

Effect of Instagram on learning English vocabulary: Iranian Beginner students

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Abstract

Rising technology has changed everything even the education process. There are various methods in order to teach L2 vocabularies. One of these methods is using Instagram as an available social media. In this study teaching English vocabulary with Instagram is surveyed. Learners were divided to a control group and an experimental group. Each group took a pre-test and a post-test (The post test was took after teaching process was done). The data were analyzed via a SPSS package version 16. A paired samples T test was applied for EG and CG, and an Independent-samples T test. According to the results of this study, learning English vocabulary on Instagram can make learning process easier and more effective.

Keywords: Instagram, vocabulary, learning English

1. Introduction

Nowadays with rise of technology, there is at least one smartphone connected to the internet in almost every house which increased social media and its use. As Harvey has said "Social Media is a term often used to new forms of media that involves interactive participation."(Harvey, 2014) Birch et al.(2007) stated that social media and mobile applications put the focus on learner-centered learning in which users can share everything to improve their learning.

The term *Vocabulary* is explained as the information of a word and its meaning. It is also clear that knowing vocabulary of a language allows us to communicate with its speakers. (Sedeh & Tabatabaei, 2021)

It is stated that today's studies need to be covered with facilities.(Kumar & Lightner, 2007) Based on these, Iran is on an excellent circumstance however regrettably not in its best manner for teaching. Because of slow and expensive internet plus being blocked websites may be a few proves for this claim. However, with most of these problems, instructors and TEFL

college students strive their first-rate to apply those given items for development in their teaching.(Sedeh & Tabatabaei, 2021)

2. Definition of the terms

2.1. Language

People can communicate with each other and express their different emotions. This communication system is called a language. This system works by combining words to form a sentence. It is exclusively a human ability. (Burridge & Stebbins, 2019) The language consists of four skills: listening, speaking, reading and writing. It also includes vocabulary and grammar sub-skills.

2.2. Vocabulary

In this judgment, Stahl (2005) explained the concept of vocabulary that information about the meaning of words is vocabulary that can be formed or learned (Stahl, 2005). In other words, vocabulary is one of the constructs of language system and language ignorance (Laufer & Goldstein, 2004). Wilkins (2001) writes that "... you can hardly teach without the alphabet, but you can't teach anything without vocabulary" (pp.111-112). Tutoring words and expressions help learners understand and start communicating with others. Vocabulary knowledge enables scholars to master the language in order to communicate.

2.3. Social Media

Social media is an online platform that people use to establish social relationships with social networks or other people who share similar personal or professional interests, activities, backgrounds, or real connections.(Akram & Kumar, 2017)

2.4. Smartphones

Smartphone is a mobile phone running a complete operating system in a manner similar to a traditional computer offering advanced computing abilities and connectivity options. These capabilities allow new varieties of cellphone services. They are used interchangeably with cellphones, mobiles and function telephones. All are to a degree similar, however different in their capacities. Smartphones have very superior skills than the two others.(Mansour, 2016)

2.5. Smartphones Applications (apps)

According to encyclopedia2.thefreedictionary.com, smartphone apps are defined as software applications that run on a mobile phone. These may include games, diaries, planners, maps and loads more. They range from Games, e-Book Readers, Navigation Software, Services providing news and weather feeds, to Apps allowing users to access Internet services, such as e-mail, YouTube, Facebook and other Social Networking Apps. (Mansour, 2016)

2.6. Instagram

Instagram is a location-primarily based totally social community cell software for sharing photos. This service allows users to share photos and videos on other social networks and social media platforms. It was founded by Kevin Systrom and Mike Krieger in San Francisco, California and officially launched exclusively for the iPhone

on October 6, 2010. It allows users to follow each other and give like and comments on each other's posts.(Profile, 2016)

3. Research Question

According to all the things which has said, the question of this research is:

To what extent using Instagram as an example of social media effects vocabulary learning in English.

4. Research hypothesis

Instagram as a social media has a wonderful impact on learning vocabulary of English. It incorporates all the ranges of a PPP method. *Presentation* is done due to posts and available videos make it so creative. Then *Practice* is done through tests on stories and *Production* part can also be done by writing sentences in *questionboxes* of the Instagram stories. As a positive teaching has done, it should be more effective in vocabulary teaching.

5. Methodology

5.1. Participants

60 beginner-level students (female) were recruited for this study from an elementary school of Yazd, Iran. This choosing process was based on a placement test. These participants were divided to two groups: a control group which were taught by normal books and an experimental group being taught by Instagram.

5.2. instruments and materials

A placement test was used to homogenize the participants, a vocabulary test including 20 items as the pre-test, three randomly selected lessons from American English File starter book, an Instagram account and a smartphone for the experimental group, a classroom and its equipment for control group, and at the end, a 20-item vocabulary test as the post-test were the instruments and materials used in this study.

5.3. procedure

5.3.1. data collection process

This study was conducted during the second semester of school education and the data collection took about one month. For collecting data, online forms used for pre-test and post-test and the Instagram account of teaching were sent to the target group.

The students in this study were divided to two groups which each of them had 30 students. Each of them received and online vocabulary test as pre-test and after answering that, the procedure started. The control group were taught during the books and through only one session in the week, while the other group (experimental group) were being taught trough Instagram and during the whole days of week.

At the end of the allotted time, an online test as a post-test was delivered to them which they had to answer in a limited time.

5.3.2. Data analysis

This study was a cause-and-effect study to see the effect of Instagram on Iranian beginner students' vocabulary learning. It was based on a quantitative study. It followed a model as the pre-test, treatment and the post-test design. The data were analyzed via a

SPSS package version 16. Descriptive statistics was applied for each test of each group to check the statistics analysis (mean, std. Deviation, min and max). Paired samples T test was applied for experimental group to see the influence of treatment (learning vocabulary trough instagram). Paired samples T test for control group and Independent-samples T test for both groups' post-test to compare the mean score, between control group and experimental group.

6. Results

The effect of Instagram on learning English vocabulary in beginner students was investigated in this research. It is obvious that beginner showed better performance on their vocabulary post-test, compared to their vocabulary pre-test performances.

The descriptive statistics related to the placement test are shown in Table 6.1 below:

Table 6.1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
EG_Test1	30	10.00	15.50	12.6333	1.67607
EG_Test2	30	14.00	20.00	17.3500	1.74766
CG_Test1	30	10.00	16.00	12.6333	1.74659
CG_Test2	30	13.00	19.50	16.4000	1.73404
Valid N (listwise)	30				

*CG: control group/ EG: experimental group

This table shows that grades (total and mean) increased in both groups (CG and EG), the mean in the CG increased from 12.63 to 16.4 (+3.77) and in the EG increased from 12.63 to 17.35 (+4.72) which is a significant increase. This table also shows std. Deviation changes that decreased by 0.012 (from 1.746 to 1.734) in the CG; and in the EG, it decreased by 0.071 (from 1.747 to 1.676).

Based on these findings and statistics, it can be said that in both groups changes in learners' vocabulary knowledge and grades were observed because of teaching English vocabulary. But these changes were more considerable in the EG that were learning English vocabulary trough Instagram as a social media.

Tables below (6.2 & 6.3) are obtained based on a paired samples T test for CG:

Table 6.2

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	
CG	Test1	12.6333	30	1.74659	.31888	
	Test2	16.4000	30	1.73404	.31659	

Table 6.3

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
C	Test1-	-	1.0232	.18683	-4.14877	-3.38456	-20.161	29	.000
G	Test2	3.7666	9						
		7							

The single most crucial piece of statistics is the p-value under the Sig. column. This value should be compared with the significance level (i.e., .05) to see if the difference between the pre-test and post-test scores of a group were statistically considerable or not. A p-value less than .05 shows a significant difference between the two sets of scores, and a p-value larger than .05 indicates a difference which did not attain statistical significance. (Mazahery et al., 2021)

There was a statistically increase in mean of scores and decrease in SD from pretest (M = 12.63, SD = 1.74) to post-test (M = 16.40, SD = 1.73), $t(29) = -20.16$, $p < .05$ (two-tailed). The mean increase in scores was 3.77 with a 95% confidence interval ranging from -4.14 to -3.38 The eta squared statistic indicated a small effect size.

Due to the fact that the p-value under the Sig. column in table 6.2 is lower than the .05 level of significance ($.00 < .05$), it could be inferred that there is a significant difference between pre-test and post-test scores.

Tables below (6.4 & 6.5) are obtained based on a paired samples T test for EG:

Table 6.4

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
EG	Test1	12.6333	30	1.67607	.30601
	Test2	17.3500	30	1.74766	.31908

Table 6.5

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
EG	Test1-	-4.71667	1.0802	.19723	-5.12004	-	-	29	.000
	Test2		6			4.3132	23.915		

For experimental group, there was a statistically significant increase in test scores from pre-test (M = 12.63, SD = 1.67) to post-test (M = 17.35, SD = 1.74), $t(29) = -23.91, p < .05$ (two-tailed). The mean increase in test scores was 4.72 with a 95% confidence interval ranging from -5.12 to -4.31. The eta squared statistic indicated a large effect size. Table 6.4 reveals that, The Sig. (2-tailed) value represents a p-value lower than the significance level ($.000 < .05$), indicating that the difference between the pre-test and post-test vocabulary scores of the EFL learners had been statistically significant. This means that teaching trough Instagram has improved English vocabulary.

Tables 6.6 & 6.7 are obtained after applying Independent-samples T test for both groups' post-test to observe the difference between control group and experimental group' mean:

Table 6.6

Group Statistics						
	group	N	Mean	Std. Deviation	Std. Error Mean	
test2	control	30	16.4000	1.73404	.31659	
	experimental	30	17.3500	1.74766	.31908	

Table 6.7

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Difference	of the Difference
									Lower	Upper
test2	Equal variances assumed	.226	.636	-2.114	58	.039	-.95000	.44949	-1.84975	-.05025
	Equal variances not assumed			-2.114	57.99	.039	-.95000	.44949	-1.84975	-.05025

In table 6.7, Sig. value for Levene's test is larger than .05 (.636), thus the first line in the table, which refers to Equal variances assumed, should be used. the value in the Sig. (2-tailed) column is less than .05 (.039), therefore, there is a significant difference in the mean scores on dependent variable for each of the two groups.

An independent-samples t-test was conducted to compare the vocabulary scores for control group and experimental group. There was a significant difference in scores for CG (M = 16.40, SD = 1.73) and EG (M = 17.35, SD = 1.74; $t(58) = -2.114$, $p = .039$, two-tailed). The magnitude of the differences in the means (mean difference = -0.95, 95% CI: -1.84 to -.05) was considerable.

7. Discussion

The aim of this research was to indicate to what extent Instagram as a social media has effect on learning English vocabulary on beginner students. According to results of the study Instagram has the positive effect on learning vocabulary and improve this learning process in beginner students.

The findings of this study agree with Sitthirak (2013) who examined the effect of social media on language learning and teaching. He believed that social media has created the new community which has improved teaching and learning process of English.(Sitthirak, 2013)

The finding of this study strengthen what Anwas et al. (2020) have proven about social media usage on enhancing English language skills. Achieved data showed that the existence of social media has increased the intensity of English language learning in Indonesia.(Anwas et al., 2020)

According to the research done by Kabooaha and Elyas (2018) the effect of YouTube as a social media on learning English vocabulary was studied. What was proven in this study is aligned with their findings. (Kabooaha & Elyas, 2018)

Li (2017) has stated that social media because of providing the student-student environment makes English learning more effective. Although the focus on that study was on blogs, Wikies and Facebook but because of the structural similarities between these environments and Instagram, we can also generalize the positive effect for Instagram App. (Li, 2017)

8. conclusion

As society has progressed, the use of technology and social media has increased. This progress has made the whole community to learn English not to regress. One of the most important parts in learning each language is vocabulary. The most useful method for teaching is indirect ones which teaching trough Instagram makes it happens.

The main aim of this study was to examine the effect of Instagram on learning English vocabulary. The result of current study indicates that although teaching vocabulary trough traditional method has the positive effect on the participants (control group), but this effect may vary depending on situation and is not significant. On the other hand, teaching vocabularies trough Instagram is more effective and increases the mean of the vocabulary knowledge. And this effect is significant (experimental group).

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