Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam University EFL Students

Athar Yousef Abdullah Al-Garawi

Department of English Language and Literature

College of Languages and Translation

Al Imam Muhammad Ibn Saud Islamic University, Saudi Arabia

Author: Athar Yousef Abdullah Al-Garawi

Thesis Title: Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam University EFL Students

Subject/major: Linguistics

Institution: Al-Imam Mohammad Ibn Saud Islamic University, College of Languages and Translation, Saudi Arabia.

Degree: MA in Linguistics

Year of Award: 2016

Supervisor: Dr. Zuhair Zaghlool

Key Words: English Language, EFL, Instagram, MALL, Social Media

Abstract:

This study aimed to investigate the benefits and barriers of using Instagram in English language learning. The sample of this study consisted of 151 randomly-selected female students enrolled in the department of English at the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University in the academic year 1436/1437– 2015/2016 in the first semester. The researcher used both a five-point Likert scale questionnaire as a quantitative instrument and semi-structured interviews with students as a qualitative instrument to collect the data of the study. Those instruments were validated by ten university professors. Similarly, the reliability of the questionnaire was achieved by calculating Cronbach Alpha formula. The findings of the study revealed that the most important benefits of using Instagram in learning English were as follows: improving the reading, writing, and listening skills, providing enjoyable learning experiences, enriching vocabulary, improving oral communication skills, and enjoying a sense of freedom of time and place. Furthermore, the results of the study unveiled the following challenges of using Instagram in English learning: distracting attention, lack of direction from the syllabuses, lack of encouragement from instructors, embarrassment, lack of immediate feedback, the cost of Internet access, and the difficulty of writing long passages. Finally, the findings of the study presented the following solutions to Instagram barriers in English language learning: creating learning accounts and posting important things in the lecture, following only specialized accounts for learning English.

Cite as: Al-Garawi, A. Y. A. (2016). Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam University EFL Students. Al-Imam Mohammad Ibn Saud Islamic University, College of Languages and Translation, Saudi Arabia. (Master Thesis). Retrieved from *Arab World English Journal* (ID Number: 233) August 2019,1-58.

DOI: <https://dx.doi.org/10.24093/awej/th.233>

Kingdom of Saudi Arabia
Ministry of Education
Al-Imam Muhammad Ibn Saud Islamic University
College of Languages and Translation
Department of English Language and Literature

**Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam
University EFL Students**

By

Athar Yousef Abdullah Al-Garawi

Supervised by

Dr. Zuhair Zaghlool

Submitted in partial fulfillment of the requirements for the degree of Master of Arts in
Linguistics

Safar, 1437 – December, 2015
Riyadh - Saudi Arabia

**Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam
University EFL Students**

By

Athar Yousef Abdullah Al-Garawi

This paper has been approved by the Department of English Language and Literature.

A blue ink signature, appearing to be 'Zuhair', written over a horizontal line.

(Dr. Zuhair Zaghlool, Advisor)

A blue ink signature, appearing to be 'Rafik', written over a horizontal line.

(Dr. Rafik Ahmad, Member)

A blue ink signature, appearing to be 'Nasser', written over a horizontal line.

(Dr. Nasser Freahat, Member)

The final copy of this thesis has been examined by the signatories, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.

Safar, 1437 –December, 2015
Riyadh – Saudi Arabia

Acknowledgements

All praise is due to Allah, the Almighty for His guidance, and Who blessed me with knowledge, thoughts, power and cooperative people to assist me complete this work.

I would like to express my deep appreciation and utmost gratitude to my respected supervisor Dr. Zuhair Zaghlool. Without his constant endless support, patience, and efficient supervision, this research would have never been possible. He did not only act as my advisor, but he also became my mentor, guide, and counselor. Moreover, I would like to thank the viva committee: Dr. Rafik Ahmad and Dr. Nasser Freahat for their insightful comments and suggestions.

My deepest appreciation goes to my beloved father, Yousef Al-Garawi, whose care and words inspire me to achieve my academic goals. My gratitude also is forwarded to my mother, Fawziah Al-Hudaithi ,for her love, prayers, and endless support. In addition, I would like sincerely to thank my husband and best friend, Hamad Al-Matrudi, for his constant unconditional love. I really could not have done this without his constant encouragement and support. Thanks are also due to my son, Saleh, the light of my life, whose smile gives me happiness, inspiration, and motivation to get things done.

Finally, I would like to thank my brothers Abdullah, Abdulrrahman, Muhammad, Mouad, Faisal, and Osama for their love, help, and encouragement. I would also like to thank my aunt Haya Al-Hudaithi, my cousins, and my friends for their help and encouragement.

Abstract

This study aimed to investigate the benefits and barriers of using Instagram in English language learning. The sample of this study consisted of 151 randomly-selected female students enrolled in the department of English at the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University in the academic year 1436/1437– 2015/2016 in the first semester. The researcher used both a five-point Likert scale questionnaire as a quantitative instrument and semi-structured interviews with students as a qualitative instrument to collect the data of the study. Those instruments were validated by ten university professors. Similarly, the reliability of the questionnaire was achieved by calculating Cronbach Alpha formula. The findings of the study revealed that the most important benefits of using Instagram in learning English were as follows: improving the reading, writing, and listening skills, providing enjoyable learning experiences, enriching vocabulary, improving oral communication skills, and enjoying a sense of freedom of time and place. Furthermore, the results of the study unveiled the following challenges of using Instagram in English learning: distracting attention, lack of direction from the syllabuses, lack of encouragement from instructors, embarrassment, lack of immediate feedback, the cost of Internet access, and the difficulty of writing long passages. Finally, the findings of the study presented the following solutions to Instagram barriers in English language learning: creating learning accounts and posting important things in the lecture, following only specialized accounts for learning English.

الملخص

هدفت هذه الدراسة إلى استكشاف مزايا و تحديات استخدام تطبيق الإنستغرام كأداة لتعلم اللغة الإنجليزية. حيث تم اختيار عينة عشوائية من طالبات قسم اللغة الانجليزية في جامعة الإمام محمد بن سعود الإسلامية، وبلغ عددهن ١٥١ طالبة في الفصل الدراسي الأول للعام الجامعي ١٤٣٦/١٤٣٧ هـ. وقد صممت الباحثة استبانة على مقياس ليكرت (خماسي النقاط) كأداة بحث كمية، بالإضافة الى استخدام المقابلة الشخصية مع عدد من أفراد العينة كأداة بحث نوعية لتجميع بيانات الدراسة. و للتحقق من صدق الاستبانة وأسئلة المقابلة الشخصية عرضنا على مجموعة من المحكمين مكونة من عشر أساتذة جامعيين، وللتأكد من ثبات الاستبانة تم استخدام معادلة (كرونباخ ألفا). وقد كشفت نتائج الدراسة المزايا المهمة لاستخدام تطبيق الإنستغرام في تعلم اللغة الإنجليزية، و منها ما يلي: تطوير مهارة القراءة والكتابة والاستماع، توفير بيئة تعليمية ممتعة، إثراء مفردات اللغة الإنجليزية، تطوير مهارة الإتصال اللفظي، خلق تعلم حر ومريح غير مقيد بزمان او مكان. و أيضا من أبرز التحديات التي تواجه الطالبات في استخدام تطبيق الإنستغرام: تشتت الإنتباه، عدم توجيه المناهج لاستخدام الإنستغرام، عدم تشجيع الطلبة لاستخدامه من قبل معلميه، شعور الطالبات بالإحراج عند التواصل مع الذكور، عدم وجود تغذية راجعة مباشرة، تكلفة سعر الإنترنت، بالإضافة الى صعوبة كتابة القطع الطويلة على شاشات الاجهزة الذكية. واخيرا قدمت نتائج الدراسة مجموعة من الحلول لمواجهة التحديات التي تواجه فعالية استخدام الإنستغرام في تعلم اللغة الانجليزية، منها مايلي: انشاء حساب إنستغرام خاص للتعلم يتم من خلاله نشر معلومات الدرس المهمة ويتم من خلاله متابعة حسابات خاصة تهدف لتعليم وتطوير اللغة الإنجليزية.

TABLE OF CONTENTS

	Page
Acknowledgments.....	3
Abstract in English.....	4
Abstract in Arabic.....	5
Table of Contents.....	6
List of Abbreviations and Acronyms.....	9
Chapter One – Introduction	
1.1 Introduction.....	10
1.2 Statement of the Problem.....	12
1.3 Significance of the Study.....	12
1.4 Objectives of the Study.....	12
1.5 Questions of the Study.....	12
1.6 Operational definitions.....	13
1.7 Limitations of the Study.....	14
1.8 Chapterization.....	14
Chapter Two – Literature Review	
2.1 Introduction.....	15
2.2 Computer Assisted Language Learning (CALL).....	15
2.3 The Emergence of Mobile Assisted Language Learning (MALL.....	17
2.4 Definition of MALL.....	18

2.5 MALL in Language Learning.....	18
2.6 Social Media.....	22
2.7 Social Media and Language Learning.....	24
2.8 Instagram.....	28
2.9 Instagram and Language Learning.....	29
2.10 Summary.....	30

Chapter Three –Methodology

3.1.Introduction.....	32
3.2 Research Design.....	32
3.3 Population and Sample of the Study.....	32
3.4 Research Instrument.....	33
3.5 Data Collection Procedure.....	34
3.6 Statistical Analysis.....	35

Chapter Four - Results of the Study

4.1 Introduction.....	36
4.2 Data analysis.....	36
4.3 Results of the Study.....	36
4.4 Summary of the Results.....	42

Chapter Five – Discussion, Conclusion, and Recommendations

5.1 Introduction	43
5.2 Discussion of the Results of the Study.....	43

5.3 Conclusions and Recommendations.....	46
5.4 Suggestions for Future Research.....	47
References.....	48
APPENDIX 1: The Questionnaire of the Study	52
APPENDIX 2: Interview Questions.....	55
APPENDIX 3: Questionnaire Raters.....	56
APPENDIX 4: Frequencies and Percentages of the Data of the Study.....	57

List of Abbreviations and Acronyms

CALL: Computer Assisted Language Learning

D-Learning: Distant Learning

EFL: English as a Foreign Language

E- Learning: Electronic Learning

ESL: English as a Second Language

EMASE: Empower Mobile Assisted Social E-learning

ICT: Information and Communication Technologies

M: Mean

MALL: Mobile Assisted Language Learning

M- Learning: Mobile Learning

PDAs: Personal Digital Assistances

SD: Standard Deviation

SMS: Short Message Service

SNS: Social Networking Sites

SPSS: Statistical Package for Social Science

Chapter One

1.1 Introduction

EFL practitioners always try to integrate technology with language teaching and learning. Consequently, with the advent of computers, the Internet, and smart phones, two fields have emerged: CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning). The appearance of smart phones and particularly the mobile social media network applications in last decade such as (Twitter, Facebook, Instagram, Flickr, Path, Snapchat, etc.) develops our lifestyle and creates an obvious social change. These programs not only strengthen our relationships with others, but also improve our self-knowledge and awareness. Moreover, these innovative social media programs directed learning environment to be more interactive. Ekoc (2014) emphasizes the role of social media as supporting tool for language classroom by concluding that social media create interactional and interpersonal spaces where knowledge is shared negotiated. Students' value connecting themselves to their class community outside the walls of language classrooms and as a result of their interactions with their peers and instructors, their connection to learning practices strengthen. No one can deny how easy and interesting our life becomes using these mobile social media programs. Each of these social applications has its distinctive features although all of them are used for the social communication purpose. One of these applications of smart phones which has gained popularity among the new generation is Instagram.

The social media tool Instagram was introduced in 2010. It allows its users to share pictures and 15-second videos, write comments under what they posted in their

accounts and their followers; they can also comment under each post. Therefore, there is written and visual communication. Moreover, its users can open an account either public or private, use picture filters, follow other users and have followers, send private pictures or videos for certain followers, make hashtags, tag other users, share location, search for people or hashtags. In Instagram blog, it has been announced that Instagram has more than 400 million Instagrammers sharing real moments.

Instagram is a good means of enhancing learning a foreign language via its interactive short videos, images, and comments. Al-Ali (2014) pointed out that due to its popularity among students, Instagram was utilized as a mobile learning (mLearning) tool to generate content that was used for one speaking activity, and two writing activities reinforcing speaking, grammar, writing and vocabulary skills. Its users can follow language-learning accounts. Some of these accounts help their followers to learn most basic language skills such as reading, writing, listening, grammar, and vocabulary. Moreover, its users can follow and communicate with native language speakers and know more about their culture and language. Using Instagram, EFL learners can learn the language in an entertaining and spontaneous way by enjoying a great sense of freedom concerning time and place. These fantastic features of Instagram motivate students to achieve high level of collaborative learning. The results of Mondahl and Liana's case study (2014) indicate that motivation and collaboration influence the quality of students' work; the social media enhanced platform is a facilitator for collaboration and of knowledge sharing and that end results improve as students' focus is targeted towards problem-solving.

1.2. Statement of the problem

MALL calls for incorporating mobile applications with language learning and teaching. Though Instagram is very popular among EFL students, very few studies have been conducted in this field. Besides, to the best knowledge of the researcher, this is the first study in Riyadh to tackle this issue. Therefore, this study attempts to investigate the benefits and barriers of using Instagram in English language learning.

1.3. Significance of the study

The results of this study are expected to be of great value for EFL teachers, students, and curriculum developers. This study encourages teachers to use different social media applications available to students in teaching a foreign language. Tarantino, McDonough and Hua (2013) assure that overall student learning can increase when educators incorporate social media into academic course content.

1.4 Objectives of the study

This study aims at

1. Investigating the benefits of using Instagram as a MALL tool.
2. Revealing the challenges of using Instagram in English Language Learning.

1.5 Questions of the study

This study attempts to answer the following questions:

1. What are the benefits of using Instagram as a MALL tool?
2. What are the barriers Saudi EFL university students face when using Instagram as a MALL tool?

1.6 Operational Definitions

MALL: This acronym stands for Mobile Assisted Language Learning in which mobile technology is used to facilitate Language Learning. Miangah and Nezarat (2012) stated that in contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place.

Social Media: Social media refer to a number of networking sites or applications that involve social interaction and communication such as Facebook, Twitter, Instagram, Foursquare, Snapchat and YouTube. These social media applications not only build relationships among people, but also increase the motivation for developing the self-knowledge and to be updated to the society current events. Boyd (2014) defined social media as a set of sites and services that are at the heart of contemporary culture and that teens turn to a plethora of popular services to socialize, gossip, share information, and hang out. He used the term social media to refer to the sites and services that emerged during the early 2000s, including social network sites, video sharing sites, blogging and microblogging platforms, and related tools that allow participants to create and share their own content.

Instagram: Instagram is a social media tool introduced in 2010. Meyer (2015) defines Instagram as “A fun and quirky way to share your life with friends through a series of pictures. Snap a photo with your mobile phone, and then choose a filter to transform the image into a memory to keep around forever. We're building Instagram to allow you to experience moments in your friends' lives through pictures as they happen. We imagine a world more connected through photos”. It was started to share photos, then from the mid

of 2013 Instagram was expanded to include both photos and 15-second videos. Under each photo or video post, users can comment, and mention other users to this post. Moreover, it enables its users to add location or tag some users on their post. Users can make their account either public (accessible to everyone) or private (inaccessible to every one). Instagram has users more than 400.000.000.

1.7 Limitations of the study

The generalization of the results of this current study will be restricted as a result to the following factors:

- 1- The population of this study was restricted to the female university students enrolled in the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University in the academic year 1436/1437.
- 2- The study was conducted in the first semester of the academic year 1436/1437. Therefore, the study findings were limited to that time of this year.

1.8 Chapterization

This study is presented in five chapters. Chapter I includes a brief introduction. Chapter II is a literature review of related studies. Chapter III deals with the methodology adopted. Chapter IV is composed of the analysis of data. Finally chapter V provides discussion of the results, the conclusion of the study, and suggestions for further research.

Chapter Two

Literature Review

2.1 Introduction

This chapter presents the theoretical literature and the empirical studies which deal with CALL and MALL in general and Instagram in particular. In fact, there are only very few empirical studies which tackle the issue of Instagram.

In the recent years, the rapid development of computer and mobile technologies has changed many aspects of our lives. For example, the purpose of these technologies is not only based on Writing, searching, communicating with others and for entertainment as in the past, but it is also used nowadays for unlimited purposes and activities that help all aspects of our lives. For instance, through some mobile applications especially the social media programs such as Twitter, Instagram and Facebook etc., advertisement has been enriched and a lot of online stores have emerged. Because education is a curial part in our lives, these computer and mobile technologies clearly develop language learning and teaching as well. Therefore, the researcher conducted this study to investigate the use of Instagram as a MALL tool at Al-Imam Muhammad Ibn Saud Islamic University. This chapter introduces the background of this study.

2.2 Computer Assisted Language Learning (CALL)

CALL is a term that refers to the use of any computer technology that helps in language learning. Computers have been used in language teaching and learning since 1950s though they were very huge. Beatty (2010, p. 18) states, “The first computers used

for language learning were large 1950s mainframes that were only available at university campus research facilities”. Beatty (ibid, p.41) adds, “Developments in web technologies are presenting teachers and learners with simple tools to fashion a new generation of learning experiences.”

Lee (2000) summarizes the reasons of using Computer-assisted Language Learning as it provides: (a) experiential learning, (b) motivation, (c) enhancement of student achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding. Moreover, Han (2008) points that computer technology provides various communicative and interactive activities that help second language learners to improve their linguistic skills, enhance their learning attitude, and gain self-confidence. Therefore, using computers can help both teachers and students achieve high results in language learning and teaching because of their distinctive properties.

In contrast to the benefits of using CALL in language learning, Lee mentioned the barriers inhibiting the practice of Computer-assisted Language Learning and classified them in the following common categories: (a) financial barriers, (b) availability of computer hardware and software, and (c) technical and theoretical knowledge. AbuSeileek and Abu Sa’aleek (2012) point out that although computers have many merits, they are still machines that could not replace the role of teachers at all “Due to the limitations of computer’s artificial intelligence, computer technology is unable to deal with learners’ unexpected learning problems and response to learners’ questions immediately as the teachers do (p. 31)”. Besides, Han (2008) concluded that instructors and learners should realize the advantages and disadvantages in current CALL programs

in order to avoid its barriers and get its maximum benefits in teaching and learning ESL. Finally, Alsheraimy (2014, p.43) concluded, “CALL should be integrated with all EFL courses because computers have become an indispensable part of English language teaching and learning”.

2.3 The Emergence of Mobile Assisted Language Learning (MALL)

Kukulska-Hulme, and Shield (2008) clarify that MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use. They concluded their research saying, “MALL seems to be in its infancy; until relatively recently, MALL activities rather mirrored early CALL activities where electronic quizzes, grammar drills and vocabulary lists dominated (p. 283)”.

Chaka (2009) shows the two main evolutionary developments that d-learning (distant learning) passes through in the past years: from d-learning to e-learning (electronic learning), then from e-learning to m-learning (mobile learning). Ghorbandordinejad, Aghasafi, Farjadnasab, and Harandi (2011, p.4) stated, “ELT scholars have tried to use the findings and opportunities that m-Learning offers from the early days of its emergence. The results of the studies on the application of mobile learning into foreign/second language learning have led to evolution of the sub-field of Mobile Assisted Language Learning (MALL) in a same line as Computer Assisted language learning (CALL).” Finally, Alhelayel (2015) explained that the reasons why people use mobile learning commonly are portability, connectivity, and familiarity.

2.4 Definition of MALL

Trifonova, Knapp, Ronchetti, and Gamper (2004, p.3) define mobile learning as “Any form of studying, teaching or learning that is delivered through a mobile device or in a mobile environment. In general by mobile device we mean PDAs and digital cell phones, but more generally we might think of any device that is small, autonomous and unobtrusive enough to accompany us in every moment and can be used for educational purposes.” Miangah and Nezarat (2012, p.1) define MALL as “The use of mobile technology in language learning.” Moreover, they contrast MALL to classroom learning by showing that in MALL learners do not need to sit in a particular classroom or at a computer to process learning.

“As in other technology-enhanced language learning milieu, mobile learning environments might be face- to-face, distance, or online; further, they may be self-paced or calendar-based (Chinnery, 2006, p.9)”. Chinnery described the common features of mobile devices as they include Internet access, voice-messaging, SMS text-messaging, cameras, and even video-recording in which all of these features can help language learning through providing communicative language practice, access to authentic content, and task completion.

2.5 MALL in Language Learning

Mobile technology is a strong power that helps people acquire different dimensions of knowledge. Chinnery (2006) stated that mobile technologies clearly assist language learning through providing practical uses due to its availability and portability. He added saying that mobile technologies can be just as easily utilized outside of the

classroom as they can in it in which learners can study or practice manageable chunks of information in any place on their own time, thereby taking advantage of their convenience.

Although MALL has numerous merits that enrich language learning, it also faces some demerits. For instance, Chinnery (2006, p. 13) mentioned, “Inherent in the portability of mobile media are reduced screen sizes, limited audiovisual quality, virtual keyboarding and one-finger data entry, and limited power. Further, their availability can be limited. While cell phone ownership may be almost universal for college-aged individuals, this is not true for other populations or media”.

Fotouhi-Ghazvini, Earnshaw, Robison, and Excell (2009) conducted a study that aimed at examining the possibilities of using mobile games in English language learning classes for Iranian University students in the University of Qom. The participants of the study were 15 students from the third year of computing Engineering whose levels of English were as equal as possible. The researchers used in their study a mobile-based learning game that is designed within a technical context. The study demonstrated that mobile game-based learning could facilitate students’ learning motivation and engagement in the interactive learning environment.

Bahrani (2011) stated that by the rapid and extensive development of information and communication technologies such as mobile phones, everybody should be able to learn as much English language as he/she wants at ease even without having to attend any English classes. He confirmed that a mobile learning model that is appropriate for language learning in informal setting requires a deep understanding of the learners and

their learning conditions and needs in addition to that a deep consideration of the relevant environmental, cultural, and political dimensions. He also asserted, “Mobile phone-based language learning technology, thanks to its portability, low production cost, versatile features, and significant memory space has the outstanding potential to provide everybody with authentic audio/visual language learning materials that could possibly teach them to speak and read (p. 247)”.

Miangah and Nezarat’s research (2012) about the use of mobile technology in language learning shows that learning nowadays has moved from teacher-led learning to student-led learning and that mobile-learning (m-learning) helps the students feel using the technology more effective and interesting than before. Moreover, though going through language activities on mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take the advantage of spare time to learn a second language when and where they are.

Moreover, Pegrum, Oakley, and Faulkner (2013) asserted that mobile learning is the fastest growth area in the whole field of information and communication technologies (ICT) in education and that mobile handheld devices popularity has increased noticeably in recent years. They defined m-learning as “Any form of learning that is mediated through a mobile or, more precisely, mobile handheld, device. These devices encompass digital media players (including iPods and iPod Touches), smartphones (including iPhones, Android phones, BlackBerrys and Windows phones), personal digital assistants (PDAs), and tablet computers including iPads (p.66)”.

As for the merits of using mobile apps in learning, the results of a study carried out by Wang, Yu, and Wu (2013) indicated that students benefited from working in an e-cooperative environment along with the assistance from the using of mobile apps. They asserted that students really enjoyed themselves while using empower mobile assisted social e-learning (EMASE) module throughout the course. They concluded students were actively participating in their learning process individually and collaboratively. In addition, the results showed that even without teacher's directions, students were able to control the use of mobile apps while working on their learning activities. They also confirmed that students developed their skills and confidence using the multimedia and Web apps.

Alabdulkareem (2015) conducted a study on Saudi middle school science teachers and students which revealed that smart phones were the best possible device to enhance the use of social media in education, where all teachers and almost three quarters of students had smart phones in which 85% of the students had Internet access at home vs. 95% of the teachers.

Dashti and Aldashti (2015) conducted a study that investigated the attitudes of college English major students towards the use of cell phones in language learning contexts. The results indicated the majority (80.3%) of students were in favour of the use of mobile devices in the learning and teaching process and found it important and beneficial. They also believed that it enhanced their knowledge of language in terms of vocabulary and grammar.”(p. 19). Finally, 51.7% of students wished their instructors would interact with them via using Instagram.

Lawrence (2015) conducted a study to examine learners' receptiveness towards integrating smartphones in EFL learning, at a Korean university, in various manners and contexts, exploring predictors of learner attitude towards mobile devices. The findings of the study showed that almost half of the participants showed positive attitudes towards smartphones both inside and outside the classroom. The findings also indicated that the participants had positive attitudes across the four functional categories: communicating with students and teacher using email, voice clip, and video calls as the highest one, then accessing Internet to find language information or class materials, downloading e-learning lessons and receiving or submitting homework.

2.6 Social Media

Dudeney and Hockly (2012) stated that the major shift in technology was the transition from Web 1.0 (a static, expert-produced resource of information) to Web 2.0 (a more creative, consumer-driven information space). They added that Web 2.0 tools enable online users with no programming or design skills to produce resources, and this led to more creative approaches from teachers using technology. They said not only teachers could develop resources such as personal blogs and collaborative wiki spaces, but also the whole classroom and this Web 2.0 tools lead to creativity in education.

Narayan (2013) explored the place of social media in contemporary civil society by examining social media as a place in and of itself where people search for, seek, find, use and share information for their personal, private, and public spheres. Narayan stated, "Social media platforms have become tangible and real places where we gather in

intended and unintended ways and this has the potential to nurture democracy and civil society, sometimes in dynamic and unexpected ways (p. 33)”. He continued describing social media as information space through showing that it is fueled by information, just as the Internet and other digital media before it, however, the information on social media differs from other media in that users are not just consumers of the information on it, but are also active producers of information within it. “One defining aspect of social media technologies is how it has altered and made fluid our sense of time and space, more so than previous technologies (Ibid. p. 39)”.

Nwangwa, Yonlonfoun, and Omotere (2014, p. 447) defined social media as, “A term that is frequently used to describe different types of electronic communication platforms. Twitter, Facebook, Instagram, Snapchat, Path, Flickr and YouTube are some examples of the most used social media applications nowadays”. They categorized social media for simplicity purpose into eight categories, that are inter-dependent by their mode of usage primarily for developing user-centered social interaction, as comprising online applications for (SNS) social networking sites (e.g. Facebook), social bookmarking and sharing tools, social citation tools (e.g. Digg and CiteULike), blogging and microblogging tools (e.g. Twitter), virtual worlds (e.g. SecondLife), e-conference presentation sharing tools (e.g. SlideShare), audio and video sharing tools (e.g. YouTube), e-project management tools (e.g. BigBlueButton and Skype), and research and writing collaboration tools (e.g. Wikipedia and Wikispace).

Code (2015) conducted a study to examine how virtual identity influences student relationships both within and outside of a school context. This study also explored how personal technologies and social media use have influenced learners’ perceptions of their

own 21st century learning. The study concludes that while social media is very influential on students' socialization, educators should be more concerned about the lack of guidance and support that students receive in school in terms of appropriate social media use and the navigation of virtual identity.

Finally, Rouse, M. (2015) defined social media as

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.

2.7 Social Media and Language Learning

Borau, Ullrich, Feng and Shen (2009) explored how the social network Twitter was applied in an EFL English as a Foreign Language classroom. The results of revealed that the majority of the students frequently interacted with Twitter. Moreover, about 70% of students stated that they found it easier to communicate after using Twitter while 24% had a neutral opinion and 4.88% (= 4 students) disagreed. In addition, the results of the study confirmed that Twitter was suitable to train communicative and culture competence anytime anywhere without face-to-face interaction.

Chen and Bryer (2012) stated that collaboration is one of the most important characteristic of social learning in which students have the autonomy to self-select what they need to learn to gain a better understanding of the matter while teachers are there to facilitate group interactions. They concluded their qualitative study indicating that educators utilized social media as an instructional medium to blend informal learning into formal learning environments within the public administration discipline this was because

social media provided them with the ability to break the limitation of course management systems, enabled innovative and collaborative interactions, connected textbook knowledge to real-world problems, and facilitated personalized constructive learning. Moreover, they added that interviewees expressed a strong need for faculty support in terms of adopting new technologies. They would like to have access to technologies and learn more about new ways of using them, such as best practices and pitfalls. They concluded that the interviewees looked forward to their institutions embracing innovations and that there was a need for implementing clearly stated institutional policies on the use of social media in the education system. In addition, they clarified that participants suggested strategies to integrate these technologies, not only in formal class environments, but also in social and active learning that was learner-centered and informal.

Yunus, Salehi, and Chenzi (2012) conducted a qualitative study which aimed to investigate the advantages and disadvantages of integrating social networking tools into ESL writing classroom. The results showed that most students believed that using social networking services to teach ESL writing brought a lot of benefits. Moreover, the findings clarified that there were a lot of activities that could be planned through social networking services.

Storz, Maillet, Brienne, Chotel, and Dang (2012) conducted a quantitative study which included a group of 638 French-speaking university students and the study results demonstrated that there was a strong, positive correlation between a students' level of English and the amount of time they spend accessing English language media and working in social networks.

Dunn (2013) summarized the benefits of social media on language learning as its use can increase student motivation and engagement with course material, increase collaboration among students, promote interaction between the student and the teacher, facilitate data and information sharing, encourage self-expression and contribution and provides students with 21st century skills which could aid their employability and increase levels of satisfaction. Kavaliauskienė and Ashkinazi (2014) confirmed that Web 2.0 has a great potential for making changes in the Higher Education. They said that through Web 2.0 applications students can collaborate on projects, create images, edit videos, write blogs, and share bookmarks using web 2.0 tools. They added that the students in the 21st century have grown up with digital technology, performing multiple new activities. That is to say, “They have different ways of thinking and processing materials, which make Web 2.0 technologies invaluable in helping change learning and teaching methods (Ibid. p. 6)”.

Wang, Lin, Yu, & Wu (2013, p. 318) asserted, “Facebook assists students in merging their social and academic lives”. Moreover, their study aimed to explore the effectiveness of different learning environments between interactive Facebook instructional method and non-Facebook instructional method for undergraduate students. The students were highly engaged and expressed satisfaction with their instructors, peers, and institution. In addition, they concluded that the use of the popular Web 2.0 artifact strengthened learning engagement both inside and outside of the classroom. Therefore, they requested higher education professionals to assist student in obtaining the benefits of using technology. They concluded, “The instructor should demonstrate a positive perspective toward Facebook communication tool when they decide to include it as a

class activity. Clear instructions and course requirements including guidelines of Facebook participation should be addressed in the class (p. 318)".

Moreover, Nwangwa, Yonlonfoun, and Omotere (2014, p.447) stated, "The availability of high speed internet broadband connection with massive use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of undergraduates to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more." They added, "It is evident that three critical areas where the use of social media affects undergraduates' research skills are on their source of information, generation of research ideas and creative writing skills." They confirmed that the reliance of undergraduates on social media tools such as Wikipedia as their major source of information has serious effects for their researches as their source of information becomes inadequate and inaccurate besides that using Wikipedia decreased their research skills as they increase poor ability to use the library for conducting their research work. However, they pointed out that undergraduates' use of social media tools such as Facebook for generating ideas about the research enhances their research works through which they could meet other scholars, discuss new ideas about a specific academic topic and make online interview with them. Then, they stated that despite the usefulness of social media in generating research ideas, most undergraduates forget their purpose of using the medium for research and start updating their status and chatting with their friends. They said that diversion of attention is the biggest obstacle of using social networking sites for research purpose. However, they confirmed that social media tools such as WordPress and Blogger enhances undergraduates' creative writing skills.

As for the effects of social media on learners, Code (2015) asserted that his study participants who were still in high school expressed saying that social media was more influential in their life than school.

2.8 Instagram

Instagram is one of the most popular mobile social media applications. It was introduced in October 2010, purchased by Facebook in April 2012. In 2015, Instagram has celebrated more than 400 million users (Instagram.com, press page). Code (2015, p. 19) defined this application, “Instagram is a social networking site (SNS) that is based around photo-sharing as participants upload their pictures and short videos with captions, comments, and the newly invented hashtags; hashtags are words or phrases that are chosen to categorize the picture that can also act as a link to other images that have been described with the same words; hashtags also begin their words or phrases with a number sign (#)”. Moreover, Salomon (2013, p. 408) defined Instagram by saying, “Instagram is a mobile app (iOS and Android) that enables users to instantly turn their mobile snapshots into visually appealing images, which are then shared with others on the network”. She also added (p. 408), “Instagram is dedicated to the mobile experience, and part of its growth was fueled by the rapid adoption of smartphones with high-functioning cameras. Although it now provides a Web site where users can view posts, images still can’t be posted from a Web interface without a workaround”.

Describing what functions an Instagram user could do, Al-Ali (2015, p. 1-2) explained, “An Instagram user can perform a number of functions: create accounts, post content (pictures or 15-second videos), apply filters, add captions, tag users, add

locations, add hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users”.

2.9 Instagram and Language Learning

Bell (2013) states that Instagram is a great way to be used in teaching and learning. He gives some examples for using Instagram with students as a learning tool as he said it could be used to put together photo stories or essays. Then he continued saying “Just post the pictures and, since you can add comments to your own as well as other images, key in a description of the place you visited and any other interesting details”. Moreover, he suggests that all school members can share what they want using a common school hashtag via Instagram. Salomon, (2013) provided some effective examples of engaging Instagram in teaching and learning in which she confirmed that Instagram has become a fun learning tool for us and our students. As an example, she said (p. 410), “Last year we worked closely with a class studying the history of the brain. We took a photograph of a beautiful, old phrenology map that was used in the course and owned by the library. We posted it on Instagram with the question, “Does anyone know what this map of the head is?” Someone guessed correctly right away, and we followed up with some interesting facts about the history of phrenology.”

Al-Ali (2014) carried out a study to integrate Instagram as an active mlearning tool in a language bridge program. Instagram was used as a production tool of a holiday project and two writing activities in two pre-intermediate/intermediate ESL classes. The results of the study showed that although students were not enthusiastic with the initiative at first, they gradually welcomed the idea and were encouraged to be creative in

completing their writing activities. The researcher concluded, “Due to its popularity among students, Instagram was utilized as an mLearning tool to generate content that was used for one speaking activity, and two writing activities reinforcing speaking, grammar, writing and vocabulary skills.” (p. 13)

Code (2015) explains the new socialization experience of the 21st century student, particularly the use of social media application Instagram, aiming to solve any anxieties or concerns held by teachers by that means enriching classroom practices and 21st century pedagogy. Code (p. 145) confirms adding “The most radical piece of information to come out of this study was that the student participants unanimously felt that school was not preparing them for the new realities of the digital world.” Therefore, to overcome these obstacles, Code (p. 141) states, “Students should be given the opportunity to learn about social media use in school, and should be given the tools to think critically so that they can make the best choices on these mediums.” Code (p.159) adds, “Students are continuously writing and sharing their stories in these virtual spaces, and these spaces are not like the isolated spaces of the classroom. They are reading and writing in limitless virtual spaces every day, and most participants use their social media accounts 50 to 100 times a day on average.”

2.10 Summary

The review of literature indicates the use of Instagram as a MALL tool is an effective tool for developing students’ language learning. It also shows that students have positive attitudes toward the use of Instagram in language learning. They feel that Instagram makes learning more fun. In addition, Instagram improves their learning and

social skills. However, the literature review also reveals that students face some challenges in using Instagram as a MALL tool. Therefore, they ask teachers and learning institutions to adopt new 21st century learning techniques like the use of Instagram.

The review of literature helped the researcher in many ways. It helped the researcher to prepare the questionnaire of the study and the interview questions. In addition, it provided the researcher with a deeper insight into the benefits and challenges of using Instagram as a MALL tool. Finally, it assisted the researcher in discussing the results of the study.

Chapter Three

Methodology

3.1 Introduction

This chapter introduces the methodological procedures that are used to collect and analyze the data in the present study. It consists of five sections mainly the research design, the research population and the sample, the research instrument including its validity and reliability, data collection procedure, and the statistical analysis employed in this research.

3.2 Research Design

The current study used a descriptive analytical approach in which it tries to describe and analyze the participants' usage of Instagram as a MALL tool and their attitudes towards the benefits and challenges of using the suggested application.

To describe and analyze the research issue, the researcher used both quantitative and qualitative methods. The research design of this study is based on the questions of the current study. The researcher raised these questions from her observation and from the literature of previous studies.

3.3 Population and Sample of the Study

The population of the study consisted of all female students enrolled in the department of English at the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University in the academic year 1436/1437– 2015/2016 in

the first semester. The sample of the study was composed of 151 randomly-selected EFL students.

3.4 Research Instrument

The researcher used both a questionnaire as a quantitative instrument (see appendix 1) and interviews with students as a qualitative instrument (see appendix 2) to collect the data of the study. The questionnaire consisted of two sections with 25 items. Section1 includes the benefits of using Instagram in English Language Learning, and section 2 discusses the barriers Saudi university students encounter when using Instagram in English Language Learning. The relevant literature and previous studies helped the researcher to prepare the questionnaire. The rating scale used in this questionnaire is Likert scale that has five ratings "strongly disagree", "disagree", "neutral", "agree", and "strongly agree". As for the interview, the researcher met 10 university students and asked each one of them 5 questions regarding the benefits and challenges of utilizing Instagram in English Language Learning and their recommendations.

3.4.1 Instrument Validity

To ensure the validity, the instruments were given to a panel of raters consisting of ten EFL university professors. The questionnaire was modified according to the panel's feedback and recommendations. The final questionnaire version was of 25 items and the interview version was 5 questions. Fortunately, the researcher received positive feedback from the panel of raters describing the questionnaire as comprehensive and well-designed and its items as appropriate and relevant.

3.4.2 Instrument Reliability

To estimate reliability, the researcher distributed the instrument on a pilot sample consisting of 50 randomly-selected EFL students from Al-Imam Muhammad Ibn Saud Islamic University; and this sample was not included in the study. After that, the researcher applied Cronbach's Alpha tool using the SPSS (Statistical Package for Social Science) program. The analysis of pilot study indicated that the results were considered to be appropriate for the research purpose. Cronbach's Alpha internal consistency test of the pilot study showed that the questionnaire as reliable; Alpha for the whole questionnaire items was (0.73) which is acceptable for scientific research.

3.5 Data Collection Procedure

The researcher developed the questionnaire of the study. A panel of raters consisting of ten EFL university professors and instructors validated the questionnaire (See Appendix 3). After that, the questionnaire was modified according to the panels' comments and feedback (See Appendix 1). A Pilot study was carried out at Al- Imam Muhammad Ibn Saud University on 50 EFL students; this pilot sample was not included in the sample of the study. The researcher welcomed any questions related to the study questionnaire to ensure that the students' responses were accurate, and to avoid any misunderstanding regarding the items. Moreover, Cronbach's Alpha formula was calculated using the SPSS program to ensure the reliability of the instrument. After that, the researcher distributed the questionnaire on the sample of study consisting of 151 EFL students at Al- Imam Muhammad Ibn Saud University. The results were collected and analyzed statistically using the SPSS program.

Moreover, the researcher conducted face-to-face semi-structured interviews with 10 randomly-selected EFL students enrolled at AL-Imam University. The researcher assured the students that the interview would be treated confidentially for the research purpose, and informed them of the amount of time needed for the interview. The researcher asked them five questions (See Appendix 2). The interviews were recorded. The interviews were analyzed qualitatively. This qualitative instrument helps the researcher to gain more insight into students' thoughts and feelings regarding the issue being investigated. Students' comments were analyzed and reported by using quotes from their opinions.

3.6 Statistical Analysis

To analyze the data of the pilot study, Cronbach's Alpha formula was calculated using the SPSS program. Moreover, frequencies, percentages, means, and standard deviations were utilized to analyze the data of the study employing the SPSS program.

Chapter Four

Results of the Study

4.1 Introduction

This chapter presents the results of the current study which attempted to investigate the use of Instagram as a MALL tool through revealing the advantages and the challenges that EFL students face at Al-Imam University. The study questions were as follows:

1. What are the benefits of using Instagram as a MALL tool?
2. What are the barriers Saudi EFL university students face when using Instagram as a MALL tool?

4.2 Data Analysis

The researcher collected the statistical data of the study through a questionnaire that was distributed to the participants. After collecting the data, the SPSS program was used for data analysis to answer the questions of the study. To achieve this goal, means (M) and standard deviations (SD) were calculated for students' responses. In addition to the quantitative data analysis, the researcher qualitatively analyzed the students' interviews through stating their opinions and recommendations.

4.3 Results of the Study

To answer the first question of the study which was "What are the benefits of using Instagram as a MALL tool?" the researcher calculated the means and the standard deviations for each statement of the students' responses. Table (1) illustrates the means and standard deviations of students' responses on the questionnaire items.

Table (1)

Means and Standard Deviations of the Benefits of Using Instagram as a MALL Tool

Part One: The Benefits of Using Instagram in English Language Learning					
No.	Statement	Participants	Mean	Standard deviation	Ranking
7	Using Instagram English language activities improves my reading skills.	151	3.42	1.22	1
5	Using Instagram English language activities improves my written communication skills.	151	3.32	1.20	2
3	Instagram provides students with new enjoyable learning experience.	151	3.26	1.23	3
9	I feel that Instagram vocabulary activities have enriched my vocabulary.	151	3.22	1.26	4
6	Using Instagram English language activities improves my listening skills.	151	3.20	1.27	5
4	Using Instagram English language activities improves my oral communication skills.	151	3.16	1.37	6
14	I like to learn English via Instagram because I enjoy a sense of freedom of time and place.	151	3.15	1.33	7
8	Instagram pronunciation activities have improved my pronunciation.	151	3.09	1.19	8
12	I think Instagram encourages independent learning.	151	3.09	1.19	8
2	Instagram encourages interaction among students.	151	3.05	1.19	10
10	I can better construct correct sentences after using Instagram grammar activities.	151	3.00	1.05	11
11	My motivation to learn English has been enhanced after using Instagram English language activities.	151	2.95	1.10	12
13	Learning English via Instagram saves my time and effort.	151	2.87	1.18	13
1	Instagram encourages interaction between students and their instructors.	151	2.75	1.11	14

Table (1) indicates that the most important benefit which students advocate is the improvement of their reading skills. This result is inferred from statement number 7 “*Using Instagram English language activities improves my reading skills.*” which has got the highest rank and the highest mean of (3.42). In addition, the other very important benefits are improving of the writing skills, providing enjoyable learning experience, and enriching vocabulary. Those results are drawn from statements 5,3, and 9 “*Using Instagram English language activities improves my written communication skills.*” , “*Instagram provides students with new enjoyable learning experience.*” , “*I feel that Instagram vocabulary activities have enriched my vocabulary.*” which are ranked the second, the third, and the fourth; they have got very high means 3.32, 3.26, 3.22 respectively. Moreover, table (1) reveals other important benefits of using Instagram: improving the listening skill, improving oral communication skills, and enjoying a sense of freedom of time and place. Those results are taken from statements 6, 4, and 14 which take the fifth, the sixth, and the seventh; they have got high means 3.20, 3.16, and 3.15 respectively. Besides, table (1) shows the least Instagram benefits according to Al-Imam EFL students: enhancing motivation, saving time and effort, and encouraging student-instructor interaction. Those findings are deduced from statements 11, 13, and 1. They are ranked the twelfth, the thirteenth, and the fourteenth; they have scored the lowest means 2.95, 2.87, and 2.75 respectively.

To answer the second question of the study which was “What are the barriers Saudi EFL university students face when using Instagram as a MALL tool?”, the researcher calculated the means and the standard deviations for each statement of the

students' responses. Table (2) presents the means and the standard deviations of the students' responses on the questionnaire items associated with the second question.

Table (2)

Means and Standard Deviations of the Barriers Saudi EFL University Students Face When Using Instagram as a MALL Tool

Part Two: The Barriers Saudi University Students Face when Using Instagram in English Language Learning					
No.	Statement	N	Mean	Standard deviation	Ranking
9	The amount of images and videos in Instagram distracts students' attention from English language learning activities.	151	3.02	1.17	1
2	Syllabuses do not direct me to utilize Instagram English language activities.	151	2.99	0.98	2
1	My instructors do not encourage me to use Instagram English language activities.	151	2.83	1.24	3
11	Female students feel embarrassed to exchange posts with male students via Instagram.	151	2.79	1.15	4
5	I am not motivated to use Instagram because it lacks immediate feedback.	151	2.71	1.13	5
4	The cost of Internet access makes using Instagram in English language learning difficult.	151	2.69	1.22	6
6	I think it is hard to write long passages using small keypads of mobile phones.	151	2.68	1.29	7
7	I am not motivated to communicate with others via Instagram because I am afraid of making mistakes.	151	2.62	1.18	8
8	I think Instagram English language activities are not effective.	151	2.60	1.15	9
3	I find it difficult to read from the small screens of mobile phones.	151	2.57	1.12	10
10	I think Instagram English language learning activities are difficult to understand.	151	2.46	1.11	11

It is evident from table (2) that the most important challenge for using Instagram in English Language Learning according to EFL students at Al-Imam University is distracting attention. This result is taken from statement number 9 “*The amount of images and videos in Instagram distracts students’ attention from English language learning activities.*” which has scored the highest mean (3.02) and the first rank. In addition, the second challenge is lack of direction from the syllabuses. This result is drawn from statement number 2 “*Syllabuses do not direct me to utilize Instagram English language activities.*” which has got a very high mean (2.99) and the second rank. The other important challenges are lack of encouragement from instructors, embarrassment, and lack of immediate feedback. Those results are drawn from statements 11, 5, and 14 “*My instructors do not encourage me to use Instagram English language activities.*” , “*Female students feel embarrassed to exchange posts with male students via Instagram.*”, “*I am not motivated to use Instagram because it lacks immediate feedback.*” which are ranked the third, the fourth, and the fifth; they have scored high means 2.83, 2.79, and 2.71 respectively. In addition, the other important barriers are the cost of Internet access and the difficulty of writing long passages. Those findings are inferred from items number 4 and 6 which have the sixth and seventh order with high means 2.69 and 2.68. Moreover, table (2) uncovers the least important barriers: ineffective Instagram activities, difficulty of reading from small screens, and difficulty of understanding Instagram English language learning activities. Those results are drawn from statements number 8, 3, and 10 which are ranked the ninth, the tenth, and the eleventh; they have scored the lowest means 2.62, 2.57, and 2.46 respectively.

Fortunately, the findings of the study were supported by students' comments in the interviews. The researcher found that all of the interviewees have accounts in Instagram and use it for different purposes. However, only half of the interviewees like to use Instagram in English Language learning. One of the students who likes its use in English learning said, "It is interesting to learn through photos and videos besides it is unrelated to specific place." Another student said "Instagram is helpful for English Learning as it enhances my vocabulary and reading skills. Instagram really enhances English skills especially for people who have photographic memory." A third student said, "Instagram is useful for certain activities and to enhance certain skills. It enhances my writing and communication skills." One of the students likes to use it only for learning vocabulary as she said "The advantage of using Instagram in ELL is to enhance the vocabulary". One of the students asserted, "Yes I do use Instagram in English Learning. It improves my accent and writing skills by talking to native speakers. It is really good because I meet and communicate with people from different countries and cultures".

On the other hand, students who do not like to use Instagram in English language learning expressed their own reasons. One student stated, "I could not focus, and I have limited option for English learning. I do not think there is any advantage from learning using Instagram." Another student claimed, "It is useless as it is more for fun than learning. It is good for beginner learners as there are many accounts that improve vocabulary." Another one said, "I do not use it because I do not know that I can learn English through Instagram. It is a new idea for me. I think there are advantages as learning new trending words in society besides it is easy to communicate with people."

Another student added, “I think YouTube can give more for learning English. May be it is good for beginners not for me as there are many accounts that improve vocabulary”.

As for the difficulties that students face when using Instagram in English Learning, one of the students explained, “It is difficult to find accounts for learning English.” Another student pointed out, “I get distracted by other accounts than learning English.” Another student added, “Technical problems are the most challenge that student face in using Instagram.”

Finally, students gave the following suggestions to overcome these difficulties: creating learning accounts and posting important things in the lecture, following only specialized accounts for learning English only, and downloading dictionaries.

4.4 Summary of the Results

The findings of the study revealed that the most important benefits of using Instagram in learning English were as follows: improving the reading, writing, and listening skills, providing enjoyable learning experiences, enriching vocabulary, improving oral communication skills, and enjoying a sense of freedom of time and place. Furthermore, the results of the study unveiled the following challenges of using Instagram in English learning: distracting attention, lack of direction from the syllabuses, lack of encouragement from instructors, embarrassment, lack of immediate feedback, the cost of Internet access, and the difficulty of writing long passages. Finally, the findings of the study presented the following solutions to Instagram barriers in English language learning: creating learning accounts and posting important things in the lecture, following only specialized accounts for learning English only, and downloading dictionaries.

Chapter Five

Discussion, Conclusions, and Recommendations

5.1. Introduction

This chapter discusses the research findings and analyses the results in light of the literature review. Furthermore, it provides some recommendations for future research based on what is presented and analyzed so far.

5.2. Discussion of the results of the study

This study investigated the benefits and barriers of using Instagram in English language learning. The findings of the study indicated that Instagram had a positive impact on improving students' reading skills and this is consistent with the study result of Bahrani (2011) who stated that Mobile phone-based language learning technology provides everybody with authentic audio/visual language learning materials that could possibly teach them to speak and read. Besides, results in this study confirmed that Instagram improved students written communication skills. This result is supported by the study of Nwangwa, Omotere, & Yonlonfoun, (2014,p. 447) in which they added, " It is evident that three critical areas where the use of social media affects undergraduates' research skills are on their source of information, generation of research ideas and creative writing skills." Moreover, Code (2015) supported students' reading and writing skills improvement using Instagram as stating that through social media applications students are reading and writing in limitless virtual spaces every day.

Moreover, the findings revealed that Instagram application provided enjoyable learning experience. This result goes in line with Miangah and Nezarat's research (2012),

which revealed that the use of mobile technology in language learning helps the students feel using the technology more effective and interesting than before. In addition, this study confirmed that using Instagram English language activities improved students listening and oral communication skills and this is compatible with Bahrani (2011) who confirmed that Mobile phone-based language learning technology provides everybody with authentic audio/visual language learning materials that could possibly teach them to speak. In addition, this is consistent with Chinnery (2006) who described the common features of mobile devices as they include Internet access, voice-messaging, SMS text-messaging, cameras, and even video-recording in which all of these features can help language learning through providing communicative language practice. The results show that using this application could provide students with better vocabulary learning. This result is supported by Alhelayel (2015) who pointed out that MALL helped students to improve their linguistic skills such as learning new words and keeping words in minds for a long period.

Moreover, the results showed that students liked to learn English via Instagram because they enjoyed a sense of freedom of time and place. This result is in harmony with Chinnery (2006) who clarified that mobile technologies can be just as easily utilized outside of the classroom as they can in it in which learners can study or practice manageable chunks of information in any place on their own time. In addition, it is consistent with Narayan (2013) who confirmed saying, "One defining aspect of social media technologies is how it has altered and made fluid our sense of time and space, more so than previous technologies"(p. 39). Besides, the results of this study revealed that Instagram improved students' linguistic skills and this is consistent with the results

of Al-Ali (2014), who confirmed that students' use of Instagram speaking and writing activities reinforced their speaking, grammar, writing and vocabulary skills. In addition, this study revealed that students did not believe that Instagram could enhance their motivation to learn English nor encouraged interaction between them and their instructors. Those results are in contrast with the findings of Dunn (2013) who summarized the benefits of social media on language learning as its use can increase student motivation and engagement with course material, increase collaboration among students, promote interaction between the student and the teacher.

Concerning the barriers of using Instagram in English language learning, the findings of the study showed that the amount of images and videos in this application distracted students' attention from English language learning activities. This result supports the claim presented by Nwangwa, Yonlonfoun, and Omotere (2014) who asserted that diversion of attention was the biggest obstacle of using social networking sites. Furthermore, the results revealed that neither syllabuses nor instructors directed students to utilize Instagram English language activities. This result is consistent with the results of Chen and Bryer (2012) who concluded that the interviewees looked forward to their institutions embracing innovations and that there was a need for implementing clearly stated institutional policies on the use of social media in the education system.

In addition, students showed that the cost of Internet access was a barrier for using Instagram in English learning; this result contradicts the results of Alabdulkareem (2015) who conducted a study on Saudi middle school teachers and students and concluded that 85% of the students had Internet access at home vs. 95% of the teachers. However, students did not believe that Instagram English language activities were not

effective. This result is in line with Miangah and Nezarat (2012) who clarified that mobile-learning (m-learning) helps the students feel using the technology more effective and interesting than before. Furthermore, the findings revealed that it was not a challenge for students to read from the small screens of mobile phones. This result is not in accordance with Chinnery (2006) who described the reduced screen sizes of cell phone as one of the demerits in MALL.

5.3 Conclusions and Recommendations

To shed the light on the findings of this study, the researcher concludes that Instagram improves student linguistic skills: reading, writing, listening and oral communication skills. Moreover, Instagram helped students to develop their vocabulary storage. In addition, students developed these skills while enjoying new learning experience that gave them a sense of freedom of time and place. Although there are many benefits of using Instagram as a MALL tool, this study revealed that students face some challenges as the following: distracting attention, lack of direction from the syllabuses, lack of encouragement from instructors, embarrassment, lack of immediate feedback, the cost of Internet access, and the difficulty of writing long passages. Finally, the findings of the study presented the following solutions to Instagram barriers in English language learning: creating learning accounts and posting important things in the lecture, following only specialized accounts for learning English only, and downloading dictionaries. Instructors, students and administrators should be aware of these benefits and challenges for providing better utilization of this popular application.

To conclude, using Instagram could be an effective tool for L2 learners to learn productively and efficiently. Language teachers should integrate Instagram activities in language syllabuses in all stages so that students can engage in conversations with their teachers and other students, sharing their opinions and ideas, commenting on photos and videos in addition to asking and answering questions.

5.4 Suggestions for Future Research

The researcher presents the following suggestions for future research:

- 1- Conducting an empirical study on the effectiveness of utilizing Instagram as a MALL tool on students' achievement is highly needed.
- 2- Replicating this study in another university outside Riyadh is recommended to compare its results with the current study results.
- 3- Using other instruments such as pre/posttests is needed to confirm the results of the study.
- 4- A further study can investigate instructors' perceptions towards using Instagram in English language learning.
5. Replicating this study involving male and female students is recommended.

References

- AbuSeileek, A. F., and Abu Sa'aleek, A. O. (2012). Computer Assisted Language Learning: Merits and Demerits. *Language in India*, Vol.12, Pp. 23-36.
- Al-Ali, S. (2014) Embracing the Selfie Craze: Exploring the Possible Use of Instagram as a Language mLearning Tool. *Issues and Trends in Educational Technology*, Vol.2, No.2. Pp. 1-16.
- Alabdulkareem, S. A. (2015). Exploring the Use and the Impacts of Social Media on Teaching and Learning Science in Saudi. *Social and Behavioral Sciences* Vol.182. Pp. 213 – 224.
- Alhelayel, A. K. S. (2015). The Effect of Mobile-Assisted Language Learning on the Preparatory Year Students' Vocabulary Retention. Unpublished M.A. Thesis, Al-Imam Muhammad Ibn Saud Islamic University.
- Alsheraimy, N. S. A. (2014). Students' Perceptions of the Use of CALL at Al-Imam University. Unpublished M.A. Thesis, Al-Imam Muhammad Ibn Saud Islamic University.
- Bahrani, T. (2011). Mobile Phones: Just a Phone or a Language Learning Device ? *Cross-Cultural Communication*, Vol.7, No. 2. Pp. 244–248.
- Beatty, K. (2010) *Teaching and Researching: Computer-assisted Language Learning*. (2nd international edition) C.N. Candlin & D. Hall [series eds.] London: Pearson Education.
- Bell, M. A. (2013). Picture This! Using Instagram with students. *Internet@Schools*, Vol. 23, No. 4. Pp. 23-25.
- Borau, K., Ullrich, C., Feng, J., and Shen, R. (2009). Microblogging for Language Learning: Using Twitter to Train Communicative and Cultural Competence. In M. Spaniol, Q. Li, R. Klamma, & R. Lau (2009) (Eds.), *Advances in Web based Learning – ICWL*, Vol. 5686, Pp. 78–87. Retrievable from <http://www.carstenullrich.net/pubs/Borau09Microblogging.pdf>.
- Boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale University Press, London.
- Chaka, C. (2009). From Classical Mobile Learning to Mobile Web 2.0 Learning. In: R. Guy, 2009. *The Evolution of Mobile Teaching and Learning*. Information Science Press, Santa Rosa, USA, pp. 79-102.

- Chen, B. and Bryer, T. (2012). Investigating Instructional Strategies for Using Social Media in Formal and Informal Learning. *The International Review of Research in Open and Distributed Learning*, V.13, No.1.
- Chinnery, G. M. (2006). Emerging Technologies Going to the MALL: Mobile Assisted Language Learning. *Language Learning & Technology*, Vol. 10, No. 1. Pp. 9-16.
- Code, M. (2015). Instagram, Social Media, and the “Like”: Exploring Virtual Identity’s Role in 21st Century Students’ New Socialization Experience. Unpublished M.A. Thesis, Faculty of Education, Brock University. Retrieved from http://dr.library.brocku.ca/bitstream/handle/10464/7055/Brock_Code_Mary_2015.pdf?sequence=2.
- Dashti, F. A. and Aldashti, A. A. (2015). EFL College Students’ Attitudes towards Mobile Learning. *Canadian Center of Science and Education, International Education Studies*; Vol. 8, No. 8. Pp. 13-20.
- Dudeney, G. and Hockly, N. (2012). ICT in ELT: How did we Get Here and Where are we Going? *ELT Journal*, Vol. 66, No. 4. Pp.533-542.
- Dunn, L. (2013). Teaching in Higher Education: Can Social Media Enhance the Learning Experience? In 6th Annual University of Glasgow Learning and Teaching Conference, Glasgow, UK. Retrieved from <http://eprints.gla.ac.uk/78491/1/78491.pdf>.
- Ekoc, A. (2014) Facebook Groups as a Supporting Tool for Language Classrooms. *Turkish Online Journal of Distance Education*, Vol. 15, No. 3. Pp. 1302-6488.
- Fotouhi-Ghazvini, F., Earnshaw, R., Robison, D. and Excell, P. (2009). The MOBO City: A Mobile Game Package for Technical Language Learning. *International Journal of Interactive Mobile Technologies*, Vol. 3, No. 2. Pp. 19-24.
- Ghorbandordinejad, F., Aghasafi, A., Farjadnasab, A. and Harandi, A. (2011). Mobile Handheld Recording Devices in the General English Classroom. Retrieved from <http://www.academia.edu> .
- Han, W. (2008). Benefits and Barriers of Computer Assisted Language Learning and Teaching. *US-China Foreign Language*, Vol.6, No. 9. Pp. 40-43.
- Kavaliauskienė, G. and Ashkinazi, V. (2014). Social Networking Systems in Teaching / Learning English for Specific Purposes. *English for Specific Purposes World*, Vol. 15, No. 42.
- Kukulska-Hulme, A. and Shield, L. (2008). An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *ReCALL*, Vol.20, No. 3. Pp. 271–289.

- Lawrence, B. (2015). Learner Receptiveness towards Mobile Technology in a College English Program: The Smart Decision? *English Teaching*, Vol. 70, No. 1. Pp. 3-28.
- Lee, K. (2000). English Teachers' Barriers to the Use of Computer Assisted Language Learning, *The Internet TESL Journal*. Retrieved from <<http://iteslj.org/Articles/Lee-CALLbarriers.html>>.
- Meyer, A. (2015) The Evolution of Instagram for Markets. Pictures to Video. *Marketergizmo*. Retrieved from <http://www.marketergizmo.com/the-evolution-of-instagram-for-marketers-pictures-to-video/>.
- Miangah, T. M. & Nezarat, A. (2012). Mobile Assisted Language Learning. *International Journal of Distributed and Parallel Systems*. Vol.3, No.1.
- Mondahl, M. and Liana, R. (2014) Social Media, Collaboration and Social Learning-A Case-Study of Foreign Language Learning. *Electronic Journal of e-Learning*, Vol. 12, No. 4. Pp. 339-352.
- Narayan, B. (2013). From Everyday Information Behaviours to Clickable Solidarity in a Place Called Social Media. *Cosmopolitan Civil Societies Journal*, Vol.5, No.3. Pp. 32-53.
- Nwangwa, K., Yonlonfoun, E. and Omotere, T. (2014). Undergraduates and Their Use of Social Media: Assessing Influence on Research Skills. *Universal Journal of Educational Research*, Vol. 2, No.6. Pp. 446-453.
- Pegrum, M., Oakley, G., and Faulkner, R. (2013). Schools Going Mobile: A Study of the Adoption of Mobile Handheld Technologies in Western Australian Independent schools. *Australasian Journal of Educational Technology*, Vol. 29, No. 1. Pp. 66-81.
- Rouse, M. (2015). Definition: Social Media. Retrieved from, <http://whatistechtarget.com/definition/social-media> .
- Salomon, D. (2013). Moving on from Facebook Using Instagram to Connect with Undergraduates and Engage in Teaching and Learning. *College & Research Libraries News*, Vol. 74, No. 8. Pp.408-412.
- Storz, C., Maillet, K., Brienne C., Chotel, L., and Dang, C. (2012). Mobile Devices Increasing Opportunities for Informal Learning and Second Language Acquisition. Retrieved from http://wheberges.itsudparis.eu/limed/Documents/IADIS_MLearningPaper_2012.pdf.

- Tarantino, K., McDonough, J & Hua, M. (2013). Effects of Student Engagement with Social Media on Student Learning: A Review of Literature. *The Journal of Technology in Student Affairs*. Summer Edition. Retrieved from http://www.studentaffairs.com/ejournal/Summer_2013/EffectsOfStudentEngagementWithSocialMedia.html.
- Trifonova, A., Knapp, J., Ronchetti, M. and Gamper, J. (2004). Mobile ELDIT: Challenges in the Transitions from an E-learning to an M-learning System. University of Trento, Sommarive 14. Retrieved from <http://eprints.biblio.unitn.it/532/1/paper4911.pdf>.
- Wang, J., Lin, C., Yu, W., and Wu, E. (2013). Meaningful Engagement in Facebook Learning Environments: Merging Social and Academic Lives. *Turkish Online Journal of Distance Education*, Vol.14, No1. Pp. 302-322.
- Wang, J., Yu, W. and Wu, E. (2013). Empowering Mobile Assisted Social E-Learning: Students' Expectations and Perceptions. *World Journal of Education*.Vol. 3, No. 2, pp. 59-70.
- Yunus, M. M., Salehi, H. and Chenzi, C. (2012). Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. *Canadian Center of Science and Education, English Language Teaching*; Vol. 5, No. 8. Pp.42-48.

Appendix (1)

The Questionnaire of the Study

Investigating the Use of Instagram as a MALL Tool: The Case of Al-Imam University EFL Students

Dear participant,

This questionnaire is an important part of an M.A. study which attempts to investigate the benefits and barriers of using Instagram in English language learning. Your participation is highly appreciated. Your answers will remain confidential and will be only used for academic purposes. Please, respond to each statement by putting a check (✓) in the space that represents your opinion.

The researcher

Athar Al-Garawi
ayaag1@gmail.com

No .	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Part One: The Benefits of Using Instagram in English Language Learning						
1.	Instagram encourages interaction between students and their instructors.					
2.	Instagram encourages interaction among students.					
3.	Instagram provides students with new enjoyable learning experience.					
4.	Using Instagram English language activities improves my oral communication skills.					
5.	Using Instagram English language activities improves my written communication skills.					
6.	Using Instagram English language activities improves my listening skills.					
7.	Using Instagram English language activities improves my reading skills.					
8.	Instagram pronunciation activities have improved my pronunciation.					
9.	I feel that Instagram vocabulary activities have enriched my vocabulary.					
10.	I can better construct correct sentences after using Instagram grammar activities.					
11.	My motivation to learn English has been enhanced after using Instagram English language activities.					
12.	I think Instagram encourages independent learning.					
13.	Learning English via Instagram saves my time and effort.					
14.	I like to learn English via Instagram because I enjoy a sense of freedom of time and place.					
Part Two: The Barriers Saudi University Students Face When Using Instagram in English Language Learning						
1.	My instructors do not encourage me to use Instagram English language activities.					
2.	Syllabuses do not direct me to utilize Instagram English language activities.					
3.	I find it difficult to read from the small screens of mobile phones.					
4.	The cost of Internet access makes using Instagram in English language learning difficult.					
5.	I am not motivated to use Instagram because it lacks immediate feedback.					
6.	I think it is hard to write long passages using small keypads of mobile phones.					
7.	I am not motivated to communicate with others via Instagram because I am afraid of making mistakes.					
8.	I think Instagram English language activities are not effective.					
9.	The amount of images and videos in Instagram distracts students'					

	attention from English language learning activities.					
10.	I think Instagram English language learning activities are difficult to understand.					
11.	Female students feel embarrassed to exchange posts with male students via Instagram.					

Thank You

Appendix (2)

Interview Questions

1. Do you like to use Instagram in learning English? Why?
2. What are the advantages of using Instagram in learning English?
3. What are the difficulties you face when using Instagram in learning English?
4. What are your suggestions to overcome those difficulties?
5. Do you encourage your colleagues to use Instagram in learning English? Why?

Appendix (3)
Questionnaire Raters

1. Dr. Saleh Al-Eid
2. Dr. Azmi Adel
3. Dr. Omar Na'eem
4. Dr. Hussein Rabab'ah
5. Dr. Mohammad Abedelatif
6. Dr. Yasser Gomaa
7. Dr. Ahmad Brier
8. Dr. Hind Al-Otaibi
9. Dr. Monira Almohizea
10. Dr. Reem Alsalem

Appendix (4)

Frequencies and Percentages of the Data of the Study

The frequencies and percentages for the first part of the questionnaire.

Statement No.	1		2		3		4		5	
	Fre	Per	Fre	Per	Fre	Per	Fre	Per	Fre	Per
1	25	16.6	33	21.9	57	37.7	27	17.9	9	6
2	20	13.2	27	17.9	46	30.5	42	27.8	16	10.6
3	16	10.6	26	7.2	35	23.2	50	33.1	24	15.9
4	25	16.6	26	17.2	30	19.9	40	26.5	30	19.9
5	13	8.6	24	15.9	44	29.1	41	27.2	29	19.2
6	21	13.9	20	13.2	43	28.5	42	27.8	25	16.6
7	13	8.6	21	13.9	39	25.8	45	29.8	33	21.9
8	20	13.2	20	13.2	56	37.1	36	23.8	19	12.6
9	21	13.9	17	11.3	47	31.1	40	26.5	26	17.2
10	12	7.9	37	24.5	50	33.1	43	28.5	9	6
11	15	9.9	36	23.8	55	36.4	31	20.5	14	9.3
12	19	12.6	24	15.9	50	33.1	40	26.5	18	11.9
13	20	13.2	42	27.8	40	26.5	36	23.8	13	8.6
14	25	16.6	20	13.2	43	28.5	34	22.5	29	19.2

Note: Statements were treated as the following:

Number (1): Strongly Disagree

Number (2): Disagree

Number (3): Neutral

Number (4): Agree

Number (5): Strongly Agree

Frequencies and Percentages for the Second Part of the Questionnaire.

Statement No.	1		2		3		4		5	
	Fre	Per	Fre	Per	Fre	Per	Fre	Per	Fre	Per
1	29	19.2	30	19.9	42	27.8	37	24.5	13	8.6
2	13	8.6	27	17.9	67	44.4	37	24.5	7	4.6
3	29	19.2	49	32.5	36	23.8	32	21.2	5	3.3
4	28	18.5	46	30.5	35	23.2	29	19.2	13	8.6
5	19	12.6	56	37.1	38	25.2	26	17.2	12	7.9
6	34	22.5	40	26.5	31	20.5	32	21.2	14	9.3
7	27	17.9	52	34.4	33	21.9	29	19.2	10	6.6
8	31	20.5	37	24.5	55	36.4	17	11.3	11	7.3
9	18	11.9	31	20.5	49	32.5	36	23.8	17	11.3
10	28	18.5	61	40.4	36	23.8	16	10.6	10	6.6
11	26	17.2	33	21.9	47	31.1	37	24.5	8	5.3

Note: Statements were treated as the following:

Number (1): Strongly Disagree

Number (2): Disagree

Number (3): Neutral

Number (4): Agree

Number (5): Strongly Agree