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The Role of Instagram in Enhancing Students' Motivation to Learn English as a Foreign Language

The case of First Year English Major Students at Abderrahmane Mira University of Bejaia

A dissertation submitted in partial fulfilment of the requirements for a Master's degree in Linguistics

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Abstract

Social media has revolutionized the way we communicate and discover information. In the context of language learning, social media platforms has become invaluable tools in English language learning. The present study aims to investigate the role of Instagram in enhancing the motivation of first-year licence students in the Department of English at Bejaia University to learn English as a foreign language. It is an attempt to demonstrate the impact of Instagram on raising students' motivation to learn English, and highlight the possibility of using this platform as a means to learn English as a foreign language. To collect the relevant data on this topic, mixed methods were adopted, as we distributed a questionnaire and conducted a focus group interview. For the sake of analysing the collected data, a mixed method approach was also adopted. The findings show that Instagram enhances students' motivation to learn English as a foreign language through various factors. The results also reveal that the use of Instagram contributes in developing students' language skills mainly speaking and listening.

Key words: Instagram, Motivation, English as a foreign language.

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Dedications

It is with love and warm heart that I dedicate this work to:

My dear parents, for their love sacrifice and hard work to succeed in my studies

My sister, who has always been there for me whenever I have needed her, and her husband

My brothers, Khaled, Ilyas, Riadh and their wives

My beloved nephews and nieces

My grandfather and grandmother (in memory)

My best friend Hadil, with whom I shared unforgettable moments

My classmates, Master 2 linguistics group 2022 / 2023, who will remain stuck in my memory

until the last day of my life. Our beloved ones

MEDJOUB Khalida

List of abbreviations

ICT: Information Communication Technology

FL: Foreign Language

MI: Intrinsic Motivation

ERG: Existence, Relatedness, and Growth

SDT: Self Determination Theory

EFL: English as Foreign Language

ELT: English language Technology

SMT: Social Media Technology

MALL: Mobile Assisted Language Learning

QCA: Qualitative Content Analysis

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General Introduction

Technological advancement has been a driving force in shaping human history and driving economic, social, and cultural change. It has revolutionized industries, transformed communication and education.

The rise of social media over the past few years has changed the ways in which internet is utilized by most its users. Pujiati et al.(2019) claimed that people do not need to interact face to face anymore since the advent of social media, which is regarded as the most significant by-product of technological development in the communication sector, since it offers a space for people to interact socially, share ideas, and provide feedback on the content produced.

Social media platforms are regarded as effective instruments teaching and learning activities through their nature of openness, interaction, and sociability (Manca & Ranieri,2016). Given the widespread usage of social media, several studies have been carried out to clarify how social media platforms can be used for educational objectives, in particular within the area of foreign languages learning.(Erarslan,2019; Manca & Ranieri,2016,Tang & Haw,2017). It has been shown that social media although it serves a vriety of taskes and was not created for educational purposes, it is used in educational situations as a potent tool to promote involvement and communication Sangwaan (2019) stated that "students usually use social sites for many reasons such as for study purposes, for entertainment purposes as social media provides any data you want very easily and quickly within a function of seconds"(p.281)

As far as Instagram can play a significant role in English learning due its immensive and engaging nature. Based on Kaviani (2022) " Instagram has many pages to educate English"(p.16). Khalitova and Gimaletdinova (2016) stated that Instagram offers a dynamic environment for language learners to practice and improve their English skills through a

variety of features such as photos, videos, and captions.

Therefore, the aim of the present study has been to investigate the role of Instagram in enhancing the motivation first year English major students at university of Bejaia to learn English as a foreign language.

1. Background and Problem

Nowadays, with the internet interconnectivity around the world, the importance of immediate and appropriate communication channel has been rapidly increasing. It is evident that a common language is necessary for communication in the light of the current development and expansion that has made the world a small village. Rao claims that English is " the first global lingua franca and it is most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunication and scientific publication as well as publishing newspapers and books" (2019, p.66). That is to say, English is the language of globalization and international information network par excellence.

Moreover, various researchers such as Gardner, Lambert, and Dornyei have conducted numerous researches to ascertain the function of motivation in the process of foreign language learning, as they demonstrated that motivation is positively associated to success and achievement in learning English language. Indeed, in the process of learning English as foreign language, motivation is one of the fundamental factors to support learning. According to Oxford and Shearin, "motivation is considered by many to be one of the main determining factors in success in developing second or foreign language."(1994, para.1)

As we live in an advanced technological era, Information and Communication Technologies (ICT) swept the field of learning in various ways. Chappelle (cited in Tahir and Tafat, 2021) asserts that studies have shown that (ICT) have an impact on education, since it is able to make the process of teaching and learning more interesting, motivating, and meaningful.

The development of the global communication networks via internet has opened a vast field for information exchange. Likewise, it allowed users to access interaction and participation through chat sites such as Facebook, Twitter, and Instagram, which are deemed the latest creations of communication technology. Instagram platform gained a great deal of interest from young people in Algerian society, as they communicate via these sites to make friendship ,to

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exchange messages, and to keep up with everything that is new on scene.

The rapid development in the field of communication technology has changed many concepts and roles. The role of Instagram is no longer limited to exchanging messages and chatting, but it expanded to be a means of learning between individuals and groups.

On the account of the possible influence that Instagram may have on young people in Algeria, in conjunction with the necessity of learning English to ride the wave of evolution , the idea for this study germinated, which defines its problem by exploring the role of Instagram in Enhancing the learners' motivation to learn English as a foreign language.

2. Purpose of the Study

The present study aims at investigating the potential role of Instagram in enhancing the 1st year English students' motivation in the department of English at Abderrahmane Mira university of Bejaia. To be more specific, the aim of this work is to highlight the possibility of using Instagram as a means of English learning, and to determine the factors, which influence students to depend on that platform in their English learning process.

3. Significance of the Study

The significance of this study lies in emphasizing the importance of the English language, and the possibility of learning it through virtual network, which creates some important points that illustrate the optimal use of the modern technologies. Furthermore, it may also encourage the expansion of research in the field of language use in social media. Meanwhile, enriching the university library with the subject of the study that would benefit researchers interested on social networking in general, and students in faculty of arts and languages in particular.

4. Research Questions

In order to investigate the role of Instagram in enhancing students' motivation in learning English language, we raised the following questions:

Q1: Do first year students in the department of English at university of Bejaia rely on Instagram to learn English?

Q2: Can Instagram be a motivator for first year students to learn English?

Q3: What are the motives of first year licence to learn English?

5. Research Hypotheses

Research hypotheses are guess and prior expectations that the researcher strives to prove or nullify through the results he obtains when conducting the research he is in the process of investigating .Smith declares that "it is widely stated that hypothesis is necessary in the execution of scientific investigation"(1945,p.296).

To answer the previous questions, the following hypotheses are suggested:

H1: Instagram consists of several advantages that attract students to learn English through it.

H2: Students follow content related to English language learning.

H3: students' motives to learn English language are divided into integrative and instrumental motives.

5. Research Methodology

Considering that our study belongs to the field of exploratory studies, George (2023) stated that, the exploratory research studies the research that are not studied in depth yet. we adopted the mixed method approach methodology. Venkatesh et al (2013) claim that mixed methods refers to a technique that blends quantitative and qualitative research methodologies in the same study enquiry. This means that the research used both qualitative and quantitative research methods for the collection and analysis of data.

Research data were collected from first year students of English Department University of Bejaia. Data were gathered by using two main instruments; questionnaire and focus group interview to figure out the role of Instagram in enhancing student's motivation to learn English.

For the quantitative part, we used a descriptive statistical method relying on manual calculation of statistical data . For the qualitative part, we explained and interpreted the result obtained from the questionnaire that contains open-ended questions and the results obtained from the focus group interview, by discussing and justifying the different answers through qualitative content analysis.

6. Description of the study

This study consists of three chapters. The two chapters are theoretical and the third one is practical. The first chapter divided into three sections, the first section of this chapter starts with various definitions of motivation. It, then, deals with the different types of motivation, important theories related to foreign languages learning motivation, as well as, the importance of motivation in the process of foreign languages learning. The second section of this review deals with an overview of language learning in Algeria. The third and the last section, tackled different definitions of social media, its types, the role of ICT in language learning. Besides, electronic, digital, and mobile learning introduced under the umbrella of modern learning, in addition to a brief summary of some works which address the role of social media /Instagram in learning English as foreign language. The theoretical concepts in this chapter reviews helped us to reach the aim of our study.The second chapter tackles the research design and the methodologies employed for carrying out the study. Chapter three, concerns the practical part, it presents and discusses the main results, data interpretation and the analysis of the students' questionnaires and focus group interview that contains their opinions. Besides, it presents the implications, limitations, and it provides suggestions for further studies. Finally, it ends up with a general conclusion.

Chapter One: Literature Review

Introduction

This chapter is devoted to the review of literature that designed to account for the relevant works related to our study. This chapter related to motivation in language learning. It aims at exploring the complex relationship between motivation and foreign languages (FL) learning. In addition, to the role that social media / Instagram plays in the process of foreign languages learning. This chapter is divided into three sections. The first section of this chapter starts with various definitions of motivation. It, then, deals with the different types of motivation, motivation and theories related to foreign languages learning, as well as, the importance of motivation in the process of foreign languages learning. The second section of this review deals with an overview of the language learning in Algeria, as it attempts to make a distinction between language learning and acquisition. The third and the last section, lunched different definitions of social media, its types, the role of ICT in language learning. Besides, electronic, digital and mobile learning introduced under the umbrella of modern learning, in addition, to a brief summary of some works which address the role of social media /Instagram in learning English as foreign language. The theoretical concepts this chapter reviews will help us to reach the aim of our study.

Section One

This section presents the definition of motivation, its types, in addition to motivation and related foreign languages learning theories. And the importance of motivation in the process of language learning.

1. Motivation and Foreign Languages Learning

1.1. Definition of Motivation

The definition of the term "motivation" regarded as a challenging task, since it has used in variety of contexts and from different perspectives. Oxford and Shrean (1994) observe that despite the undisputed importance of motivation in learning additional languages, in fact precise meaning of motivation still up for debate. Dornyei and Ushioda state, "The word motivation derives from the Latin verb morver meaning to move. What moves a person to make certain choices, to engage in action, to expend effort and persist in action" (2011, p.3).This means, motivation is the reason that pushes the individual to act, to decide, to make effort and continue his course of action. Brown (1987) describes motivation "as an inner drive, impulse, emotion or desire that moves one toward a particular action."(p.117). That is to say, motivation is a behaviour that arises from inside and motivates the person to perform a particular action with a sense of complete satisfaction.

Second language learning motivation has actually drawn the attention of numerous researchers who conducted several studies on that topic. In the same context Yang and Wu (2022) claim that motivation is a mix of effort and desire to fulfil the aim of language learning plus positive attitudes toward language learning. Dornyei and Nemeth refer to motivation "in educational studies and applied linguistics.it is intended to explain nothing less than the reasons for human behaviour."(2006, p.6)

1.2. Types of Motivation

1.2.1. Intrinsic and Extrinsic Motivation

These two concepts have their origins in self-determination theory, which divided motivation into two categories: intrinsic and extrinsic. In general, intrinsic motivation is term used to describe the act of engaging in an activity for itself as well as the pleasure and satisfaction gained from participation. Deci and Rayan (2002) assure that "the concept of intrinsic motivation (MI) refers to behaviour performed out of interest and enjoyment."(p.37).

On the other hand, extrinsic motivation defined as the desire to engage in an activity in

order to achieve an external objective. Rayan and Deci (2000) realised that extrinsic motivation is "the performance of an activity in order to attain some separable outcomes."(p.55)

1.2.2. Integrative and Instrumental Motivation

Mahdi and Jofari (2012) report that "there are two types of motivation: integrative and instrumental. "(Cited in Grander and Lambert, 1972) (p.232)

1.2.2.1 Instrumental Motivation

Pandy declares that, "Instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes" (2005, p.81).in other words instrumental motivation is the motivation that engenders when the learner expect utility oriented objectives behind his process of language learning. It means that instrumental motivation related to the pragmatic considerations that learners anticipate in learning a language such as obtaining a job, gaining a high salary…etc. Norris (2001) states that "instrumental motivation underlies the goal to gain some social or economic rewords through L2 achievement, thus referring to be a more functional reasons for language learning."(p.2012).

1.2.2.2 Integrative Motivation

Integrative motivation is a usual behaviour of someone who appreciates the target language community, and learn the language for the reason of joining that community. Pandy (2005) points out that, "integrative motivation refers to the desire to learn language to integrate successfully into target language community." (2005, p.81). In other words; integrative motivation occurs when learners are studying a language because they went to identify themselves with community and culture of the target language; Ametova (2020) claims that, "Integratively motivated students desire to be integrated into culture and social life of target language."(p.942)

1.3. Motivation and Related Foreign Languages Learning Theories

Several theories have been developed by various researchers to explain the notion of motivation from different perspectives and settings. Prior to now, researchers have mostly employed drives, needs, and reinforcement to define the concept of motivation (Pintrich & Shunk, 2002). Modern ideas and research on motivation put the emphasis on individual's belief, values, and goals as the key sources of motivation (Eccles and Wigfield, 2002).

1.3.1. Behavioural Theories of Motivation

Behaviourism, commonly referred to as behavioural psychology is a theory that provides an explication for motivation from its own perspective. To support this view, the facilitating university (2009) states that, "behaviourism is based on the change of reflexive behaviour for a person or animal with the help of external stimulus" (p.6). This theory posits that any behaviour driven by the incentives that were used to provoke it. Behaviourists define incentives as any outside factors that have the ability to influence other to engage in and support particular behaviour. Incentives divided into rewards and punishments.

1.3.1.1 Classical Conditioning

This theory involves that, behaviourism is energized and directed by biological responses to associated stimuli. O'Shaughnessy and N.J.O'shaughnessy (2004) claim that "in classical conditioning there is an understood connection between some stimulus and true reflex reaction"(p.100).The pioneering works of this sort of conditioning is the work of Ivan Pavlov, a Russian physiologist at the beginning of the twentieth century, who conditioned dog to salivate when bell sounds. He found that the dog slobbered when it ate, or even saw food. In his initial experiments, he rang a bell at the time when food presented to the dog. The dog began to associate the sound of the bell with the impending presentation of the food, and eventually the dog started to salivate at the sound of the bell even when the food did not served. The dog

conditioned to salivate in response to ringing of the bell. The dog's behaviour had successfully modified. (Pritchard, 2013)

1.3.1.2 Operant Conditioning

The core of this theory is based on the consequences of the actions that people perform. Punishers act as distinctive to behaviour, whereas reinforces act as incentives to promote it. As cited in (Prichard, 2013), operant conditioning is regarded to have potential to be more effective than classical conditioning, because it is more flexible in nature. It depends on rewarding behaviour in order to reinforce it. Operant conditioning can also work in negative way, when an undesirable behaviour occurs, by following it with punishment of some form, in some cases simply withholding the anticipated reward for a particular considered punishment. For instance, if a mother rewards her child with a chocolate bar every day if he cleans up his bedroom, the child may soon begin to spend some time each day cleaning. In this case, the tidying behaviour grows because of rewarded. Reinforcement is the term for this awarding. It is conceivable that the tidying behaviour would diminish or end entirely, if the rewards were suspended. Skinner, an American psychologist, one of the most prominent figures in the field of operant conditioning. Skinner conducted a research on the behaviour of rats and pigeons, and then he extrapolated his findings to people. He founded what is known as Skinner box. Skinner box was a simple empty box, where an animal to earn food could do simple actions. The animal would receive reward, such as food pellet, for a typical nearly random behaviour like pulling a lever in the box. As the incentives continued for repetition of the action, the animal learnt that in order to feed it must press the lever. Skinner claimed that the bulk of human behaviour controlled by rewards and punishments, and that the principals of operant conditioning can be used to explain all human learning.

1.3.2. Humanistic Theories of Motivation

Humanists emphases the importance of personal growth. Dornyei (2001) maintains, "Humanistic psychologists such as Carl Rogers and Abraham Maslow proposed the central motivating force in people's lives (unlike rats or dogs) is the self-actualising tendency" (p.8). As he explained that this refers to the desire to reach the personal growth in addition to the complete use of the inherited skills and abilities human possess.

1.3.2.1 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a psychological theory that explains human motivation via the pursuit of several degrees of needs. Rakowski (2011) points out that "Maslow's hierarchy of needs describes the human needs.In his model he divided people's desire into hierarchy of five needs. The structure of his pyramid starts from the bottom and proceeds up words" (p.4).

The theory aims to explain what motivates people to fulfil specific needs. Reisinger and Dimanche (2010) note that "according to Maslow's hierarchy of needs (1954),human behaviour depends upon the needs human beings want to satisfy"(p.272).It implies that humans are motivated to do specific tasks only to fulfil a number of needs.

Reisinger and Dimanche further explain that "ones certain needs are satisfied, they do not motivate the individual any longer" (2010, p.272).To elaborate, people are motivated to achieve some needs .when one need is satisfied, they go on and seek to accomplish the next one and so on.

Dornyei (2001) claims that, Maslow 1970 identified five basic classes of needs. The needs represented in hierarchical level, which he defined as follows:

- Physiological needs are vital needs, such as food, water, shelter, worm, sleep, and sexual frustration.

- Safety needs; refers to the need for security, besides the need for protection from pain and fair.

- Love needs; represent the need for love and affection from the work place, family and romantic relationship, etc.

- Self-esteem needs; such as the need to gain competence, independence, independence, status, approval, and recognition.

- Self-actualisation needs relate to the need to realise one's abilities and potential, as well as to understand to understand gain insight.

Figure 1

Abraham Maslow Hierarchy of Needs
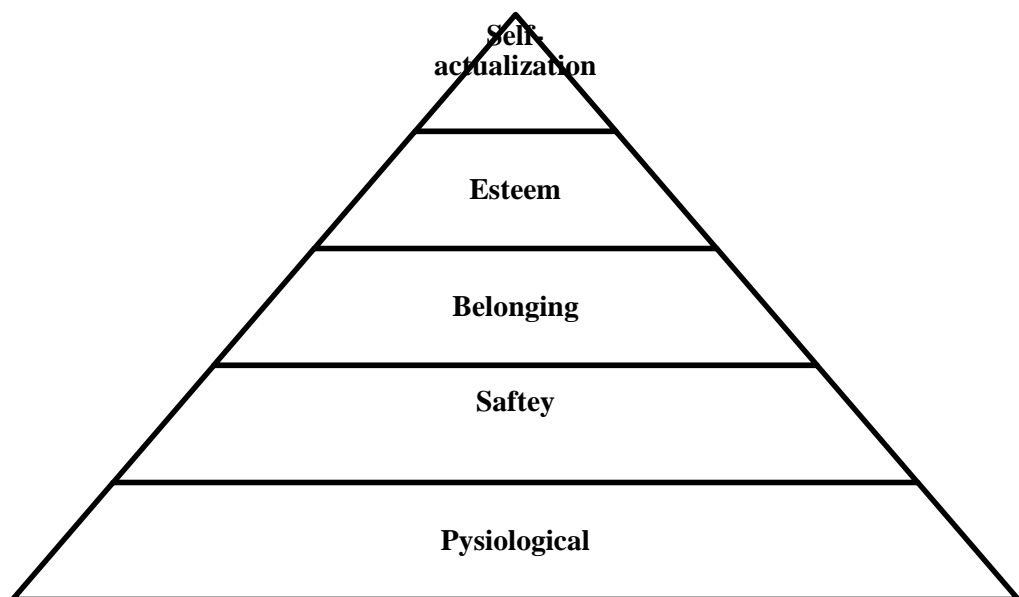
Note: Adopted from Kirby and McDonald, 2009

1.3.2.2 ERG Theory of Motivation

This theory is superficially similar to Maslow's hierarchy of needs, but it is different theory with some different characteristics. ERG is the simplified version of Maslow's hierarchy of needs. Miner (2002) states that "ERG theory was formulated by Clayton Alderfer (1972) to deal with certain of the shortcomings that have been noted in the original hierarchy formulated"

(p.142).Alderfer believes that Maslow's hierarchy of needs was not quite accurate in identifying and categorizing human needs. Therefore, he came up with the ERG theory of motivation. Council members suggested that the individual individual have three primary needs and all of them must be satisfied simultaneously, unlike Maslow's hierarchy when the individual satisfy one need at time.Borkowski (2009) indicates"ERGtheory allows for an individual to seek satisfaction of higher-level needs before lower-level needs are satisfied" (p.110).

As reported by Borkowski and Meese (2021), different sorts of needs are related to Alderfer's hierarchy: existence, relatedness, and growth.

- Existence: is similar to the lower level of Maslow's hierarchy. It is related to the one's needs to basic materials and psychological existence requirements like food and water.

- Relatedness: refers to the social nature of humans and their needs to build relationships with other people such family and friends.

- Growth: refers to person's intrinsic drive to be innovative, and produce contributions that are valuable and fruitful, as well as to pursue opportunities for personal growth.

1.3.3. Cognitive Theories of Motivation

Cognitive theories of motivation place a strong emphasises on the critical role mental structures, beliefs and information, processing mechanisms of the learner, play in rationalising his behaviour.

1.3.3.1 Expectancy Value Theory

this theory is the most influential conceptualization in motivational psychology over the previous four decades that have tended to embrace an expectancy-value framework, starting with Atkinson's classical achievement motivation theory(Atkinson & Ranynor ,1974 cited in Dornyei,1998).in conformity with the core principles of expectancy value theory, motivation to carry out different tasks is result of two key aspects. The first aspect according to Dornyei and

Ushioda (2011) relates to "the individual's expectancy of success in given task and the rewards that successful task performance will bring" (p.13). As regards, the second factor is "the value the individual attaches to that task, including the value of the rewards and the engagement in performing the task". (Dornyei & Ushioda, 2011, p.13)

Conversely, it is doubtful that effort will be put in for task if either of these factors is absent. In Dorynei (1998) words, "the greater the perceived likelihood of goal. Attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation" (p.119) To put it another way ,if the individual believe that she/he will fail no matter how hard he/she tries or if the task does not lead to valued outcomes ,then effort will not be invested in the task.

1.3.3.2 Self –Efficacy Theory

Self-efficacy is the individual's belief in their ability to take necessary actions to reach particular objectives. The idea originally advanced by Albert Bandura (1997), who states that self-efficacy "refers to beliefs in one's capability to organize and execute the courses of action required to produce given attainments."(Bandura, 1997cited in Hodges, 2018, p.90)

In line with the model Bandura put forward, four factors determine self-efficacy. Factors are firstly, past experience that relates to the prior experience of completing similar tasks. Bandura (1972) claims that "each success builds confidence ,and not surprisingly ,each failure weaknesses it"(cited in Hendricks,2016,p.2).it means that if the individual performed similar task in good way in the past, then he/she will be more likely to be confidant that he/she can complete equivalent tasks well in the future. The next, one is vicarious experience, which states that the individual can develop his/her self-efficacy vicariously through watching other people performing the task. Wentzel and Wigfield (2009)point out that, "observing similar others succeed cab rise observers 'self-efficacy and motivates them to try the task because they are put apt to believe that if others can do it they can as well."(p.36)

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The third factor is the social persuasion it asserts that self-efficacy can be increased to complete a task, if the individual receives encouragement from others .likewise self-efficacy will decrease ,if the individual receives discouraging or disparaging remarks about his/her ability to accomplish a task. Pajares and Johnson (2007) say that, "self-efficacy beliefs are also influenced by social persuasions from others, including the verbal judgements that others provides" (p.107) also, the final factor is psychological feedback, Usher and Pajares (2008) disclose, "self-efficacy beliefs are informed by emotional and psychological states such as anxiety, stress, fatigue and mode" (p.754)

Hence, to sum up when a person is assigned to complete a task, he/she experiences sensation from his/her body. The way he/she interpret these singles will affect his/her self-efficacy either in positive or negative way.

1.3.3.3 Goal Setting Theory

Goal setting theory was mainly developed by Locke and Lathan (1990) within industrial and organisational psychology with frequent references to work place settings (pagliaro,2002).the main concept in this theory is "the goal", which was defined by Brophy (2004) as "objectives or intends of planned sequence of behaviour."(p.7)

In accordance with the theory, people must have goals in order to act, since human action caused by purpose, and goals have to be pursued by choice (Dornyei, 1998). In relation to this, Landy and Cont (2010) confirm that, "individuals who set specific, difficult goals perform better than individuals who simply adopt "do your best" goal or no goal at all."(p377) This means that the theory seeks to explain the difference in performance among persons in terms of difference in goals. Moreover, more specific and ambitious goals lead to more performance improvement than easy or general goals.

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1.3.3.4 Self-Determination Theory

Self-determination theory (SDT) is a comprehensive explanation of human motivation and personality in social psychology. (SDT) proposed by Deci and Ryan (2017) who Disclose that "the theory examines how biological, social, and cultural conditions either enhance or undermine the inherent human capacities for psychological growth, engagement, and wellness" (2017, p.3).In other words, the theory looks at how biological, social and cultural factors work on supporting or impeding the neutral human capacities for psychological development, involvement, and well-being.

The theory makes a distinction between intrinsic and extrinsic motivation. The first refers to person's drive to carry out specific task out of internal reword like joy, pleasure or curiosity. While in the intrinsic motivation, the person anticipates an external benefit such as accolades from others or high academic standing. Self-determination theory considers intrinsic and intrinsic motivation as central and defining features for human effort and perseverance in goal achieving. It contended that people would operate and develop at their best, if these basic requirements are satisfied. Furthermore, the social setting must nurture and raise these needs in order to reach their full potential.

Clayton (2020) states that human have three inherent, innate needs. According to him, Ryan calls the needs psychological nutrients that nourish the human psychological soul .he added that for Ryan the fulfilment of all these needs is essential to operate effectively in life and to feel a sense of well-being. These needs are:

First, the need of autonomy that represents the individual's ability to make a choice. Second, the need of competence that relates to the one's ability to control outcomes through skill, knowledge, and expertise. The third and the final need is relatedness, it refers to the person's connection to others and the sense of security with that connection.

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1.4. Importance of Motivation in Second/Foreign Languages Learning

It is evident that motivation plays a key role in second /foreign language learning. Extensive studies support the idea that motivation is one of the crucial elements that determine the second or foreign language learning success. Dornyei (1998) concludes that "motivation have been widely accepted by both teachers and researchers one of the key factors that influence the rate and the success of second /foreign languages (L2) learning" (p.117).

In fact, motivation plays a significant role in learning English as foreign language (EFL), since it is responsible for the success or the failure of learners. In the same context, Williams and Burden (1997) say, «if asked to identify the most powerful influences on learning, motivation would probably be high on most teachers "list" ". This means that motivation is the most important component-effecting learner's foreign language process. Motivation is followed by socio-cultural factors, which are most often used to assure the success or failure of language learners. Therefore, Oxford and Shearin (1994) claim that "research shows that motivation directly influence how often students us L2 learning strategies, how much students interact with native speakers, how much input they receive in the language being learned (the target language)." (p.13)

Section Two

This section provides the readers an overview of the concept of language learning in Algeria, as it attempts to make a distinction between language learning and language acquisition.

1.5. An Overview of the Concept of Language Learning in Algeria

1.5.1. Status of Foreign Languages in Algeria

The most crucial issue to consider in a foreign language-teaching situation, as previously said, is that the target language is not the mother tongue of the speech group or nation where it is studied, and it has no internal functions. "Learning a foreign language aids an individual's education by providing access to the culture of a group of people with whom he does not have regular interaction" (Rivers, 1981, p. 09)

The government establishes the broad objectives for teaching a language whether it is a second or a foreign language. The Algerian government has prescribed textbooks and curriculum requirements. As a result, English Language Teaching (ELT) strategies have modified and updated to match the changing demands of Algerian schools, universities and the educational needs of learners. This reflects, in part, the Ministry of Education and Higher Ministry Education's emphasis on the teaching of foreign languages in general and English in particular, in collaboration with language textbook committees.

1.5.2. Language Learning versus Language Acquisition

Researchers and psycholinguists argued about addressing various language acquisitions and learning concerns. Language acquisition is described as how humans develop the ability to learn a language, comprehend and generate words and sentences, and acquire various tools such as phonology, morphology, syntax, and semantics to communicate. Functional abilities in the spoken language will be developed without theoretical understanding, while familiarity with

the target language's phonetic characteristics, structure, and vocabulary will be developed concurrently.

According to this concept of language acquisition, even though it is taught from elementary school, French in the Algerian speech community is learned through the learning of Algerians' mother tongue due to French's significant effect on it. Algeria is the world's second-largest Francophone nation in terms of speakers. In terms of understanding, more than half of Algeria's population is Francophone. According to an Ethnologic assessment, the effect is so strong (particularly at the lexical level) that about 111000 individuals in Algeria use French as their first language. According to Maamri (2009), "The language spoken at home and in the street remains a mixture of Algerian dialect and French words…Classical Arabic is still not mastered even at a higher educational level" (p. 10)

While English did not taught until middle school in Algeria, it studied academically as a second foreign language after French in official contexts. Indeed, no one in Algerian society speaks English as a first language, and the English language does not affect the Algerian dialect. Baiche claims that (2008), "parents claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children's future." (p. 57)

According to Schutz (2014), the following table summarizes the key distinctions between the two processes:

Table 1

Some differences between language learning and language acquisition adapted from Schutz (2014, p.55)

Language Learning	Language Acquisition
Artificial and technico	Natural and personale
Priority on the written language	Priority on the spoken language
Theory(language analysis)	Practice (language in use)
Deductive teaching (role-driven; top down)	Inductive teaching (rule-discovery; bottom up)
Preset syllabus	Learner cantered activities for room for improvisation
Translation and use of L1 included	No translation; no L1

Section Three

This section deals with different definitions of social media, its types, the role of ICT in language learning. Besides, electronic, digital and mobile learning introduced under the umbrella of modern learning, in addition, to a brief summary of some works which address the role of social media /Instagram in learning English as foreign language.

1.6. Social Media and Foreign Language Learning

1.6.1. Definition of Social Media

All People are currently communicating with each other under the guidance of what is called social media, which is an extension and explosion of traditional word of mouth networks. Nowadays, Social media have become famous in the last ten years; it can be determined to rise the access of internet-enabled devices such as computers and other devices. Youths are thinking that they have vast individual choices and opportunities to believe, think, behave and dress as presented by the media. Unfortunately, the addiction to this borrowed life style leaves them without unidentified culture. Moreover, this eliminates him/her from the society. (Sabrina, 2011)

It is clear that , social media become a very significant condition for all the people around the world ; it opens the door of being motivated, gets knowledge, enriches mind with a wide range of information , and knowing other countries customs , believes , and culture . In today's world, social media plays an important role in impacting societies culture, economy and people attitudes. Social media is a new forum that brings people to exchange ideas, connect with, relate to, and mobilize for a cause, seek advice, and offer guidance .It has removed communication barriers and created decentralized communication channel and has opened the door for all to have a voice and participate.

Furthermore, social media is the common term that everyone knows but cannot define i.e., the dynamicity of the concerned media gave it the status of being defined differently or the applications and websites that enable users to create and share their ideas, thoughts and knowledge through the building of virtual life. According to Sari (2021) "social media is the notion of online communities of people sharing interests and activities, or who are interested in exploring the advantages and activities of others"(p.129)

However, researchers who are quite familiar with the field of sociology define it preliminary as "the focus on communication and community-based input that facilitate the action of communication between interlocutors from all over the world using the net". (Sajithra and Patil, 2013, p. 46)

Additionally, David (2012) defined social media technology (SMT) as web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication.

Doyle, 1986 (as cited in Oukanda, 2016) argues that: "Social Media supports resource sharing by establishing the social foundation between students and their peers. In essence the advent of social networking technology is also the advent of new learning systems and a rapid growth in educational technology" (n.p). Similarly, Machado (2020) claimed that social media

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could act as instruments or as technological agents. In the first scenario, the media provides physical support for the information, but to manipulate them it takes a technological agent. Already in the second, it is able to manipulate the information itself, this relation can be exemplified in the use of a pen-drive to store data and in the need of the computer to remove, insert, merge content and define social media as an online environment created for the purpose of mass collaboration.

According to Machado (2020), the discussion about the term social media, begins with the term media, "support, the vehicle or communication channel, through which information can be conducted, distributed or disseminated, as a" means "of communication" in this sense even the human body can be considered a media that has the potential to inform and communicate something. What differs from social media of other communication and information technologies is the possibility for the user to expose content in a public way and through this to be able to create ties with other users that have common interest. Thus facilitating the dissemination and sharing of knowledge.

It can be seen that, social media became very popular means from the both sides, interpersonal and public communication in all over the world. As Daluba and Maxwell (2013) stated: "The traditional way of meeting each other is long gone and now the world meets at social media websites" (p.536)

What distinguishes social media from the conventional means of communication is their interactive and fast nature, which allows the audience to participate at any moment, and from any place of the world, they reside. That is why McQuail (2010) differentiates the social media from the traditional mass media when he noted that: "Traditional mass communication was essentially one-directional, while the new forms of communication are essentially interactive" (p.86)

Social media is a set of internet-based application that constructs on the ideological and

technological foundation and that permit the design and exchange of user generated content. From a general point of view depending on these definitions, Social Media is about the click done by the user facilitate what is called communication relying on new methods.

To sum up, social media is about maintaining a suitable communication platforms for chatting based several requirements from the users also it is an ingoing interaction between the all people race with concentration on the knowledge of the new technology.

1.6.2. Types of Social Media

There are many online social media that include such social networking platforms as Facebook, Whats App, LinkedIn, Telegram, and Instagram. These media have become a day-to-day routine for people especially for the category of youth.

Users can connect using this kind by creating personal information profiles, allowing friends to view those profiles, and sending messages to each other. Since the debut of sixdegrees.com in 1997, social networking sites have had tremendous success (Kent, 2008). According to reports, 1.4 billion people used social networking sites around the world in 2012, and this number is certain to rise.

Facebook: Beginning in September 2004, Facebook expanded to include high school students, professionals inside corporate networks, and, eventually, everyone.

For this feature, Chasombat (2017) also states that: "Facebook provides platform for where the participant can express feelings and thoughts to his friends and to the world which also allows him to see the others' as well. It is where he can social without actually socializing. The relationships that already have been established offline would be stabilized on Facebook". (p 39)**.**

Twitter: Is a social medium platform that allows you to send messages that are only 140 characters long. These messages or tweets allow users the ability to swiftly and efficiently share and generate ideas all across the world. (Course Hero, 2022)

YouTube: is a video streaming service, which allows users to create and upload videos to the website, which then can be shared videos to other users. (Chine, 2017, p.328)

LinkedIn: It was founded in 2003 and was one of the first mainstream social networks devoted to business. Originally, LinkedIn allowed users to post a profile and to interact through private messaging. (Atee, 2011, p.125)

Instagram: which first appeared in 2010, was launched as a photo-sharing platform and over the time other new features such as video, texting, and story sharing have been added which contributed to its growth greatly (Ellison, 2017).

Moreover, Instagramas a social media platform have gained an exceptional popularity especially in the last ten years and become an important part of all human lives around the world. In addition, millions of people use Instagram every day especially by the young adult for that it has been used for educational aims too. In addition, it has a strong effect on students' language learning process. Additionally, Instagram has a positive influence on students' language learning based on the achievement scores. Thus, it can be used to enhance learning of English and motivate students practice the foreign language.

> Social media platforms are regarded as powerful tools for learning
> English as a foreign language through their nature of openness,
> interactivity and sociability .Instagram has   become virtual
> environments for educational purposes especially suitable to enable
> learners to create, share and receive user generated content by virtue of
> their interactive features. (Manca & Ranieri, 2016,p.22)

To conclude, Social media sites allow youth to accomplish online many of the tasks that are important to them off line and staying connected with friends and family, making new friends, sharing pictures and exchanging ideas.

1.7. The Role of ICT in Foreign Languages Learning

The most important parts of learning a foreign language are the ability to communicate and the ability understands. Hence, researchers and teachers tend to explore the most effective

strategies and techniques in order to facilitate the process of learning and teaching English as a foreign language (EFL). Information and communication technologies (ICT) are a diverse set of technological equipment resources used to transmit, share and exchange information between learners. This type of technologies is a useful strategy that has been used in the field of teaching the English language therefore, it considered as a way that teachers and students use it in order to raise interaction and motivation. Thus ICT become an essential part of people life, according to Lowther et al. (2008) claim that, "ICT integration prepares learners for real-life situations" (cited in Sabiri, 2020.p1)

In the same path the integration of ICT changed or transformed the teaching environment into learner-centered. (Castro Sánchez & Alemán, 2011). Therefore, it is clear that, ICT is useful in teaching process especially in promoting students' concentration and active learning. Moreover , ICT integration, meet the students' needs simultaneously as these tools can be adjusted according to the pace, ability level and needs of the learners.

According to Albirini (2006), ICT has three kinds of impact namely affect, cognition and behaviour. The use of ICT is likely to help learners for future high-tech workplace although this implementation is relatively slower in Asian countries. Further, technology is a storehouse of knowledge and information for both teachers and learners. Thus, it enables both of them to use online material and align it with their academic needs. Technology facilitates the learners and teachers in combining basic skills and using them for their specific lessons. The use of ICT shaped an innovative way of education, it help the teachers and learners in enhancing all language skills which made learning and teaching a great pleasure for that technologies are being integrated into teaching and learning.

To sum up, ICT in teaching develops teachers' confidence by providing them more opportunities, in addition built the bridge between need to meet the needs and demands of the future and this is likely to strengthen the link between technology integration and educational

reforms. ICT make learning exciting by developing learners' curiosity and motivation; developing independent and personalized learning.

1.8. Modern Learning

Today modern Learning or technological learning becomes a growing interest for the system of education matter. In addition, modern learning is a useful strategy that has been used in the field of teaching the English language, the language skills, grammar rules and raising interaction, therefore, it considered as a way that the teacher apply it during the course in order to find interaction between students, this can help them to benefit and participate, also, though this method the learners get how to send and receive knowledge and make discussion in English. For that, most EFL learners prefer modern learning to enhance their understanding and interact easily in an acceptable social way.

According to NETP (2017) show that , mobile learning is useful for the learners to unlock the power of learning principles and think about the given task in more than one way from different context . In addition, they suggest various ways that modern learning with the use of technology can achieve learning process (2017.p12-17):

•Modern learning enables the learners to be experienced in learning for more engagement and relevant.

• Modern learning helps students to enhance their grammar skills

•Modern learning help the teachers can design effective and motivated lessons that allow students in the classroom to demonstrate their thoughts and ideas.

• Modern learning organize learning process syllabus, which requires more challenges, and project based learning.

• Modern learning can be useful for the learners to publish work online in order to receive feedback from different researchers.

- Modern learning gives more advantages for learning opportunities classroom settings.

- Modern learning gives various answers for students' interest in many fields.

- Modern learning enables the students explore and search about different topics.

Furthermore, Technology involves many options in teaching and learning improvements. According to Graddol (1997) affirms that, " technology is the central of the learning and teaching process; which affect the educational carer. In addition, the English language status is raised through the wide use of technological curriculum" (p.16). Educational technology has affected the teaching methods, which provide education with multimedia in EFL classroom, which help the learners to learn according to their interests, needs and style in modern world of education. In other words, e learning is crucial in the learning and teaching processes.

1.8.1. Electronic Learning, Digital Learning and Mobile Learning Relationship

E-learning: E-learning can also be termed as a network enabled Transfer of skills and knowledge through which the Delivery of education is made to a large number of recipients at the same or different time. (Kaushal, n.d.) . in addition , D-learning is a Hybrid or blended learning, which takes place at university or other venue, away from home under direct instructor supervision and, at least in part, through online delivery of instruction with some aspect of student autonomy over time, place, path, or pace.(Renton School District: n.d.).Also, M-learning: M-learning encompasses e-learning and mobile computing, according to Kussmaul (1996) M-learning is regarded an extension of e learning, but its quality may be improved by being cognizant of the limitations and benefits of mobile devices. The following figure shows the relationship between the three concepts.

Figure 2 *Relationship of E-learning, M-learning, and D- learning*
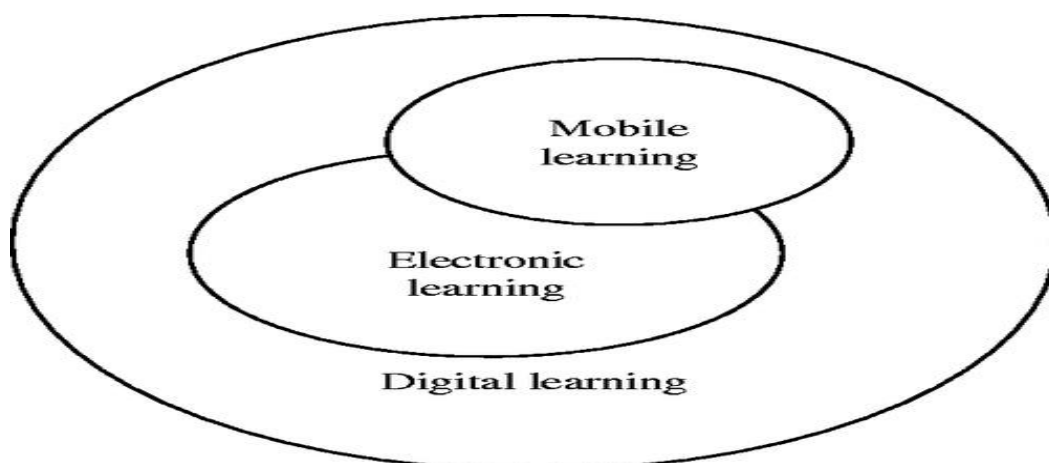
Note: Reprinted from Kumar (2018, NP)

E-learning, M-learning, and D-learning are all similar in that they all require infrastructure and can be used with or without Wi-Fi. All three tools have been digitized and are being used in the educational setting, allowing students and instructors to learn on their own.(Woods & Keeler, 2001) The education Texts, photos, and video clips are among the materials used in e-learning, m-learning, and d-learning. Learners and teachers are the primary users of all three types. All three models give opportunities for learners and teachers to learn, as well as all tools. It is also possible to update learning materials. (Barsatto & Bélanger,2018)

To sum up, the use of English language is increased among human beings; as a result, they need new strategies like mobile learning for learning that language rather than traditional one. In fact, the traditional education is not hindering or damaging the learners, but learners in a dire need to be confidently and motivated to learn English, thus they enjoy coping with the world of multimedia technology.

1.8.2. Social Media/ Instagram and English Learning

The field of foreign languages learning has witnessed a shift from the traditional learning to more technology-enhanced language learning. Educational technology is a useful

strategy that has been used in the field of English language teaching/ learning, therefore; it is consideredone of the crucial modern educational tools.

> In the EFL classroom, technology is becoming very noticeable, thus,
> both students and teachers use their smart phones to research about
> something they need. In addition, social media is widely used in way or
> another technology has completely changed our educational system.
>
> <div align="right">Cox (2015, p.10)</div>

In the same context, with the development of mobile technology, Mobile assisted language learning (MALL) swept the field of foreign languages learning vigorously. According to Miangah and Nezart (2012), MALL deals with the use of mobile technology in language learning.

Min and Hashim (2022) noticed that, "People have high demands in exploring mobile technology for entertainment or education." (p.914), to put it another way people are becoming addicted to the use of mobile technologies both for the sake of learning or having fan.

Social media have now become applicable platforms for English language learners. Thus, 21st century English language learners to enhance their learning productivity use Instagram as a platform. AlGamidi (2018) stated that Instagram has been used for teaching general English to Arab learners since 2015 and followed by more than 48 thousands students. This shows that Instagram is reliable as way to learn English language in the Arabic world.

As young generations are more familiar with social media , teachers are becoming day by day aware of this fact. Min and Hashim (2022) demonstrated that "many educators have started investigating social media in teaching and learning process like Instagram, You Tube, or TikTok." (p.914).

A growing volume of investigations had proved that Instagram plays an efficacious role in developing student's English language Pujiati et Tamela (2019) confirmed "a number of studies have also showed that Instagram aids students in improving their English skills."(p.653).

Min and Hashim (2022) supported the idea that Instagram goes beyond being an effective educational tool. They said, "One of the frequent used social Medias, Instagram, is proved an effective learning tool in enhancing students learning proficiency, interest, and motivation" (p.915). Erarslan (2019) has put emphasis on the role Instagram plays as an educational platform for EFL learners and pointed out that it "enables students to create cooperative, collaborative and sharing atmosphere." (p.66). Ali (2021) conducted a study, which aimed to confirm the positive impact of Instagram as Mobile –assisted language learning tool of EFL learning. He found that Instagram furnishes students with inspiration and enthusiasm towards better learning.

Learning English via Instagram is step that will move the learners to experience what is known as "learning outside the classroom" that can provide the students with opportunities to get in touch with language in its real social milieu by communicating with native speakers, following native content creatures…etc. "Out-of-class language learning has been found to be positively associated with both language gains and positive effective outcomes. (Lai et al, 2018 cited in Wagner, 2021, p.160)

To put it concisely, AL Arif (2019) concluded that students often use social media for English language learning; indeed Instagram is the most used platform for that sake. He also claimed that social media encourages students to learn English language and improve their language abilities, due to its divers content. Furthermore, he confirmed that the positive impacts of social media should be taken into account to raise the standard of language learning in the context of EFL university students. As he saw that social, media integration must be considered to enhance students' language proficiency through pertinent kinds of social media for English language learning and teaching.

Conclusion

This chapter was divided into three sections. In the first one, we have presented to the readers some key elements about motivation and its relationship with language learning. In the light of the research conducted on the role of social media / Instagram in enhancing students' motivation to learn English as foreign language, we realised that it is necessary to address the status of non-native languages, second languages, and foreign languages in the Algerian context. As well as, we compared between language acquisition and learning. As for the third section, was devoted to define social media, its types, as well as, to highlight the role of ICT in foreign languages learning, then, it took up the phenomenon of modern learning and its forms: electronic, digital, mobile learning. Furthermore, we have summarized some of the works related to the subject of our study .The next chapter, present the methods and methodology used in this work.

Chapter Two: Research Design and Methodology

Introduction

This chapter is methodological .It is devoted to discuss the research design and methodology adopted for this research work. Furthermore, it attempts to describe the context of the investigation, besides the population and the nature of sampling as well. This chapter endeavours to explain the choice of methods and procedures that were put in application for collecting the data. Moreover, it presents the measurement of instruments' eligibility such as piloting.

1.Methodology and Research Design

Research methodology has a virtual role that help the researcher to answer the questions and test the validity of our hypotheses through conducting the research which explains the plan that aims at solving the research problem through following the steps such as collecting, interpreting, analysing and discussing data. Indeed, methodology can be defined as specific procedures or techniques used to select, identify, and analyze information about a certain topic "it is the study of the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them" (Kumar, 2008, p. 5).

Furthermore , the study aims are to gather knowledge concerning the topic based on logical arguments and evidences, for that , the research methodology is important to mentions the plan and design of the research that serve the research need and objectives . Similarly, Cresswell (2009) expresses that "research designs are plans and the procedures for research that span the discussion from broad ". (p.5)

The present study is an attempt to investigate the role of Instagram in enhancing students' motivation to learn English as a foreign language. This investigation is an exploratory research. It is defined by Swedberg (2020) as " an attempt to discover something new and interesting."(p.17)

Moreover, the researcher opted the mixed methods approach for the sake of data collection and analysis. The mixed method approach is brand new technique of studies that mixes both quantitative and qualitative methods inside a single research. Creswell (2009) claims that a mixed methods approach is a "technique to inquiry that mixes or pals each qualitative and quantitative forms, it entails philosophical assumptions, the usage of qualitative and quantitative processes, and the combination examine of each processes."(p.4)

In addition, Using a mixed method is beneficial for the final findings. It enhances its verifiability, and it makes the investigation more productive and reliable by collecting both numeral and descriptive data.

1.1 Qualitative Method

Qualitative approach allowed for a deeper understanding of the important of research topic. A qualitative method is thematic, much less standardized and works with extensive variety of statistics inclusive of interviews, documents, or even photographs, which can be, must be prepared and analyzed. According to, Nunan (1991) claimed that,

> Qualitative method is characterised via way of means of
> verbal descriptions as its statistics, it really works to find data
> from data-wealthy sample, and it entails frequencies of
> incidence of members` beliefs, opinions, attitudes,
> motivation, and which can be explored, analyzed, and
> interpreted via way of means of a few statistical strategies.
> (p.55)

Similarly, Creswell (2009) stated that the steps of qualitative studies are:

1-Natural setting: Qualitative researchers generally tend to accumulate statistics in the area on the web website online in which members enjoy the problem observed.

2- Researcher as key instrument: Qualitative researchers accumulate statistics themselves via inspecting documents, gazing behaviour, or interviewing members.

3- Multiple reasserts of statistics: Qualitative researchers normally accumulate more than one

variety of statistics, inclusive of interviews, observations, and documents; in place of rely upon an unmarried statistics source. Then the researchers assessment all the statistics, make

Feel of it, and prepare it into classes or topics that reduce throughout all the statistics reasserts.

4- Inductive statistics evaluation: Qualitative researchers construct their patterns, classes, and topics from the lowest up, via way of means of organizing the statistics into increasingly summary gadgets of data.

5- Participants` meanings: In the complete qualitative studies method, the researcher continues a focal point on mastering that means that the members preserve approximately the trouble or issue, now no longer that means that the researchers deliver to the studies or writers explicit in the literature.

6- Emergent layout: The studies method for qualitative researchers is emergent. This approach that the preliminary plan for studies cannot be designing research tightly prescribed, and all levels of the method might also additionally extrude or shift after the researcher enters the sector and starts off evolved to accumulate statistics.

7- Theoretical lens: Qualitative researchers regularly use lens to view their studies, of the idea of culture, significant to ethnography, or gendered, racial, or magnificence variations from the theoretical orientations.

8- Interpretive qualitative studies: It is a shape of interpretive inquiry wherein researchers make an interpretation of what they see, hear, and recognize. Their interpretations cannot be separated from their very own backgrounds, history, contexts, and earlier understandings. After a studies record is issued, the readers make an interpretation in addition to the members, supplying but different interpretations of the observer. (p, 175-176)

A qualitative observe is suitable whilst the intention of studies is to give an explanation for a phenomenon through a way of means of counting on the notion of a person`s enjoy in a given situation (Stake, 2010). In the equal context, Creswell (2009, p.55) noted that, "A quantitative

method is suitable to the researcher seeks to recognize relationships among variables".

In the same path, Birks and Mills (2011) defined quantitative method used to receives perspectives that comes from the human enjoy with entire objectivity, expertise a human`s notion is imperfect which inspired society, culture, or different outside influences.

Unlike the Quantitative, Qualitative Approach entails gathering and reading non-numerical statistics. Creswell (2009, p.170) defined "is a method for exploring and expertise the that means people or corporations ascribe to social or human trouble .On the alternative hand , Frankel and Wallen(2009) argue that "qualitative researcher have a miles more flexibility in each the techniques and strategies they use and the general studies method itself."

To conclude, the qualitative studies strategies are created to assist researchers to recognize the cultural and social contexts inside which they live. It is an interpretative method, which tries to benefit perception into the particular behaviours associated with a positive social phenomenon via the evaluation of members` subjective reports. In addition, through this method the researcher is able to construct, hypotheses through addressing questions like how, why, in what why, so, it helps the researcher to watch the pupils reports and realities from the topic perspective. **.**

1.2. Quantitative Method

Quantitative approach is used to analyze the data. Creswell (2009) stated that,

> quantitative research is a means for testing objective theories by examines the relationship among variables which focus on using social media /Instagram in enhancing students' motivation to learn English as a foreign language, these variables ,in turn , can be measured , typically on instruments ,so that numbered data can be analyzed using statistical procedures.

According to Fred and Perry (2005), "quantitative studies is characterised with the aid of using numbers to symbolize records" (p, 75). They additionally delivered that it is predicated

closely on using information to make generalization from samples to populations "Quantitative studies regularly makes use of pattern techniques for generalizing findings to large populations" (p, 75). The quantitative studies based on using numbers, a previous categorization, statistics, the language information, standardized approaches to evaluate goal reality.

In other words, the quantitative approach is useful technique for generalizing results from wide population selected for the topic. It involves the usage of numerical data to answer questions like "who", "how", "what", because is deals with numerical analysis through the sample selected by the researcher in order to explain the main issue by analysing the collected data in form of numerical and mathematical procedures .

Furthermore, Fred and Perry (2005) emphasize that the difference among quantitative and qualitative studies is in the fashionable, orientation underlying the study, the methods, of facts series used, the sample of the amassed facts, and the technique of facts evaluation carried out for facts managing and getting results. Thus, the distinction among the quantitative and qualitative strategies summarized as follow:

1- Quantitative studies related to large-scale studies; a qualitative study related to small-scale studies.

2- Quantitative studies make use of numbers to symbolize its facts; qualitative studies make use of verbal descriptions and visible pictures to symbolize its facts.

3- Quantitative studies is associated with the researcher objectivity; qualitative studies is associated with the researcher as he is the principle size device.

4- Quantitative studies include reading particular variables; a qualitative study includes holistic, systematic, encompassing, and incorporated perspective.

5- Quantitative studies have a tendency to investigate facts after gathering them; qualitative studies have a tendency to investigate facts for the duration of gathering them with interpretations confined via way of means of theoretical interests. (2005, p.22)

Indeed, because the topic shed the light on investigation the using social media /Instagram in enhancing students' motivation to learn English as a foreign language, it should be applying the successful approach that is suitable for research objectives. Thus, it is useful to use descriptive and analysis method, which based on using mixed approach to make deal with the numerical data about the topic.

2. Context of Investigation

According to the Bejaia university website (n.d), The university of Bejaia was Founded in October 1983, it is a multi-disciplinary public institution. Today, it boasts over 45,700 students, 1,714 teaching staff and 1,227 technical and administrative personnel, spread across eight faculties: Technology - Exact Sciences - Law and Legal and Administrative Sciences - Natural and Life Sciences - Letters and Languages - Human and Social Sciences - Economics, Management and Business Sciences - Medical Sciences.

Abdrrehmane Mira Unuvesity of Bejaia contains two campuses: Targa Ouzemmour and Aboudaou. The Targa Ouzemmour campus offers engineering, and LMD degree courses in three faculties: Faculty of Technology, Faculty of Exact Sciences, and the Faculty of Nature and Life.
Abouaou Campus Opened in 2003, the Aboudaou campus on the Tichy_Béjaia road comprises four faculties: Faculty of Law, Faculty of Economics, Management and Business Sciences, Faculty of Letters and Languages, Faculty of Human and Social Sciences,and Faculty of Medicine.

The Faculty of Letters is one of the major faculties of the University of Bejaia. It was established as a Faculty of Letters and Languages under Executive Decree no. 10-309 of December 5, 2010. It results from the restructuring of the Faculty of Letters and Humanities created on April 14, 1999, amending Executive Decree no. 98/218 of 07/07/1998, concerning the creation of the University of Bejaia. The Faculty of Letters and Languages has a student

body of 7339 undergraduates (LMD and classic system) and 132 postgraduates. Supervised by 218 permanent teaching staff. Department of English language and literature was Established on August 23, 2003. It consist of 877 students in the academic year 2022 / 2023.

This investigation was conducted in the department of English at Abdrrahmane Mira University of Bejaia. The intended population under investigation were first year students for the academic year 2022 / 2023.

3.Population and Sampling

3.1. Population

The population that is targeted in this research are first year students of the department of English at Abdrrahmane Mira University of Bejaia. They consist of one hundred and thirty eight (138) students.

3.2. Sampling

A sample is a manageable version of a larger population. Acharya et al.(2013) describe the sample as " a subset of the population selected so as to be representative of the larger population."(p.330)

Sampling is very important step in any investigation, in different words, "sampling is selecting few part from the whole population of the study in order to find answers of the research questions and suggest the solution for the statement problem ." (Thompson, 2012, p.1).

Moreover, is useful to measure the skilled investigators, also it enables the research to check, test, and explain the validity of the data collected concerning investigating the role Instagram in enhancing students' motivation to learn English as a foreign language.

According to Kothari (2004), sampling may be described as "the choice of a few a part of a combination or totality on the idea of which a judgement or inference approximately the combination or totality is made" (p, 152). In different words, the technique of gaining statistics approximately is an entire populace with the aid of using dealing simplest with part of it. Thus,

sampling is composed of choosing a few a part of a populace to study in order that one can also additionally estimate something approximately. Kothari (2004) emphasizes the advantages of sampling as follow:

1- Sampling can keep time and money.

2- Sampling can also additionally allow greater correct measurements for a pattern examine is commonly performed with the aid of using educated and skilled investigators.

3- Sampling stays the simplest manner whilst population includes infinitely many members.

4- Sampling stays the simplest preference whilst a check includes the destruction of the object below examines.

5- Sampling typically permits to estimate the sampling mistakes and, thus, assists in acquiring statistics regarding a few function of the populace (p.122)

3.2.1. simple random sampling

This method is one of the simplest ways to gather information from the entire population. Under random sampling each member of the subset carries an equal chance of beign chosen as a part of the sampling process. In accordance with this, Singh (2003) stated that, simple random sampling is one of the most straightforward methods of gathering data from the entire population, as it ensures that each sample has equal chance for being chosen.

For example, suppose that we wish to choose one hundred (100) pupils at a random way at school as a simple random sample. Here, we assign a number to every pupil in the school database and use a random generator to chose a sample of one hundred (100) pupil.

In the current study we have opted for a simple random sampling .Therefore, we dealt with a homogeneous sample composed of 30 males and females that represents 21% from the whole population. Their ages span between 18 and 29 years. For most of them Barber is their mother tongue. The sample was required to respond 17 questions designed to fulfil the aim of our research. At this stage, it is worth noting that not all the sample were required to

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respond to the two data collection tools used in this investigation. That is to say out of 30 persons, 19 students responded to the questionnaire, and 6 students to the focus group interview.

3. Data Collection Tools

Data collection is important for any investigation. Indeed, to reach the aim of this study a questionnaire and a focus group interview were opted for.

4.1. The Questionnaire

A questionnaire is a tool for gathering information about a given topic. Creswell (2009) claimed that, the questionnaire is an organized tool to collect primary data. It usually consists of a series of written questions to which responders must respond. In addition, the researcher used a semi-structured questionnaire to ask a series of open-ended and closed-ended questions to participants.

The questionnaire is widely and common method used by investigators in checking the information about the research subject aims, attitudes and backgrounds. In this present study, the questionnaire is the used data collection tool to investigate the role of Instagram in enhancing students' motivation to learn English as a foreign language.

In other words, the Questionnaire is one of the most frequent quantitative data gathering tools. It is a set of different types of questions asked to a large number of participants to collect statistically useful knowledge about a given topic. It is a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents (Roopa & Rani, 2012). Moreover, the questionnaire is a kind of data collection for gathering a large amount of information quickly in a form that is readily process able.

The use of questionnaire can help the researcher in various ways and it has many advantages for choose it as a data-collecting tool. According to Seidel et al (2012, p, 151) summarizes its strengths in the following:

- Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent

- Questionnaires are cheap to administer.

- The only costs are those associated with printing or designing the questionnaire.

- No time-consuming; it increases the speed of data collection.

- The respondent can finish it and return it back quickly.

- Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

4.1.1. Types of questions

In designing the present self-completed questionnaire for research purposes, the questionnaire includes different type of questions which are arranged in a logical way selected by the researcher, The items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or asking the EFL students to give their opinions or to explain their choices.

Each Questionnaire needs to include a variety of question types the following: Close -ended and open -ended which are used to find out the objective facts from people, these questions should be clear for the respondents. Selltiz et al (2009) argue that "the selection of each type is determined by the researcher objectives and the type of data that has to be collected", thus, the researcher should use clear and simple questions for the participants. In addition, choosing a certain type of questions is determined due to the research aims and the kind of the data collected concerning using social media /Instagram in enhancing students' motivation to learn English as a foreign language

4.1.1.1. Open-ended questions

In open questions, the participants (EFL students) are required to give their personal views and opinions about the topic or to explain their choices. The open ended question is

intended to elicit a free response from the subject rather than one limited to stated alternatives. According to Naoum (2007, p.33) "open Questions are used in order to encourage the respondent to provide free responses", thus, open ended questions are used in quantitative research as well as finish with a section of open question to gain more detailed answers and gather information on our subject.

4.1.1.2. Closed –ended questions

In this type of questions the participants are required to answer with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options. This type of questionnaire is easier and quicker for the researcher to record responses about attitudes towards the using social media /Instagram in enhancing students' motivation to learn English as a foreign language and always begin with a series of closed questions with boxes to tick. Furthermore, in this study, the researcher used close-ended questions to collect data in order to meet the aims and interpret the responses quantitatively of our research topic, in addition to its major advantages.

To support this point of view the researchers, Oppenheim (1992, p. 99) summarizes the strengths in following:

- Require little time

- No extended writing

- Low costs

- Easy to process

- Make group comparisons easy

- Useful for testing

- Specific hypothesis.

- Less interviewer training.

4.2. Aims of the Students' Questionnaire

The most important aim behind using questionnaires for EFL students is to know about the role that Instagram plays in enhancing their motivation to learn English as a foreign language. The questionnaire is the appropriate for this kind of investigation

4.3. Description of the Students' Questionnaire

In order to investigate the role of Instagram in enhancing students' motivation to learn English as a foreign language, this study relies on the use of the questionnaire. A questionnaire is valuable research instrument for gathering both qualitative and quantitative data in short period of time. Dornyei (2002) confirmed, "The main attraction of questionnaires is their unprecedented efficiency in terms of (a) research time, (b) researcher effort, and (c) financial resources."(p.9)

This questionnaire is designed as a part of our study to the target population, who are first year students in the department of English at Abderrahmane Mira university of Bejaia. We distributed and collected the questionnaire in the period between 11th and 13th of April 2023. The questionnaire contains seventeen (17) questions that are divided into two types: close-ended questions in which the answer / answers are suggested and the respondents are only asked to choose the one / ones that are related to him / her. As well as, open-ended question, where respondents are required to answer the question themselves and freely. The questionnaire is composed of three major parts. The first part includes students' profile. The second part is concerned with students' level of English. The third and the last part deals with students' attitude towards learning English through Instagram.

4.4. Piloting and validation of the questionnaire

In order to check the validity and the acceptability of the data collecting tool questionnaire and the questions prepared, the piloting step should be used undertaken. For that, piloting is an essential part which can give another points and insights for the researcher to check his/ her preparation of the work, in addition piloting and validation is important for checking the

growing and comprehensibility of the raised questions, in addition to the content material used, or having comments about the methodology and questioned through piloting procedure. Besides, the piloting procedures should be done before the administration of the questionnaire to the participants (first year EFL students)

In the piloting stage, the researchers should administrate the questionnaire to four or five students who have been selected randomly from our population to answer all the questions in order to check and speak about the questions , in addition for the aim of confirming that the questions used are clear and have no ambiguity. After that, the researcher can conclude if the questioned raised in the questionnaire are useful to be distributed to the research participants or should do some changes and modification that suit the populations; also, it is crucial to notice that the questionnaire has been piloted in April 9th 2023. We have distributed five (05) questionnaires to both males and females of first year students in the aim of checking the clarity and understanding of the different question items. This piloting allowed us to modify and clarify some questions and items in the questionnaire to make it more comprehensible and easy to answer by the respondents.

4.5. The Students' Questionnaire Administration

After revising the questionnaire, based on the pilot study. The students' questionnaire were administered to 30 first year EFL students at Abdrrehmane Mira University of Bejaia to gather information about the current investigation. The researcher administered the questionnaires in one day at different hours. To ensure its reliability, the researcher further clarified the questions to the respondents and explained to them the way of filling the questionnaire.

5. The Focus Group Interview

The focus group interview is a useful data collection method, as it is known in social research. According to Cohen and Manion (1994, p.35) define focus group interview as "an interplay among two-character with the interviewer for the particular motive of acquiring

studies and with similarly influencing every other". In this present study, the researcher adopted focus group interview to collect data about the role of Instagram in enhancing students' motivation to learn English as a foreign language.

In this study, the researcher select this tool as a follow up to the questionnaire' response, and to test the stated hypothesis.

In the same view, Gay (1992) explains that maximum focus group interviews use semi-established technique regarding the asking of established questions accompanied via way of means of clarifying unstructured or open-ended questions. He maintains that the unstructured questions facilitate rationalization and knowledge of the responses to the established questions. Thus, an aggregate of objectivity and intensity may be obtained, and consequences can tabulate in addition to explain.

5.1. Aims of The Students' Focus Group Interview

The most important aim behind using focus group interview for English students is to collect data concerning the role of Instagram in enhancing students' motivation to learn English as a foreign language. The focus group interview is the appropriate for this kind of investigation, which based to answer freely. It consisted of another major source of data. It was applied in this study to grant the validity of research findings.

5.2. Description of The Students' Focus Group Interview

The focus group interview can be defined as "group of individuals with certain characteristics who focus discussion on given issue or topic" (Anderson, 1990, p.242). In our study, we conducted a semi structured focus group interview on April 26th, 2023. An audio recorder by means of mobile phone was used to record the interview. The last consist of four questions.

The focus group interview was conducted with six students, which is the minimum of participants recommended for the conduction of the focus group interview. Denscombe (2017)

pointed out that "a maximum of six to nine participants is large enough to allow a variety of views expressed among group" (p.177). The interviewees were chosen randomly. The focus group discussion holds for half an hour, where we gave sufficient time for the respondents to express their opinions and makes comments to the topics under investigation.

6. Description of data Analysis Procedures and Statistical Method

Firstly, we have adopted both quantitative and qualitative methods for the analysis of data collected from questionnaire and focus group interview, that we have close and open-ended questions.

Secondly, the quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire; the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form of histograms. The percentages are calculated by means of the Rule of three: $\times = \frac{z \times 100}{y}$. X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

Thirdly, qualitative content analysis (QCA) is a method that we used in our investigation to analyse the open-ended questions in of the questionnaire and the focus group interview. Hsieh and Shannon (2005) stated that (QCA) is "a research method for subjective interpretation of the content of text data through systematic classification process of coding and identifying themes or patterns" (p.1278).

Conclusion

This chapter has fully explained the methodological consideration of the research. It provides the discussion of the design and the implementations of the research population and sampling.it explained the useful methods and approach adopted in this research and the data devices implemented to gather data. The subsequent chapter will be devoted to the analysis and discussion of the findings.

Chapter Three: Analysis, Discussion of the Results, and Implications

Introduction

This chapter is empirical .it is divided into three sections. The first section deals with the analysis of the findings obtained from the questionnaire administered to the first year EFL students, and the results of the focus group interview that we conducted with them as well. The second section aims to discuss and interpret the obtained results. The results displayed in fact, interpreted and discussed in relation to the literature presented in chapter one, as they aim at answering the research questions and confirm the refute of the hypothesis stated in the general introduction. The third section provides the readers with the implications, and limitation of the research under Investigation, besides to suggestions for further studies.

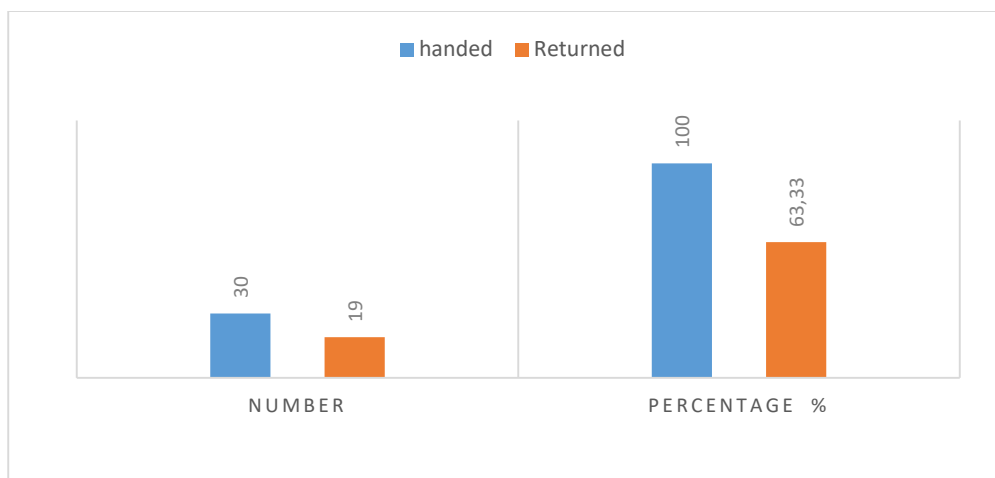## Section One : Analysis of the Results

This section tackles the analysis of the data collected from the students' questionnaire, and the students' focus group interview as well.

1. Analysis of The Students' Questionnaire Results

Figure 3

Number of the Questionnaires Handed and Returned

The figure shows that 30 questionnaires were handed to the first year students, however only

19 questionnaires were returned.

Question 1: What is your gender?

Figure 4

Gender Variation
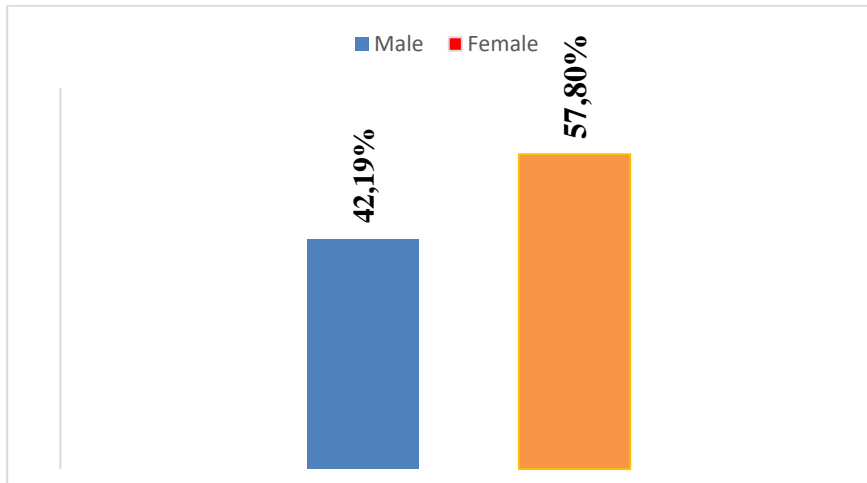
The above graph represent the distribution of the sample according to the gender. The percentage of males was 42.19% and the percentage of female students was 57.79 %. This can be attributed to the tendency of female to study foreign languages.

Question 2: How old are you?

Figure 5

Age Distribution
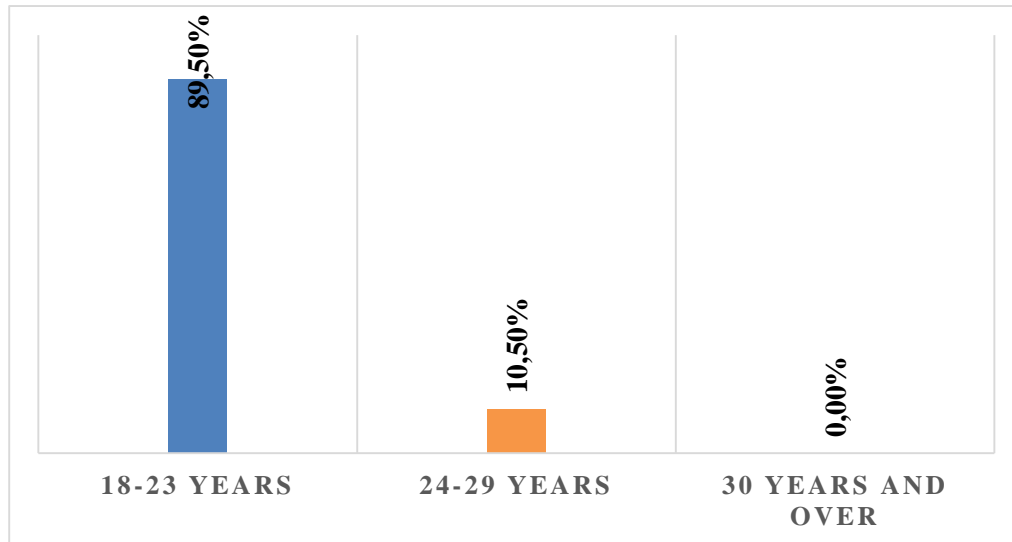
The figure shows that the age 18-23 years is the most frequent as it reaches 89.5%, which is the normal average age for first year students, followed by the category 24-29 years with rate of 10.5%, while the category of 30 years and over, is absent.

Question 3: How satisfied are you with your level in English language?

Figure 6

Degree of Satisfaction with the Level of English
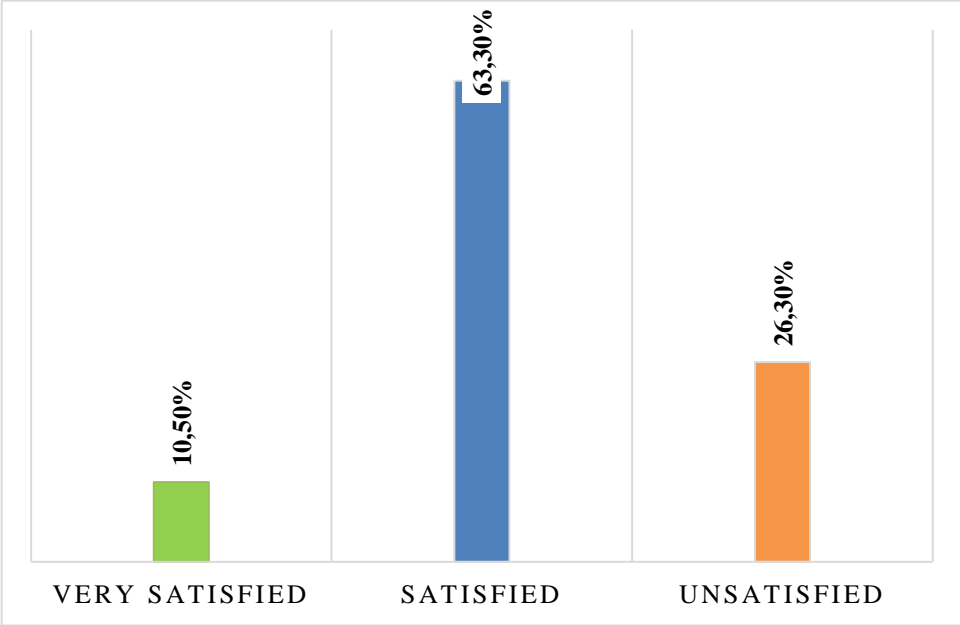
The results demonstrated in the figure 6 indicate that more than half of the respondents 63.2% confirmed that they are satisfied with their level in English whereas 26.3% are unsatisfied. relatively, 10.5% of informants affirmed that that they are very satisfied with their level.

Question 4: Are you seeking to improve your proficiency in English language?

Figure 7

Students' Attitude towards Improving their proficiency in English
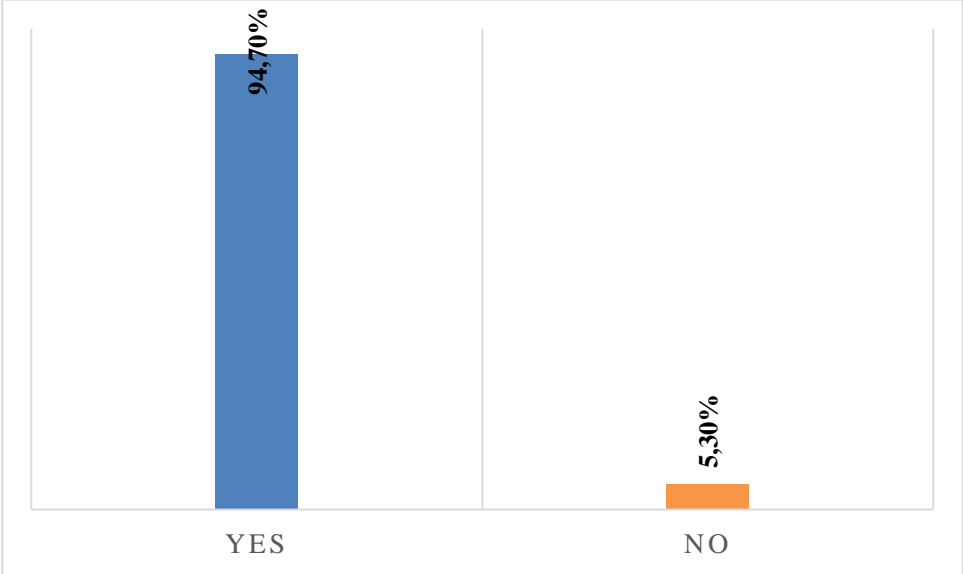
The collected data at this level of questionnaire demonstrates that a considerable number of the respondents that represents 94.7% are seeking to improve their level of English language. Meanwhile 5.3% of the respondents are not seeking to improve their level.

Question 5: If yes, what are the real reasons behind your desire to improve your level?

(More than one answer can be chosen)

Figure 8

Reasons for Students' Desire to Improve their Level of English

It appears from figure 8 that respondents were allowed to choose more than one answer that the largest percentage of the sample, which was estimated a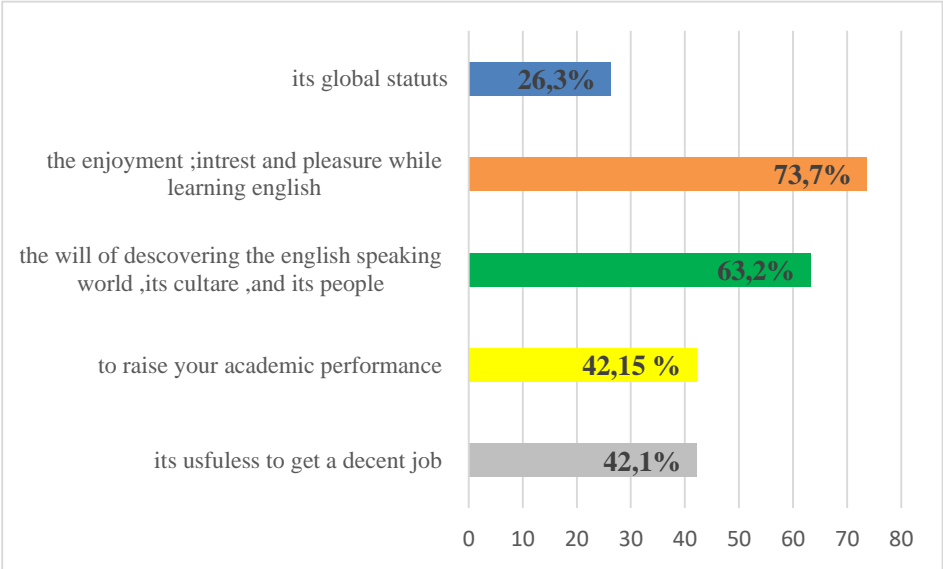t 73.7%, answered that enjoyment, interest, and pleasure while learning English is the real reason for their endeavour to develop their level in it. Followed by 63.2% which refers to the will of discovering the English-speaking world, its culture, its people…etc. Then, the reason of raising their academic performance and the reason of obtaining a decent job occupied the third place with a percentage of 42.1%. Finally, 26.3% answered that the global status of the English language is the reason behind their desire to improve their level of it. We conclude that the fact that English is a global language is not necessarily the first and the main motive that drives students to enhance their level in it.

Question 6: Do you have an Instagram account?

Figure 9

The Use of Instagram by Students
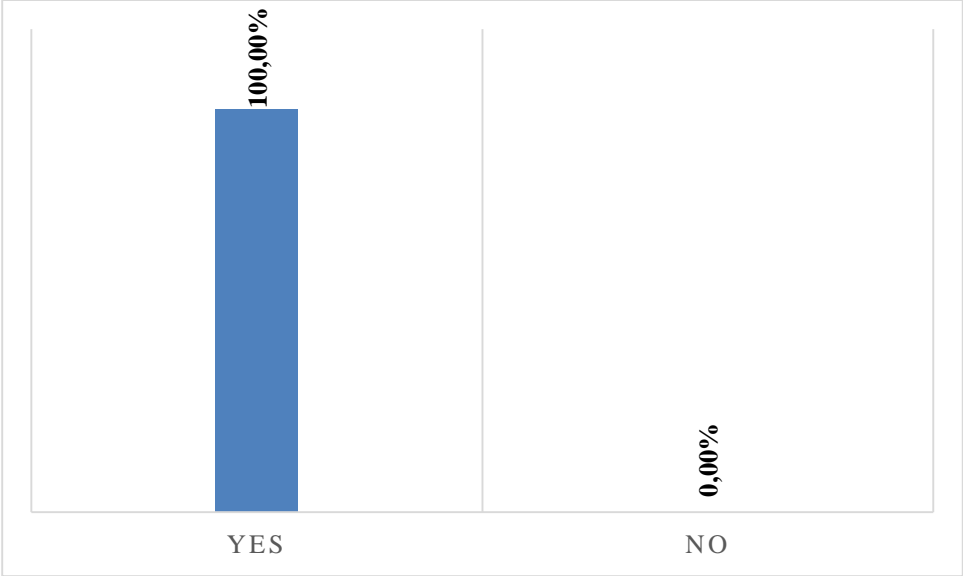
The above graph shows that all the participants have an Instagram account. This indicates the popularity of Instagram among young people

Question 7: If yes, how much time per day do you spend on instagram?

Figure 10

The Amount of Time Students spend Using In
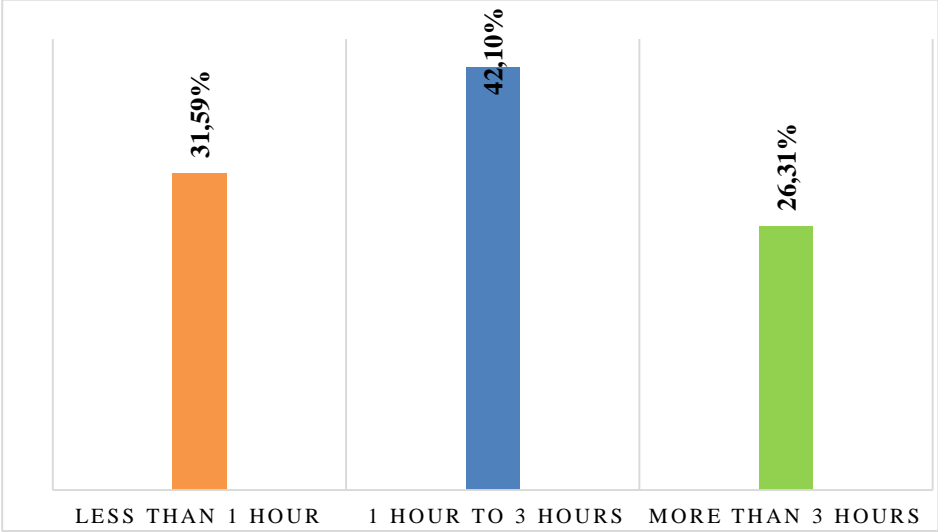
The obtained results reveal that 31.59 % of the sample answered that they use Instagram for less than one hour per day, while 42.1%, which represents the highest percentage, confirmed that they use Instagram from one hour to three hours a day. 28.31% answered that they use Instagram for more than three hours a day. We deduce from it that students use Instagram on average for between one and three hours per day.

Question 8: What is your most used device to access Instagram?

Figure 11

The most Used Device by Students to Access Instagram
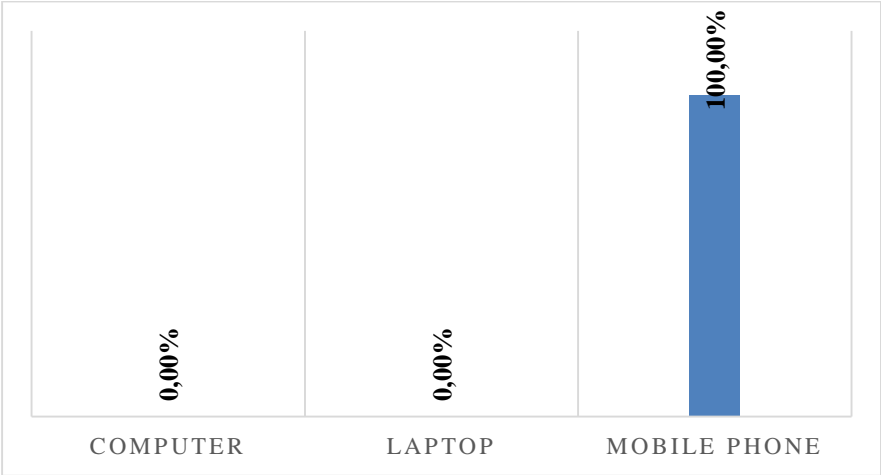
As shown in the graph, 100% of the respondents use the mobile phone in order to access Instagram. While the percentage of users of other options, such as laptop and computer were 0%.

Question 9: Why do you use Instagram? (More than one option can be chosen)

Figure 12

Students' Reasons for Using Instagram
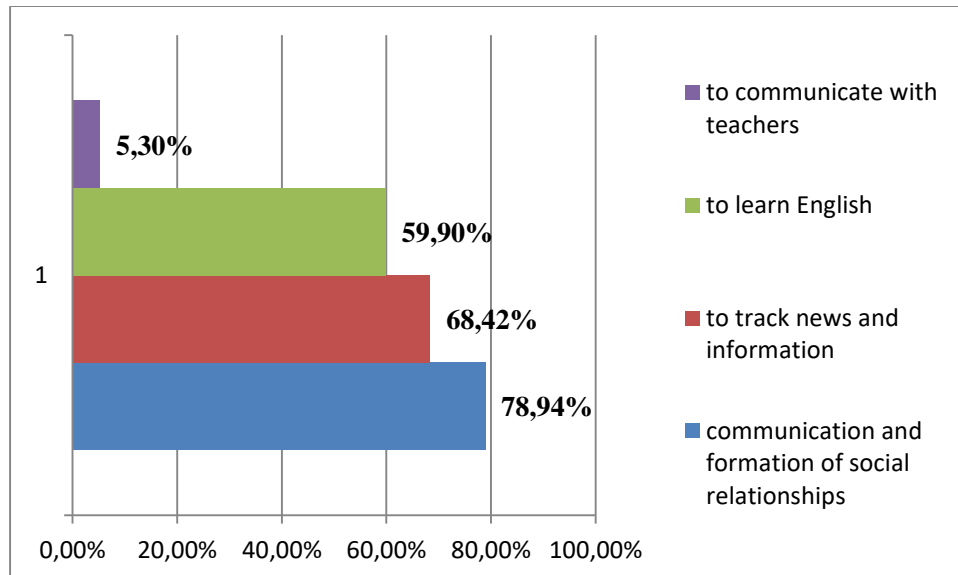
The figure 12 shows that the majority of the sample, which was estimated at 73.7%, answered that the motive of communication and formation of social relationships is what drives them to use Instagram. Followed by 68.42% who are motivated by reading news and information, then 59.9 % who use Instagram in order to learn English. Finally, a percentage of 5.3% use Instagram to communicate with teachers. This can be attributed to the nature of Instagram that is considered a platform for communication and chatting.

Question 10: What are the advantages that attract you to use Instagram to learn English? (More than one answer can be chosen)

Figure 13

Instagram Advantages that Attract Students to Learn English through it
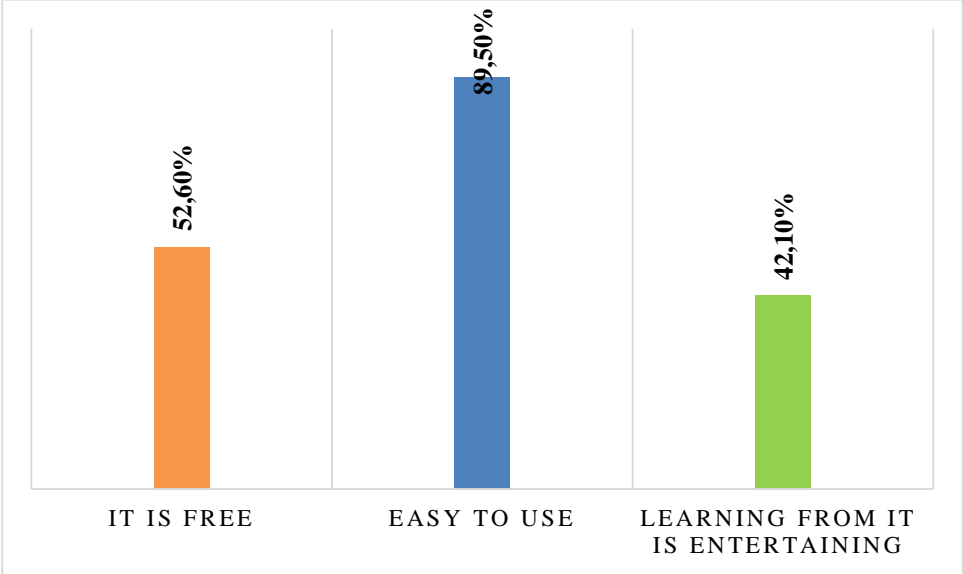
The figure 13 displays the advantages that attract students to use Instagram to learn English, where the sample was given more than one choice. The largest percentage, 89.5% replied that is easy to use, followed by 52.6% that answered by it is free. Finally, 42.1% that learning English using Instagram is entertaining.

Question 11: Do Instagram improve your motivation to learn better English?

Figure 14

The Impact of Instagram on Students' Motivation to Learn English
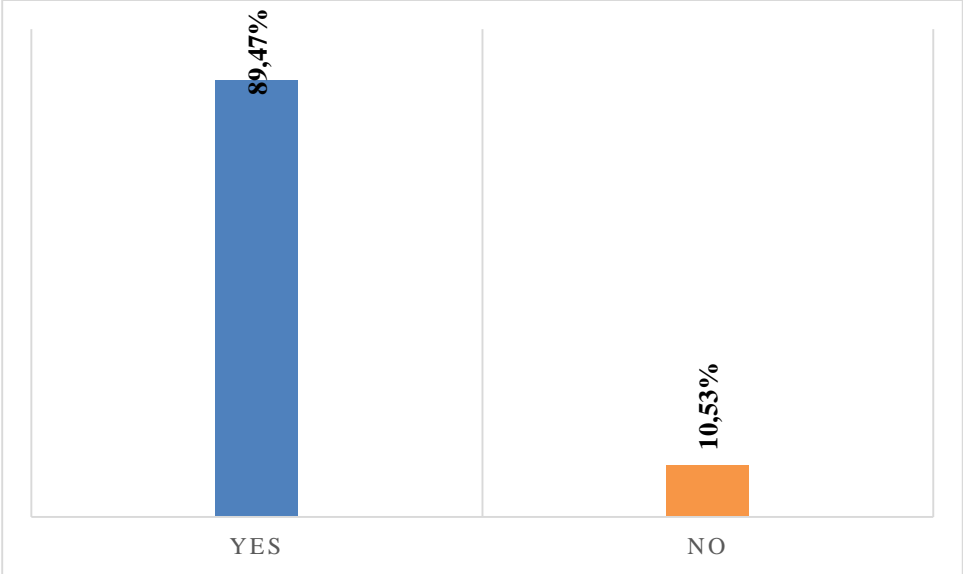
The graph shows that 89.47 % of the respondents declared that Instagram improves their motivation to learn better English, although 10.53 % confirmed that it does not fulfil the purpose.

Question 12: How do you feel when learning English through Instagram? (More than one answer can be chosen)

Figure 15

Students' Feelings towards Learning English via Instagram
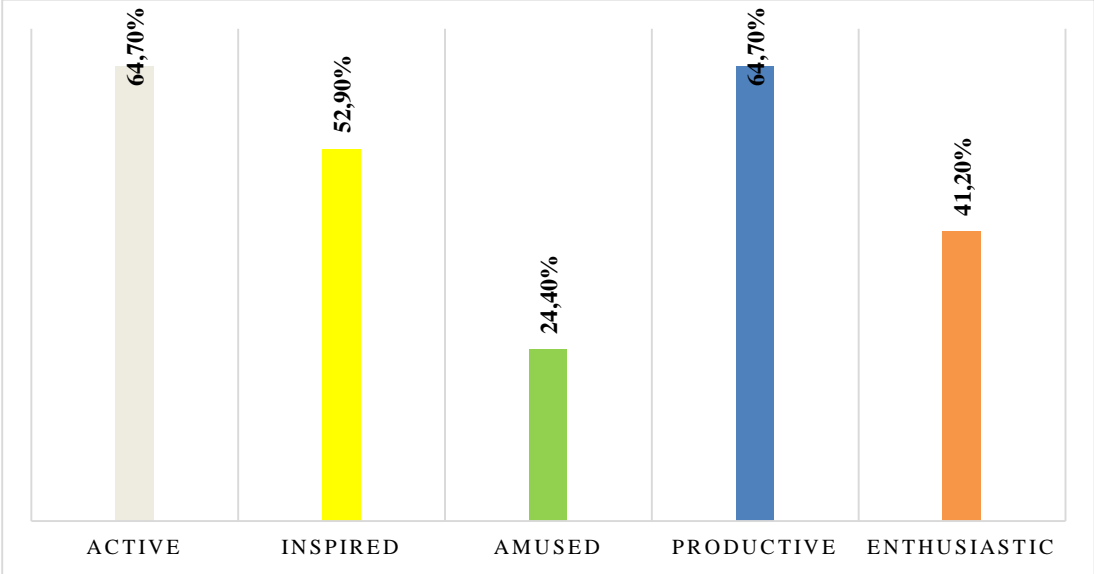
From the results displayed in the figure, where the sample were given multiple options. We can observe that 64.7% of the respondents feel active and productive when learning English language through Instagram. 52.9% of the respondents feel inspired, then, 41.2% feel enthusiastic and finally, 29.4% feel amused.

Question 13: Did Instagram contribut to the development of your English language?

Figure 16

Instagram Contribution in the Development of the Students' English Language
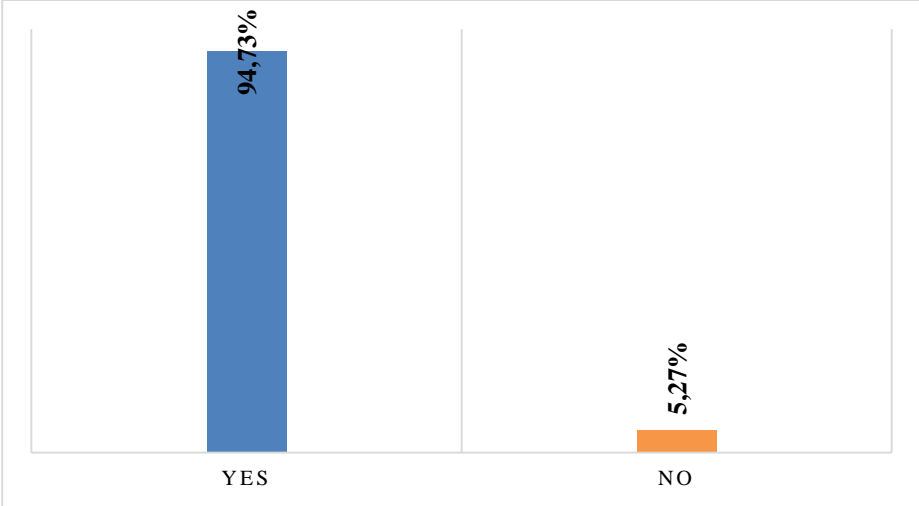
Figure 16 shows whether Instagram really contributed to the development of students' English language, as vast majority answered Yes, which was estimated at 94.73%, while 5.27% answered no. This can attributed to the positive reflection of what students learned through Instagram on their English language.

Question 14: Which language skill did you develop the most thanks to Instagram?

Figure 17

The Students' Language Skill most Developed thanks to Instagram
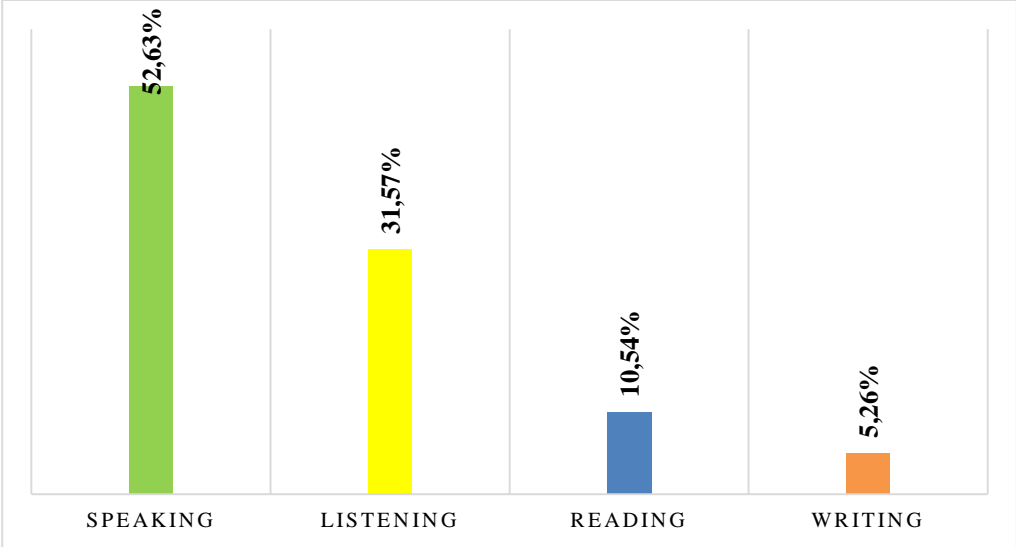
From the figure above, we can notice that 52.63% of the respondents assumed that they developed their speaking skill more than the other language skills thanks to Instagram.31.57% of them confirmed listening is the language skill they most developed. 10.54% of the respondents assert that they developed their reading skill most. While, 5.26% declared that writing is the language skill they improved the most through using Instagram. We can deduce Instagram has some features such as videos and reels, that helps the development of speaking and listening more than the other skills.

Question 15: Do you consider Instagram a sufficient tool that meets all your needs to learn English?

Figure 18

Instagram is a Sufficient Tool to Learn English
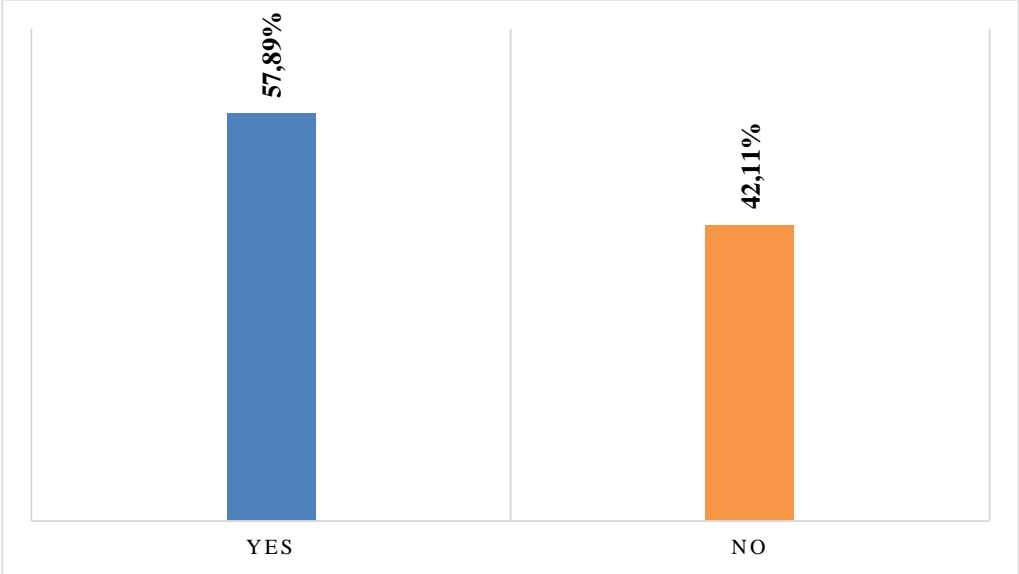
The obtained results reveal that more than a half 57.89% of the sample answered that they are convinced that is sufficient tool, which meet all their needs to learn English language. Whilst 42.11% responded by No.

Question 16: Do your teachers use Instagram to publish lessons, lectures, or to communicate with you?

Figure 19

Teachers' Utilization of Instagram
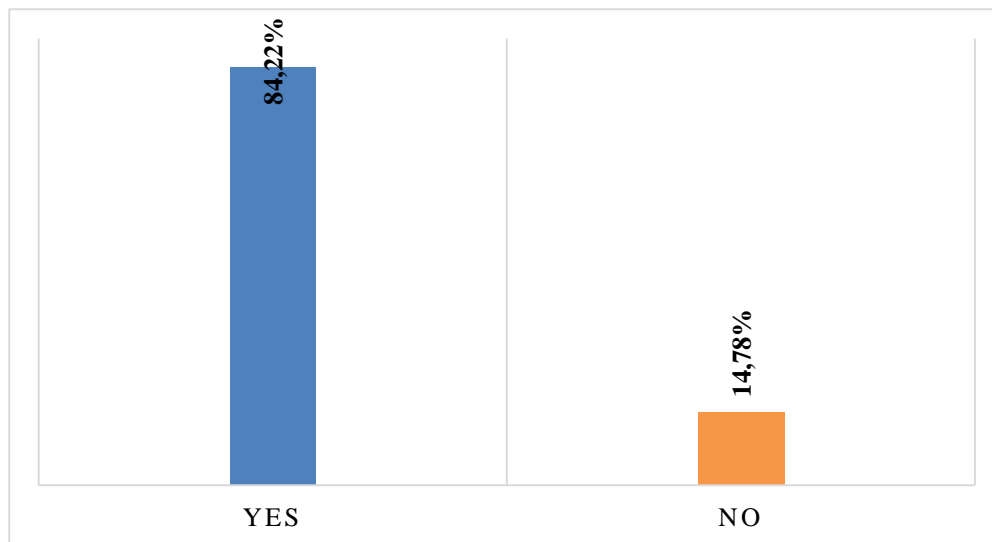
Figure 18 demonstrates that the overwhelming majority of the sample, which estimated at 84.22%, confirmed that their teachers do not use Instagram to publish lessons, lectures, or to communicate with them. Meanwhile the minority 14.78% answered yes. This may be due the teachers' reliance on other means to post lessons, lectures, or to communicate with students such as E- learning platform Bejaia.

Question 17: What do you think EFL (English as foreign language) students need to do in order to make their use of Instagram more profitable as far as their EFL learning is concerned?

In this question, respondents asked to put forward their ideas regarding the best ways EFL students need to adopt in order to make optimal use of Instagram as far as their EFL learning is. Many responses give, and the most frequent answers were as follow:

63

-Students should set Instagram settings to English language to make their use of Instagram more profitable to learn English.

-Students should form relationships with English native speakers and chat with them in order to practice English intensively, as well as following English speaking celebrities and content creators.

-Students should chat with their friends using English language to develop their language skills

-Students should follow accounts of teachers, and pages that post educational content related to English language learning.

2. Analysis of The Students' Focus Group Interview Results

Question 1: Do you prefer the modern (languages learning applications, Instagram…etc.) or traditional educational means (such as books and dictionaries) to learn English? Justify your answer.

The students were asked to find out how they prefer to learn English language; through modern or the traditional means, followed with a sub-question that permit students to justify their answers. Five out six (5/6) of the participants interviewed staled that they prefer to depend on modern means such as language learning applications, Instagram, e-dictionaries…etc. Students gave different explanations for their position, which we summarized in the following points: Modern educational tools are entertaining and increase our motivation to learn English.

Most of the modern learning means are free, easy to use, furthermore they helped us achieve a remarkable advance in our of English proficiency.

Modern learning aids have given us the opportunity to learn language in its original context, as we are able to communicate with English native speakers, and deal with those who master it.

Question 2: How does Instagram motivate you to learn English?

This key question was asked to determine how Instagram motivates students to learn English. All the participants agreed on the same points. They stated that Instagram gives them a sufficient dose of motivation that pushes them towards learning English. Moreover, they confirmed that this is due to their influence by some of their favourite celebrities and content creators, who speak flawless English and have perfect American accents. They also expressed their admiration for them and their desire to reach their level of fluency. Additionally, they noted that Instagram is heavily promoting the English language use, as almost all of its users use English when posting stories, creating reels, writing captions for photos, and other content.

Question 3: Which types of practices do you engage on Instagram, which make you learn

and improve your English language or knowledge about the culture of the target language?

When it comes to the activities that students engage on Instagram to learn better English language or gain knowledge about the culture of the target language, all the students concurred upon the same practices. They said that they add follow-up to the accounts and pages that post educational content related to English language learning, as well as English speaking content creators and celebrities. In addition to chatting with their friends in English, they also mentioned that they adjust the settings of Instagram application into English.

Question4: What are the obstacles that you face while learning English through Instagram?

Four out of six (4/6) of the interviewed students admitted that they waste a lot of time using Instagram to learn English , where the engage in distraction causing activities like watching reels and replying to the messages. Furthermore, they emphasized that sometimes struggle with missing or incorrect information. However, two out of six (2/6) students claimed that they do not encounter obstacles when learning English through Instagram.

Section Two: Discussion of The Results

This section is dedicated to the discussion of the findings obtained from the two data collection tools; the students' questionnaire and the students' focus group interview.

1. Discussion of The Students' Questionnaire results

In the light of the data obtained from the questionnaire, the results analysis provides us with clear vision of the respondents' views and opinions regarding the role of social media/ Instagram in enhancing their motivation to learn English as foreign language. The first section of the questionnaire answers basic questions such as what was the gender of the participants (see table 2), and their age (see table 3).

The second section of the questionnaire's findings reveals important information concerning the students' level of English. based on the analysis of the third question , the results indicate that (10.5%) of the participants are very satisfied with their level of English, (63.2%) are satisfied with their level , while (26.3%) are unsatisfied .the results of the fourth question (see table 5) show that the majority of the students about (94.7%) seek to improve their level in that language. This means that although the majority of the respondents are very satisfied / satisfied with their level of English, they keep working on improving it further .Moreover, depending on the results obtained from question three, that deals with reasons behind students' desire to improve their level of English. We deduced that there are several reasons for this (see table 6). (73.7%) of the students confirmed that they seek to improve their level of English, because of the enjoyment, interest, and pleasure they experience while learning English. (63.2%) stated that they want to discover the English-speaking world, its culture, and its people. (42.15%) affirmed that they are seeking to improve their level of English to raise their academic performance, since they are English language students. Moreover (42.1%) of the participants choose to improve their level of English due to its usefulness to get decent job, while (26, 3%) decided to be improve their level, because of its global status.

Based on the data collected in this part of the questionnaire, we conclude that students' motives to learn English are divided into integrative and instrumental motives.

In the third section of the questionnaire, we want to go deeper in our study to investigate the contribution of Instagram in increasing the students' motivation to learn English.

At first preliminary questions asked using question six as a guide, we perceive that all the respondents (see figure 7) confirmed that, they have an Instagram account, moreover we noticed that the time they spend browsing the latter is different (see figure 8); also, (31.59%) of them stated that they spend less than an hour browsing it, (42.10%) declared that they spend between one and three hours browsing it. Meanwhile, (26, 31%) said that they spend more than three hours surfing on Instagram. The results obtained from question eight shows that all the participants (100%) use the mobile phone to access to Instagram. This determinate how frequent is Instagram used among young people, where a significant portion of them can be said to be addicted to using this platform. Additionally, in the ninth question, when students were asked why do they use Instagram. The results indicate that they have multiple motives for using it. (78.94%) of the participants use Instagram to communicate with others and form social relationships , (68.42%) utilize Instagram to track news and information ,(59.9%) us it for the sake of learning English, while (5.3%) are using it to communicate with their teachers. This goes hand in hand with Min and Hashim (2022) who claimed that people are very interested in mobile technologies for amusement or educational. Furthermore, it implies that despite the fact that students use Instagram to learn English, their first and main purposes of using this platform is communication and development of social relationships. In question ten we looked to the various advantages that attract students to learn English through Instagram. Results affirm that Instagram attracts (89.5%) of the respondents to learn English through it, due its ease use, it attracts (52.6%) of them because it is free, and (42.1%), because they consider learning from it entertaining. Currying on with the eleventh question, the findings demonstrate that the vast

majority of participants (89.47%) believe that Instagram improves their motivation to learn better English. As a support for that, Min and Hashim (2022) pointed out that Instagram has shown to be an effective learning tool for boosting students' academic proficiency, interest, and motivation. The twelfth question went into more details and highlighted the feeling the students experience when learning English via Instagram. As we move along the findings, we deduce that they develop positive feelings in terms of learning English through Instagram. They also expressed that they feel themselves active, productive, inspired, amused, and enthusiastic (see figure 13). In this context, Ali (2021) confirmed that Instagram provides students with inspiration and enthusiasm to improve their academic performance.

The results of question ten, eleven, and twelve demonstrate that Instagram has several advantages that attract students to learn English through it, as it increases their motivation to learn better English, which is evident in the pleasant feelings students experience during their English learning process via Instagram.

The findings of question thirteen mainly show that, nearly all of the students asserted that Instagram contribute to the development of their English language (see figure 14). Moreover, the results of the question fourteen indicate that, speaking skill is the most developed skill among the students thanks to Instagram with a percentage of (52.63%), followed by listening skill with percentage of (31.57%).Then the reading skills, which was estimated at (10.54%) and writing skills with (5.26%).Pujiati and Tamela (2019) declared that a growing volume of investigation proved that Instagram aids students to improve their English skills.

With reference to the findings of question fifteen ,which show that (57.89%) of the respondents claimed that they consider Instagram sufficient tool that meet all their needs to learn English language; this may be due to the fact that students are following a rich educational content which adequate to meet their requirements to learn English. However, (42.11%) of the respondents do not see Instagram as a sufficient tool that fulfil their needs to learn English. This

may explain by their adoption of other learning tools other than Instagram to learn English. As displayed in (figure14) the large majority of students estimated at (84.22%) stated that their teachers do not use Instagram to publish lessons, lectures, or to communicate with them, in other hand (15.78%) of them confirmed that their teachers use Instagram to deal with them. This indicates that the majority of teachers of English department at Aberrahamane Mira, Bejaia University tend to use more professional means to publish lessons, lectures, or to communicate with their students such as E-learning Bejaia .

   Finally, when respondents asked to suggest some advice concerning what students need to do in order to make their use of Instagram more profitable as far as their EFL learning is concerned, they provide us with a range of practical steps to increase the effectiveness of their use of Instagram in terms of their EFL learning.

2. Discussion of The Students' Focus Group Interview Results

   To review the objective of the current study that is the investigation the role of Instagram in enhancing students' motivation to learn English as foreign language. We discussed the the students' questionnaire results.

   In addition to the discussion of the students' questionnaire results, it is important to discuss the focus group interview results in order to compare the results of the two data collection tools together and know if participants in the two tools have the same perspective concerning Instagram and the impact it has on their motivation. The finding evidence shows that EFL learners confirmed that they always rely on using modern methods in learning rather than the traditional ones, because the modern methods are more entraining. Hence, it increase their motivation to learn English effectively. they added that, Instagram attracts them to learn English through it ,because it is free and easy to use. Furthermore, modern learning help them to develop a remarkable advance of in their English proficiency through its aids that had

given them the opportunity to learn language in its original context, like communicating with English native speakers. Moreover , Instagram allows learners to be engaged in different activities in order to learn better English and gain knowledge about the culture of the target language through following -up to the accounts and pages that post educational content related to English language learning, as well as English speaking content creators and celebrities. In addition , they use English to chat with their friends. However, a few learners claim that when they use Instagram they face some obstacles such as wasting a time and struggling with missing or incorrect information some times . The focus group interview findings show that students use Instagram as a modern EFL learning strategy, and that Instagram raises their motivation to learn English. In both focus group interview and questionnaire, EFL students answered positively about their attitudes towards Instagram and its effective role in motivating them to learn English, as they all agreed that it has a positive effect in enhancing their English proficiency. This implies that learners are aware of the benefits of Instagram in raising their motivation to learn English.

To sum up, throughout the results of data collection tools, we find answers for our research questions. Therefore, the 1st year students in the department of English university of Abderrahmane Mira Bejaia rely on Instagram to learn English. Moreover, Instagram is a motivational device for 1st year students of Abderrahmane Mira university of Bejaia to learn English. In fact, results show that first year students have a serious lack of motivation. Thus, they provides positive attitude towards Instagram in which they considered it as an effective material that help them to enhance their motivation to learn English and improve their language skills mainly speaking and listening. Furthermore, 1st year EFL students motives to learn English are divided into integrative and instrumental motives. At the end of the research, we expect to have a clear and comprehensive view about the effective role of instagram in enhancing EFL learner's motivation to learn English as a foreign language .

Section Three : Implications, Limitations, and Suggestions for further Studies

This section provides the readers the implications, limitations of the research under investigation, and suggestions for further studies.

1. Implications

The findings of the study demonstrates substantial evidence on the effective role that Instagram plays in increasing students' motivation to learn English as a foreign language. The results also display the significance of Instagram as a tool for learning English, and its positive impact on improving the EFL learners' language skills mainly speaking and listening.

Since the investigation has shown the effectiveness of Instagram as a motivating tool that increases students' pursuit of learning English, it is therefore, important to take into consideration the positive impact of Instagram as a complementing tool to improve the quality of language learning for the EFL university students.

2. Limitations

According to Simon (2011), limitations are uncontrollable weaknesses in the study. Furthermore, we encounter limitations in almost everything we do. As a result, our current inquiry has encountered some limitations that should be highlighted.

Time factor in our research is one of the most challenging issues that stood against more elaborated research work. More data collections tools are required to overcome these limitations.

Furthermore, the target problem was to find appropriate sources and references that would contribute to our research since Instagram in relation to the enhancement of motivation to learn English is not widely studied in Algeria.

On other hand, the study was limited to first year EFL students at the University of Bejaia. Consequently, the findings of the study cannot be generalized to other levels.

3. Suggestions for Further Studies

The current research paper investigated a crucial topic in the era of ICT. The positive impact of Instagram on enhancing students' motivation to learn English as a foreign language is emphasized in several studies through the world. However further investigations might be conducted to highlight the influence of Instagram in many other areas.

The research paper suggests the investigation of the effectiveness of the mobile application Instagram as an educational environment. It would be beneficial to make a study on how Instagram contributes in improving the standard of education. Khalitova and Gimalet (2016) assume that incorporation some current technologies and environment in the classroom boots students' interest and, as a result, the efficacy of education.

Besides, reading and listening skills, a research could be done on how Martials taken from Instagram might develop students' skills in reading d listening. Instagram offers its users access to verified profiles that are authentic and notable, which enables learners to obtain supporting tools to study reading and listening. (Sitorus & Azir, 2021)

Moreover, Instagram is an important source of improving students' vocabulary, Putri & Education (2022) claim that, the use of social media especially Instagram can increase students' vocabulary by providing features such as captions and videos, indeed a research can be conducted on the effect of Instagram on enhancing EFL students' vocabulary.

The administration can help in providing useful classrooms, different materials and appropriate tools that can support teachers' efforts to develop students learning abilities, such as computers, data show, Internet and projectors.

Lastly, this study takes up a number of issues and questions that may give a basis for future research. Thus, future researchers can make the same study in different way of Instagram and

motivation, they may indicates a helpful methods such as using Facebook ,enhancing learners-learners interaction , self-autonomy for more effective learning Furthermore, future researchers may also involve larger population to get more reliable results.

Conclusion

In nutshell, chapter three in our research provides the results of the field study, their analysis and interpretations. The results generated by the students' questionnaire and the focus group interview. The findings reveals that Instagram enhances students' motivation to learn English as a foreign language. This indicates that Instagram can fill the gap of students' motivation in t foreign language learning process.

General Conclusion

Motivation has been recognized as a vital component in foreign languages learning. The present study has dealt with the strong relationship that exists between Instagram and motivation. The main concern in our research was investigating whether Instagram enhances students'motivation to learn English or not. Therefore, the present study is composed of three chapters; the first chapter divided into three sections, the first section of the first chapter deals with various definitions of motivation. It, then, deals with the different types of motivation, important theories related to foreign languages learning motivation, as well as, the importance of motivation in the process of foreign languages learning. The second section of this review deals with an overview of the language learning in Algeria. The third and the last section, lunched different definitions of social media, its types, the role of ICT in language learning. Besides, electronic, digital, and mobile learning introduced under the umbrella of modern learning, in addition to a brief summary of some works which address the role of Instagram in learning English as foreign language. The second chapter tackles the research design and the methodologies employed for carrying out the study. Chapter three presents the practical part that presents and discusses the main results obtained from students' questionnaires and focus group interview. Besides, it presents the implications, limitations, as well as it provides the readers with suggestions for further studies.

In fact, using Instagram is a crucial element that helps learners to come over the difficulties they face in English and the paucity of motivation. As a result, they develop their learning process. This is confirmed after the analysis of the questionnaire of first year LMD students and the focus group interview conducted with them as well.The discussion of the students' questionnaire results demonstrates that the majority of students show a great deal of interest and willingness to use Instagram for the sake of improving their English language. Hence, the finding answers the research questions, do 1ˢᵗ year students in the department of English

university of Abderrahmane Mira Bejaia relay on Instagram to learn English. , Can Instagram be a motivator for 1ˢᵗ year students of Abderrahmane Mira Bejaia University to learn English? And what are the motives of 1ˢᵗ year students to learn English? The results shows the students affirm that Instagram plays an important role in their process learning English as a foreign language. That is to say that, Instagram gets learners engaged in the various learning sides. As it strongly raises their motivation to learn English through various factors and provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the focus group interview and students' questionnaire test also the validity of the stated hypothesizes. Instagram consists of several advantages that attract students learn English through it. students follow content related to English language learning. EFL students motives to learn English are divided into integrative and instrumental motives.The data displayed that, students are aware of the value of Instagram in fighting students' reluctance in motivation. Thus, we believe that Instagram motivates EFL students to learn English language.

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Appendices

Appendix I: The Students' Questionnaire

Dear students,

I am Khalida Medjoub and I am carrying out a research work on "the role of Instagram in enhancing students' motivation to learn English as a foreign language". This questionnaire relies on your contribution to gather information, which we would use in our practical part of the study. It is voluntary, anonymous and confidential. Thank you for sparing a moment and fill in the questionnaire

Please put a tick ✔ in the box next to the answer of your choice or write in the space provided.

1. What is your gender?

   a. male   ☐
   b. Female ☐

2. How old are you?

   a. 18 -23 years   ☐
   b. 24-29 years   ☐
   c. 30 years and over ☐

3. How satisfied are you with your level in English language?

   a. Very satisfied ☐
   b. Satisfied   ☐
   c. Unsatisfied ☐

4. Are you seeking to improve your level of English language?

   a. Yes   ☐
   b. No   ☐

5. If yes, what are the reasons behind your desire to improve your level? (more than one answer can be chosen)

   A. Its usefulness to get decent job. ☐
   B. To raise your academic performance. ☐
   C. The will of discovering the English-speaking world, its culture, its people…etc. ☐
   D. The enjoyment, interest, and pleasure while learning English. ☐

E. Its global status ☐

6. Do you have Instagram account?

    a. yes ☐
    b. no ☐

7. If yes, how much time per day do you spend on instagram?

    a. less than 1 h ☐
    b. 1h to 3h ☐
    c. More than 3h ☐

8. What is your most used device to access Instagram?
    a. Computer ☐
    b. Laptop ☐
    c. Mobile phone ☐

9. Why do you use Instagram? (more than one answer can be chosen)

    A. Communication and formation of social relationships ☐
    B. To track news and information ☐
    C. To learn English ☐
    D. To communicate with teachers ☐

10. What are the advantages that attract you to use Instagram to learn English?(more than one answer can be chosen)

    A. It is free ☐
    B. Easy to use ☐
    C. Modern study requires it ☐

11. Do Instagram improve your motivation to learn better English?

    a. Yes ☐
    b. No ☐

12. How do you feel when learning English through Instagram?(more than one answer can be chosen)

    a. Active ☐
    b. Inspired ☐
    c. Attentive ☐
    d. Productive ☐
    e. Enthusiastic ☐

13. Did Instagram contribute to the development of your English language?

    a. Yes ☐

b. No ☐

14. Which language skill did you develop the most thanks to Instagram?

a. speaking ☐

b. Listening ☐

c. Reading ☐

d. Writing ☐

15. Do you consider Instagram as a sufficient tool that meets all your needs to learn English?

      a. Yes ☐
      b. No ☐

16. Do your teachers use Instagram to publish lessons, lectures, or to communicate with you?

      a. Yes ☐
      b. No ☐

17. What do you think EFL (English as foreign language) students need to do in order to make their use of Instagram more profitable as far as their EFL learning is concerned?

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Appendix II: The Students' Focus Group Interview

This interview is part of our research entitled the role of Social Media/ Instagram in enhancing students' motivation to Learn English as a Foreign Language. The results of this interview used for academic purposes.

Thank you in advance for your collaboration.

1. Do you prefer the modern (languages learning applications, Instagram…etc) or traditional educational means (such as books and dictionaries) to learn English ?

2. How does Instagram motivate you learn English ?

3. Which types of practices do you engage in on Instagram , which make you learn and improve your English language or knowledge about the culture of the target language ?

4. What are the obstacles that you face while learning English through Instagram?

Résumé

La motivation joue un rôle majeur dans la réussite du processus d'apprentissage des langues. À la lumière de l'importance de la motivation, la présente étude vise à examiner le rôle d'Instagram dans l'amélioration de la motivation des étudiants de première année anglais à l'Université Abdrrahmane Mira de Bejaia pour apprendre l'anglais en tant que langue étrangère. La présente étude est une tentative de démontrer l'impact d'Instagram sur l'augmentation de la motivation des étudiants à apprendre l'anglais et de mettre en évidence la possibilité d'utiliser cette plate-forme comme moyen d'apprendre l'anglais en tant que langue étrangère. Pour collecter les données pertinentes sur ce sujet, des méthodes mixtes ont été adoptées, puisque nous avons distribué un questionnaire et mené un entretien avec un groupe de discussion. Pour l'analyse des données collectées, une approche mixte a été adoptée. Les résultats montrent qu'Instagram renforce la motivation des étudiants à apprendre l'anglais en tant que langue étrangère grâce à différents facteurs. Les résultats révèlent également qu'Instagram contribue à développer les compétences linguistiques des élèves, principalement en matière d'expression orale et de compréhension orale.

Mots clés : Instagram, motivation, anglais comme langue étrangère.

ملخص

يلعب التحفيز دورًا رئيسيًا في نجاح عملية تعلم اللغة. على ضوء أهمية التحفيز، تهدف الدراسة الحالية إلى فحص دور انستغرام في الزيادة من تحفيز طلاب السنة الأولى لغة إنجليزية في جامعة عبد الرحمن ميرة ببجاية لتعلم اللغة الإنجليزية كلغة أجنبية. هذه الدراسة عبارة محاولة لإثبات تأثير انستغرام على زيادة حافز الطلاب لتعلم اللغة الإنجليزية وإبراز إمكانية استخدام هذه المنصة كوسيلة لتعلم الإنجليزية كلغة أجنبية. لجمع البيانات ذات الصلة بهذا الموضوع، تم اعتماد اساليب مختلطة، حيث قمنا بتوزيع الاستبيان وإجراء مقابلة مع مجموعة التركيز. لتحليل البيانات التي قمنا بجمعها، اعتمادنا منهج مختلط. تظهر النتائج أن انستغرام يعزز دافعية الطلاب لتعلم اللغة الإنجليزية كلغة أجنبية من خلال عدة عوامل. كما يتبين أيضًا من خلال النتائج أن انستغرام يساهم في تطوير مهارات الطلاب اللغوية، خاصة مهارة الكلام والاستماع.

الكلمات المفتاحية: انستقرام، التحفيز ، اللغة الانجليزية كلغة اجنبية

Agzul

Asirem yesɛa amkan ameqqran deg rrbeḥ n usenfar n ulmad n tutlayin. S uẓar n lmeɛna n usihel, anadi-a yebɣa ad d-yemmeslay ɣef uḍar n Instagram deg usnerni n usihel n yinelmaden n teglizit deg tesdawit n Abdrrahmane Mira di Bejaia i uselmed n teglizit d tutlayt taberṛanit. Tazrawt-a d taɛraḍt i wakken ad d-tbeggen amek i d-yeḍra Instagram deg usnerni n yinelmaden i wakken ad lemden taglizit, yerna ad d-yessekfel afud n useqdec n umaḍal-a am ubrid i uselmed n teglizit d tutlayt taberṛanit. Akken ad d-nnejmeɛ isallen i d-yefkan azal i temsalt-a, ttwaṭṭfen-d yisental yemxalafen, imi neḍfer-d aseqsi d tdiwennit akked yiwen n wegraw n usarag. I usnefli n yisallen i d-yettwajemɛen, tettwaṭṭef-d yiwet n tarrayt yemgerraden. Tifawin-a d tid i d-yesskanayen belli Instagram yesnerni-d asirem n yinelmaden i wakken ad lemden taglizit d tutlayt taberṛanit s waṭas n yiɣawasen. Tifawin-a d tid i d-yettbanen daɣen belli Instagram yettɛawan deg usnerni n tmusniwin n tutlayt n yinelmaden, s umata deg wayen yerzan ameslay d lefhama n wawal.

Awalen igjdanen: Instagram, asnulfu, taglizit d tutlayt taberṛanit.