THE EFFECT OF LANGUAGE LEARNING PAGES OF INSTAGRAM ON STUDENTS' LISTENING COMPREHENSION ACROSS FIRST LANGUAGE VS. SECOND LANGUAGE

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Abstract

This study was an endeavor to examine the impact of Instagram pages for teaching listening comprehension using first language vs. second language as means of providing instructions and background knowledge on Iranian EFL learner's listening comprehension. The purpose of this study was to ensure significant differences between the effect of L1 and L2 on students listening comprehension. To examine such a distinction 60 female participants ranging from 21-35 years old were selected from the entire followers of Instagram pages "m.goodarzi.english" and "English_with_f.r.i.e.n.d.s" in which the former provided instruction in Persian language, participants' first language, and the latter used instructions in English as second language of participants. This study was an experimental research and data were collected from eligible students (38 individuals) who were selected after Preliminary English Test. Pretest of listening was administered to examine homogeneity of students in the two experimental groups and result indicated there is no significant difference between the two groups. Participants which were the two experimental groups, each group included 19 students who participated in 6 months of exposure to Instagram learning audio files. The posttest of listening was performed and scores were obtained and analyzed using SPSS 20.0. The homogenizing test of PET was examined using Kolmogorov-Smirnov test. Result showed that with 95% confident there was no significant difference between applications of the two languages for listening instruction, but there was a significant relationship between exposition to Instagram pages and participants' listening comprehension scores and the size of this effect was 94.7% due to 6 months of treatment.
Keywords: Listening Comprehension, Instagram, Teaching, Process-Based Learning, Cognitive

Introduction

In the current time learning is more concerned than teaching because students have different learning capacities and in a class using the same instructions students obtain different scores. Hedge (2000) argued that the privilege of learning over teaching brings force the issue that asks how students can help themselves to be autonomous learners. Doubtless, equipping students to be autonomous learners requires teaching cognitive instructions to prepare them to be responsible for their learning. Media and social networks are instruments for facilitating language acquisition especially listening comprehension. Scholars such as Khalitova & Gimaletdinova (2016) approved the impact of Instagram as a useful social network on students' ability to build their listening comprehension. Another study by Salameh Mahmoud (2017) emphasized on the effective role of "activating students' background knowledge" (p. 180) on student's listening comprehension. The two languages are used as tools of providing background knowledge of presenting instructions for language learners.

In the beginning of the present century the emphasis has been changed from application of the second language to first language in providing background knowledge and instructions. Also, application and usefulness of the first language while providing instructions for learning the foreign language has been discussed in several studies (Schweers, 1999; Morahan-Martin & Schumacher, 2007; Afzal, 2013). In cognitive language teaching methods, the first language was reemphasized and applied while teaching second language. As Larsen-Freeman (2000) discussed it is directly related to students' feeling. Afzal (2013) for example, concluded that individuals who believe that first language has a least role in the teaching of a foreign or second language need to think about its role and contributions that it builds in language learning. In her study, Afzal stated that application of native language in the English classroom cannot reduce students' exposure to English and assist them in learning processes.

Hayashi (2005) in a study focused on second language academic writing proficiency and depicted it as a difficult skill for many EFL university students. She suggested ways of dealing with such a problem. Hayashi emphasized on the development and organization of ideas and suggested that lessons should be planed so that students gain helps from their peers in their first language and offered some recommendations to improve L2 academic pedagogy in university settings.

With advent of cognitive theories in language learning process-oriented approach toward learning became significant and scholars developed studies and examined the influence of such methods, as when the effectiveness of process-oriented approach was examined, some questions remained unanswered that scholars were required to specify entirely. Though result of the previous studies implies that social networks are influential in language teaching, but application of native language and second language as means of providing instructions and background knowledge is disputable.

This purpose of this article was to measure the effect of using L1 vs. L2 as means of providing instructions on listening comprehension of EFL learners was examined. Accordingly, in this study from the entire followers of two Instagram pages namely "m.goodarzi.english" and "English_with_f.r.i.e.n.d.s" 60 participants were volunteered for undergoing the experiment. All applicants were female and the Instagram page "m.goodarzi.english" provided her education using the first language, but "English_with_f.r.i.e.n.d.s" offered instructions in English language. Listening comprehension was examined as a dependent variable and providing instructions in L1 and L2 were examined as independent variables to answer the following three research hypotheses.

H1: Using L1 in teaching listening comprehension has a significant effect on listening comprehension of EFL Learners.

H2: Using L2 for instructions of listening comprehension has a significant effect on listening comprehension of EFL Learners.

H3: There is no significant difference between the effects of L1 and L2 for using instructions on listening comprehension of EFL Learners

Literature Review

First language is used when students are doing pair tasks to provide solutions to linguistic tasks and evaluate written language. Using of first language in language instruction was forbidden in some inductive educational methods including directs method and audiolingual method, but in cognitive method Appling the mother tongue was emphasized in providing instructions for the students. Wells (1999) stated that pair work and using first language along with second language, they may be cognitively continuing at a higher level respecting the linguistic tasks, instead of their foreign language. First language vocabulary can help students to learn second language vocabulary. According to Barnard & Campbell (2005) social talk is conversation between peers and private conversation occurs when learners express their ideas through a process. Such tasks are used in Instagram channels of teaching listening comprehension and avoid students' communication apprehension. There social networks provide a proper condition for listening to target language, besides some channels use native language for providing instructions. Khalitova & Gimaletdinova (2016) in a study concluded that using Instagram application has been influential on learners listening comprehension. In another study Mahmoud (2017) found that using background information or instruction in mother tongue can help students to learn the listening tasks better.

Cook (2001) indicated that recently emphasize shifted towards using L1 in the language classroom and using of first language by students and teachers promotes comprehension and learning of second language.

Regarding application of native language on other language skills, Barnard & Campbell (2005) studied sociocultural theory and the teaching of process writing and the scaffolding of learning in a university context. They studied independent and interdependent learning and examined how this happen through a process approach. Afzal (2013) tried to examine the use of native language can be applied to increase language learning and help teaching. The use of mother tongue in teaching was emphasized when it is used properly. The result indicated that the use of the native language in the English classroom cannot reduce students' experience of English, but it assists learning processes. This is not to exaggerate the role of first language or advocate greater use of first language in the EFL learning classroom, but rather to determine some small terms that have problematized language learning, they need to use the native or mother tongue.

Research Methods

This study investigated the effect of language learners' exposition to L1 vs. L2 in developing listening comprehension. The samples were 60 Instagram followers of the two pages namely "m.goodarzi.english" and "English_with_f.r.i.e.n.d.s" in which were selected from among the entire followers who were volunteered for the study. The volunteers for the study were 60 learners living in Tehran aging from 21 to 35. The eligible learners for the study were selected after administering the Preliminary English Test. Students' scores were arranged from minimum to maximum and alternatively, they were divided into two groups so that students regarding the population and scores were at the same range. To ensure about their homogeneity the pretest of listening was performed. Students were given a listening file and were asked to answer the related multiple-choice questions. Result of pretest was approximately the same and no significant difference was observed between the two experimental groups. Experimental group 1 included 19 students which listened to listening

files using native language for instructions Experimental group 2 was with19 students using second language as a means teaching listening comprehension.

To select eligible student for the study, the PET version 12.0 was applied to the students. Selected students were pretested to examine their homogeneity in the two classes. Then posttest was given to the students to report the result 6 months of using Instagram pages used for listening comprehension. This study is a quantitative and qusi-experimental research. The instruments and process of applying the study is discussed in this section. Before applying the test to samples, the test was administered to a group of students in another school and the test was examined about its reliability (84%) and its stability that was achieved using ideas of a group of teachers.

The raw data was collected and submitted to SPSS 20.0 to perform statistical analysis. First, descriptive statistics (such as mean, frequency, percentage and standard deviation) of the test was specified. The homogenizing test of PET was examined using Kolmogorov-Smirnov test. Then pretest of listening was administered using independent sample test and normal distribution of the two groups was ensured. Treatment or 6 months of using the stated Instagram pages was terminated. Afterward, posttest was performed using independent sample test. Finally, to compare the results of the two experimental groups in the post test and comparing the result with pretest covariance and paired samples test analysis was administered.

Research Result

First, to select eligible students for the study the standard Preliminary English Test Version 12.0 was performed. In order to have a homogenized group for the study, participants' scores were analyzed by means of PET measuring students' general English knowledge. This test had 100 scores including four language skills (listening, speaking, reading and writing). The mean of scores for participants was 47.54 that according to standard deviation (17.97), students in the range of ±17.97 from the mean score were selected for the study. Samples were selected which obtained scores from 29.57 to 65.51, which were 38 students, students with scores lower than 29.57 and above 65.51 were not included in the study, because the researcher tried to select students in the average and the same range of scores with a homogenize scores. General scores of students in PET test are presented in table 1 which reports the number of students (60 participants) max and min of scores (ranging from 10 to 86), mean (47.54) and standard deviation (17.97).

Table 1 Descriptive statistics of Preliminary English test

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PET	60	10.00	86.00	47.5417	17.97769	.095	.309	-.642	.608
Valid N (listwise)	60								

If the significant value (Asymp.p. value is less than 0.05 (Asymp. p. value < 0.05), the normality assumption is rejected. Meanwhile, if the Asymp. Sig is greater than 0.05 (Asymp. p. value > 0.05), the normality assumption is accepted (Field, 2005). Accordingly, result of PET test

shows that according to the following table of Kolmogorov-Smirnov test the mean is 47.54 and Asymp. p. value (two-tailed) is 0.998 that is greater than 0.05, and represent the normal and parametric distribution of data.

Table 2 One-Sample Kolmogorov-Smirnov Test

		PET
N		60
Normal Parameters[a]	Mean	47.5417
	Std. Deviation	1.79777E1
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.046
Kolmogorov-Smirnov Z		.385
Asymp. P.value. (2-tailed)		.998

a. Test distribution is Normal.

Pretest focused on examining students' listening comprehension in the two experimental groups to see if the two groups are distributed normally. Therefore, students were examined using an audio file. Result of 38 students' test including the two groups each group 19 students were analyzed as presented in table 3 and showed that the mean level for experimental group 1 is 47.10 and for experimental group 2 it is 46.73.

Table 3 Descriptive result of students' pretest of listening comprehension

	group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
pre	1	19	47.1053	11.84105	2.71652
	2	19	46.7368	11.41681	2.61920

To ensure about students' normal distribution in the two experimental groups, the independent sample t-test was performed. Results of this test showed that the sig level regarding difference between the scores of the two experimental groups showed that the p. value is 0.923 and more than 0.05; therefore, with 95% confident there is no significant difference between results of the two groups respecting the level of listening comprehension, accordingly the two groups are normally distributed. Result is presented in table 4.

Table 4 Pretest for equality of mean scores for the two experimental groups for listening comprehension

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	p.	t	df	p. value. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
pre	Equal variances assumed	.010		.920	0.98 36	.923	.36842	3.77355	-7.28470	8.02154	
	Equal variances not assumed				.098	35.952	.923	36842	-7.28505	8.02189	

After mediation, posttest was administered on students. Descriptive result showed that the mean of scores in the post test for experimental group 1 is 50.97 and for experimental group 2 it is 50.89.

Table 5 Descriptive Statistics of post test

	groups	N	Mean	Std. Deviation	Std. Error Mean
post	1	19	50.9737	12.16949	2.79187
	2	19	50.8947	10.89416	2.49929

The following table presented the result of independent sample test on the posttest for the first and second language usage as means listening comprehension. The p. value is 0.983 that is more than 0.05%, therefore with 95% confident there is no significant difference between the two experimental groups and after examining the usage of first and second language there was no significant difference between the two languages and H0 is accepted. Result is presented in table 6.

Table 6 Posttest for equality of mean scores for the two experimental groups after L1 and L2 as means of instructing listening comprehension

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	p.	t	df	p. value. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
post	Equal variances assumed	.875	.356	.021	36	.983	.07895	3.74713	-7.52059	7.67849	
	Equal variances not assumed			.021	35.568	.983	.07895	3.74713	-7.52380	7.68170	

In the inferential section result of comparison between pre and posttest was achieved using linear general model by univariate analysis. As the following table shows, the p. value is 0.000 that is less than 0.05; therefore, with 95% confident there is a significant difference between the result of pre and post text. Also, in the previous section it was approved that there is no significant difference between application of L1 and L2. Accordingly, there is a significant relationship between listening to Instagram listening files (regardless of the language is used) and student's listening comprehension scores and the size of this influence to 94.7% has been because of 6 months of listening to listening files.

Table 7 Contrasting the result of pre and posttest about instructions for listening comprehension

Source	Type III Sum of Squares	df	Mean Square	F	p. value.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	4548.624[a]	2	2274.312	314.055	.000	.947	628.110	1.000
Intercept	65.271	1	65.271	9.013	.005	.205	9.013	.831
pre	4548.565	1	4548.565	628.102	.000	.947	628.102	1.000
gro	.729	1	.729	.101	.753	.003	.101	.061
Error	253.462	35	7.242					
Total	103385.250	38						
Corrected Total	4802.086	37						

a. R Squared = .947 (Adjusted R Squared = .944)
b. Computed using alpha = .05

Result of analysis of pretest and posttest of experimental group 1 showed that the mean score of listening comprehension in the pretest is 47.10 and in the post test it is changed to 50.97, result is presented in table 8. This change was tested using paired samples statistics in which specified the comparison of signification of using Instagram pages in the using the first language. Result showed that the p. value is 0.000 (table 9) that is less than 0.05%; therefore, with 95% confident there is a significant difference between pre and post test scores which used L1 as a means of instructions for teaching listening comprehension. In other words, H0 is rejected, and using L1 in teaching listening comprehension has a significant effect on listening comprehension of EFL Learners.

Table 8 Contrasting mean scores of pre and posttest using L1 as instructions of listening comprehension with aids of Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	47.1053	19	11.84105	2.71652
	post	50.9737	19	12.16949	2.79187

Table 9 Paired Samples Correlations pre and posttest using L1 as language used for instructions of listening comprehension

		N	Correlation	p. value
Pair 1	pre & post	19	.973	.000

Result of analysis of pretest and posttest of experimental group 2 showed that mean score of listening comprehension in the pretest is 46.73 and in the post test it is changed to 50.89, result is presented in table 10. This change was tested using paired samples statistics in which specified the comparison of signification of using Instagram pages in general in the using the second language. Result showed that the p. value is 0.000 (table 11) that is less than 0.05%; therefore, with 95% confident there is a significant difference between pre and post test scores which used L2 as a means of listening comprehension. In other words, H0 is rejected, and using L2 for instructions of listening comprehension has a significant effect on listening comprehension of EFL Learners.

Table 10 Contrasting mean scores of pre and posttest using L2 as instructions of listening comprehension with aids of Paired Samples Statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre2	46.7368	19	11.41681	2.61920
	Post2	50.8947	19	10.89416	2.49929

Table 11 Paired Samples Correlations pre and posttest using L2 as instructions of listening comprehension

		N	Correlation	p. value.
Pair 1	Pre2 & Post2	19	.975	.000

Results of the two previous hypotheses indicated that both L1 and L2 are influential in increasing listening comprehension, since there was a considerable change from pre to the post test of scores after 6 months, it was approved that Instagram pages using both languages influence students' listening comprehension. According to the result of the study the researcher examined differences between L1 and L2 using Independent t-test. As table 5 shows, the mean score for Experimental group 1 which used L1 is 50.97, and the same scores for Experimental group 2 which used L2 for was 50.89. Since the two mean scores are at the same range, a trivial change is seen between the two groups. Accordingly, the sig level for analysis of the two groups was 0.983 that is more than 0.05% of standard error; therefore, there is no significant difference between L1 and L2 used as means of providing instructions. In other words, H0 indicating "there is no significant difference between the effects of L1 and L2 for using instructions on listening comprehension of EFL Learners" approved.

After ensuring about homogeneity of the two experimental groups using pretest of listening comprehension, 6 months of exposition to Instagram pages of listening comprehension was ensured through online checking with participants. Result showed that students in the pretest are at the same level of listening comprehension. Result of posttest brought forth two issues. At first, difference between L1 and L2 as means of teaching listening comprehension was questioned which result showed that with 95% confident there is no significant difference between applications of the two languages. Second, in general result of the mean scores from pretest to post test showed a considerable change, that due to the p. value of 0.000 which was less than 0.05, a significant difference was observed between pre and post test scores indicating that regardless of using each language for six months, Instagram pages for listening have been influential on listening comprehension of students.

6 months of listening treatment programs were approved affective on participants listening comprehension. It showed that in any condition students received the necessary massage required for their development. Previous studies have examined the effect of second language in classroom as a means of instructions. From among the studies that emphasized on the effect media on second language we can refer to the study of Barnard & Campbell (2005) who studied the effect of second language and its influence on language comprehension.

Conclusion and Discussion

Result of the study indicated that using Instagram pages for listening comprehension fastens and reinforces listening comprehension in EFL learners. Using Instagram listening pages proved to be influential factor in the process of teaching and testing listening pronunciation. Participants of the study by 'liking' the Instagram posts in the two pages of "m.goodarzi.english" and "English_with_f.r.i.e.n.d.s" were checked for listening to the related audio files. This study tried to measure the effect of using first language vs. second language for instructing listening topics in the audio files. The researcher tried to distinguish between L1 vs. L2 as the tool of instructing second language listening comprehension. Though there were little studies directly examining this matter, such as the study of Afzal (2013), but, several studies indirectly approved that the two languages are influential in using them as means of instructions (result of hypothesis 3). Generally, it was discovered that it does not makes any difference whether taking instructions occur in L1 or L2, anyway, the audio files of listening comprehension are independently influential on developing listening comprehension. This study implies that listening comprehension is mere effective in the academic level, and the main level to build up the mind of students to reinforce their knowledge is elementary and intermediate level, in which they can fundamentally work on listening and correct their errors. This study recommended to students and teachers that learning is a process-based matter and any source of information should be taken for granted since more or less they are influential factors on learning development. Using visual spaces such as Instagram channels expose learners indirectly to learning conditions in which reduced their apprehension.

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