accessing them via mobile phones. It can be affirmed that the majority, represented by 80.16%, use them constantly, and nearly all users access them on their smartphones. The same report indicates that 82% use these platforms for entertainment, 67% for interaction, and 56% for information and staying updated on current affairs.

At the beginning of 2024, 8.84 million Portuguese accessed the internet, with 7.43 million being social media users, corresponding to 72.6% of the country's total population. Additionally, 14.26 million mobile connections were recorded, exceeding the total population by four million (Kemp, 2024). According to the Observatório da Comunicação, in 2023, 18 out of every 100 Portuguese used these platforms as their primary source of news. The five most used platforms were Facebook, WhatsApp, YouTube, Instagram, and Messenger. Although Facebook remains the leader, it has been losing users in recent years, while WhatsApp and Instagram have seen significant growth.

In particular, Instagram's usage increased by 41.6 percentage points, with 53.8% of Portuguese using it in 2023, compared to only 12.2% in 2015 (Cardoso & Baldi, 2023). A recent study by the Marktest group indicates that Instagram has surpassed YouTube in video viewing and is used more frequently than other applications (Afonso, 2024). In Spain, alongside WhatsApp and BeReal, Instagram has secured a top position, and it is the platform where the largest number of influencers are followed, significantly ahead of YouTube, TikTok, and Facebook (IAB, 2024). It also stands out as one of the media with the greatest communication capacity and reach for disseminating images globally (Thomas et al., 2020). These data, among other factors, have motivated the selection of Instagram for this study.

1.1. Influencers on the Internet: Instagram

In Spain, 49% of the profiles followed by users belong to influencers, a percentage surpassed only by accounts of close contacts, which represent 95% (IAB, 2024). A 2020 study showed that Portuguese young people spent more than two hours a day on social media, with Instagram being the most used platform in the 15–24 age group, at 57.1% compared to 16% for Facebook (Marktest Group, 2020). These data for this age range align with global figures, with 517.7 million Instagram users aged between 18 and 24, constituting the largest user demographic (DataReportal, 2023).

In a 2023 report, the Marktest Group highlighted that 85% of young users follow public figures on social media. One year later, 87% of respondents reported Instagram as their preferred platform for following public figures. Additionally, its advertising reach is estimated to cover 65.6% of Portuguese internet users (Marktest Group, 2024; Kemp, 2024), underscoring the significant influence potential of Meta's platform.

Instagram (2024) was founded in 2010 by Kevin Systrom and Mike Krieger with the aim of sharing, editing, and appreciating photographs, popularizing its distinctive square format in homage to vintage instant cameras. Today, it supports the publication of various image formats that can be viewed, rated, shared, and commented on by users at any time. It offers a wide range of functionalities for applying filters and editing images, as well as creating multimodal texts using emojis, GIFs, hashtags, and music, shared both in the feed (the collection of permanent posts on each user's profile) and in stories (posts accessible to followers for only 24 hours). The content of stories can also be organized into highlighted folders to remain visible beyond this period. Generally, stories tend to have a more informal and

spontaneous character, while permanent content on the profile, such as photographs, images in the feed, or reels (video format), requires greater elaboration and care (Carpenter et al., 2020).

According to González-Carrión and Aguaded (2020), this predominantly visual social media platform is characterized by its ability to foster audience identification with the trends of leadership profiles. This engagement of followers with trend leaders thus gains significant relevance, as it quantifies the real and potential impact of a profile in this form of content transmission and consumption. As Alonso (2015) suggests, it measures the level of consumer engagement with a profile, whether it belongs to an influencer, a brand, an institution, or any other entity.

Being an influencer entails social recognition for developing a social media profile that has gained the ability to influence followers' decision-making when purchasing products. The attention that an influencer's profile receives enables collaborations with brands and companies in exchange for benefits or financial compensation (Fondevila-Gascón et al., 2020). Companies and brands invest in these profiles to reach broader audiences and convert them into potential customers. Influencers produce content for their audience by consuming and evaluating products and services. This represents a social and economic role that aligns with the characteristics of the "third wave" defined by Toffler (1992), in which the distinction between consumer and producer becomes blurred.

1.2. Instagram: a Challenge for Education

The educational challenges arising from the constant evolution and transformation of technologies and communication media demand rigorous reflection on the acquisition of media literacy, as highlighted by the authors of the Alfamed Curriculum (Aguaded et al., 2021). Likewise, institutions provide content and disseminate models, best practices, and reference frameworks to develop media literacy and integrate digital tools into teaching and learning processes (Grizzle et al., 2021; Redecker & Punie, 2017). Virtual environments are characterized by their ability to reach a large number of people instantly while allowing the use of pseudonyms or profiles not linked to an individual (Paccagnella & Vellar, 2016). On one hand, this represents a risk due to the impunity offered by anonymity; on the other, it provides a significant opportunity to create educational content without fear of scrutiny or external judgement.

In recent years, several authors have discussed the relationship between social media and education, offering various perspectives on their potential (Gutiérrez-Arenas & Ramírez-García, 2019; Pérez Alcalá et al., 2015; Pérez-Escoda & García-Ruiz, 2019). In 2018, Márquez and Lanzeni emphasized Instagram's pedagogical potential for developing informal skills, highlighting opportunities for exploring content and topics of interest, as well as managing one's own image. The educational use of Instagram is growing due to the reach of its profiles and its versatility. This is attributed to the ease of publishing in various formats, such as infographics, videos, images, and photographs, as well as the option to control content duration through stories or permanent posts (Domínguez-Martín, 2024). Its application enables the implementation of new methodologies to spark student interest through the creation of a virtual professional profile and an educational community. This represents an opportunity to connect and collaborate with peers, sharing interests and synergies, and developing profiles focused on educational dissemination to promote knowledge transfer (Ruiz-Domínguez & Ruiz-Domínguez, 2021).

A study conducted some years ago in the United States with adolescents and children aged 6 to 17 revealed that influencers were the primary role models for this population (puromarketing.com, 2018). Similarly, a more recent study highlights the dilemma posed by brands and companies accessing young people's preferences and tastes through their mobile devices and social media, mediated by the profiles they admire (puromarketing.com, 2025). This underscores the importance of identifying the most influential educational profiles to analyse the type of content they publish, as their influence impacts not only current society but also future generations in the short and medium term.

1.3. Languages, Education and Instagram

Understood as everyday digital communication spaces, social media constitute one of the environments where both native speakers and language learners practice their communicative and linguistic skills. Just as these platforms have shaped new ways of relating to our own image and that of others in the visual domain, they have posed a challenge in mastering various multimodal discourses produced, whether in a more colloquial register or in professional, academic, or entertainment contexts (Real

Academia Española, 2018). There is no doubt that the widespread use of instant messaging applications such as Messenger and WhatsApp has introduced new forms of communication, transforming everyday conversation into a hybrid discursive format between oral and written communication. Moreover, digital writing on social media is accompanied by other multimodal practices, such as those on Instagram or Facebook (Cassany, 2021; Hernando Velasco, 2019; Pérez-Sinusia & Cassany, 2018). This has necessitated reflection on these new communicative contexts and their pedagogical implications in language teaching, leveraging both the resources offered by platforms and the digital and media competencies of students (Novoa-Fernández, 2023).

Hernández-Ortega and Rovira-Collado (2022) conducted a thematic analysis of profiles related to the curricular aspects of Spanish language and literature teaching, highlighting their potential as supplementary learning materials. The teaching and learning of foreign languages is a field where pedagogical innovation through media and other technologies finds fertile ground. Several studies have explored the use of various social media platforms and language learning applications based on social media models, such as Duolingo or Busuu. Some emphasize the importance of distinguishing between informal learning, the pedagogical use of social media content in formal settings, and other hybrid contexts (Espejel & Concheiro, 2022; Novoa et al., 2017; Ojinaga, 2021). Social media are also used as tools for collaboration, proposing challenges, and sharing experiences among peers. In the field of teaching Spanish as a foreign language (ELE), hashtags such as #InstagramELE and #TwitterELE are well-known (Martín Bosque & Munday, 2014). However, there are few studies on influential profiles in this field within the Iberian context, making it crucial to analyse and critically assess how content curation related to language learning is conducted.

2. Objectives

This study builds on a previous investigation that analysed the main Spanish educational profiles on the social media platform Instagram (Domínguez-Martín, 2024). Building on this research, the aim is to update the information one year later and conduct a comparative analysis with analogous data from Portugal. The study delves deeper into this analysis by examining profiles focused on languages. The following objectives were established for this study:

- Objective 1: Select the 500 most influential Instagram accounts corresponding to the categories “education” and “Spain”.
- Objective 2: Select the 500 most influential Instagram accounts corresponding to the categories “education” and “Portugal”.
- Objective 3: From the sample of 1000 profiles, select those whose content meets the predefined inclusion and exclusion criteria.
- Objective 4: Identify and classify the type of content offered by the selected accounts.
- Objective 5: Conduct a comparative analysis of the results obtained for Spanish and Portuguese profiles concerning accounts focused on languages.

Initially, an information search was conducted to establish the inclusion and exclusion criteria that would define the sample to be analysed and compared. After determining the sample constituting the object of study, the selected profiles were investigated to gather information for their description, analysis, and discussion. This process was developed in different phases, as outlined in the following section.

3. Method

The StarNgage tool for creating rankings was selected to identify the profiles. StarNgage is defined as a platform that connects active or potential content creators with brands and companies, functioning as a sort of “content creator marketplace”. Although its primary purpose is to provide advertising reach data for influencer marketing, for this study, it provided information about the various profiles.

It should be noted that the tool selects profiles corresponding to the “country” and “education” categories based on what the creators themselves have indicated on their Instagram accounts, thus reflecting the self-selected definitions of each profile.

This research followed eight phases, detailed as follows:

- Phase 1: Selection of the parameters “education” and “Spain” on one hand, and “education” and “Portugal” on the other, in the StarNgage ranking tool.

- Phase 2: Selection of the 500 most-followed profiles from Portugal and the 500 most-followed profiles from Spain.
- Phase 3: Exclusion of profiles whose content is not accessible.
- Phase 4: Categorization of accounts based on the published content.
- Phase 5: Selection of the profiles under study: those whose content effectively corresponds to the education category with educational and/or pedagogical purposes.
- Phase 6: Selection of Portuguese and Spanish accounts whose content relates to languages (pedagogical content, teaching of native or foreign languages).
- Phase 7: Classification of the obtained results.
- Phase 8: Critical and comparative analysis of the results.

The search was conducted by filtering the influence theme ("education") and the country through a dual selection ("Portugal" and "Spain"). The top 500 accounts from each country's list were selected based on the criteria "education" and "Spain" or "education" and "Portugal". The sample was refined according to the study's objectives to obtain analysable profiles.

4. Results

The information was classified by assigning each of the 1000 analysed profiles (500 Spanish and 500 Portuguese) to one of the categories defined below (Table 1). From this classification, the study sample was obtained by considering profiles assigned to the categories "native language", "foreign language", and "education/training", while excluding those profiles classified under other content categories.

Table 1. Classification according to content broadcast by influencer.

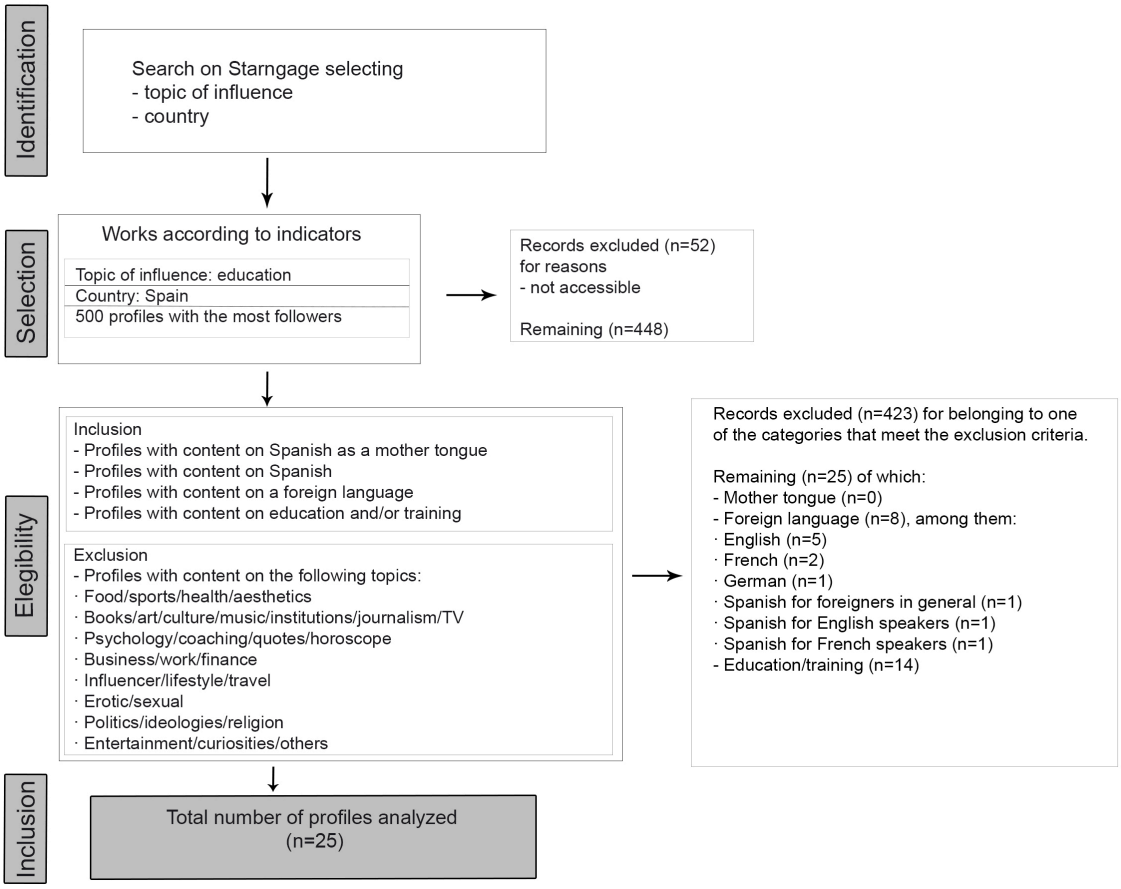
Variable	Included/excluded	Categories
Content broadcast by the influencer	Including	Native tongue
		Foreign language
		Education/training
	Excluded	Food/sports/health/aesthetics
		Books/art/culture/culture/music/institutions/journalism/TV
		Psychology/coaching/phrases/horoscopes/horoscopes
		Business/labour/finance
		Influencer/lifestyle/travel
		Erotic/sexual
		Politics/ideologies/religion
		Entertainment/curiosities/other

Source: Own elaboration, 2025.

In phases 1 and 2 of this study, accounts corresponding to the influence theme parameter "education" were selected, designated by the countries "Portugal" on one hand and "Spain" on the other. In phase 3, only accessible profiles were selected, as some profiles were private or inaccessible, resulting in a total of 881 users for analysis: 448 Spanish accounts and 433 Portuguese profiles. Following this initial exclusion, accounts related to the focus of interest (native language, foreign language, and, more broadly, education/training) were filtered, conducting the categorization for phases 4, 5, and 6. To this end, profiles belonging to the remaining categories listed in Table 1 were classified and excluded.

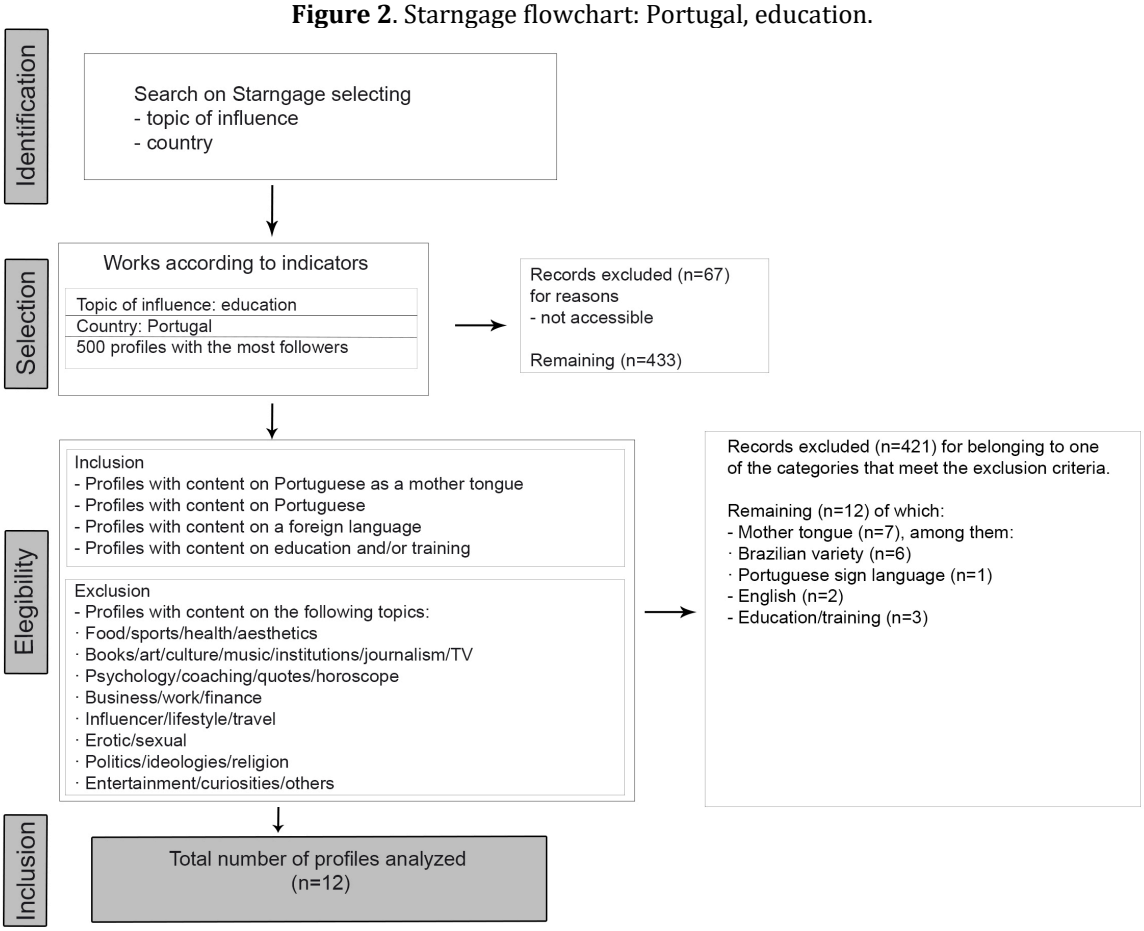
Ultimately, 37 profiles met the criteria to form the study sample: 12 Portuguese and 25 Spanish. The following figure presents a flowchart illustrating the inclusion and exclusion process of profiles based on the defined variables. For greater clarity, three figures have been created: one with data on Portuguese profiles (Figure 1), another with data on Spanish accounts (Figure 2), and a final one with information from both countries, constituting the total study sample (Figure 3).

Figure 1. Starngage flow chart: Spain, education.



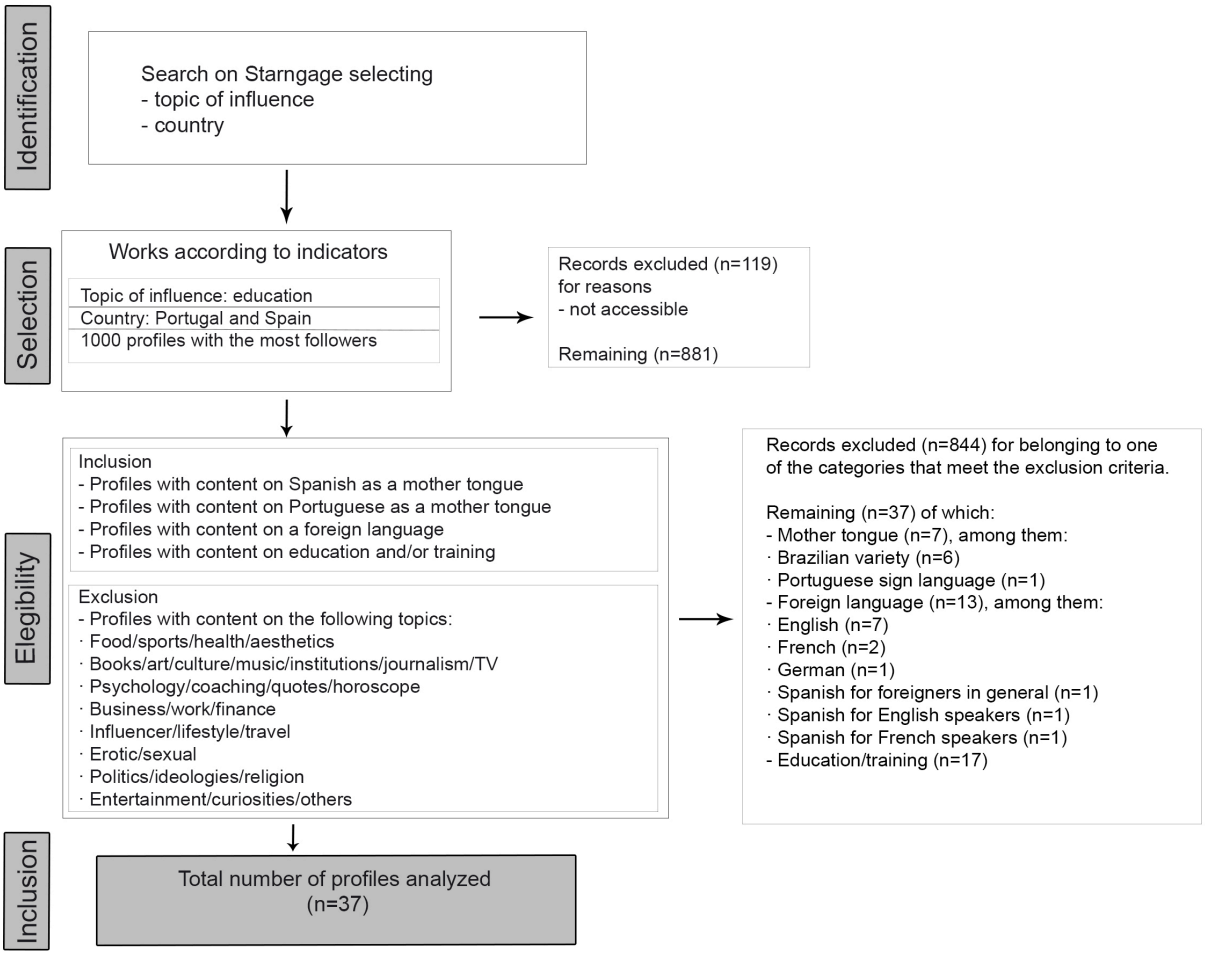
Source: Own elaboration, 2025.

Figure 2. Starngage flowchart: Portugal, education.



Source: Own elaboration, 2025.

Figure 3. Starngage flow chart: Portugal and Spain, education.



Source: Own elaboration, 2025.

As shown in Figure 3, the study was conducted on 37 profiles that met the inclusion criteria. The final phases will be elaborated in the subsequent sections, distinguishing between the results of the Portuguese and Spanish accounts for greater clarity.

For the classification, a distinction was made between "mother tongue" and "foreign language". The former applies to accounts focused on Spanish or Portuguese language learning for native speakers, while the latter pertains to accounts dedicated to foreign language teaching, including Spanish and Portuguese.

4.1. Data on Spanish profiles

Of the 448 profiles that make up the Spanish sample, 25 finally meet the selection criteria, which are in turn categorised as follows:

Table 2. Content broadcast by the *influencers* of the selected Spanish accounts.

Categories according to content		**n**	**% Spain**
Native tongue		/	/
Foreign language		**8**	32%
	English	5	20%
	French	2	8%
	German	1	4%
Spanish		**3**	12%
	Spanish for foreigners	1	4%
	Spanish for English	1	4%
	Spanish for French	1	4%
Education/training		**14**	56%
Total		**25**	100%

Source: Own elaboration, 2025.

It is particularly striking and noteworthy that, among the 500 accounts with the highest number of followers on Instagram in Spain that classify themselves under the category "education", there are none aimed at offering educational content on the Spanish language for native speakers; in fact, there are no accounts on specific subjects of the compulsory Spanish educational curriculum, such as Spanish Language and Literature. Nor have there been profiles of accounts on other official languages of Spain, such as Catalan or Galician.

On the other hand, we have found accounts dedicated to Spanish as a second or foreign language, aimed at a non-native audience: one is aimed at native students of any language, another focuses on English speakers, and a third is for French speakers. Thus, if we look at profiles dedicated to foreign languages, we find up to eight, most of them specialising in English.

Finally, we find 14 profiles that dedicate their content explicitly to education, offering resources, pedagogical information, or expanding data on the use of Artificial Intelligence.

4.2. Data on Portuguese Profiles

Of the 433 profiles that make up the Portuguese sample, 12 ultimately meet the selection criteria, which are categorised as follows:

Table 3. Content broadcast by the *influencers* of the selected Portuguese accounts.

Categories according to content		**n**	**% Portugal**
Mother tongue		**7**	58,3%
	Brazilian variety	6	50%
	Portuguese sign language	1	8,3%
Foreign language	English	**2**	16'7%
Education/training		**3**	25%
Total		**12**	100%

Source: Own elaboration, 2025.

In contrast to the Spanish case, the results differ significantly regarding languages. Firstly, the majority of profiles focus on disseminating content related to knowledge of the Portuguese language for native speakers. Secondly, notably, all profiles except one address the Brazilian variety, with the exception being a profile dedicated to Portuguese sign language. Additionally, two accounts focus on learning English, one managed by a Brazilian teacher and another by a Portuguese-origin teacher based in Brazil.

The findings for the education category are limited and varied. Firstly, one particularly curious profile belongs to a Portuguese primary school teacher. This account appears to fit within the lifestyle or influencer category, as it includes advertising for cosmetic brands, among other content. However, it also features videos dedicated to reflections on pedagogical issues and a section recommending children's literature. Another profile belongs to a Spanish teacher and candidate for Therapeutic Pedagogy, sharing classroom materials, notes, and recommendations, with careful attention to the aesthetics of the posts, suggesting it aligns with the studygrammer model (Izquierdo-Iranzo & Gallardo-Echenique, 2020). Lastly, a profile supporting students wishing to pursue higher education in Portugal is included.

4.3. Content Analysis Based on the Objectives

This research began with an initial sample of 1000 influential Instagram profiles in the "education" category in Spain and Portugal, based on data self-selected by the profiles. To ensure the most homogeneous analysis possible under initial conditions, these 1000 profiles were equally distributed between Portugal and Spain. This fulfilled objectives 1 and 2 outlined in this study. The third objective was achieved by excluding accounts that were inaccessible due to being private or non-existent. Thus, the initial sample of 1000 profiles was reduced to 881 (433 Portuguese and 448 Spanish), with a total of 119 accounts excluded.

The identification and classification of content types, as proposed by the fourth objective, represented one of the most exhaustive parts of this work, due to the need for agreement among the researchers when categorising highly diverse profiles using a common criterion to ensure the extracted information was valid and rigorous. Once this identification was completed, the selected profiles that aligned with the study's focus, namely education, were notably few relative to the initial sample. In fact, 84.4% of the analysed profiles were excluded during classification, as their content did not meet the

educational or language-related criteria. The final sample represents 3.7% of the starting point: 1.2% of the profiles are Portuguese, and 2.5% are Spanish.

Regarding the content of the accounts, a clear difference is observed between the two countries. On the one hand, in Spain, no profiles were found dedicated to the Spanish language, that is, promoting its knowledge among native speakers. In contrast, in Portugal, the majority of profiles focus on Portuguese for native speakers, with a notable caveat: they use the Brazilian variety. Generally, these profiles offer prescriptive content, with videos or infographics on linguistic norms, targeting individuals preparing for official exams, such as university entrance tests (ENEM). It is noteworthy that, in the Portuguese case, a relatively marginalised system like Portuguese sign language is included, which is significant as it leverages Instagram's predominantly visual medium. On the other hand, in Spain, the variety of accounts dedicated to foreign language teaching, predominantly English, highlights a focus on learning the world's most studied language. Consistent with the influencer ecosystem, which quantifies its magnitude through follower counts, the languages identified in our search also rank among the top in terms of speaker numbers and economic value.

Overall, Portuguese accounts genuinely dedicated to education/training represent less than 10% of the total selected under the "education" criterion. In contrast, Spanish profiles reach nearly 40%, with up to 14 accounts out of the 37 comprising the total sample. Furthermore, it can be stated that, of the total sample (N=37), 67.6% are Spanish, but none are dedicated to the mother tongue. Meanwhile, of the 12 Portuguese profiles, representing 32.4% of the sample, 18.9% share content about Brazilian Portuguese.

Table 4. Content broadcast by the *influencers* of the selected Portuguese and Spanish accounts.

Categories according to content	N Spain	N Portugal	% Spain	%Portugal
Native tongue	/	7	/	18,9%
Foreign language	8	2	21,6%	5,4%
Spanish for foreigners	3	/	8,1%	/
Education/training	14	3	37,8%	8,1%
Total by country	**25**	**12**	**67,6%**	**32,4%**
Total study sample	**37**		**100%**	

Source: Own elaboration, 2025.

The content filtering process yielded information that could be of interest for future studies, such as the significant percentage of profiles—26% of the 500 Spanish profiles and 36.6% of the Portuguese profiles—classified as "Influencer/lifestyle/travel". It is important to note that StarNgage classifies profiles by country based on the information provided by the profile user. This is relevant due to the considerable number of profiles where a discrepancy was observed. For example, many profiles classified as Portuguese, according to this criterion, appear to belong to Brazilians residing in their country of origin upon content analysis.

It is also a particularly striking and concerning finding that, after filtering the sample to meet the educational criterion, up to five Spanish accounts were categorised as "Erotic/sexual" due to the type of content they publish.

5. Conclusions

5.1 Discussion and Conclusions

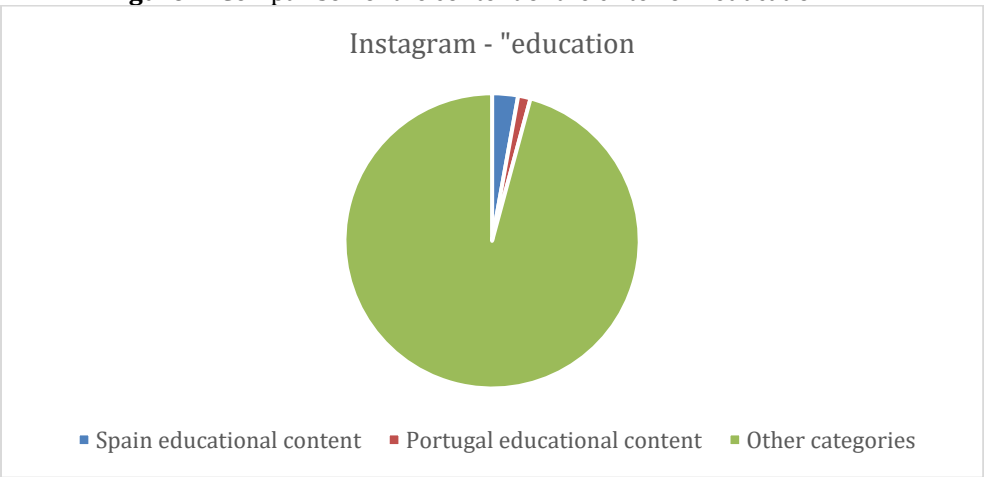
This research began with the selection of the 1000 most influential Instagram profiles under the theme "education" and the locations "Spain" and "Portugal", with 500 profiles corresponding to each country. One of the most interesting conclusions drawn from the analysis is that the information provided by the accounts regarding their theme is inaccurate in a vast majority of cases. This was verified by the small number of profiles—only 37—that actually publish content related to education. The same applies to the geographical criterion, with the Portuguese case being particularly striking, as we believe only two profiles are based in Portugal, while the majority belong to Brazilians. This is noteworthy given that the location criterion specified Portugal. One possible hypothesis could be the competitiveness of rankings based on theme or location; that is, it may be easier to achieve a high influencer ranking by competing with Portuguese profiles rather than Brazilian ones, due to population density and country size.

Furthermore, this study built on previous research that highlighted the need to expand the sample to enhance understanding of the research object. Accordingly, the Spanish sample was updated, and an equal number of profiles located in Portugal were selected to conduct a comparative study. Additionally, the focus was expanded to include languages, broadening the "education" criterion.

After completing the initial phases of the study and excluding profiles, the notably low number of genuinely educational profiles identified is particularly striking, especially since one would expect different results when selecting the "education" criterion, given that profile creators self-identify as such. The following figure graphically represents this result.

Thus, it can be observed that the profiles with explicitly educational content, resulting from applying the StarNgage criterion and the "education/training" classification category, are twice as numerous in Spain (25 accounts) as in Portugal (12 accounts). In any case, these figures are particularly low compared to the total selected sample (881 profiles).

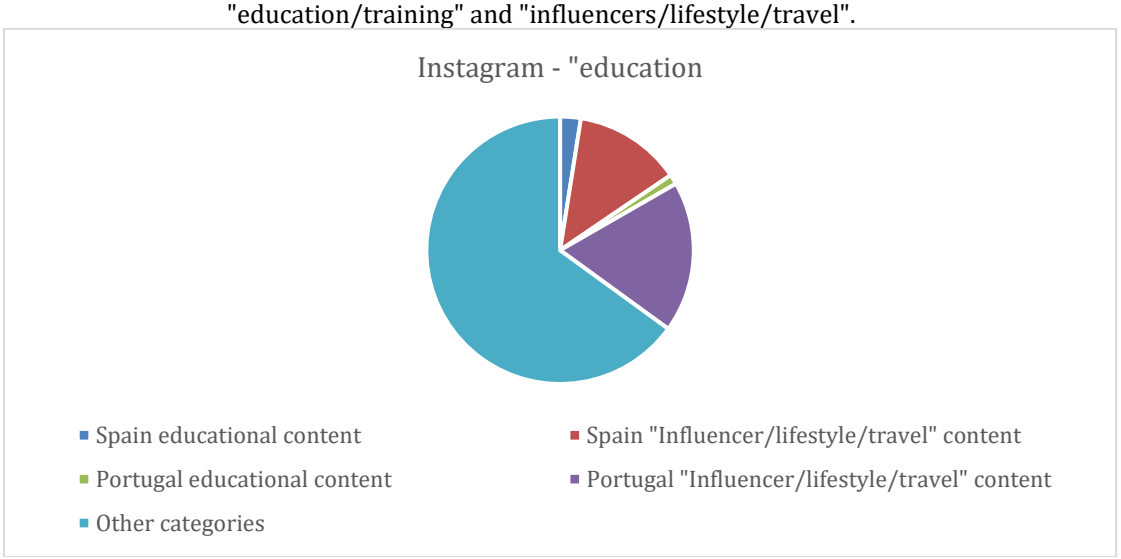
Figure 4. Comparison of the content of the criterion "education".



Source: Own elaboration, 2025.

Another figure is included to illustrate the scale of the findings. Based on the "education" criterion in the platform used, a comparison is now added with profiles classified as "influencers/lifestyle/travel", as this is the most represented category in terms of the number of accounts. The data from Portugal surpass those from Spain, with 195 Portuguese accounts compared to 155 Spanish accounts, out of the 881 profiles studied.

Figure 5. Portugal-Spain comparison of content in the categories "education/training" and "education/training".
"education/training" and "influencers/lifestyle/travel".



Source: Own elaboration, 2025.

As can be seen in the graph, educational accounts are relegated to a significantly lower percentage compared to other categories, which is particularly notable in comparison with the "influencer/lifestyle/travel" category, referring to profiles whose social recognition is limited to their activity on social media and which are unrelated to pedagogical content. It should be noted that, in other categories, some accounts were found whose content could be considered formative or pedagogical, as they offer advice or even short courses on specific topics or professions. Nevertheless, it is worth mentioning that, although we used a tool designed for marketing data collection with limitations stemming from that purpose, it has provided interesting results for our study, which would be valuable to compare using a similar tool designed specifically for education.

Taking the above into account, the main conclusions of this study are summarized as follows:

- The number of profiles with genuinely educational content, in both Portugal and Spain, is significantly lower than initially established.
- Discrepancies are also observed between the geographical location selected in the profile descriptions and the actual location from which content is published.
- This confirms the need, as noted in the previous study, to control the establishment of indicators in the tool, such as, in this case, "theme of influence" and "country".
- Accounts related to "education" concerning language knowledge for native speakers are non-existent in Spain and, in Portugal, refer only to the Brazilian variety.

As a general conclusion, it can be stated that the use of Instagram for pedagogical purposes is increasing, owing to the reach of this social media platform and its versatility for delivering content, although a curation of content based on more educational parameters, rather than marketing ones, would be necessary.

5.2 Limitations and Future Directions

One of the main limitations affecting this study is the quantitative results themselves after filtering the initial sample. However, we started with the premise that the final sample would not be highly significant, in line with the findings of the previous study.

The absence of any accounts specifically dedicated to the defined search criteria, particularly those focused on the Spanish language or European Portuguese, indicates how trends on social media are shaped by a complex set of factors that warrant more detailed and in-depth observation. It would be necessary to analyse whether this result stems from biases in the tool or from a lower level of interest among followers and influencers in these topics. This leads us to propose future actions aimed at studying the visibility given to languages on social media, including their various varieties and manifestations. Additionally, where applicable, educational initiatives could be developed to link language use with social media engagement.

One of the future directions to be pursued is reverse searching, focusing on known profiles that produce high-quality language-related content and investigating their position in influencer rankings. Along the same lines, it would be highly valuable to apply a variety of resources to extract information, enabling triangulation of the criteria used and their correspondence with observed reality. This arises specifically from the issue encountered regarding inconsistencies in the location criterion.

The internet has become one of the most common means of communication and interaction, facilitating connections and breaking down barriers of space and time. Platforms such as Instagram allow anyone to create a profile with content that can be public or private, aimed at large audiences or small groups, and serving personal, academic, commercial, or other purposes. Consequently, it seems relevant for education to develop tools for content curation to avoid confusion caused by associating non-pedagogical content with the educational field. Accessing the internet and social media opens up a range of communicative and pedagogical possibilities that should be harnessed for the benefit of society.

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