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## The Impact of Instagram on the Students' Speaking Skill: The case of Third year English Students at the University of Ibn Khaldoun Tiaret

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**Dedications**

This work is dedicated:

To my beloved mother, my inspiration in life. I would never be where I am today without her care and support,

Special thanks goes to my dearest father who has devoted his life to see me succeed and who has always encouraged me, believed in me, and never gave up on me,

To my sweetheart brother and my lovely sisters for their care and encouragement,

To my darling ''Asia'', who is like a beautiful flower that has bloomed in my life .It's been a long road of late nights and long mornings, but we made it,

To every person I share love and respect with.

Ait Hamou Rania

Every challenging work needs self-efforts as well as guidance of elders, especially those who are very close to our hearts,

With my deepest gratitude and warmest affection, I dedicate this modest work to my mother, a strong and gentle soul who taught me to trust Allah. Indeed, she is the light of my life and my sunshine,

To my father, the person who never stopped boosting me to success, who led me through the valley of darkness with light of hope and support,

To my dear brothers, Khaled, Bahaa, and my beloved sister Khouloud. who paved the way to my dream with endless love and encouragement,

To all my family members for their support,

Special dedication to my sweetheart, my soul mate: Rania, whom I feel so lucky for having in my life.

Belabiod Asia

**Acknowledgments**

**Abstract**

The growing use of social media in all aspects of life has led to its incorporation into the educational context. As social media has a considerable potential for enhancing both teaching and learning experiences .This research is a linguistic investigation of the impact of Instagram on students' speaking skill, its use as a tool to enhance the students speaking, and how it can be applied to serve that purpose. In order to fulfil this study, a mixed methodology approach has been used as a way to collect both quantitative and qualitative data. The main hypothesis adopted in this research study is that the effective use of Instagram can help the students to improve their speaking skill. The study was composed of three major chapters .It first begins with a theoretical framework that is a general overview about Instagram use for learning and its role in enhancing students speaking skill .Then, we analyse the data that was collected by using a questionnaire which was administrated to 50 students of third year at the department of English at Ibn Khaldoun University. Through the analysis of the results of the questionnaire, we are going to find out whether students consider Instagram as an effective tool to enhance their speaking or not.

**Key words**: Instagram, students of Ibn Khldoun, speaking skill, social media, tool

**List of abbreviations**

EFL: English as a foreign language

APP: Application

SAMR: substitution, augmentation, modification, redefinition

IOS: I phone operating System (Apple)

MALL: Mobile-Assisted Language Learning

SNSs: Social Networking Sites

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# General Introduction

English language has evolved into a global language over the last decades that is spoken almost everywhere in a variety of ways. It is the language of technology, science, politics, and education. As a result, a strong emphasis on learning English speaking is essential, because it is a crucial component of the language

Nowadays, technology is playing a vital role in education which facilitates learning and creates numerous opportunities for the learners through its unlimited offerings. English learners prefer using social media tools to communicate with others, such as Instagram to improve their speaking skill. In addition, In order to meet the demands of present-day students, social media has become a part of the classroom environment to improve language learning and it may be argued that Instagram put students in a rapid constructive environment.

This research seeks to achieve a number of objectives .The main aim of this study is to shed light on the impact of Instagram on student's speaking skill. It aims mainly to determine to what extent Instagram can influence the improvement of learner's speaking skill. Besides, finding the learner's attitudes towards the use of Instagram as a teaching and learning tool.

The research is conducted by using the questionnaire as a tool to gather data .The sample is the third year students at Ibn Khaldoun University of Tiaret, which consisted mainly of 50 students. This research study tries to answer on the following questions: What impact does the use of Instagram has on students speaking skill? Can Instagram be used as a learning tool to enhance learners speaking skill? How can Instagram contribute in developing speaking? For the sake of the research, we can hypothesize; the effective use of Instagram can help the students to improve their speaking skill.

This research work is divided into three chapters: the first chapter, which is the literature review, provides a theoretical background to the different parts that are linked to the research topic, it provides the reader with a brief background of social media, it first introduces the term Instagram by giving its definition and explaining its history, and its usefulness in learning. In addition, the researchers provide a general overview of speaking process. After that, the researchers shed light on the use of Instagram as a learning tool besides its use at university.

The second chapter is devoted to the practical part of this research, it is made up of two sections; the first part displays a detailed description of the sample and the research tool. Next, the second part provides an analysis of the data collected from the questionnaire.

Lastly, the third chapter is about the findings of this research in which the research questions were answered, also we will suggest some recommendations on how to make use of Instagram to enhance the speaking skill.

# *CHAPTER ONE:*

# *THE LITERATURE REVIEW*

**1. Introduction**

Social media nowadays is no longer regarded only as a tool which connects the world together, it is also implemented in learning. Due to its popularity among students, they can connect with native speakers and academic teachers as well as acquiring new knowledge. Among the social media platforms, Instagram is a free online photo-sharing application, its simplicity use has helped it gain widespread acceptance. Therefore, it can become as a great educational tool that makes the learning experience unique and fun .In addition, students can be creative and post their daily activities.

This present chapter is a general overview of the major concepts related to the study. First, social media definition is provided with its use. Then, the researchers introduce Instagram by initially giving a precise outlook of it as well as providing its history, use and some crucial features.

Then, we address some previous related studies for the reason that various researchers were attracted by Instagram. Next, we shed light on Instagram and communication. Therefore, we review Instagram in learning and its impact where Instagram seems to be a perfect tool to support learning English. Then, we tackle the definition of the speaking skill and its importance, as well as providing its kinds and components.

After that, we define language providing some of its functions. Next, speaking is the most important skill in communication; even though students learn the language for many years, it is difficult for them to speak most of the time. Hence, Instagram can be used as a social media for enhancing speaking if it is used appropriately. In this regard, we tackle the use of Instagram both in speaking and at university. Finally, we discuss the SAMR framework which was created by Puentedura in 2014 that provides pedagogical insights about how technology should be used in the class.

## 1.1. Definition of social media

Social media is an internet based form of communication that connects people with each other and helps them to share their ideas and develop their interests. Various definitions were given to the concept of social media by different scholars. According to Kaplan & Heinlein (2010), "Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content"(p.61).In addition, Martin (2008) and Lusk (2010) share the same perception about social media, according to them social media permits individuals to communicate and share photos and videos by means of Facebook, Skype, Blogs, Myspace, LinkedIn, Yahoo Messenger, WhatsApp and Twitter.

## 1.2. The use of social media

The popularity and spread of online social media have opened a new era of communication. More than a billion users are connected all across the world to produce, develop, and contribute their wisdom and knowledge (Othman, Apandi, & Ngah, 2016). According to Berstrom & Backman (2013), in today's society, social media plays an important role at both the individual and organizational levels. Communication technologies have become a central tool in personal lifestyles and organizational operations due to their rapid expansion (e.g., the Internet and Smartphone). As stated by Andres (2013), Social networking sites, such as Facebook, Instagram and Twitter, are known everywhere, and have been utilized for various purposes. In addition, people's interactions with one another and how they do things have gradually evolved as communication processes have progressed (Baisa & Thoyib, 2012).

Besides, Making contacts and communicating with others have grown easier thanks to the use of social networking platforms (Bergstrom & Backman, 2013). This is because social networking focuses on forming and maintaining relationships, allowing people to connect in a successful manner (Boyd & Ellison, 2007). Therefore, Because of the rapid growth of technology, social media and communication devices continue to grow at an exponential rate. As a result, social networking has become a popular mode of communication in today's culture (Ting, Ming, Run, Choo, 2015)

In the same regard, social media is relatively replacing the traditional practices of learning to meet the needs of the new generations in the era of technology. It allows students

to access a large   variety of learning practices for free .So, social media has enough capacity to be a good official learning tool that meets the educational environment and promotes learners critical thinking (Mason, 2006).

## 2. An overview of Instagram

Instagram is among one of the social media platforms that was launched on October 6, 2010. In which its users can share pictures and videos .Starting from mid-2013 Instagram's services expanded to sharing 15-second video. Since that time, the number of people used Instagram increased rapidly (Handayani, 2016) .In addition, Instagram is estimated to have 1.074 billion users worldwide in 2021 (eMarketer, 2020). That's a big milestone for the photo-sharing network. This is 73.5 million more than its number of users in 2020, which crossed the one-billion mark for the very first time. Experts had previously expected to hit this milestone in 2024. Incidentally, Instagram also registered a big 22.9 percent increase in the number of users in 2020. Analysts attribute a big part of this massive growth to the corona virus pandemic, which drove users to sign up for Instagram.  It is a social network that allows users to share and edit both Photos and Instagram videos, used mainly by teens, Instagram continues to grow as one of the Most popular social Media platforms , and the data tells us that it's not going to change anytime soon(Mohsin ,2021).Instagram is growing fast and this can be seen through statistics as shared on Instagrams' website, in two months after its launch, Instagram reached a million users, and in less than a year, 150 million photographs were uploaded to Instagram. It currently has 200 million active users; a bank of 20 billion photographs with an average of 60 million photos a day and an average of 1.6 billion likes a day (Al Ali 2014).Moreover, according to Statists (2017), Instagram reached 800 million active users monthly. Besides, Instagram users have shared over 40 billion photos to date and share an average of 95 million photos and videos per day (Parker, 2016). The user profile is quite young as 90 percent of the Instagram users are under the age35 (Bagadiya, 2017).

Here's Instagram first public blog post (posted to Instagram.com2011), it was taken from post builder (2022):

**First Three months in photos**

We launched Instagram three months ago, and in that time members of the community have shared millions of moments with us through their photos .as we prepare for the New Year .we wanted to put together a collection of photos that tells of Instagram's first three months

Through your photos, we went on the road with one of our favorite bands (@ntnl) and watched the san Francisco Giants win the World Series (while we were in our office just down the street from the ball park working on Instagram!).photos have been snapped all around the world .In Paris @Paris lemon took the first-ever Instagram shot of the Mona Lisa ;in Scotland @christopherhowell hold the first-ever Instagram art exhibition ;and off the coast of Mexico ,the acclaimed illusionist  David Blaine(@Blaine) shared a shot of himself reaching out to  pet a great  a Great White .

As a company, we grow from 2 to 4 people and moved into a new office in San Francisco's south park neighborhood. We were ecstatic to see Instagram featured in the App Store and to welcome over a million users to our community. We even spotted an Instagram photo gracing the front-page of the Wall Street journal.

Thanks again to each and every member of the Instagram community who has made the app what it is today. Here's to many more years of sharing small moments of life through gorgeous mobile photos.

By josh on Fri, jan.7, 2011 at 3:30 p.m.

## 2.1. History of Instagram

Instagram was launched on the 6th of October, 2010, and its popularity grew almost immediately. It quickly rose to become the most popular photography app following the launch, gaining 100,000 users in one week and reaching 1 million users within two months. Later, in 2012, it was purchased by Facebook for 1 billion dollars. Currently, it has more than 600 million active users, and the number is still steadily growing (idris,2021 ).Instagram was started in San Francisco by Kevin Systrom and Mike Krieger, who initially tried creating a platform similar to Foursquare but then turned their attention exclusively to photo sharing. The word Instagram is an amalgam of "instant camera" and "telegram (Holak, 2017). Instagram announced it had already reached one million members after only two months in operation! Less than year later, More than 150 photos had been   uploaded to the site. By 2011 the site had grown to include 10 million users, and apple named Instagram the iPhone app of

the year, in august 2012, Facebook acquired Instagram with a $1 billion offer in cash and stock. Ever since, Interest in Instagram had continued to flourish, especially among businesses. Research from the social media analytics firm simply measured revealed that the top brands interaction with customers through the site increased by 500 percent in the first 10 months following the acquisition (landsverk, 2014).

Here's what Instagram's about page looks like in 2010. It was taken from post builder (2022):

**ABOUT US**

When we were kids we loved playing around with cameras...we loved how all the old Polaroid cameras marketed themselves as "instant "(something we take for granted today).We also felt that the snapshots people were taking were kind of like telegrams in that they got sent over the wire to others—so we figured why not combine the two ?

Instagram came from that inspiration – could we make sharing your life as instant and magic as those first Polaroid pictures must have felt? Our first product is Instagram for I Phone, and we're just getting started .If you are interested, Why not join our team?

The Team

**Kevin System (CEO)**

Kevin graduated from Stanford University in 2006 with a BS in Management Science &Engineering – he got his first taste of the startup world when he was an intern at Odeo that later became Twitter .He spent two years at Google – the first of which was working on Gmail ,Google Reader ,and other products and the latter where he worked on the Corporate Development team  Kevin has always had a passion for social products that enable people to communicate more easily ,and combined with his passion for photography is a natural fit .

**Mike Krieger**

Mike also graduated from Stanford University where he studied Symbolic with a focus in Human-Computer Interaction .During his undergrad ,he

interned at Microsoft's PowerPoint team as a PM and at Foxmarks(now Xmarks )as a software developer .He wrote his master's thesis on how user interfaces can better support collaboration on a large scale .After graduating ,he worked at Meebo for a year and a half as a user experience designer and as a front – end engineer before joining the Instagram team doing design & development .

Edit Account

About us – Blog – FAQ- Support -Jobs

## 2.2 How to use Instagram

First, download the Instagram application from the Google Play Store or the App Store if you use the iOS device. After downloading now run the application on your mobile. Register an account first using a valid email or if you want an easier one you can log in using a Facebook account. Click the Facebook login, and then when a popup window appears please enter your Facebook email and password. When you enter successfully, complete your profile first. Tap the rightmost menu, then tap edit your profile and complete your information there. Next look for new friends, still the menu has a magnifying glass icon then type the name of the user you want to find, for examples @gurukumr. After that, click on the profile of the user if you want to make friends, and then tap follow to become their followers. Finally, if you want to post or share photos and videos you can tap the camera icon located in the middle of the menu then select one of the three options, gallery, photos or videos (Wulandari, 2019).

## 2.3 The features of Instagram:

A lot of activities can be done by using Instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, Instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips, 2013). Whereas, Handayani (2016) criticizes that Instagram has several specific features that users commonly use. The possibility can be described as follows. First, there's the Instagram profile interface, which shows details about the user's profile. Includes the user's bio, original profile picture, number of posts, and number of subscriptions. Users can use the "+follow"

option to follow other users and stay up to date on their material. Second, the content of the profile can be viewed by scrolling down the page. All of the profile images will be shown together for the viewer. The user can click on the photo for a more detailed view. The chosen photo is prominently featured. Third, the navigation tool: There are five icons at the bottom of each page on the Instagram screen: Home, Explore, Posts, Notifications, and User profile. Instagram's primary navigation tool is this (Tarigan, Sawalmeh & Stevani, 2021).

**2.4. Review of previous related research findings**

The use of social media and Instagram has attracted many researchers to involve students in learning. For example, Talip Gulunal(2019) investigated the use of Instagram as mobile assisted language learning tool. The results showed that Instagram has the potential to help ELLs to improve language skills in general, and vocabulary and communication skills in particular, overall, the study indicated that social networking platforms and MALL applications can be used as an effective mobile language learning tool. In another study conducted by Pramudana, Ihsan & Eryna Rista Aulia(2020),about the use of Instagram as a medium of promoting English speaking, This research was conducted using data collection methods through Google forms. The results showed that Instagram provided effects and benefits to students; they stated that Instagram is the right medium for promoting English speaking skills. An experimental study conducted by Ali Erarslan(2019), Instagram as educational platform for EFL learners, the findings revealed that Instagram can be used to enhance learning of English supplementary to formal teaching by exposing the students to language while they are using this platform as part of their every day practices. In addition to another study conducted by Ali Hilman (2019), This study investigates the effects of Instagram on students'' descriptive text writing of Islamic Senior High School students as well as to find out their perceptions of using Instagram for learning descriptive text writing. The results concluded that students responded that they had positive perception of using Instagram in their descriptive text writing .Moreover, a study investigated by Mbodila, Ndebele, and Muhandji (2014), about the effect of Facebook on student engagement and collaboration. The findings of the study revealed that Facebook helped the students to interact with other students and lecturers. However ,a study conducted by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have significantly lower grade point averages (GPAs) than those who do not. It was also stated that Facebook is distracting mostly current generation than other applications.

**3. Instagram and communication**

The growth in popularity of social media platforms have been driven by greater internet connectivity combined with the emergence of smart phones in recent years. As a result, more researchers are focusing on computer-mediated communication (Herring, 2007).Instagram is a mobile application that concentrates on photo sharing, unlike other social networking sites. Simply take a photo, apply a filter, write a caption, and share it to one's social media sites. The video option was added more recently, allowing users to publish short videos of up to 15 seconds (McGarry, 2013).Instagram, like Twitter, allows users to follow other users' Instagram profiles. When a user submits a photo or video, it will appear in the Instagram feeds of their followers. By double-tapping on the photo, followers can opt to write comments or like the post. The user who shared the photo would then get updates about who liked or commented on it (Qing, 2014).

As mentioned by Kohl (2014), Instagram communication is aesthetically de-contextualized. Despite this, non-verbal cues, like verbal cues, are widely used. Non-verbal cues are those that do not involve linguistic properties. Verbal cues are those that are employed in communication but do not involve linguistic features. Instagram users can add captions to their photos to explain what they're doing or to express their feelings. These are used to provide verbal cues. Instagram users can also like the posts of other users. When someone likes another person's post, it sends a nonverbal communication that can be interpreted in a variety of ways. Like on Facebook, liking a post on Instagram might be seen as a sign of approval, sympathy, or simply a desire to join in (Kohl, 2014).

While both Instagram and text are visually de-contextualized, their dependence on verbal and nonverbal communication cues differs. Text is more dependent on verbal messages; however it does include diagrams, pictures, colors, and typefaces on occasion (Crystal, 2006). Despite the fact that speech is delivered face-to-face (Crystal, 2006), it contains extra linguistic signs similar to those seen on Instagram. Facial expressions and gestures are critical in both types of communication for expressing a message (Khan, 2007). Speech, on the other hand, frequently includes extra linguistic clues that are not available in Instagram, for example, eye contact and even smell are used as communicating cues, but not in Instagram. Furthermore, being visually de-contextualized suggests that deictic expressions are less common used in Instagram as compared to in speech (Qing, 2014).

**3.1. Instagram speaking climate**

Social media may help users to communicate and share information with others. Instagram is a popular social media platform for sharing images, videos, and direct messages with others. Instagram's prominence may make it a valuable medium for improving English abilities, the ability to communicate in English is defined as the ability to understand, create, and produce the information delivered in English (Tirani.n.d). Instagram has many activities to develop English language skills. First, photo inspiration in which students can give their responses to the photos that have been uploaded. Mansor and Rahim (2017) explained that commenting on post is an activity on Instagram that can develop students' English skills. Students can fill in the comments part their opinions and responses about the uploaded photos (Tirani.n.d).

Second, Instagram's video features allow users to create videos. Making short videos to identify themselves is a linguistic activity that may be implemented via Instagram, according to Akhiar, Mydin, and Kasuma (2017). Videos can also be varied in subjects, such as videos on food, proper pronunciation, and videos with English music. Hence, students can improve their English skills by watching videos. Instagram's video function is one of the most interesting. In which they can listen and watch English-language videos for an unlimited amount of time. According to Akhiar, Mydin and Kasuma (2017), watching videosis alanguage learning activity through Instagram where students can listen to thecorrect pronunciation while watching English videos. According to Azlan, Zakaria, &Yunus (2019), Instagram helps students in developing their pronunciation. Some English account on Instagram show and share how to pronounce well (Tirani.n.d).

Discussion is the other activity. Giving or responding to comments on Instagram can be used to start a conversation. The discussion, according to Akhiar, Mydin, and Kasuma (2017), is a language activity that can be done anywhere. Instagram was used to implement it. Students can use Instagram to have discussions. When a post is published, it can be discussed. Students can discuss many topics, read the posts, and talk about them with others (Tirani.n.d).

Moreover, one of the things that students can use to improve their speaking is presentation. Instagram can be used to create a personal speech presentation with live video activities (Akhiar, Mydin, &Kasuma, 2017). Instagram has a feature called Live. Users would film themselves and post the video live to other Instagram users. Other Instagram users can comment on students who use the live feature, so students can answer or respond verbally

there are two types of skills that must be taught when studying English. According to Aydoan and Akbarov (2014), there are two types of abilities that must be achieved when learning a language: macro skills and micro skills. Both skills have different kinds of concepts there are four core language skills that make up macro skills. Listening, speaking, reading, and writing are the four basic language skills, according to Aydoan and Akbarov (2014), while Pronunciation, spelling, grammar, and vocabulary are examples of micro skills (Tirani.n.d).

At the moment, vlogging activity is gaining popularity in all over the world, its activity involves users to record video or themselves to communicate information on a certain topic, and then upload it on a video hosting platform, such as YouTube or Instagram (GAO, Tian, Huang, & Yang, 2010). As one of video hosting platforms, Instagram can upload 1-minute video length to profile feed. Previously, Instagram can only accommodate 15-second videos, but as it keeps innovating, they extend the length of the video to enable users to communicate their message to their audiences (GAO, Tian, Huang, & Yang, 2010).In Socio cultural theory, Vygotsky (1978) proposed two types of stimulus to enhance knowledge acquisition, namely meditational effect and Zone of Proximal Development (ZPD). The former has a relation with learners' interaction with their environment which can shape new forms of knowledge and concepts (Warchauer, 2005).

Meanwhile, the latter is characterized with individual ability to develop their reflective and problem solving ability through the interaction with peers (Vygotsky, 1978). Therefore, Instagram vlogs creates an environment for learners to interact with others and at the same time allows them to experiment the media which is closed to their daily lives, vanishing the anxiety of being assessed and developing self-achievement. This approach provides them the chance to explore new form of self-expression while sharing their oral production to fellow learners in order to improve their speaking proficiency (Wulandari, 2019).

**3.2 The impact of Instagram**

Boyd (2014) stated that social media is a web based and a set of mobile technologies which is used to interact chat, to share information, and to hang out as the communication's objective such as ; Facebook, Twitter, Snapchat , Pinterest, and Instagram , that are common platforms used by learners. The most popular one is Instagram. There are several studies related to the implementation of Instagram in teaching speaking. Hape (2018) states in her research that there is a significant effect on her students after using Instagram. She says that 13 students of her subjects have a good post-test score. All aspects of speaking are increased especially vocabulary. In addition to a research by Azlan, Zakaria, &Yunus (2019) about developing speaking skill and increasing motivation via Instagram by integrating task-based learning found that Instagram motivates and boosts their students' interests to practice speaking in English. Besides a study conducted by yahia rahmouni about the effect of using on eleventh grade student's speaking skill senior high school students had a good competence in practicing speaking skill through Instagram. The findings showed that what Azlan, et al (2019) implemented to students in Malaysia and what Hape, N.M (2018) implemented to Paredise English Course might be applied to Indonesia's students. In addition, the use of Instagram was applicable in SMAN 1 Gresik as a formal school. Besides , Data from Data Report (2019) reveals that Indonesia is in the top five countries which most frequently use Instagram along with other countries such as the United States, Brazil, Russia, and United Kingdom. In addition, Solomon ( college students on the network seems 2013), the extent of engagement of to be higher. It has been reported that teenager stand to spend hours accessing it (Handayani, 2017). Furthermore, Hape (2018); Handayani (2016); and Listiani (2016) agreed that Instagram could be an effective tool in teaching speaking. It is facilitating with video and can be watched by many people. In utilizing social media Instagram as online media learning for students constitute as knife which has two eyes, where students can utilize in smart way that contains a positive impact or just utilize the toll as social media. Instagram here have an advantages and disadvantages that user will feel, there are:

**3.3Advantages**

Instagram seems to be a perfect tool to support learning English for many reasons. First, it provides a wealth contextualized visual data that can be used in language classrooms. Second, using Instagram outside the class can help students form a socially connected community, as the app allows students to communicate and associate with one another outside of the classroom. Next, Instagram is a widely used social media that platform that young learners have been almost completely immersed in and acclimated to ,including it in their learning process can be viewed as a way of applying concepts taught in class in a real world setting .

Finally, Instagram's simplicity of use and availability on most commonly used platforms make it more appealing to explore using it in a language school .According to Rusman: using the internet or Instagram as an online media learning tool offers various benefits. Firstly, it is possible for the distribution of education to all corners of the country and unlimited tapping capacity because it does not require classrooms. Secondly; it has an available access around the globe, 21.Next, the learning process does not have the same time constraints as traditional face to face learning. In addition, students can select topics or teaching materials based on their personal preferences and needs. Besides, the duration of study also depends on each ability, in addition to the accuracy and current learning material. Finally, Learning can be done interactively, so that it attracts students; and allows interested parties (parents of students and teachers) to be able to participate in the success of the learning process by checking tasks done by students online (wulandari, 2019).

**3.4 Disadvantages**

In this situation, using the internet or Instagram as online learning tool has the following disadvantages. First, spending a lot of internet data. Second, Lack of real social life aspects. Third, depending on learning motivation's independence, besides human communication is immediately irreplaceable. Finally, the internet network is not available in every location (Wulandari, 2019).

**4. Definition of language:**

Language is more than a collection of sounds or words with meaning. Language is the primary way in which people communicate, and this communication usually takes places in a social setting. People use language to interact socially and emotionally, as well as to express

friendliness, love, anger, and pain .Language enables ideas to be communicated and tasks to be accomplished.

Several linguists from various disciplines have defined language in different ways, Sapir (1921, p.8) defined it as a purely human and non-instinctive method of communicating ideas ,emotions and desires by means of voluntary produces symbols. As previously stated, language represents more than just information; however people use it to express their feelings, thoughts, and opinions in order to communicate easily with each other. According to Noam Chomsky language is the inherent capability of native speakers to comprehend and produce grammatical sentences. A language is a set of finite and infinite sentences, each finite length constructed out of a limited set of elements. One cannot talk about language without referring to Wardhaugh definition (1972) Language is a system of arbitrary vocal symbols used for human communication.

## 4.1. The functions of language

Roman Osipovish Jakobson (1896-1982), a Russian linguist, proposed a theory related to language functions. It is popular as Jakobson's six functions of language. Jakobson in (Chandler, 2007 p.184) stated that there are six important elements in his models of Communication; context, message, addresser, addressee, Accor contact, and code. From those models of communication, Jakobson conducted six functions of language which are still oriented with six important elements.

A) Referential function

According to Holmes "referential function is a function to convey information and this is done from different parts of speech, such a declarative or interrogative statements" (2001, p.286). According to Jakobson, referential function is the leading task ofnumerous messages; this function aims to send information or to tell others about the speaker's idea.

B) Poetic function

Jakobson stated in Sebeok's book that poetic function is "the function towards the message as focusing on the message for its own sake" (1960, p.354)

B) Emotive function

Based on Jakobson in Sebeok , emotive function focused on the addresser , aims at a direct expression of the speaker's attitude toward what he is speaking about (1960,p.354)

D) Conative function

Conative or interpretive function is an orientation toward the addressee. It occurs earliest in the child's language acquisition. Through this function the speaker is trying to get someone as the receiver to do something related to his or to her utterance.

E) Phatic function

Phatic function is focused on physical and psychological engagement. This function is establishing, checking or discontinuing the linguistic messages in communication, It also distinguishing first and second person discourse functions (Lanigan, 2010, p.155-156)

F) Metalingual function

Jakobson in Sebeok (1960, p .356) stated "Whenever the addresser and/or the addressee need to cheek up whether they use the same code, speech is focused on the code: it performs a multilingual function."

**4. 2 The definition of speaking skill**

Since speaking is a rudimentary element of communication, various definitions were provided with the aim of finding ways to improve its acquisition. One of the congruous definitions is that of Brown's (2007) believing that speaking is a process of interaction and construction of meaning which implies producing speech and receiving it, as well as understanding it through processing speech sounds. This entails that speaking is a productive faculty which involves generating meaningful communicative utterances and synthesizing the received codes in an interactive context. Speaking requires speakers not only to know how to produce specific points of language such as grammar, pronunciation or vocabulary, which are defined by Hymes (1971) as linguistic competence, but also to implement their sociolinguistic competence; that is they are required to understand when, why, and in what ways to produce language .A good speaker synthesizes this array and knowledge to succeed in a given speech act (Burns &amp; Joyce, 1997).

**4.3. The importance of speaking skill**

In this globalization era, the use of a proper language is necessary for people to communicate and achieve their goals. As a result, English serves the needs as it is being regarded as an international language and the most spoken language all over the world (Rao, 2019). Speaking is one of the most important language skills to learn a foreign language, as stated by Brown and Yuke (1983),"Speaking is the skill that the students will be judged upon most in real life situations''. Moreover, the speaking skill is useful for learners when they have to settle down in a good way for their professions. In the modern world where English is the language of getting opportunities for employment and getting success to achieve the desired goals in life, The selection for job interviews is based upon the performance of the candidates to prove their talents .The job aspirants have to participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured. Besides, the professionals have to give oral presentations as they have to promote the products or their companies or give training to the other colleagues. Furthermore, an effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. So the audience involves completely in the speaker's speech and they sometimes forget the real world and put their complete concentration on the speech. So, speaking skill play a vital role as everything depends on the way how people communicate their messages (Rao, 2019).

**4.4. Kinds of speaking**

Speaking is divided mostly into two kinds namely speaking performance and speaking competency. The term of competence and performance are used differently by various researchers. These concepts were proposed for the first time by Chomsky (1965), for him competence is concerned with grammaticality of an ideal native speaker, whereas performance is concerned with the production and perception of a speech (Cited in Canale & amp; Swain, 2002, p.3). Widdowson (1996) stated that, Chomsky defined competence as the knowledge that the native speakers have in their language and as a system of abstract formal relations. Performance refers to competence, but it does not relate to it in a direct way (p.24). This distinction of Chomsky to De Saussure's "langue and parole". Langue and competence are related is terms of abstract knowledge. Assure mentioned that knowledge is shared in the society; he viewed that langue as a book printed in multiple copies that should be distributed

throughout a community. Whereas Chomsky thoughts that competence is a psychological phenomenon (Widdowson, 1996,p.25).Performance on the other hand is the study of the system of rules, it is the study of actual sentences themselves of the actual use of the language in real life situation.

In addition, in speaking performance, Manser in Jumahida, (2008:19) states that performance the process of an individual. Therefore it may be concluded that speaking which is assessed through how fluency and accuracy are made: Marcel, (1978:78) distinguishes the outline of an accuracy and fluency. For him accuracy is the manner in which people use appropriate words and the pattern of sentences .while fluency is related to the way someone speaks dealing with how to produce words in certain of times without missing any main words on their speech. Second, speaking competency, According to Manser in Jumahida, (2008:19) that competency is having the ability, skill, and knowledge to do something. Then, it can be concluded that speaking competency is the ability of someone to speak that is delivered with adequate skills and knowledge (Sari, 2019).

**4.5Components of speaking**

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). To start with, Hornby (1995) explains that pronunciation is related to the ways in which a language in produced, a word is marked, how a person speak a word that is pronounced, or how a person speaks the words of a certain language. Thus, pronunciation determines sound variation and patterns in a language .second, grammar is defined by Brown, 1994) as," A system of rules governing the conventional arrangement and relationship of words in a sentence». This can facilitate the acquisition of a foreign language and is conducive for cultivating comprehensive language competence. Third, vocabulary is necessary in learning a language because it allows the speaker to express their opinions, ideas, and feelings in communication, and it affects the four language skills, which are listening, speaking, reading, and writing. The importance of vocabulary learning is central to language acquisition, whether in learning the first and second languages. Generically, vocabulary is the knowledge of meanings of words. Next, Fluency is the state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995:10) and students are to communicate easily to others friends. Finally, Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile,

Hornby (1995) claims that comprehension is an exercise aimed at improving or testing the understanding of someone about a written or spoken language. (Sari, 2019)

## 4.6. Speaking skill difficulties

Speaking is the most important way of communication in which an effective speaker can gain the attention of the audience while transmitting his message. In fact, improving this skill in classes is challenging as far as learning inside classrooms is insufficient to master this skill due to lack of practice. According to Bueno, Madrid, & Mclaren, "Speaking is one of the most difficult skills language learners have to face" (2006: 321), Speaking is considered the most important skill among the four language skills of English. Even though students learn the language for many years it becomes difficult for them to speak in serious times. Also, the method of teaching is traditional in which teachers have been continuing their teaching of speaking skill just as memorization of dialogues or repetition of drills.

Though, the modern life requires modern techniques to be included to meet learners' needs so that they will improve their abilities in speaking and perform well in real-life situations. In addition, technology is completely neglected and the learning environment depends mostly on communication, as very less priority has been given to the important elements of language such as phonological, morphological, semantic and syntactic aspects, it has become hard for learners to acquire this skill (Rao, 2019).

In addition , Brown (2001) suggested some causes that make  speaking  difficult such as ; clustering in  which fluent speech in phrasal , not word by word .Redundancy in which the speaker has  a chance to make meaning clear through language redundancy. Reduced Forms Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Then Performance is advantageous because learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insert some words such as, um, well, you know, I mean, like (sari, 2019).

## 5. Instagram as a learning tool to improve speaking

According to Halliday's systemic functional theory speaking is a perceived need to communicate something to someone. During the last decade, technology is being used for learning purposes. Thus, educators can use it as a method of teaching speaking .On these days. Instagram can be a good social media to be used in speaking practice. According to Bexheti (2014), Instagram can be used as a leaning tool basically not only for its

popularity. But there are other factors as job opportunities .Moreover, Instagram can give students the authority to create their own digital content and publish it online through Instagram TV. Besides that it can stimulate student activeness, creativity, and self-confidence. Instagram allows for collaboration between students and educators on certain projects or tasks for learning purposes.

   In addition learners are with the idea of using technology (Manca & Ranieri, 2013).Mainly during the pandemic, where all teachers are obliged to deal with technology. Currently, the most popular Social Networking cites platforms are YouTube and Instagram. Especially in its use as a learning tool, this platform can have a positive impact on language learning (Ahsan & Aulia, 2020). Research on SNSs indicates that platforms as Facebook, Twitter, and Instagram can enhance language learning when purposefully utilized. Mompean and Fouz-González (2016) looked at how Twitter can be used by English language learners to improve the pronunciation of difficult words. Results showed that participants were actively engaged in the use of Twitter and the pronunciation of the targeted words improved.

   Lately, numerous investigations have focused on involving Instagram for language learning. Such as, Khalitova and Gimaletdinova (2016) study in which the participants were advanced English learners were required to complete listening and comprehension tasks outside of the classroom on their own mobile devices through the Instagram application. Results revealed that those students who were new to SNSs for language learning improved their listening comprehension skills and increased their motivation. Although, many investigations were carried on the implementation of SNSs in language learning and pedagogy (e.g., Akbari et al., 2016; Dizon, 2016; Reinhardt & Ryu, 2014; Yen et al., 2015).,there is a lack of studies investigating how Instagram may be used in the language classroom, especially from the perspective of cultural understanding (Berti,2020).

   Additionally, Ur (1996) stated that the purpose behind speaking problems, such as not knowing what to mention and having worries when making mistakes is due to lack of motivation. Therefore, the opportunity to precise their own identity is related to those around them (Littlewood, 1981). Thus, teachers have the responsibility to arrange students as best they'll to talk English (Devi, Virgiana, &Auli, 2020).

**6. The use of Instagram in teaching English speaking**

Instagram can be a good platform for teaching speaking for the reason that it provides some communication features some of them are video, photo, IG TV, Instagram story. Thus, the English teacher can give an opportunity to the student for sharing about something by sending video, speaking on Instagram TV or on live video.  Rahim (In Devi,2020:354) claimed that the By using Instagram as a tool for learning students can share some tasks depending on current content. Moreover, Handayani (in Hape, 2018:4) claimed that the teachers can encourage Activities and Increase Motivation to Speak English Better through the Instagram platform. Namely, several studies about using Instagram for teaching speaking have been done by some previous research. Rakhmania and yunve (2018) has conducted a study about The Use of Instagram Platform toward Junior High School. The findings showed that Instagram activity in English-speaking classes was applied to the process of teaching and learning in the classroom. Before and after the test, it was found that there was a big difference in the students' English performance with students with low and high motivation. This means that Instagram activity can improve students' English speaking skills and also increase the motivation of students to learn. (UliSilalahi,  Perdana,  Luardini,2021).

In addition, teachers must be trained to use social media in the class in order to make the practice more functional (Alabdulkareem, 2015).they can evaluate its use at the same time if they use it properly; it creates a good environment for learning. Sheldon (2015)  said  that using social media inside classes for learning is fun,  but  unfortunately  not  so  many teachers  doing  it,  and  there are  some  teachers  who  are  using  it  inappropriately, therefore  the  students  suggest  them  to  be  more  interactive  and thoughtful. Besides , it is often ignored by users to use social media network as  a  learning  tool  with  a  suitable guidance  (Kolokytha,  Loutrouki,  and  Florou  2015). Therefore,  it  can  be  concluded  that Instagram can be used  as  a  social  media  for  education  side  if  it is used  with  a  suitable guidance  and  experienced  teachers .(Apriyanti, Syofiani,  Ramadhan, Mukhaiyar,2018).

**7**. **Instagram at university**

Instagram can be used to explore authentic cultural practices, habits, and perspectives of language users with taking into consideration the ability to  share  media  everyday .Its popularity  and  influence  worldwide  offers  variety  of  authentic  cultural resources. In the United States more than half of users are in the same age range as most college students, making Instagram a popular SNS among younger people. On Instagram learners can find

language speakers with shared interests allowing for genuine and authentic written conversations (Whiddon, 2016). The digital media shared by language users can be easily accessed, viewed, and saved in a digital collection within the same SNS. Whereas, on Facebook users generally interact with individuals in their own circle. But on Instagram users explore, view, and interact with posts published by strangers. Even so, students must create an account whether private or public, and share some personal information, such as name and email. This issue of privacy could be problematic, especially among younger students, but ultimately it is up to the teacher to decide how to address such matter, perhaps by creating a shared account for the classroom accessible by every student without having to share private information. (berti,2020).Moreover, very few studies were conducted about the use of Instagram at universities, bell(2013) reported her attempt at using Instagram for college students' field trips in a library science course. Despite the fact that Instagram has limited uses, it may be functional in language classes at university .Instagram provides excess contextualized visual data which can be helpful in language classrooms. These aids are especially useful because they offer visual elements that can serve visual learners. Also, using Instagram in can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize with each other. Socializing on Instagram is mainly done through the like and comment functions, which are not taken for granted by Instagram users (Al Ali, 2014).

## 8. Reasons of using Instagram at university

There are considerable reasons to use Instagram for learning by college students .First, Instagram content can carry teaching and learning for a long period. Second, it gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content from which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning. Third, it engages students to share their knowledge with their classmates and teachers, and at the same time have access to specific knowledge in a certain field of interest. Finally, it makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources and gathering the expertise of a group of people working towards a common objective (Bexheti, 2014). Likewise, Crowley (2015) also argues some reasons. First, he argued that it is helpful for students to share their stories both inside and outside the classroom. Second, it provides them with opportunities to hear stories from beyond their school. Third, it helps them to recognize the power of personal voice personal voice. As a

result, it can be stated that Instagram as a tool of social media is effective to be used by the teachers in the classroom. Besides, it is very common among students. It is also authentic which brings learning outside the classroom. By connecting learning with the rest of the worlds makes learning becomes motivational and fun. Finally, it gives wide resources of different materials as written, audio materials with which both receptive and productive skills may be practiced (Handayani, 2019).

## 9. Instagram and SAMR model

SAMR is a framework that provides pedagogical insights about how technology should be used in the class , it was created by puentedura(2014) that explains four different categories of classroom technology integration namely substitution , augmentation ,modification , redefinition .As illustrated in Figure 1,  starting with basic substitution where technology is used to replicate existing modes of instruction and ending with a redefinition stage where learners are actively shaping their learning experience in ways that can only be done using technology. Thus, according to this framework and as noted by hockly (2012), the best utilization of an e-tool in classrooms occurs when a tool facilitates active student involvement in the learning process. This kind of active involvement is important in the language classroom as it makes learning a language more effective **(**Al Ali, 2014**).**
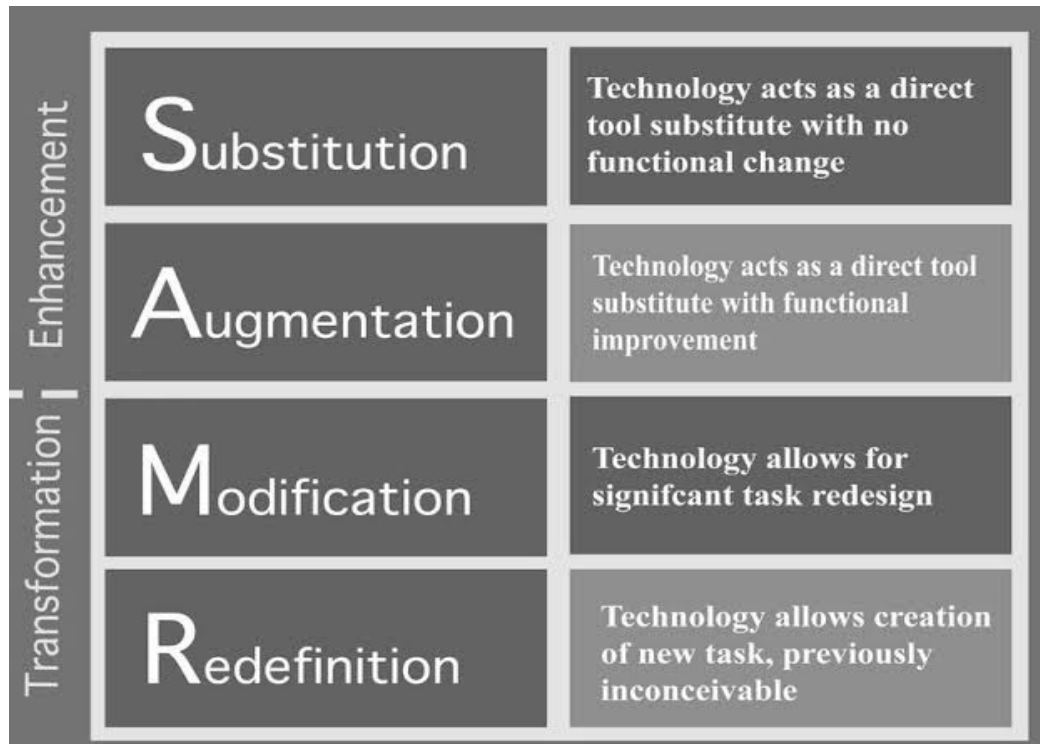
Figure 1: this picture was taken from research gate about the ASMR model by puentedura (2014).

**Conclusion**

This chapter has been devoted to review what scholars and researchers have to say about Instagram and its use in improving learners speaking. We first gave a definition of social media and its use, besides reviewing our topic of interest by providing its history, use, features, and some previous related studies, in addition to its relation with communication. After that, we provided a general overview of speaking .Then, we examined the use of Instagram as a tool to improve speaking in addition to its use at university. Finally, we discussed the ASMR model of puentedura (2014).

# CHAPTER TWO: METHODOLOGY AND DATA ANALYIS

## 1. Introduction

As it was previously mentioned, the aim of this study is to find out the impact of Instagram on third year students 'speaking skill. In the first part of this chapter which is the methodology, we described the data collection tools. The researchers have chosen the questionnaire as a tool to gather data to find out whether Instagram has a positive impact or not on students' speaking skill. Then, we explained the choice of the population and the objective behind its choice and finally we analyzed all the data that was gathered to be interpreted later.

### 1.1 Research Methodology

In this part, a detailed account of the research methodology that we have followed during the study is given. We are going to present the population, the gathering data tools and the reasons behind their choice.

### 1.2. Description of the population

The population of this study is from the Department of English at the University of Tiaret. Thus, the third year students were chosen as a sample, for the reason that they are aware and we believe that they are suitable for our investigation. In addition, the choice of the sample will be explained in the next section. Thus a sample of 50 third year students was taken.

### 1.3. Data collection tools

In order to gather more reliable data, the questionnaire was adopted as a data collection tool in this research, because it provided the opportunity to examine students' attitudes about the effectiveness of using Instagram to enhance speaking. The student's questionnaire took place in April, 2022 at the level of the university. It was administrated to the 50 students for one day ,all the copies were returned in the same day ;the questionnaire were distributed in an extremely relaxed environment ,and the questions were concise and easy to understand and to answer appropriately. The questionnaire consists of thirty four questions, open ended, close ended, and yes no questions and multiple choices questions.

## 2. The students' questionnaire

The questionnaire was administrated to the third year students at the department of English in Tiaret university ,the target population of the current study .The questionnaire starts with a

simple introduction that describes the study followed by a clear explanation of the rules that guide the collection of the data .The students were given 34 questions that starts from the general questions to those that are more specific .Questions belonging to the same category were grouped under one section where the students had to pick up the appropriate answer from a number of choices after reading the questions carefully. It is organized in three sections as follow:

**The first part:** General information (Q 01-Q 12): the purpose of this section is for providing some of the personal information about the participant as gender, age, the time they spend using Instagram, and their likes.

**The second part:** EFL learners and Instagram (Q 13-Q 19): the aim of this part is to gather general information about the use of Instagram from the EFL students, the researchers wanted to know the student's familiarity with Instagram in teaching and learning, the purposes that they use Instagram for, and finally whether they use it to support their learning of English or not.

**The third part:** Instagram and English speaking skill (Q 20-Q 34): this part is the main concern of this study, and aims to find out how much the students use English while using Instagram, it also aims to understand whether the EFL learners think that Instagram is helping them in improving their speaking skill or not and if they are willing to accept it as an supplementary tool to enhance their speaking.

## 3. Data analysis

This section will be devoted to the analysis of data that the researchers has gathered from the students .These data will be presented in form of tables and graphs.

## 4. The analysis of the questionnaire

In the following section, we are going to analyze each question of the questionnaire and highlight the aim that lies behind the choice of each question.

**Part one: General information**

This part is intended to collect data about the students' personal information including their gender, age and some questions about how they use Instagram in their daily life.

**Question 01: Gender**

This question will help us to determine the gender of our sample so as to see later whether both boys and girls are familiar with Instagram and whether both of them use it for the same purposes.

| Gender | number | Percentage |
|--------|--------|------------|
| Male | 10 | 20% |
| Female | 40 | 80% |
| Total | 50 | 100% |

**Table1: student's gender**
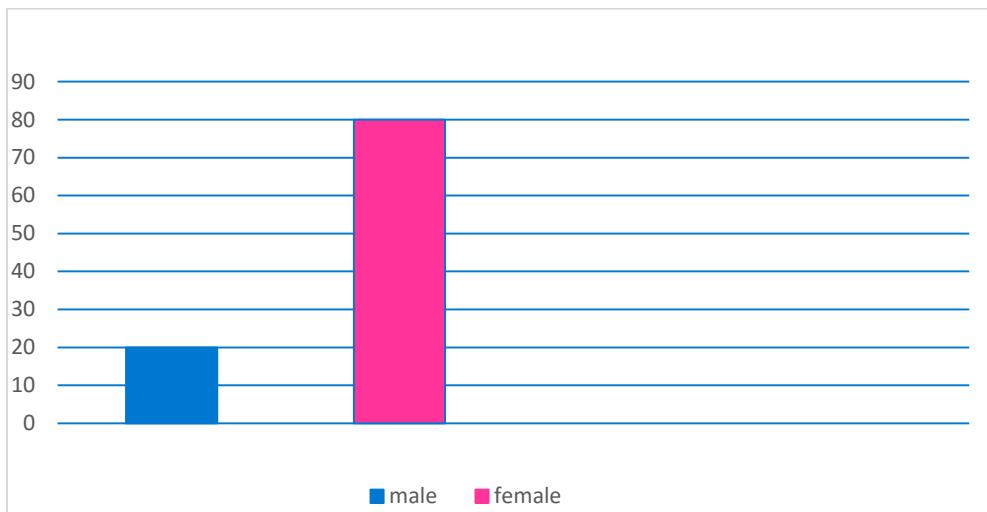


**Figure 1: student's gender**

Depending on the table and graph, female students are more numerous than male students .We have recorded only 10 males (20%) out of a total of 50 students. However female students represent a number of 40 making (80%).

**Question 02: student's age**

Knowing the age of our sample is very important to our study since we can observe whether all the ages are familiar with Instagram or only specific ages are familiar with it.

| Option | Number | Percentage |
|---|---|---|
| Less than 20 | 2 | 4% |
| Between 20-24 | 47 | 94% |
| More than 24 | 1 | 2% |
| **Total** | 50 | 100% |

**Table 2:** student's age

The table above shows that there are three (03) age groups in the selected sample .Student's ages vary from less than twenty to twenty four years old out of the total number of the sample (50).We have 2 students who are less than 20 years old .Moreover, 47 students who are between 20-24 years old and who represent a numerical majority (94%) Besides, more than 24 years old (2%) are the older students who wanted to study different subject.

**Question 03: Do you like using social media?**

| Option | Number | Percentage |
|---|---|---|
| Yes | 48 | 96% |
| No | 2 | 4% |
| **Total** | 50 | 100% |

**Table3:** student's use of social media

The table indicates that almost all the participants (96%) use social media in their daily life. On the other hand just few of them (4%) who did not use it .This means that social media represents an important part of every students life.

**Question 04: Do you have Instagram?**

| Option | Number | Percentage |
|---|---|---|
| Yes | 49 | 98% |
| No | 1 | 2% |

**Table 4:** student's access to Instagram account

By this question, students are asked whether they have Instragram or not .49 students affirmed that they have an Instagram account .While, 1 participant said that he does not.

**Question 05: How do you access your Instagram?**

| Option | Number | Percentage |
|--------|--------|------------|
| Pc | 1 | 2% |
| Smart phone | 48 | 96% |
| Tablet | 1 | 2% |
| **Total** | 50 | 100% |

**Table 5:** Students access of Instagram

The results above showed how students access their Instagram. (1) Student out of (50) is using pc to access his/her account, (48) informants use smart phones, while only (1) student uses a tablet .The findings assert that students can access their accounts everywhere, anytime.

**Question 06: How long have you been using Instagram?**

| Option | Number | Percentage |
|--------|--------|------------|
| Less than a month | 4 | 8% |
| From 7to 12 months | 10 | 20% |
| From 1 to 2 years | 22 | 44% |
| More than 2 years | 14 | 28% |
| **Total** | 50 | 100% |

**Table 6: Students' membership as Instagram users**
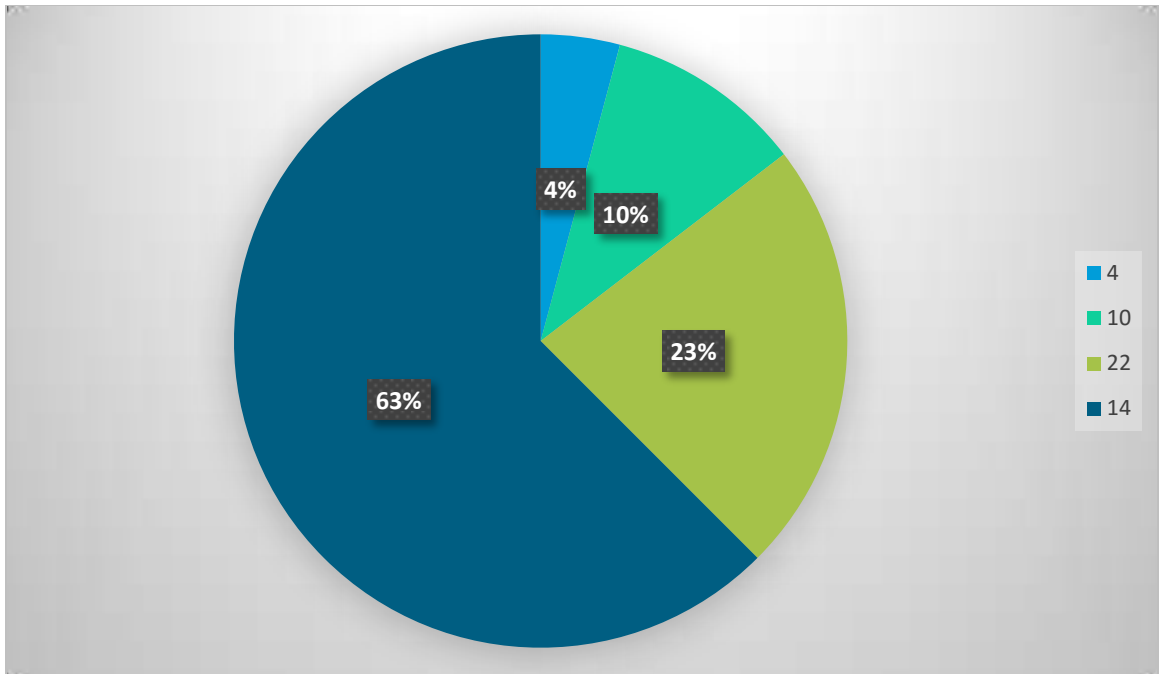
**Figure 02: Student's membership as Instagram users**

The table and the graph above demonstrate for how long students have been using Instagram .We can notice that (4) participants making up (8%) of our sample admitted that they have been using Instagram for less than a month ,while (10) participants (20%) said that they use Instagram from seven to twelve months ,whereas the majority (22) participants (44%) declared that they have membership from one to two years .Therefore ,they are familiar with Instagram application and the options it offers ,however (14) participants (28%)said that they have been using Instagram for more than two years .

**Question 07: how many hours per day do you spend on Instagram**

The aim behind this question is to discover how much students are attached to Instagram and how many hours per day they spent using it
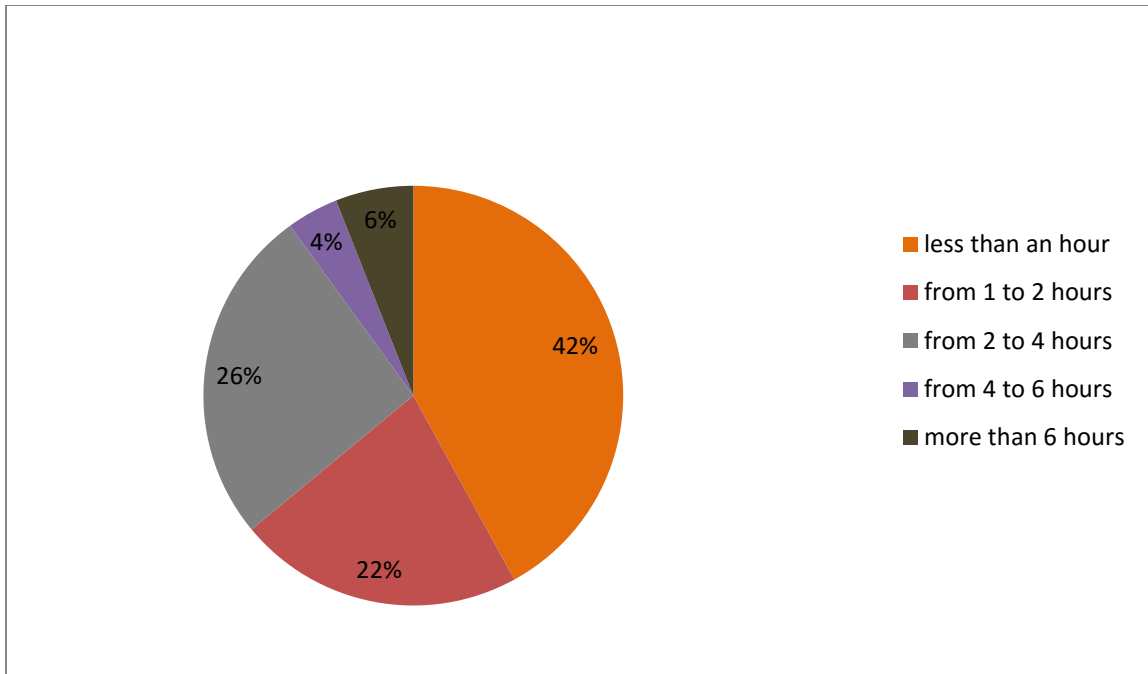
**Figure 03: the hours that the students spent on Instagram per day**

Starting from the graph above, we can notice that 21 participants making up (42%) of our sample admitted that they use Instagram for less than an hour per day, while 13 participants (26%) said that they use Instagram from two to four hours, whereas 11 participants (22%) have mentioned that they use Instagram from one to two hours, though 3 participants (6%) said that they use Instagram for more than 6 hours per day, only 2 participants (4%) admitted that they use Instagram from 4 to 6 hours .

**Question 08: how often do you post on Instagram Feed**

The aim behind this question is to find out how many times students post on Instagram.
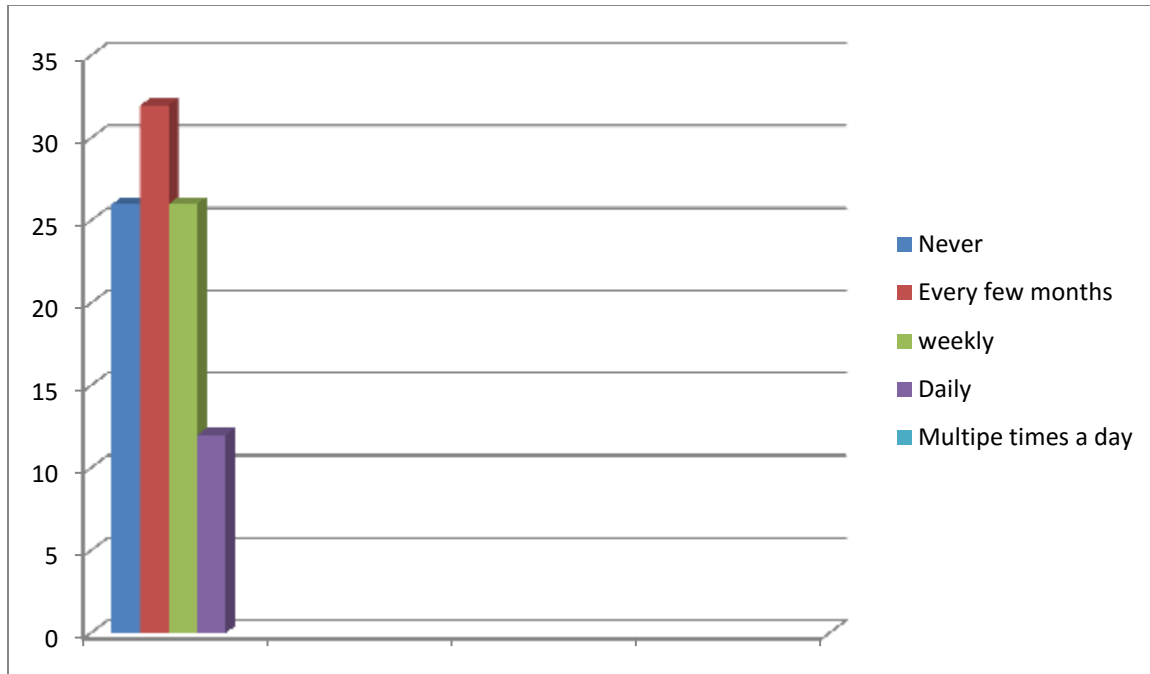
**Figure 04: the number of times students post on Instagram**

Looking at graph 8, it is apparent that the majority of the participants (32%) post every few months on Instagram, while (26%) of them have never post, and the same number of students (26%), chose the option weekly .whereas (12%) said that they post daily on Instagram .while the rest (4%) said that the post on Instagram multiple times a day.

**Question 09: when do you log in into Instagram**

This question is intended to see whether participants are attached to Instagram or not.
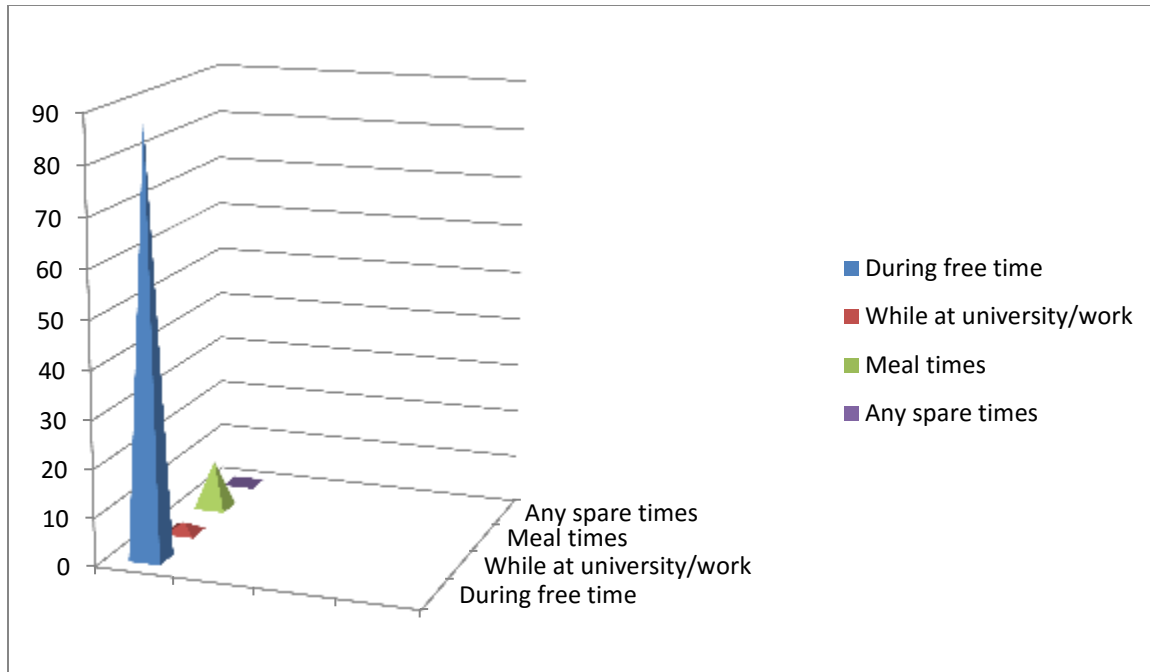
**Figure 05: the time when students log in into Instagram**

As a result of this question, (88%) of the students admitted that during their free time they log in into Instagram, while (10%) of them said that they log in during meal times, whereas (2%) Said that they log in while they are at university or work, whereas none of the participants (0%) chose the last option, which is to log in any spare moment.

**Question 10: do you check out Instagram right before you go to sleep**

The question is intended to get the student's attitudes towards Instagram, to find out whether they are addicted to Instagram or not.
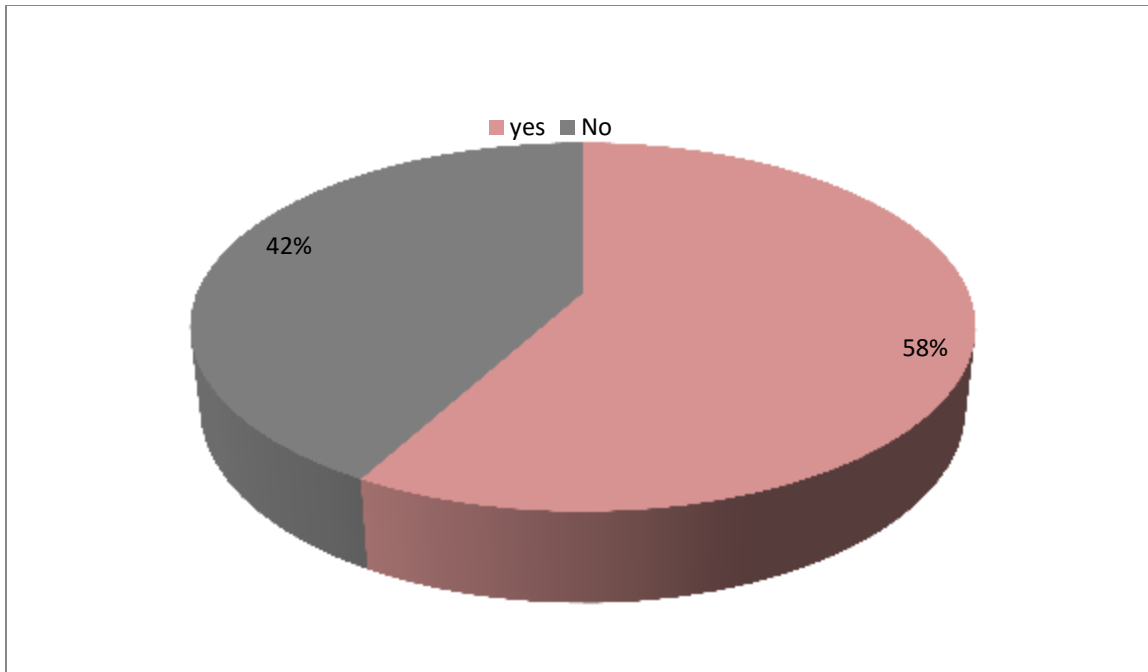
**Figure 06: the students' use of Instagram right before they go to sleep**

As it is showed in the graph above, (58%) of the students answered that they check out Instagram right before going to sleep ,while (42%) of the students do not check out Instagram right before they go to sleep .

**Question 11: Is Instagram the first thing you check out when you wake up**

This question seeks for obtaining information from the participants about using Instagram right when they wake up, to find out if they are obsessed to Instagram
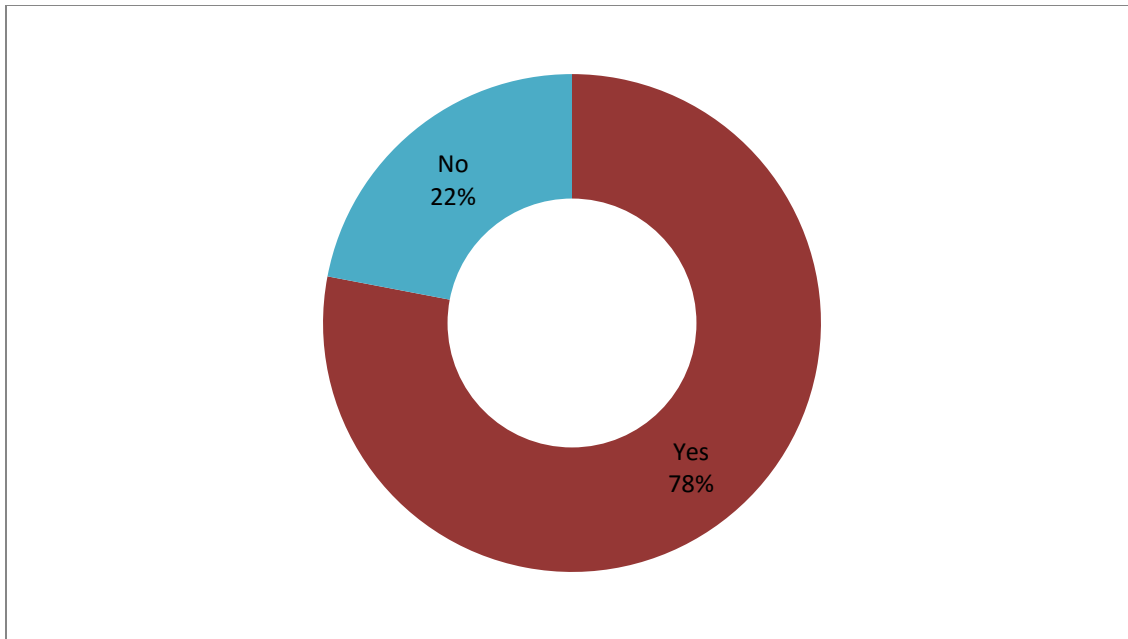
**Figure 07: the students use of Instagram when waking up**

From the results obtained from this question, (78%) of the participants admitted that the first thing that they do when waking up is checking on Instagram, whereas (22%) said that Instagram is not the first thing that they check when they wake up.

**Question 12: do you check Instagram while meetings with friends and family**

This question aims to explore whether Instagram is affecting students 'social life.
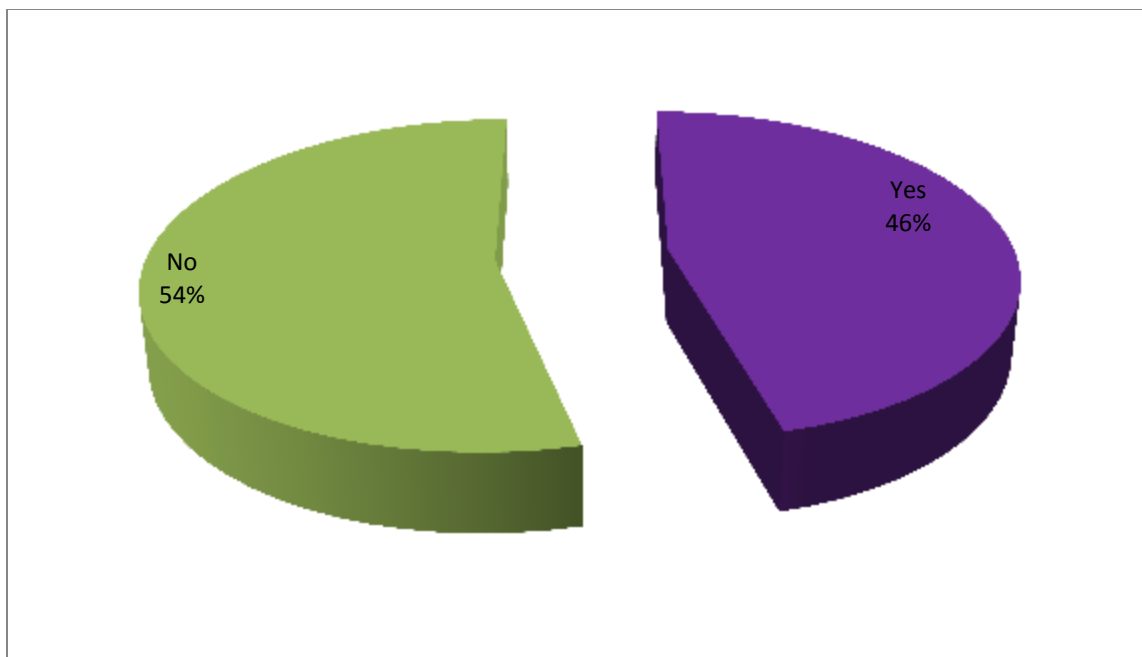
**Figure 08: students' use of Instagram while meetings with friends and family**

The result shows that (54%) of the participants do not check in Instagram while meetings with friends and family, whereas (46%) of them said that they check in Instagram while they meet with their friends and family.

**Part two: EFL learners and Instagram**

This section aims to cover a variety of topics relating to EFL learners and Instagram .Among issues that are addressed ,purposes behind using Instagram and whether they use it to support their learning of English or not.

**Question 13: What language do you implement when using Instagram?**

The aim of this question is to find out whether the students are exercising English while using Instagram or not.

| Option | Number | Percentage |
|---|---|---|
| Arabic | 4 | 8% |
| English | 31 | 62% |
| Others | 15 | 30% |
| **Total** | 50 | 100% |

**Table 07: the language students implement while using Instagram**

As a result to this question, the majority of the students making up 62% of the sample admitted that they use English while using Instagram, while 30% of the participants said that they employ other languages while using Instagram, and this is might be to the fact that not all of their friends in Instagram know the English language, whereas only 8% said that they use Arabic while using Instagram.

**Question 14: For what purpose do you use Instagram?**

This question seeks for obtaining the purposes that the students are using Instagram for, and the following results were obtained.

| Option | Number | Percentage |
|---|---|---|
| To share stories and shat with friends | 25 | 50% |
| To improve your level in foreign languages | 4 | 8% |
| To meet new people | 1 | 2% |
| To do business | 2 | 4% |
| Other | 18 | 36% |
| **Total** | 50 | 100% |

**Table 08: the student's purposes for using Instagram**

The largest number of the students (50%) indicates that they use Instagram to share stories and shat with friends .18 students (36%) answered that they use Instagram for other purposes, whereas 8% of the students have answered that they use Instagram to improve their level in foreign languages, while 4% said that they use Instagram to do business .Finally, only 2% said that they use Instagram to meet new people.

**Question 15: Do you use Instagram to contact your mates?**

The aim behind this question is to find out whether the students are using Instagram to contact their mates or not.
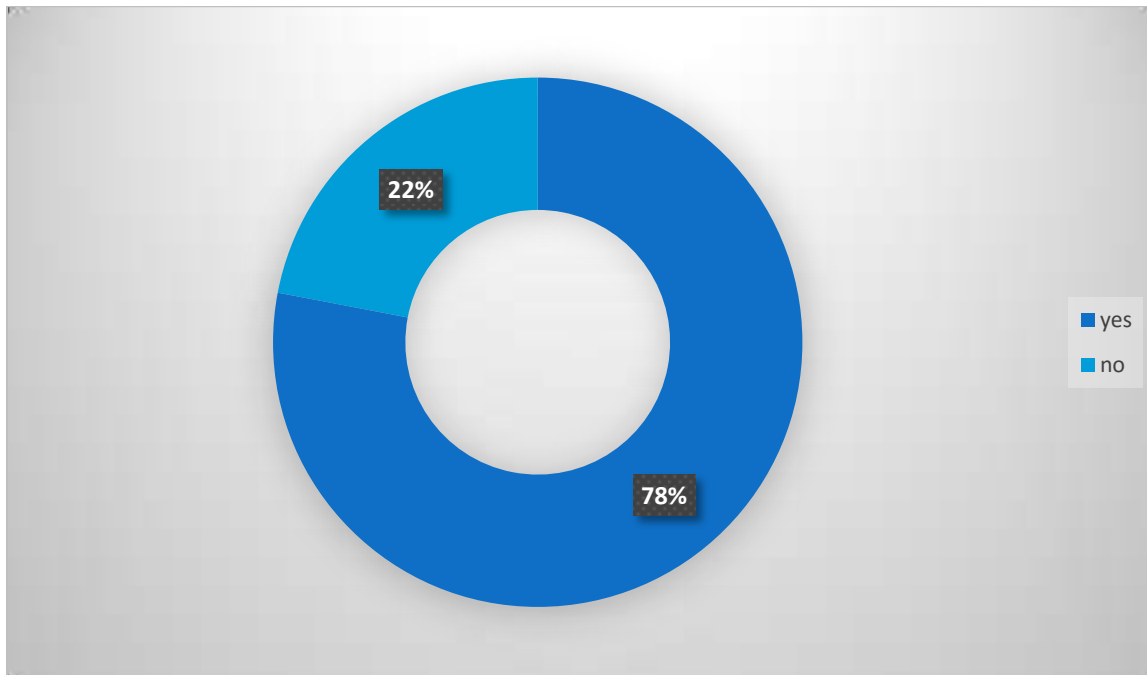


**Figure 09: students contact with their mates**

As it showed in the graph above, the majority of the students (78%) answered that they use Instagram to contact their friends, however , the other category (22%)  do not use Instagram to contact their friends ,might be new users or least active users .

**Question 16: would you include teachers into your Instagram account?**

This question was asked to see whether there is an interaction between students and teachers on Instagram.
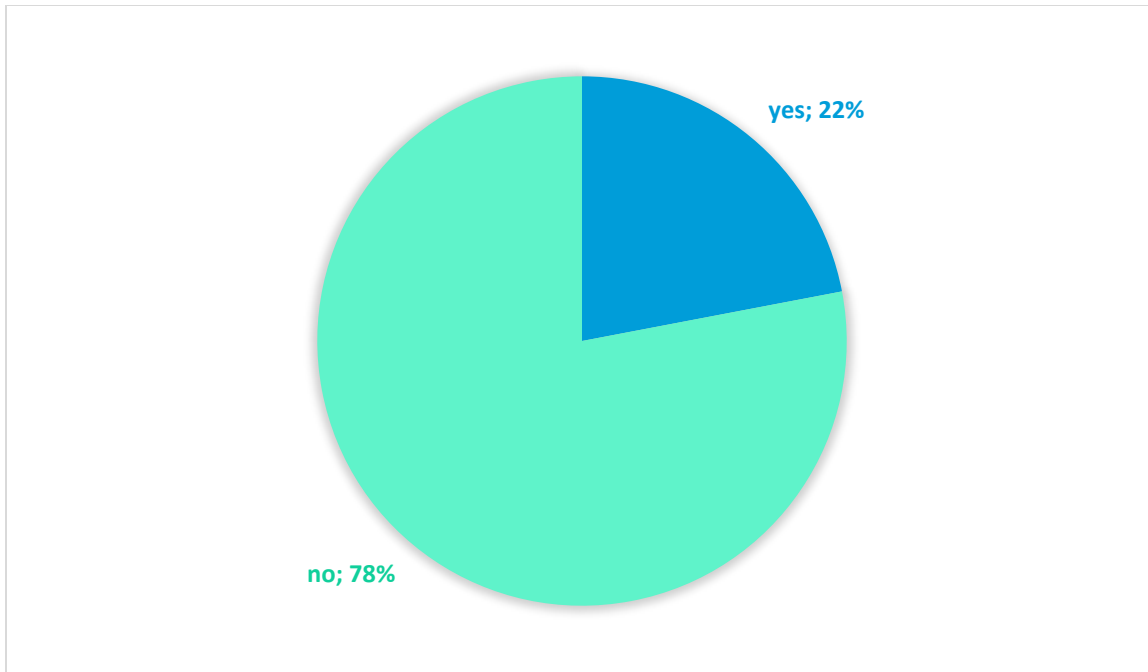
**Figure 10: Student's interaction with their teachers on Instagram**

The findings shows that 11 students about (22%) who include teachers into their Instagram ,whereas (78%) do not include teachers .The participants who do not include teachers into their Instagram affirmed that they find it informal ,also they do not have the accounts of their teachers ,it is private and personal ,contacting them using other social media sites .This means that there is not a continuous interaction between teachers and students .

**Question 17: Approximately what percentage of your followings is related to English language?**

This question is intended to see whether the student's followings are related to English language or not.
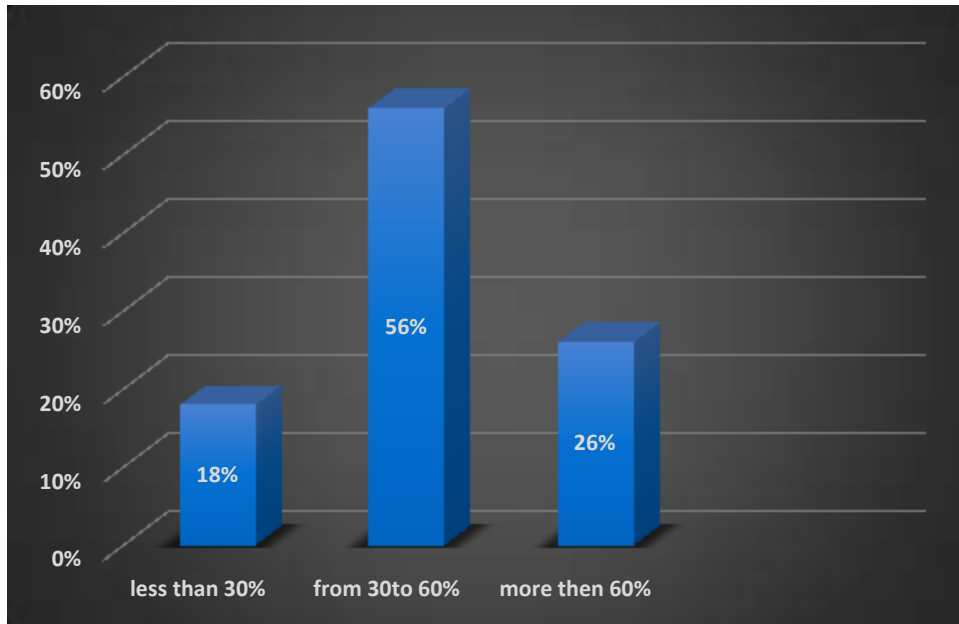
**Figure 11: percentage related to English language followings**

Through the results displayed on the figure above, we can notice that the percentages participant's followings related to English language differ from one student to another depending on their own purposes. The majority of the participants (56%) of our sample admitted that from thirty to sixty percent of their followings are related to English language, while (26%) said that more than sixty percent of their following related to English language ,however (18%) have mentioned that the percentage of their followings related to English language are less than thirty percent .

**Question 18: does your teacher use Instagram inside classroom for learning?**

This question is intended to see whether teachers are using Instagram inside classroom to support the learning of English language or not.

| Option | Number | Percentage |
|---|---|---|
| Yes | 1 | 2% |
| No | 44 | 88% |
| To some extent | 5 | 10% |
| **Total** | 50 | 100% |

**Table 09: the teachers use of Instagram inside classroom to support student's learning of English**

The participant's responses revealed that (88%) of their teachers do not use Instagram inside classrooms to improve the student's learning of English, whereas (10%) answered by to some extent ,while the rest (2%) said that the teachers use Instagram inside classrooms to support the student's learning of English .

**Question 19: Do you think including Instagram in classroom as a teaching tool would be beneficial?**

This question is the focus of our study, we aimed to see whether the EFL learners are willing to accept the idea of including Instagram in classroom as a teaching tool or not.
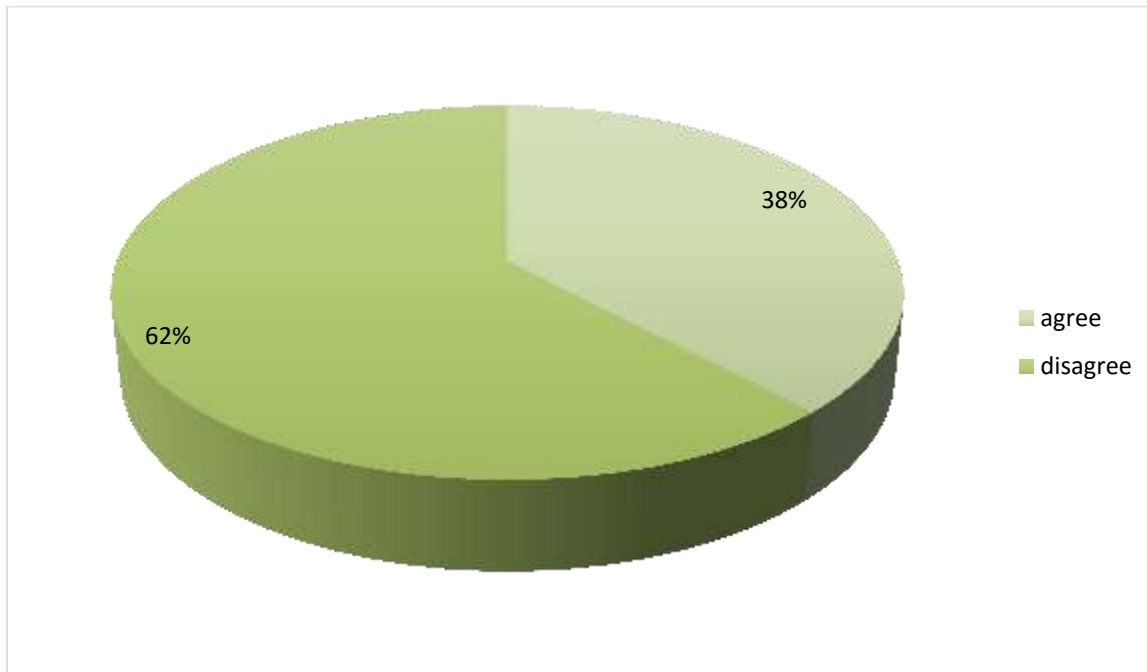


**Figure 12: The student's opinion towards including Instagram in classroom as a teaching tool**

The result of this question shows that (38%) of the students answered that they support the idea of Instagram as teaching tool, while (62%) of the students do not support the use of Instagram inside classroom as a teaching tool. These participants affirmed that Instagram is not a

motivational tool also it is not a formal teaching setting; other students said that it will distract the student's attention.

**Part three: Instagram and English speaking skill**

This part attempts to tackle different aspects related to the skill and investigates the language in general and the speaking skill in particular. Among points that are dealt with are the problems found in oral classes concerning participation and the activities that are used by teachers inside classrooms.

**Question 20: what is your preferable way of communicating with others on Instagram**

This question is asked to figure out how students use Instagram when communicating with others.
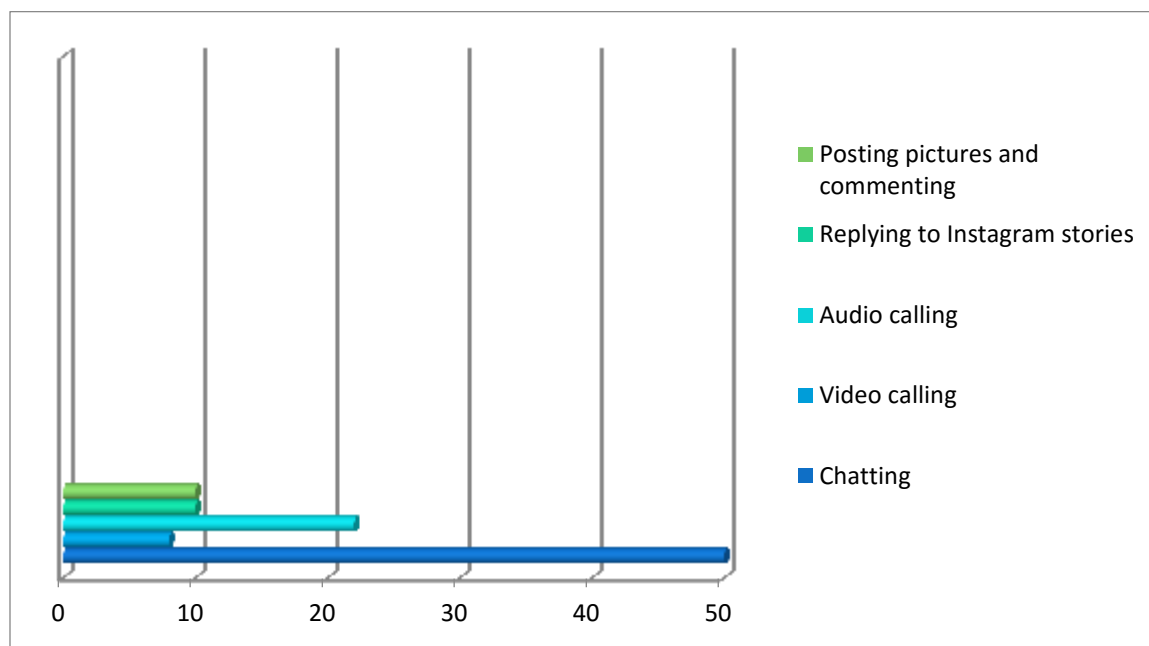


**Figure 13: Students' preferable way of communicating on Instagram**

The result of this question shows that (50%) of the participants prefer chatting while communicating with others, whereas others (22%) seem to like audio calling, while (10%) prefer replying to Instagram stories , and the same number of students (10%) prefer posting pictures and commenting on others ,followed with (8%) of them who prefer making video calling while communicating.

**Question 21: how would you rate your speaking level?**

By this question, students were asked to evaluate their speaking level.
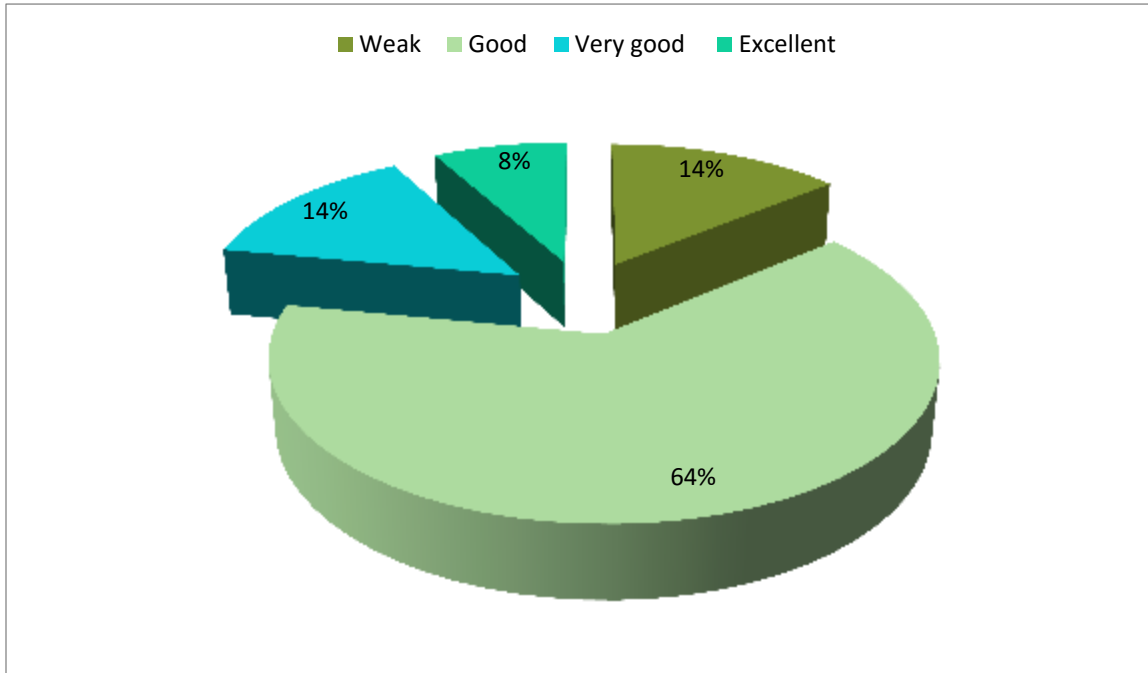


**Figure 14:Students'level in speaking English language**

From diagram 21 we notice that the majority of students with (64%) believe that they are good in speaking, (14%) of them answered with very well, and the same number of students (14%) claimed that they are weak, followed with (8%) of them believe to have excellent level.

**Question 22: Do you follow pages of learning English**

This question is intended to find out whether students are using Instagram to support their learning of the English language or not, and students were asked to justify their answers about what they find interesting in these pages and the following results were obtained.
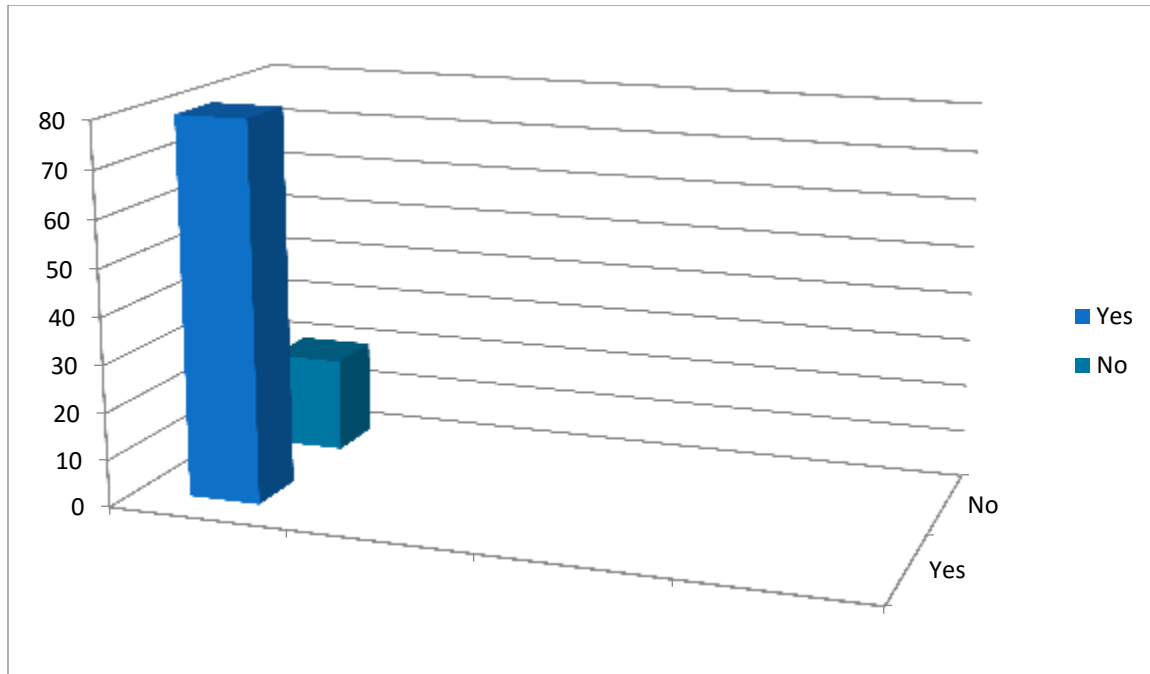
**Figure 15: pages that the students follow to learn English**

As a result of this question, (80%) of the students admitted that they follow pages of learning English, while the other (20%) admitted that they had never follow pages of learning English on Instagram.

-**justification:** the following points were stated by learners about what they found interesting in following English learning pages on Instagram:

-New information

-New vocabulary, expressions and words

-develop my level

-explore new culture

-facilitate learning

-make it fun

-clear pronunciation

**Question 23: How often do you learn new words while using Instagram**

The aim behind this question is to find out whether students are learning new words while using Instagram or not and we also aimed to explore their frequency of learning new vocabulary.
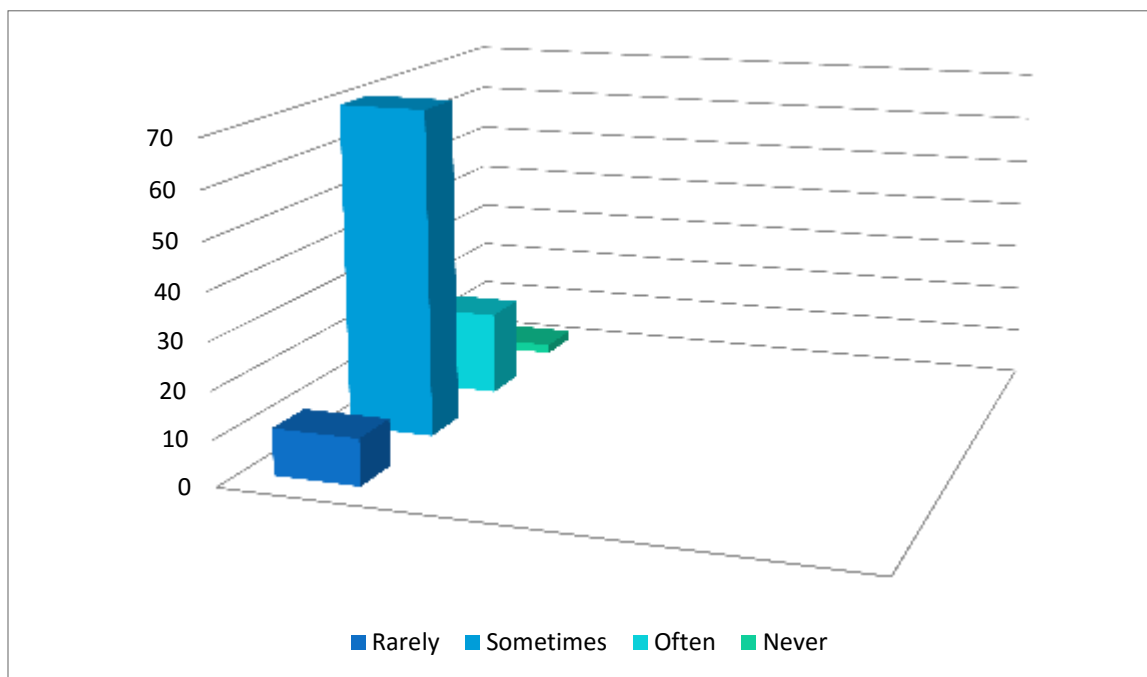


**Figure 16: students' frequency of learning new words while using Instagram**

The result shows that the majority of the participants (70%) admitted that they sometimes use Instagram to learn new words, while (18%) said that they often learn new words from Instagram, whereas (10%) declared that they rarely use Instagram to learn new words and the rest (2%) said that they had never use Instagram to learn new words.

**Question 24: Do you find enough opportunities to practice your new words**

In this question, we aimed to find out whether students are having enough opportunities for practicing their new words in order to discover if they are beneficiating from Instagram in learning.
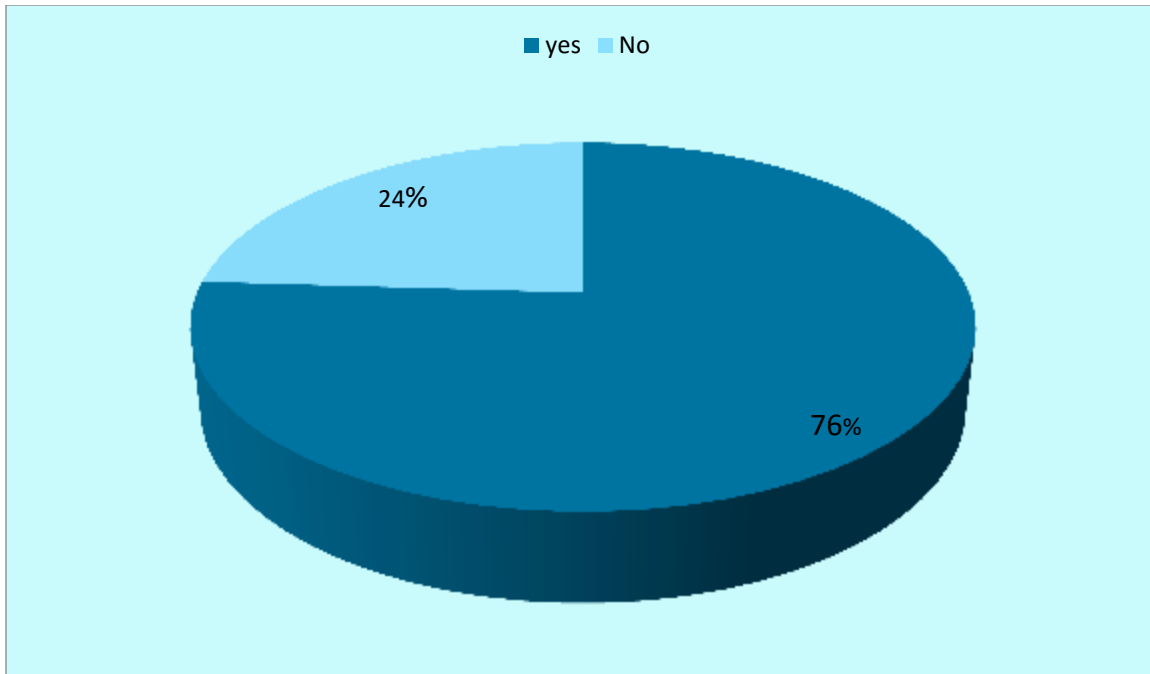
**Figure 17: Students' opportunities to practice new words**

As it is shown in the graph above, (76%) of the students answered that they find enough opportunities to practice their new words, While (24%) of them admitted that they did not have enough opportunities to practice new words.

**Question 25: Does your teacher use Instagram in oral expression classes**

This question is intended to explore whether teachers are already using Instagram for learning in oral classes in order to decide the possibility of using Instagram by teachers for learning.
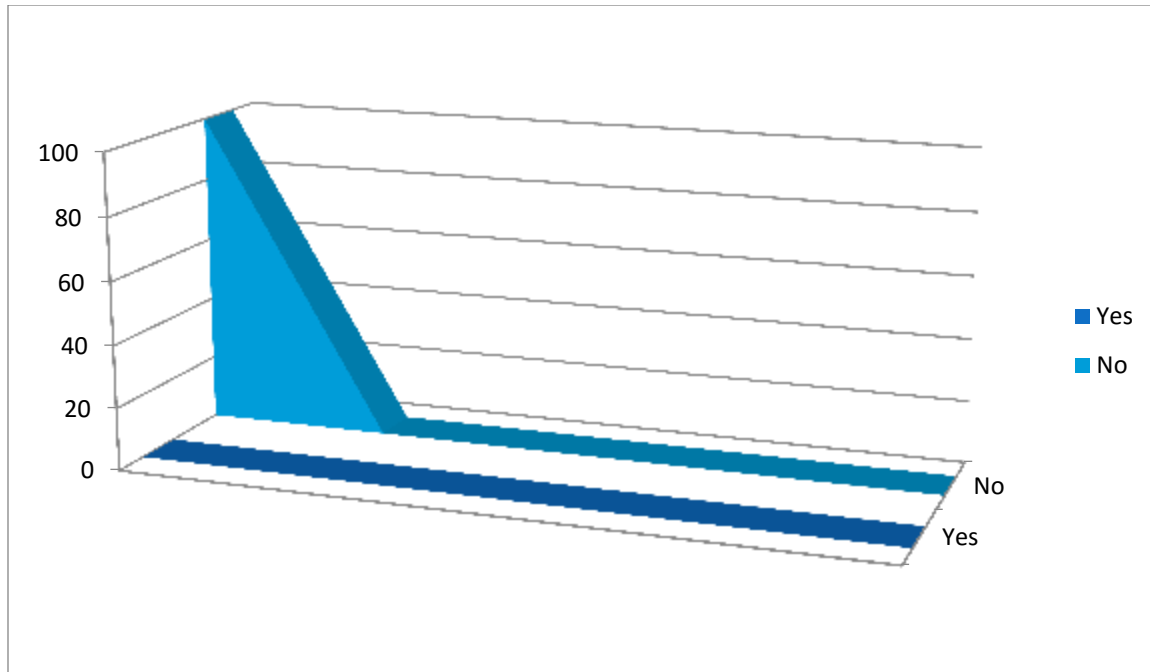
**Figure 18: Teachers' use of Instagram in oral expression classes**

According to the results, all the participants (100%) agree that oral teachers do not use Instagram for learning; however no one of the students (0%) chose that their teacher use Instagram for learning in oral classes.

**Question 26: from where does your teacher usually get the Instagram Resources**

This question aims to find out the source of the information being used by teachers.
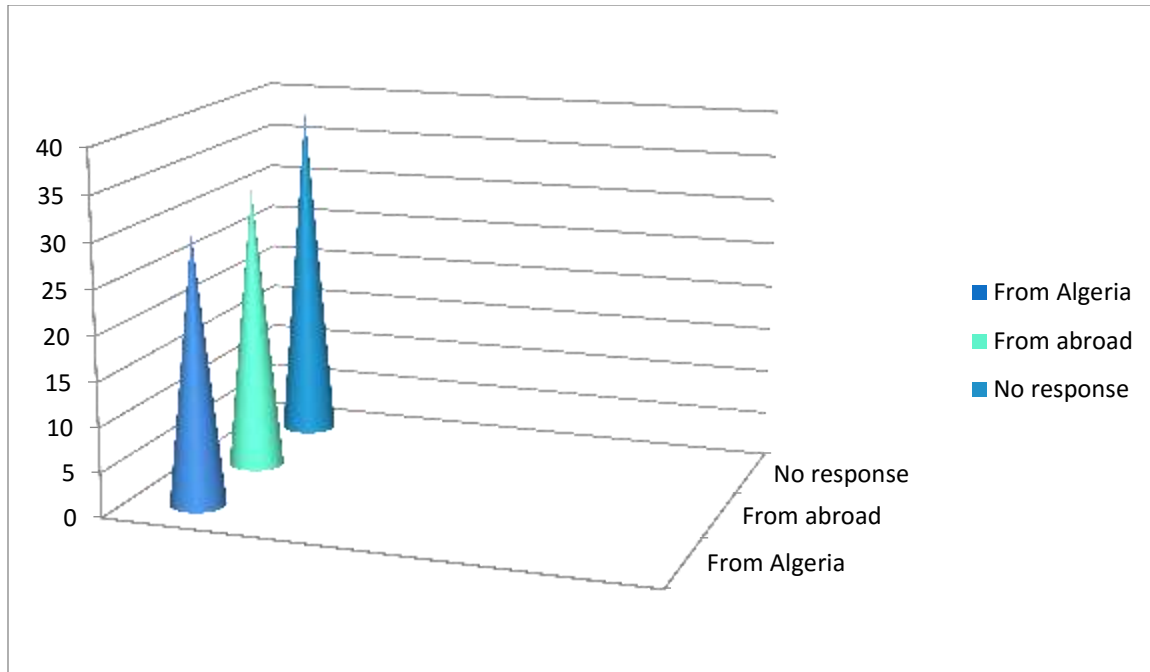
**Figure 19: Teachers' Instagram resources**

Starting from the graph above, we can see that 19 participants making up (38%) of our sample had no response for the reason that their teachers had never use Instagram for learning, while(32%) of the students said that their teachers use resources from abroad, whereas the rest (30%) admitted that their teaches use resources from Algeria.

**Question 27: what problems do you meet in oral classes concerning participation?**

This question seeks for obtaining information of the problems that the students are facing concerning participation, and the following results were obtained.
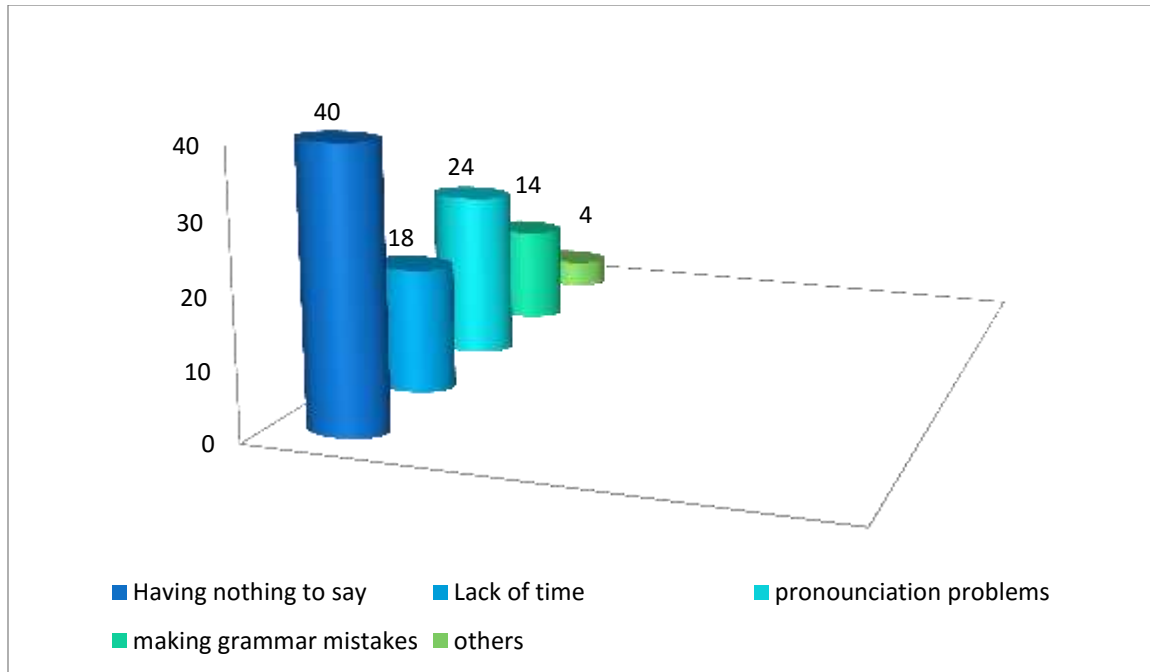
**Figure 20: Students problems of participation**

The largest number of the students (40%) indicated that they have nothing to say when participating in oral classes, while (24%) said that they face pronunciation problems, whereas (18%) answered that they face lack of time problem, other students (14%) have said that they make a lot of grammar mistakes which prevents them from talking, while (4%) have other problems that are not mentioned in the list of choices.

**Question 28: What kind of activities are usually carries out in your oral classes (students can choose more than one option)**

This question is intended to know which kinds of activities are usually carried out in oral classes.
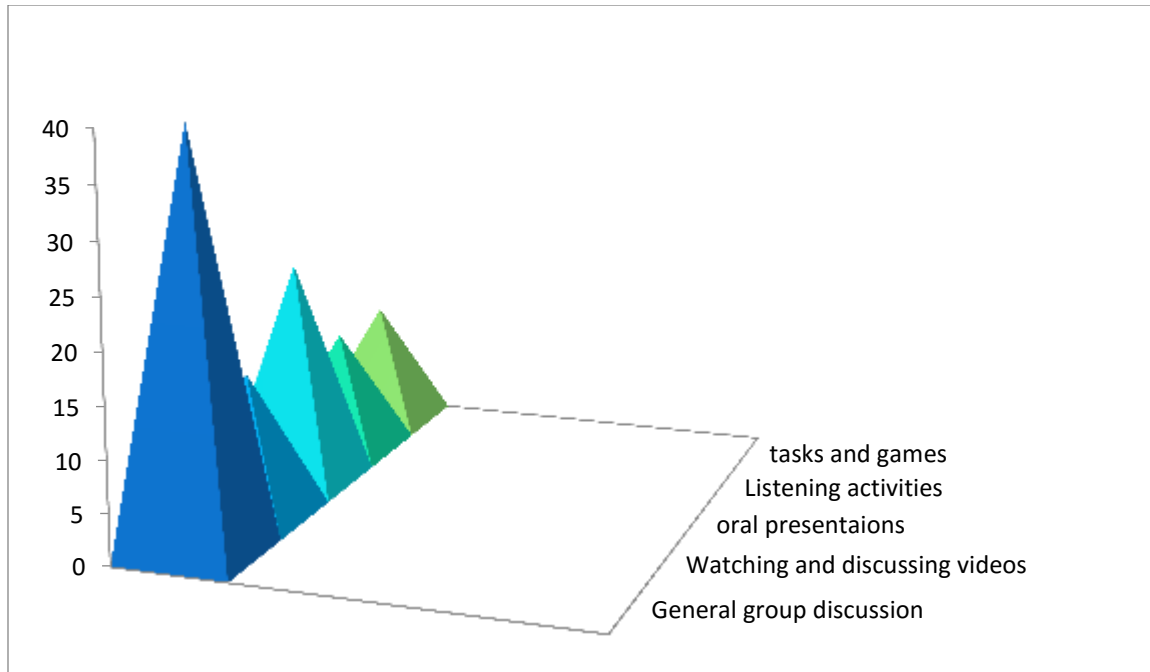
**Figure21: oral classes activities**

According to graph 21' General group discussion ' (40%) come in the first place as the most used activity in oral class, followed by oral presentations(22%) than watching and discussing videos (14%),on the other hand 'listening activities and tasks and games 'were the last chosen activities with the same percentage (12%) .

**Question 29: Choose from the above characteristics of modern methods the one that exists in your oral class**

This question is devoted for finding out which method is being used in oral classes.
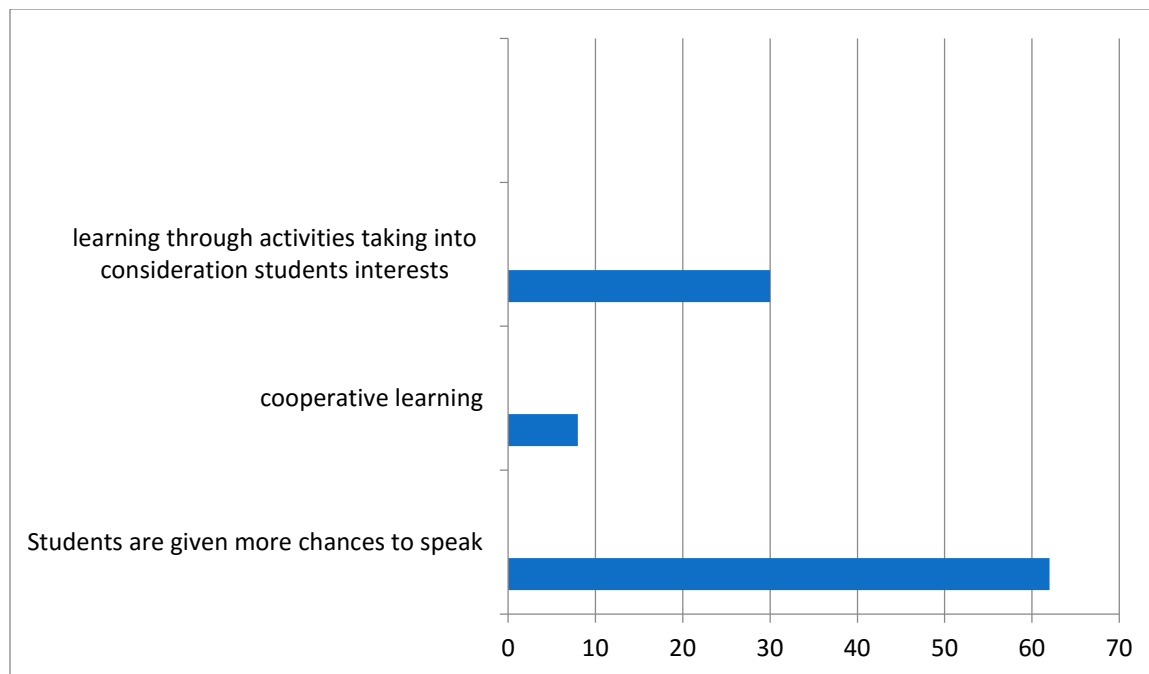
**Figure 21: Traditional methods that exist in oral class**

According to the results obtained, (62%) of the participants answered that they are given more chances to speak, while (30%) said that they learn through activities and tasks taking into consideration their interests, whereas the rest of the students admitted that they learn through cooperative learning.

**Question 30: Do you think that listening to native speakers helps you to speak better in front of your classmates**

The aim behind this question is to find out whether listening to native speakers help students to perform better in front of their classmates while speaking.
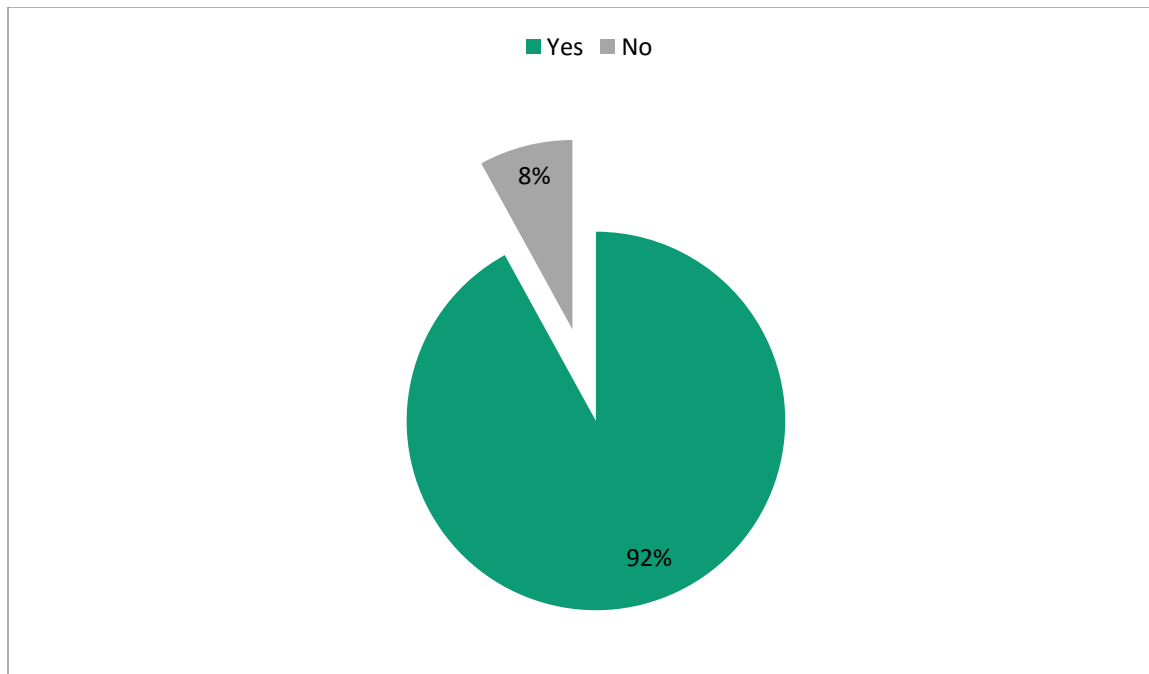
**Figure 22: Speaking better in front of classmates when listening to native speakers**

As an answer to this question, (92%) of the students agreed that they speak better in front of their classmates when they listen to native speakers, while only (8%) said that listening to native speakers do not help them to speak better in front of their classmates.

**Question 31: Below, which one of the language features can be developed through Instagram?**

By this question we aimed to investigate the student's attitude towards the features that can be developed through Instagram.

| Option | Number | Percentage |
|---|---|---|
| Vocabulary | 10 | 20% |
| Pronunciation | 13 | 26% |
| Grammar | 3 | 6% |
| All of them | 21 | 42% |
| **Total** | 47 | 94% |

**Table 10: Student's attitudes towards the features that can be developed through Instagram**

The table above indicates that (20%) affirm that learning vocabulary can be developed through Instagram, while (26%) of the participants think that through Instagram they can enrich their pronunciation, only (6%) students who believe that Instagram is a tool to improve grammar .On the other side the majority of the students (42%) consider Instagram as tool to develop their vocabulary, pronunciation, and grammar. While three students did not respond.

**Question 32: Do you think that Instagram can enhance your speaking?**

This question is intended to see whether students think that Instagram can enhance their speaking or not.
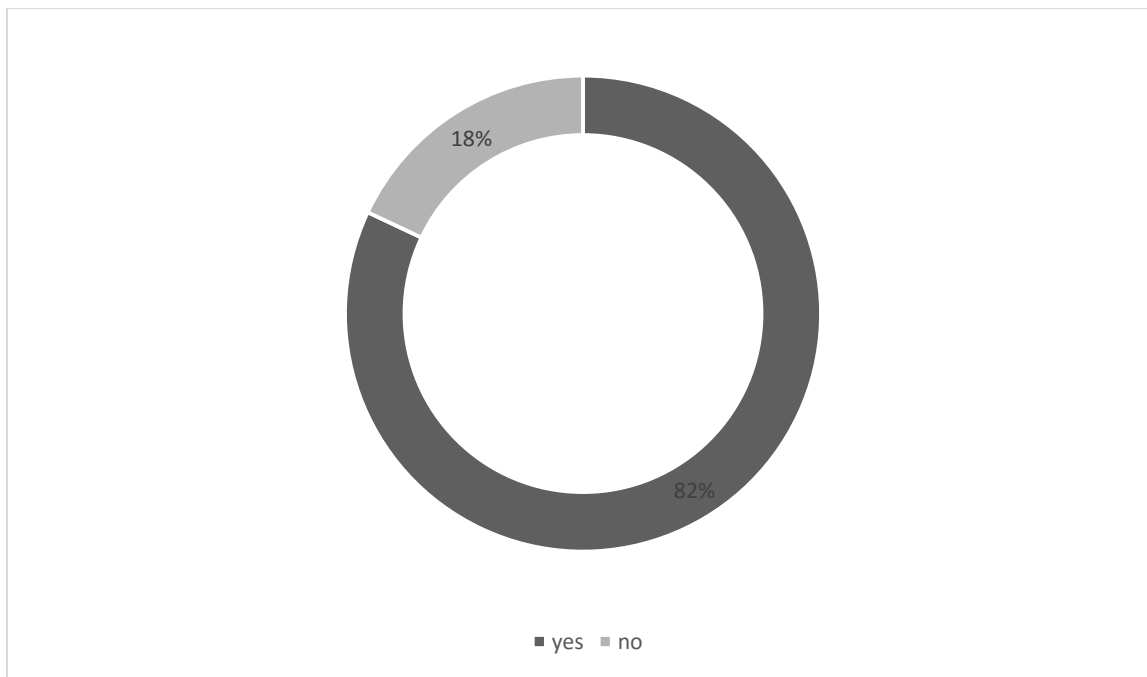


**Figure 23: Students thinking about using Instagram as a tool to enhance their speaking**

The largest number of the students (82%) indicated that the use of Instagram is helpful in enhancing their speaking; however the rest of them said no (18%). For the students who said that Instagram can enhance their speaking, they explain their answers saying that it allows them to practice their English language and they feel more independent to share their ideas.

**Question 33: How can you describe the benefits of using Instagram to improve your speaking?**

This question was in form of an open -ended question, it was intended to get the student's ideas about the benefits of using Instagram to improve their speaking. The participants had many answers we summarized it as follow:

- Instagram helps learners develop both fluency and accuracy.

- It enriches learners 'communicating with others 'from different cultures (like native speakers).

- It enables learners create and engage in different social groups.

**Question 34: Please, would you give some suggestion concerning the impact of Instagram on your speaking skill learning process that you may have experienced?**

This question was in form of an open –ended question, for asking students to give some suggestions concerning the impact of Instagram on their speaking skill learning process that may have experienced. Although (60%) of the participants did not give a respond the question, they provided some suggestions : Instagram enables learners to express themselves fluently ,also it helps students enrich their vocabulary repertoire,besides it enables learners enrich their vocabulary ,also it is the best tool to develop the four skills.

**5. Conclusion**

In the present chapter, we have presented the research methodology that the researcher has followed .First we presented the instruments used to investigate the efficiency of Instagram to enhance learners speaking skill, namely the questionnaire .Then we have provided the selected population and the reason behind choosing them. After that the questionnaire data were examined, and the results will be discussed in the last chapter.

# Chapter three

# Discussion and

# recommendations

**1. Introduction**

This chapter aims at discussing the results of the study. The outcome of the questionnaire is discussed according to its presentation in the section of data analysis in order to answer the research questions and hypotheses. Before starting the interpretation of our findings, we are going to give a brief summary of the questionnaire findings. After that, we are going to shed the light on some suggestions and recommendations.

**1.1. Summary of the results**

In the following section, we are going to give a brief overview of the data obtained from students 'questionnaire in order to start our interpretation of the results.

**1.2. Summary of the questionnaire findings**

To begin with the students 'questionnaire consisted of three sections. In the first section, which is about participants' general information, we have found that girls overpopulated boys with 80% and the students who have answered the questionnaire were aged between 20-24 and they were all third year students, we have also surprisingly discovered that about 96% of students from all the different ages are familiar with social media and Instagram and 42% of them are using Instagram from 1to2 years and they use it regularly less than an hour per day. Also, 32% of the students said that they post every few months on Instagram during their free time. In addition to that, we have found that students are not addicted to Instagram and they use it in the right way from the results obtained 88% of the students admitted that they use Instagram during their free time.

In the second section of the questionnaire, that is about EFL learners and Instagram .we have noticed that 62% of the students use English language when using Instagram but not all the students use it for educational purposes as 50% admitted that they use it to share stories and pictures. In addition to that, we have found that 78% of the students do not like adding their teachers on Instagram, but 78% admitted that they add their classmates. Whereas for English learning pages 56 % of our sample  admitted that from thirty to sixty  percent of their followings are related to English language, and they were asked if their teachers use Instagram inside classes, the majority 88% said that they do not use it.  When it comes to the use of Instagram as a teaching tool, we have discovered that most of the students 62% do not agree to use it; they

affirmed that Instagram is not a motivational tool for the reason that it distracts their attention, while other students said that it cannot be used in a formal teaching setting.

When it comes to the third section of our questionnaire which is the main concern of our investigation, most of the students 64% believe that they are good in speaking .However 50% prefer chatting over speaking with their mates while using Instagram, whereas, around 30% are using audio and video callings, which means that they are practicing English language using the app.

Also 80% of the students admitted that they follow English learning pages on Instagram and they stated that while using Instgram for learning they could learn new vocabulary words and expressions, explore new culture, learn with fun, listen to videos with a clear pronunciation, and develop their speaking level, as the majority of the students 76% admitted that they find enough opportunities to practice their new words learned from these pages.

However, it was concluded that Ibn Khaldoun University of Tiaret oral teachers do not use Instagram in or outside classrooms, because 100% of the participants declared that none of their teachers are using Instagram app for learning and they said that even if their teachers were using it, they would never include their teachers with them or follow their pages for the reason that they like self learning with their own efforts without teachers restrictions. So, they can learn with pleasure and freely whenever and whatever they want, for them Instagram is more an entertaining app and at the same time it provides a good atmosphere to practice English language. Accordingly, students were asked about the problems that they face when participating in oral classes, most of them have answered that they have nothing to say and they face pronunciation problems. In terms of the most applied as well as valued in-class activities in the oral class, students were given chances to speak was reported to be on the top followed by oral presentations and tasks and games.

In the same regard the majority of the students 92% have agreed that they speak better in front of their classmates when they listen to native speakers. Finally, most of the students 42% admitted that they develop their pronunciation, grammar, vocabulary through the use of Instagram. Moreover, the majority of students 41% indicated that the use of Instagram is helpful in enhancing their speaking they described the benefits of using Instagram as it helps them to develop both fluency and accuracy, it enriches their 'communicating with others 'from different

cultures (like native speakers),it enables them to create and engage in different social groups and finally, students indicated that Instagram can be used as a tool to improve their speaking but unfortunately they did not experience using Instagram in oral classes by their teachers. Therefore they welcomed the idea of using Instagram for the reason that it enables them to express themselves freely and fluently.

## 2. The interpretation of the main results

After the analysis of the findings of the questionnaire, the researchers have collected a considerable amount of data about the impact of Instagram on students speaking skill and how possible it will be implemented as a tool to enhance the students 'speaking skill. Therefore, in the following section, we are going to discuss the main results that were collected.

The main results that can be taken out from the findings of the students 'questionnaire are the following:

First and foremost, all the students from all the ages and genders are familiar with social media and Instagram and they use them regularly and as the results shows students are not addicted to Instagram and the use it wisely where they spent few hours per day using it .The use of social media networks by the students should not be seen as negative act only since it can benefit them while learning as our findings show that the majority of the students use Instagram for learning purposes.

Regarding the impact of Instagram on learners speaking skill, our study discovered that in most of times students use English language when communicating with their mates or other people while using Instagram. Besides, following English language learning pages and concisely during the spread of Covid 19 learners were obliged to learn from other resources such as Instagram. This means that students are practicing the language while using the app, this kind of practice can be regarded as a positive factor that might enhance the students speaking if it is used correctly and effectively. However teachers at Ibn Khaldoun university of Tiaret are not using the app which somehow leads us to think that Instagram may not be appropriate for learning.  It is used more like entertaining application, even students disagreed on learning from Instagram with their teachers, they prefer instead informal learning as they think that Instagram cannot be used in a formal academic setting.

When it comes to the use of Instgram by teachers, the students make it clear that none of their teachers had use the app while teaching and  also students  do not follow any pages or accounts of their teachers on Intagram  because they do not like and the educational environment of the university do not encourage using such app for learning inside or outside classes ,but instead they follow foreign accounts and other accounts from other universities .Therefore, it can be said that the students are aware of using Instagram for learning but they did not find enough opportunities to use it with their teachers and exchange their knowledge together .Besides that, students prefer the use of Instagram as a learning tool only without being used as a teaching tool which means they learn by themselves from foreign sources and foreign teachers or with their classmates.

Most of the students have positive attitudes towards the use of Instagram for enhancing their speaking skill and this is due to the fact that Instagram is the place where they can explore new cultures and at the same time they can learn new vocabulary, words, expressions, and they can listen to native speakers speaking in addition to English language teachers from all over the world. In addition to that the majority of the students welcomed the idea of using Instagram as a tool to develop their speaking but they disagreed on the use of it as a teaching tool or even adding their teachers into their accounts. On the other hand students are only being exposed to formal teaching and learning such as oral presentations, they did not experience the use of this app in their oral classes so their answers were based on the use of Instagram for learning by themselves from foreign resources.

As a summary and as an answer to our research question, Instagram is affecting positively students speaking skill only if it is used appropriately by them with their personal efforts. It can help the students in enhancing their speaking skill. However, it cannot be used for teaching purposes or as a supplementary tool used by teachers either inside or outside classrooms for the reason that most of the students have negative attitudes towards its use for teaching purposes.

**3. Suggestions and recommendations**

In an attempt to help the students develop their speaking skill using Instagram, we are going to give some practical suggestions for both students and teachers alike on how they can use Instagram as a tool to learn and benefit from it. As the results show, students are familiar with social networking sites and use them regularly. Therefore, it can be said that Instagram to some extent is affecting students positively as they admitted that they learned new vocabulary pronunciation and grammar, only with their own personal efforts. On the other hand, students disagreed on the use of Instagram for teaching purposes because they prefer to be free while learning consequently; most students welcomed the idea of using it as a tool for learning by themselves.

**3.1. The use of Instagram to improve speaking**

Since it is difficult to implement Instagram into the language classroom due to the unavailability of the materials and the equipment for that, the following suggestions will be given by focusing on the use of Instagram as a supplementary tool outside the classroom. We must mention here that despite the fact that the majority of the students welcomed the idea of using Instagram as a learning tool, they disagree on using the app inside classrooms by teachers. Thus, teachers should make it as an optional decision for their students to learn with them using Instagram. In this app students can make videos, stories and even calls to improve their speaking with their classmates or friends. Taking into consideration the fact that students prefer short videos more than the long ones because they feel bored and they cannot focus .Thus, Instagram is suitable to post small videos which can be understood and uploaded easily.

**3.2. Suggestions for the students**

The speaking skill is one of the most important skills of learning English language which necessitates different strategies to be guided to promote it .Hence, various teachers and investigators suggest to update new tools that could meet the learners need and help them perform their English language daily. However Instagram is an effective tool for students to learn English speaking skill. whereas, to some extent it was not appropriate to be used in a formal educational setting for the reason that, neither teachers of Ibn Khaldoun University of Tiaret use Instagram for learning purposes, nor students agreed on the use of Instagram by their

teachers for learning. Therefore, it is positive in the way that students learn by themselves. Some suggestions will be given to help students.

## A. Practice more speaking

It is universally agreed that practice makes perfect and speaking makes no exception. The more students speak, the more they develop their speaking skill. By far, the best kind of practice is to use the language excessively. Therefore, Instagram can be an effective virtual environment for the students to practice their speaking by talking and sharing their experiences and stories in whatever they want to speak about. The students have the choice to share their speaking with their friends or keep it secret for them since instagram give the students the choice of their posts 'privacy.

## B. Practice more reading and listening

Using reading and listening at the same time is another way to improve speaking. This simply means that students should not only be listening, but also learning English from a different source. Hence the most straightforward way to accomplish this is to watch English videos with English subtitles. This way you will be listening and reading the words simultaneously, which will make it easier to grasp and recall more (jacobsneed & Francisco, 2022).

## C. Confidence and competence

Patil(2008) stated that the teacher have to take into consideration the learner's confidence to eliminate fear of making errors so that learners will be confident with their language, as well as appropriate syllabus design, education ,methods and sufficient assignments and materials could help to promote confidence and competence in speaking (Bailey,2005&Songsiri,2007).Shumin (1997) has identified a variety of characteristics that influence speaking efficiency ,including listening skills ,socio cultural factors ,affective factors ,and other linguistic and sociolinguistics competences such as grammar , discourse , sociolinguistics ,and strategic competence ,which means they must understand how words are segmented into various sounds and how sentences are stressed in specific ways (kamonpan,2010).

**D. Task based learning approach**

The speaking exercises were designed using a task based educational method (Nunnan, 2006) and the course description, with the emphasis on the following concepts:

A need based approach to content selection, the provision of opportunities to use English, the enhancement of the learner's experiences as important contributing elements to classroom learning, and the linking of speaking situations to real world English are all important components of classroom learning (kamonpan, 2010).

**4. Tips to overcome speaking skill difficulties**

Firstly, learners must understand the importance of the speaking skill and try to acquire it as they need it. In addition, speaking seems to be difficult because the speakers have to produce sentences on the moment of talking which is quite difficult for foreign language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Therefore, the English language learners face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world (Rao, 2019).

**5. Instagram speaking activities in language learning**

Since its introduction, social media have been integrated in classrooms and implemented for learning purposes in various ways (Gikas& Grant, 2013; Mao, 2014).According to Parveen (2016), speaking skill is one of the four main skills in the English language. It is also one of the important skills in language learning. By using Instagram activities learners may become active and motivated to speak English language. Here are some activities that can be used by teachers:

A) Capture fieldtrip memories: Mostly, students like to take picture and post it in their Instagram account. Teachers can develop an activity by applying this way. Teachers may ask students to post their photos about their holiday. It may be about their weekend, their photos memory during final semester holiday, and etc.  Students are asked to use hashtag that was not previously used by others. Then, they are asked to choose five pictures from their own content to prepare two minutes presentation about her holiday memories.

B) Review a famous person in history:  Teacher can also use Instagram to have students browse historical photo about famous person and create a bulletin board. Then in classroom, ask them some questions related to their bulletin board. For example, if students talk about a historical figure in class, ask them who the photo is, and describe 1-2 relevant items about that person.

C) Role Play: Teachers can assign students to make a mini role play. The topics focus on maintaining interpersonal communication like saying hello/goodbye, asking for directions, starting a conversation, asking for help, and etc. The 15-second video option is a great way to really let students get into character through recorded role-playing and even performance reenactments.

D) Pronunciation: Plus to improve students' pronunciation, teachers can post videos for extra pronunciation practice. Video posted also given a unique "hashtag" that make students interested to see it. Furthermore, students are required to do pronunciation practice by imitate from what they see in the video. In addition, teachers can ask students to record their own videos related to pronunciation practice. The video is posted on their Instagram account. After posting the video, students can evaluate their performance directly (Handayani, 2016).

According to kaya (2006), there are some activities that can be implemented to promote speaking skill. Thus, the teacher should create an environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when the students collaborate in groups to achieve a goal or to complete a task. Kayi (2006) also promotes some  speaking activities, such as discussions, role play, simulations, information gap, brainstorming, 27 storytelling, interviews, story completion, reporting, playing cards, picture narrating  and describing, and find the  difference (sari,2019).

**6. Other recommendations**

Instagram has gained popularity recently due to the great position this app has in peoples 'life  as well as the huge benefits that it can serves for both the society generally and to each individual also. Thus taking into consideration the results obtained through the questionnaire. The following recommendations are suggested for both teachers and learners:

- Teachers should encourage their students to speak and give them time to think before talking
- Teachers should maintain strong professional boundaries on social media and avoid accepting students' requests as 'friends'.
- Despite the fact that social media apps are only available outside classrooms due to the fact that no internet connection is available inside classes, but the university officials should start thinking about implementing at least free access to internet in order to be able to use social networking sites inside classrooms.
- Teachers should take into consideration students' interests and use multiple activities to meet all the students' needs.
- The use of technology helps both teachers and learners for a better learning such as the use of computers and it also improve their four skills.
- Teachers should never post or upload examples of student work exam replies or marks without the agreement of the student.
- Students must know how to communicate with their teachers while using Instagram and should not mix their personal life with educational one.
- Students who face speaking difficulties must be given more opportunities by their teachers in order to express themselves
- Teachers must reduce their time talking so that they can observe their students speaking while they talk
- Students have to use English outside the classroom and teachers should give ways to students to encourage them
- Teachers need to be friendly with their students and students must follow what their teacher says to them to do

**5. Conclusion**

    All in all, Instagram can be an effective tool where the students have a plenty of choices to improve their speaking in an informal way outside a formal academic setting. In the last chapter of this study we have first given a summary of this study. Next, we have provided a summary of students' questionnaire. Then, we have interpreted those findings in order to find answers to our research question. After that, we have given some suggestions on how both students and teachers can use Instagram to improve the speaking skill keeping in mind that these recommendations most of them can be practiced outside classrooms because of lack of the equipment within our university and the negative attitude of students towards the use of Instagram as a teaching tool.

**General conclusion**

Developing the students' speaking skill has always been a tough issue for the English language users due to the educational system that focuses more on the other skills neglecting speaking. Accordingly, this research aims to investigate the impact of Instagram application on the students' speaking. It also aims to assess the possibility of using Instagram as tool to enhance learners speaking, besides discovering the most practical strategies which can be applied by both teachers and students in order to enhance the speaking skill by using Instagram.

This study first began with the theoretical part that was a general overview of social media and its use. Afterwards, the focus was directed towards the use of Instagram and its relation to communication. Next, we provided the definition of language besides its functions. Then, the focus was directed to the speaking skill by providing its kinds and components. Furthermore, the use of Instagram at university was explained.

The second chapter of this study which is the practical part was divided into two sections; first, the researchers provided a detailed description of the population and the research instrument that was used to collect data which is the questionnaire. Second, the researchers analyzed the data that was gathered to be interpreted.

The last chapter of the research was devoted to the discussion and the interpretation of the findings. In addition, some suggestions and recommendations were provided to help the students and the teachers benefit from using Instagram to enhance the speaking skill. The results have also shown that most of the students are already using Instagram for learning outside the classroom from different resources and teachers outside their university.

The analysis of the findings revealed the positive attitude of the students towards the use of Instagram as a tool to improve their speaking skill. But to some extent, it is not appropriate to be used for teaching purposes at Ibn Khaldoun University in Tiaret since none of the teachers use Instagram and also the students' negative attitude towards involving Instagram as a teaching tool. Simply because they like to learn with their personal efforts; learning from foreign teachers and sources and because they prefer to be at ease while learning. Instagram is more of an entertaining application rather than a learning one since they prefer to learn with fun.

To conclude, the widespread of social networks and the positive attitude of the students towards using Instagram to enhance the speaking skill leads us to think that Instagram is effective to be used for enhancing students speaking skill. However, to some extent it cannot be implemented at Ibn Khaldoun University. According to students' responses they prefer learning from Instagram outside a formal academic setting without the control and restriction from their teachers, so this elucidates that to some extent it is it is not appropriate to be used for teaching.

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**Appendices**

**Appendix 1: Students' Questionnaire**

**Questionnaire for English students at Ibn khaldoun University of Tiaret**

Dear student,

   This questionnaire aims to explore your beliefs and views towards the effect of Instagram  on learners speaking skill. Would you please answer the questions below by ticking (√) your choice(s) in the corresponding boxes or complete your own information whenever necessary. It would be helpful for this study if you answer the following questions. Thank you very much for your precious contribution.

      Part one: general information

1) Gender:   Male [      ]      Female [        ]

 2) What is your age?

a- less than 20 [       ]       b- between 20-24 [        ]   c- more than 24 [        ]

 3) Do you like using social media?

      a- yes [        ]    b- No [       ]

 4) Do you have Instagram?

a- yes [       ]       b- No [        ]

5) How do you access your Instagram account?

      a - pc [       ]        b- smart phone [        ]      c- tablet [       ]    d- others [        ]

6) How long have you been using Instagram?

a- Less than a month [      ]      b-from7 to 12 months [      ]     from1to2 years [       ]

d- More than 2 years

7)  How many hours per day do you spend on Instagram ?

a- less than an hour [      ]      b-from 1to 2 hours [     ]      c-from 2 to 4 hours [      ]

d- from 4 to 6 hours [      ]    e- more than 6 hours [      ]

8) How often do you post on Instagram feed?

a- Never [     ]  b- Every few months [      ]  c- Weekly [      ]     d- Daily [     ] e- Multiple

Times a day [     ]

9) When do you log in into Instagram?

a- During free time ⬜          b- While at university / work ⬜ c- Meal times ⬜ d- Any

Spare moments ⬜

10) Do you checkout Instagram right before you go to sleep?

a- Yes ⬜     b- No ⬜

11) Is Instagram the first thing you check when you wake up?

a- Yes ⬜     b- No ⬜

12) Do you check in Instagram while meetings with friends and family?

a- Yes ⬜   b- No ⬜

Part two: EFL learners and Instagram

13) What language do you implement when using Instagram ?

a- Arabic ⬜          b- English ⬜          c- others ⬜

14)-For what purpose do you use Instagram?

a-To share stories and chat with friends ⬜          b-To improve your level in foreign languages ⬜

c- To Meet new people ⬜          d-to do business ⬜          e-other ⬜

15) Do you use Instagram to contact your mates?

a- Yes ⬜   b- No ⬜

16) Would you include teachers into your instagram account?

a- Yes ⬜   No ⬜

Why?....................................................................................

17) Approximately what percentage of your followings is related to English language?

a- Less than 30% ⬜          b- from 30 to 60% ⬜          c- more than 60 % ⬜

18)  Do your teachers use Instagram inside classroom for learning?

a- Yes ⬜     b- No ⬜   c- to some extent ⬜

19) Do you think including Instagram in classroom as a teaching tool would be beneficial?

a- agree ⬜   b- disagree ⬜

Justify…………………………………………………………………………………………

Part three: Instagram and English speaking skill

20) What is your preferable way of communicating with others on Instagram?

A-chatting ☐          b- video calling ☐          c-audio calling ☐
d-replying to Instagram stories ☐                    e- posting pictures and commenting on others ☐

21) How do you rate your speaking level?

   a-weak ☐          b-Good ☐          c-very good ☐          d-excellent ☐

22) Do you follow pages of learning English?

a- Yes ☐          b- No ☐

If yes, what do you find interesting in these pages?
……………………….…………………………….…………………..……….……
……………….………………………………….…

23) How often do you learn new words while using Instagram ?

a- rarely ☐          b- sometimes ☐          c- often ☐          d- never ☐

24) Do you find enough opportunities to practice your new words?

a- Yes ☐          b-    No ☐

25) Does your teacher use Instagram in oral expression classes?

   a- Yes ☐          b-   No ☐

If yes, do you like it …………………………………………………………………………

26) From where does your teacher usually get the Instagram resources?

   a- from Algeria ☐          b- from abroad ☐

27) What problems do you meet in oral classes concerning participation?

A-Having nothing to say ☐

B-lack of time ☐

C-pronunciation problems ☐

D-making a lot of grammar mistakes ☐

28) What kind of activities are usually carried out in your oral class? (You can choose more than one option)

a- general group discussion ☐

b- Watching and discussing videos ☐

c- Oral presentations ☐

d- Listening activities ☐

e- Tasks and games ☐

29) Choose from the above characteristics of modern methods the ones that exist in your oral class?

A- Students are given more chances to speak [        ]

B- Cooperative learning [        ]

 C- Students are given more chances to speak [        ]

D-learning through activities and tasks taking into considerations students interests [        ]

30) Do you think that listening to native speakers help you to speak better in front of your classmates?

   a- Yes [        ]   b- No [        ]

31) Below, which one of the language features can be developed through Instagram ?

  A-Vocabulary [        ]

  B-Pronunciation [        ]

C-Grammar [        ]

d- All of them [        ]

32) Do you think that Instagram can enhance your speaking?

   a- Yes [        ]    b- No [        ]

Explain how

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

33) How can you describe the benefits of using Instagram to improve your speaking?

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

34) Please, would you give some suggestion concerning the impact of Instagram on your speaking skill learning process that you may have experienced?

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Thank you very much for your collaboration and help