

EXPLORING THE EFFECTS OF INSTAGRAM AS A MOBILE-ASSISTED LANGUAGE LEARNING TOOL ON EFL LEARNERS

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ABSTRACT: *Since the inception of the internet, the advancement in various websites has been a commonality. However, the latest sensations are the social Media Apps which have brought a new revolution for people. This study assesses the influence of Instagram; a popular social media app as Mobile assisted language learning tool on EFL learners. For assessment, Lahore was taken as the population and ten Graduate colleges of Lahore were the samples of the study. The sample was divided into controlled and experimental groups equally (50 each). Initially, a pre-test was taken and then Both EFL learners were taught for two months and then a post-test was taken. Through quantitative methods and applying SPSS 23, the results were collected and analyzed. The statistics showed notable variation in the performance of the controlled group and experimental group learners in Post-test results. However, the pre-test results were almost identical. This mirrors that Instagram has a significant role in learning. The results revealed that Instagram can be significantly used for EFL situations to extract valuable results.*

Keywords: Mobile Assisted Language Learning, Social Media Apps, Instagram, EFL learners, Pakistan.

1. INTRODUCTION

English is viewed as a second language in Pakistan and it is very significant on the bigger populace of individuals. It is an authority language and the language of the law, organization business, broad communications and advanced education in Pakistan [1]. This viewpoint is additionally upheld by [2], who guaranteed that English is broadly acknowledged in different teaches and fields in Pakistan. As indicated by [3] the doorway to achievement in Pakistan is English as it helps with landing decent and worthwhile positions and schooling. [4]. Expressed that in colonized nations definitively in the field of instruction, English is embraced as a second language to have a critical effect on the students to accomplish instructive and financial objectives. Accordingly, it assumes a significant part in the financial and social advancement of the country.

1.2. Classrooms in Pakistan

Others [5] clarified that in Pakistan English is being educated as an impulse to the students till graduation and this has expanded the worth of English in different learning and showing circumstances in Pakistan. Checking out unfamiliar English language study halls, prior they were educator focused in which the main information source was the instructors and the students were reliant and uninvolved [6]. This training has slowly changed in evolved nations since the attack of current strategies and procedures in learning and instructing settings. The current period opens up the most recent and creative learning and educating strategies.

2. Literatures Review

2.1. Mobile listed Language learning (MALL)

The 20th century has noticed a quick change in the mechanical aspects and like different fields of training, the intrusion of innovation has additionally peeped into language learning settings and circumstances. The innovation attacked for all intents and purposes in the late twentieth century with the utilization of PCs and this peculiarity was known as automated helped language learning (CALL). With the steady advancement in innovation, there was a distinctive change in the apparatuses of learning [7]. Portable helped language learning (MALL) can be taken as the attack of the versatile innovation in the learning system of dialects. The portability, availability and reasonableness of the MALL are the key part

that can cause a particular circumstance in homeroom for adapting needs. MALL can be characterized as a strategy for learning a language that is upheld by the utilization of palmtops, handheld gadgets and advances [8]. Thus, any learning of language that happens under the umbrella of these gadgets can be called MALL. This imaginative inclination of innovation in instructive settings takes advantage of more extensive scope of portable advancements and gadgets [9; 10; 11] clarified that despite CALL, MALL chooses different handheld gadgets, similar to versatile phones, MP3, MP4 players, cameras and computerized recorders for voice recording, supporting anyplace and whenever learning idea through web network. In this way, MALL is a region of learning through innovation that can be applied eye to eye and on the web [12]. Others [13] detailed that MALL is the act of utilizing cell phones in the circumstances of language learning in opposition to homeroom customary learning. MALL doesn't limit the student to be in the homeroom just; rather it is adaptable learning past existence limitations. Hence, it is an ideal answer for the obstructions and impediments of language adapting exactly in ESL settings. One can say that in the language learning process MALL can be a compelling device [14; 15] and it likewise persuades the students during learning processes [16]. Moreover, some are of the view that MALL is a critical mode for language learning with innovation [17]. One more noteworthy element of MALL is that it helps students in associating with peers by shaping communitarian gatherings and developing channels of learning [18].

2.1.1 Features of MALL

Others [8] expressed that the terms ambient, pervasive and ubiquitous, ambient and pervasive are the main qualities of MALL. Pervasiveness is the accessibility of cell phones and gadgets anyplace whenever. These attributes make MALL a predominant sort of learning. These multitudes of elements have turned into a characteristic part of a person's life and are known as encompassing.

Besides, others called attention to some significant trademarks identified with mobiles utilized for language learning purposes [17]. They said that the highlights like lower cost, adaptability and ease of use are the signs of MALL.

2.1.2 Tools for MALL

Some significant gadgets utilized under Mobile helped language learning are

- palmtops,
- tablets,
- PDAs,
- GPS apparatuses,
- videotapes,
- MP3 or MP4 players,
- sight and sound players,
- e-coordinators,
- e-game apparatuses,
- digital books,
- DVDs and CDs, and
- cell phones [19]

2.1.3. Advantages of MALL

The progression of MALL has given various freedoms to learning the language. A few investigators throw attention to the viability of MALL particularly in ESL settings [19, 20]. MALL can be used in different language learning conditions and the students can be locked in all the while in various exercises that can be formal and casual in nature [21]. MALL is somewhat gaining appreciation since it offers countless highlights to its clients for language learning purposes. Elsewhere, two additionally demonstrated significant benefits of MALL which are network and movability [22].

Availability allows the client to be associated with peers, educators, related networks and other online media for significant data and learning. It likewise advances omnipresent learning like email, SMS and Whatsapp visiting. Then again the upside of transportability assists the students with utilizing cell phones without place limitation and they can use material from any place. Some authors [23] expressed that MALL speeds up learning outside the atmosphere of homerooms as it gives genuine trials [23]. One more benefit of MALL is that it offers inspiration and independence to the students.

2.2. Instagram as MALL tool

The present study sought to explore how English language learners (ELLs) used Instagram, a popular social networking site, for language learning purposes and to reveal their attitudes towards and experiences in using it as a mobile-assisted language learning (MALL) tool. Special interest was also placed on whether there were any distinct ELL profiles in using Instagram for independent and informal language learning. In this mixed-methods study, both quantitative and qualitative data were concurrently collected through an online comprehensive survey consisting of three sections. Ninety-seven Instagram using ELLs took part in this study. Basic descriptive statistics and cluster analysis were conducted on the quantitative data and a thematic analysis on the qualitative data. The results showed that Instagram has the potential to help ELLs to improve overall language skills in general, and vocabulary and communication skills in particular. Further, ELLs' experiences in using Instagram as a MALL tool for informal language learning were largely positive. Additionally, two different language learner profiles

(i.e., novice and experienced) emerged based on Instagram use habits and orientations. Overall, this study indicated that social networking platforms and MALL applications can be used as effective mobile language learning tools. Keywords: Social networking sites; Mobile-assisted language learning; English language learning; Instagram

2.4. Past Researches on Instagram

2.5. Population of the study

The population of this study comes from Lahore, Pakistan. The population comprised of all learners of graduate colleges in Lahore, these learners were studying in EFL courses and were the regular students of the institute.

2.6. Significance of the study

Mobile-assisted language learning is a novel learning and teaching method. It has already made its mark. But since the pandemic COVID-19, the world has shifted to online learning which has majorly been done through mobile-assisted language learning. Now, among the general masses, its popularity has increased immensely. Moreover, the variety of social media apps on the internet through Mobile phones has created a revolution in the world. This study will be beneficial as it will investigate an important social media app Instagram and its impact in the EFL classroom. This study is also pivotal to view if there lays any influence of the social media apps in EFL settings.

2.7. Sample of the study

The sample of the study comes from Lahore. Here hundred (100) learners from graduate colleges were taken as a sample of the study. Only 10 colleges were chosen for taking as a sample. These colleges were chosen through the pick and choose a method. Moreover, the learners were chosen after a simple random sampling method. Further, only boys were taken as a sample to narrow the research focus.

2.8. Research design

The plan of any exploration can be positivist and interpretive or can be a combination of both for taking the unbiased and emotional perspective of the specific subject under perception. Both are similarly significant as they proficiently engage diverse examination plans. The resulting design chosen for this study is quantitative, here pre and post-tests have been applied and through statistical analysis, the results have been extracted. Further, the tool used for this investigation is a test.

3. RESULTS

The following stage after thing examination is to play out an exploratory review. Here two gatherings of students are similarly separated into 60 understudies each. One gathering named as the controlled gathering is instructed customarily though the other gathering learned through MALL. The aftereffects of the pre and post-test have been introduced at first through free example T-test and later on by contrasting the two of them through combined example T-test

3.1. Results of Controlled group (Pre and Posttest of Paired Sample T-test)

Table 1				
Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. error Mean
Pair 1 Pretest	7.78	50	1.191	.147
Posttest	9.15	50	1.017	.125

In Table 1, there is one example bunch considered in the review; one condition before experimentation, for example, pretest group (x1) and after experimentation for example post-test bunch (x2) each with a test size of n =50. Pretest results uncover that example means worth m1 = 7.78 is not exactly the example mean worth m2 = 9.15 of the Post-test group. The scattering of test information of the two gatherings about the individual example implies is estimated by the standard deviation (SD), let addressed by s1 = 1.191

for Pretest bunch is anyway more noteworthy than of SD of Post-test bunch s2 = 1.017. The assessed standard blunders (se) show the scattering of the test implies (m1, m2) about their individual populace implies let (μ_1, μ_2). The result shows that se1= 0.147 for the Pretest group is likewise more noteworthy than se2 = 0.125 for the Post-test group.

3.2. Results of Experimental group (Pre and Posttest of Paired Sample T-test)

Table 2				
Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. error Mean
Pair 1 Pretest	9.23	50	1.298	.161
Posttest	17.11	50	.988	.135

In Table 2, another sample group is taken in the study; one condition before experimentation i.e. pretest group (x1) and after experimentation i.e. post-test group (x2) each with a sample size of n =50. Pretest results reveal that sample mean value m1 = 9.23 is less than the sample mean value m2 = 17.11 of the Post-test group. The dispersion of sample data of both groups is measured by the standard deviation (SD), let

represented by s1 = 1.298 for Pretest group is however greater than of SD of Post-test group s2 = 0.988. The estimated standard errors (se) show the dispersion of sample means (m1, m2) about their respective population means let (μ_1, μ_2). Result shows that se1= 0.161 for Pretest group also greater than se2 = 0.135 for Post-test group.

Table 3

Statistics for Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
$\alpha = .801$	$\alpha = .815$	2

In Table 3, a reliability analysis was carried out on the perceived task values scale comprising 2 item groups. For this Cronbach alpha (α) is used as a test statistic to measure how well the reliability or internal consistency is between the item groups. In the given sample, the estimated statistics of Cronbach alpha based upon the actual items ($\alpha = 0.801$) and the Standardized Cronbach alpha ($\alpha = 0.815$) fall between the interval [0.8, .90] and hence shows better reliability & internal consistency between the two groups, Pretest (x1) & Posttest (x2). Most items appeared to be worthy of retention, resulting in a decrease in the alpha if deleted.

4. DISCUSSION

The consequences of this review mirror that there is distinctive contrast in the execution of the understudies of exploratory gathering when contrasted with controlled gathering understudies. Also, the presentation of the students is higher in the post-test consequences of both the gatherings yet critical contrast can be seen while looking at the post-test upsides of the two gatherings. The results of the review are comparative with the examination led by [24]; Sole and [25]; [26] who were of the view that cell phones really foster a

helpful connection with the learning of language. [27] Stated that MALL makes the ideal feel for language learning purposes. The results mirror that controlled gathering students, however, have a distinction in the execution of pre and post-test yet the thing that matters isn't huge. That might be that ESL learning in a conventional study hall climate becomes dull for the students and the general course of learning becomes tedious. Elsewhere, others upheld this perspective that some English language examples can't have an effect on the students and resultantly dispirit the students consequently making them uninterested in the learning process [28]. The outcomes gathered from this concentrate additionally clarified this reality that MALL which has been a typical practice in instructing and learning in western study halls and instructive foundations are similarly enjoyed and valued by the Pakistani students and instructors. The unmistakable distinction in the execution of the exploratory gathering when contrasted with the controlled one is proof that MALL impacts students and their presentation. One of the significant reasons that can be separated from the better exhibition of the understudies in the test bunch are that MALL gives an assortment in learning strategy. In [29],

authors guaranteed that the customary method of introducing course substance is normally repetitive and subsequently influences the interests of the students. Typically MALL strategies are popular, energizing and current. It tends to be said in the wake of reviewing the aftereffects of this exploratory review that in hoisting the presentation of ESL students in Pakistan, versatility and transportability essentially upheld the students. In this way, these parts of MALL which gave advantage to Pakistani ESL students are likewise upheld by the review directed by some others, who were of the view that portability and adaptability advance learning by giving extravagance in learning strategies [30]. Contrasting MALL and the prior learning rehearses it tends to be seen that MALL is an entirely unexpected idea of learning than past techniques. MALL guides its students to learn without the general setting limitations. This office of MALL is basically useful in ESL and EFL setting where the students need to invest more energy to learn the language and along these lines they need to include themselves in various learning exercises which is incomprehensible inside the study hall as the instructor needs to cover the prospectus. Pakistani students likewise profited from this office and pervasiveness upheld them to learn outside the study hall. This really changed their idea of learning as in Pakistan the learning (in regular settings) is climate bound for example happens inside the homerooms. This component likewise assisted them with being more effective students. This perspective is likewise upheld by [31]. who expressed that universality really assists the student with having learning outside study hall whenever which persuades them as it furnishes them with a feeling of obligation and independent learning process. Another significant angle that added to the better presentation of the exploratory gathering students was the office of social communication and collective learning. The social association really advances social correspondence and sharing of thoughts and data. Communitarian learning gives help to adapt aggregately. It grants them to talk about and speak with their teacher also. However, this is another idea in the Pakistani schooling framework yet through WhatsApp bunch, the Pakistani ESL students are cooperatively educated. The outcomes mirror that community learning impacts the adapting decidedly. The advantages accomplished from this component are likewise associated with the concentrate by others [32], who expressed that collaboration in learning helps learners to come out of trouble in their learning ventures. The trading of data advancing social collaborations really support Pakistani ESL students to learn in another manner which makes them intrigued as well as help to work on their insight by trading different thoughts on comparable spaces of schedule or content, advances past general setting learning openings and help them to assess each other. Apart from these observing the general results of this examination uncovers that understudies liked learning through MALL. MALL however is another idea yet every one of the students took an interest and partook in the exercises. The outcomes expressly show that MALL further develops the MALL learning execution of the Pakistani ESL students and it makes them proficient students [33]. The results uncovered in this examination are indistinguishable from the investigations led by different

other explores like [34] who asserted that MALL is a significant strategy to further develop the learning of the understudies. Investigators in [35] and [36] expressed that MALL makes a positive effect on the students and makes them intrigued and centered after realizing which thusly makes them inspired and influence their exhibition. Some likewise called attention to that the cell phones as MALL apparatuses assist with creating and developing the information on the understudies [37].

CONCLUSION

The critical distinction of execution of the trial bunch students has demonstrated that MALL makes a solid effect on learning. The reconciliation of MALL because of diverse highlights fostered a positive relationship with the scholastic exhibition. [38] Guided out that consolation of students is expected toward a few elements of MALL like independence, casual learning and an assortment of strategies. It additionally furnishes them with inspiration and enthusiasm towards better learning. Significantly the parts like cooperation, correspondence and trade of data outside homeroom have diminished the intellectual burden and expanded the social collaboration of the students. The consequences of this exploration compare with the aftereffects of past examinations in which it was accounted for that MALL gives a less upsetting, more adaptable and helpful learning ambiance [39]. The results additionally definitively proposed that Pakistani students fostered their own significance with respect to the prospectus ideas. These shared exercises were student based while instructors were the piece of the correspondence gatherings to help and guide the students [40]. Besides, saw handiness and saw convenience about MALL has affected Pakistani students decidedly and it very well may be seen from the information got from a poll of understudies and meetings of educators. The two of them have shared numerous hopeful components of MALL. The final conclusion can be drawn from the outcomes partook in the past areas that MALL is a creative, stylish, current, snappy and successfully great framework for ESL learning circumstances[41]. MALL elevates the exhibition of students as well as ties them in a learning local area or a gathering and makes the learning system intriguing and in this connection, it related with the study conducted by others [42]. It likewise works on their degree of fixation. Finally, it can be said that MALL offers the users an alternate pathway of realizing where they feel loose and advantageous in regards to the general setting. [43].

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