

Second Language In-Class and Instagram-based Instruction and Learning in English for Academic Purposes Context

by

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Abstract

This paper aims to explore the influence of the use of Instagram alongwith in-class instruction on the EAP skills of second language students in tertiary education. It specifically considers the learners' writing productions to see whether one academic year of instruction by using Instagram as a supplementary tool with traditional language teaching fetches any improvement in the academic writing competencies of the target learners. It is anticipated that the current study will clarify the different viewpoints pertaining to the possible, advantageous impact of the use of Instagram on English for Academic Purposes (EAP) learners' writing productions and the related benefits.

The study starts with the discussion of the young adult language learners, followed by the outlines of their various functions and characteristics within the context of Polish tertiary education. The subsequent part of the study is centred on the interpretations and role of Social Network Sites (SNSs), in general, and the incorporation of Instagram as a supplementary EAP instructional tool for improving the academic writing for second language students in particular. The last part of the paper is related with the specific study executed for the purpose of this research. It offers a comprehensive explanation of the design of the research and elaborates the impact of the use Instagram on the EAP learners' writing competencies, gauged by the their written productions in the assignments that the students completed during and at the end of the "Academic Writing".

In the end, the discussion and the outcomes of the study are summarised, followed by the conclusion which states that the use of Instagram along with the in-class instruction may prove to be benefical for improving the academic writing competencies of the learners.

Keywords

Adult language learners, SLL & Instruction, EAP, ELT, Social Network Sites, Instagram.

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1.0 Adult Language Learners

One of the general definitions of adult language learners leads to the notion that people, who are involved in various levels of formal and informal language education to acquire a set of skills and competencies essential for their respective professions can be categorised as adult language students. Adult learners' genuine desire to learn the language because of the intrinsic motives than the extrinsic ones may not be overlooked when defining them (Clahsen & Felser, 2006). When it comes to the age of modern adult language learners, it is generally understood that students aged 25 or more may be classified as adult language learners (Newbaker, 2012). However, those students, who are younger than 25 but older than 18 and in adult social roles may also be considered as adult language learners. Adult language learners possess a varied range of characteristics that differentiate them from other learners. These characteristics may well be positive as well as negative. Ajayi (2009) states that the positive features of adult language learners may include the range of capabilities and skills that may range from understanding the conceptual learning, being able to possess a varied range of experiences related to personal and professional life and having a capacity to develop and pursue clear goals about the language acquisition to being able to develop language learning strategies suitable to their language learning styles, and they are easily controlled and managed during the learning. However, it is important to note that there are number of negative characteristics too that may impede adult language learners' way to acquire the target language knowledge.

Macaro (2006) points out that these features may range from adult language learners being judgemental of the instructors and language learning content, apprehensive and unsure about their abilities to successfully accomplish the language learning process to being cautious and self-critical toward their age, physical and cognitive abilities because of poor performances or lack of achievements in the past. Looking closely at the core attributes of adult language students involved in language learning process, it is important to note that one of the key challenges that adult language learners' experience is related with the acquisition of the required language competencies in order to reproduce their first language knowledge and competencies successfully. This challenge is generally dealt by learners with the help of the following key characteristics:

- 1) **Language acquisition for implementation-** adult language learners in adult education aim to achieve particular objectives through the language learning process.

Adult students gain success in language acquisition process when they are part of a learning environment that provides ample choices and occasions to stimulate their interest to learn through the comprehension and language learning in context (Parrish, 1987). Within the context of adult education, it is evident that adult language students are not only able to possess competencies by interacting with the appropriate language learning content of their interest but manage to utilize these competencies to perform their required tasks for personal or professional purposes. Another feature pointed out by Crookes & Schmidt (1991) is that adult language learners are concerned with the practical implementation of the target knowledge that they acquire during their language learning process and do not necessarily pay too much attention to theory and its linguistic arrangement.

2. Prior knowledge and understanding of the need for language learning- adult language students have subject specific knowledge gained either form their past working experiences and or academic backgrounds. With the help of their existing knowledge, they manage to shape up or improve the overall language learning process (Ehrman & Oxford, 1989). Knowing the reasons for language learning is also one of the key characteristics of adult language learners. Adult language students are generally exposed to the functions of knowledge in the target situation and they consider the opportunity of gaining and practicing the required skills and expertise important (Nyikos, 1990). Besides, being able to recognize the way language is used in real situations based on their existing specific skills in the target language learning is a significant advantage for them.

3. Specifically designed plan to achieve desired language outcomes - needless to say adult learners are required to put more efforts into language acquisition process than young learners but their capabilities to devise specific plans for achieving the desired language outcomes may significantly increase their chances to acquire the target skills in the least-possible time (Robinson, 1997). Students in adult language learning courses possess greater abilities to acquire required language competencies because they are continually engaged in adapting and devising strategies suitable for their learning, and acquiring new knowledge, skills and expertise in the target language.

In addition to the above, when it comes to adult language learners, they are generally categorized based on certain traits such as their progress from childhood to adulthood, confidence and assertiveness, independence, abilities to make important choices. A good second language educator for adult language learners builds his instructional plan, target language goals and objectives by considering these traits.

1.1 Adult Second Language Education in Poland

The numbers of adult language students, especially Polish second language learners of tertiary education, are increasing and in some cases, these learners are outnumbering conventional college learners in the field of tertiary education (Poland Ministry of Science and Higher Education, 2011). It is interesting to note that on the one hand, in Poland, 1.4 million regular students of the total population aged 25 to 64 participate in adult education and training, while, on the other hand, adult language learners, who come from working background, tend to engage more in adult education than those who do not work (Education and Training Monitor, 2016). These exponential developments in terms of the increased numbers of Polish learners and their specific learning behaviours may be attributed to the number of reforms that the government introduced in the Polish tertiary settings. These reforms can be outlined as follows (Poland Ministry of Science and Higher Education, 2011):

- Increase in the number of no-fee courses and based on the higher academic achievements, allowing learners to study for more than one speciality for free.
- Introduction of a fair and easy to access educational loan program that aims to offer learners with the finance and bursaries to meet their educational needs irrespective of their monetary circumstances.
- Elimination of any charges that may impede Polish adult students' ability to appear in the general or makeup examinations, assessment of their study projects and so on.
- Making discounted travel fares, valid for most of the land transportation, available for adult learners and the doctoral students up to the age of 35.
- Establishment of career planning and success resources bodies to help learners apply for the job opportunities that are best matched with their academic qualifications.

In addition to the above, elimination of the paper based record keeping system for adult students by electronic learners' documentation system and introduction of the flexible studies options

due to occupational and other needs of adult learners, are also some of the reforms that have been implemented in the Polish tertiary education and stimulated the growth of adult learners in Polish higher education. Schwartz (2016) notes that one interesting trend among the Polish adult learners reveals that more and more working professionals as adult learners are opting for higher education. Below is the figure that depicts that in the year 2014-15, over 1.5 million students of adult education attended various private and public institutions of higher education:

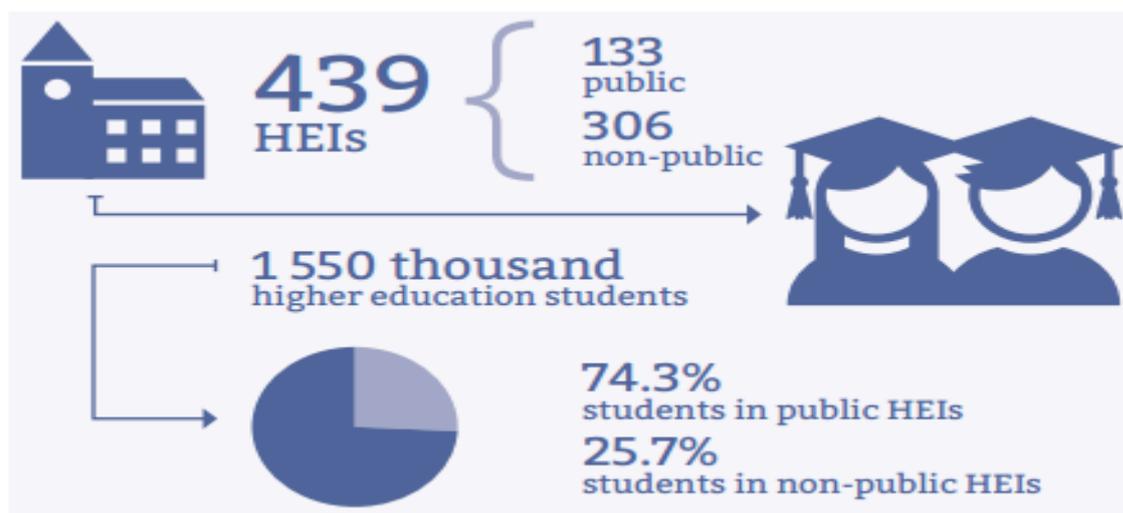


Figure 1: The number of higher institutions and adult learners (adapted from Smoczyńska, 2014)

From the figure above, it can be observed that those over 1 million Polish students studied in public universities as compared to the remaining learners who decided to opt for private adult learning institutions of higher education. Due to the challenges posed by the extra-ordinary growth in the numbers of adult language learners, second language teachers are required to be creative, adaptable and prudent in their instructional techniques. They are also required to have a clear understanding of the difference between the ways adult language learners acquire knowledge as compared to other types of learners especially the younger ones.

1.2 Social Network Sites

SNSs act as tools to establish links among users who possess similar hobbies, principles, and lineages to particular factions based on personal and professional affiliations. The majority of the web 2.0 applications belong to different types of social network websites including YouTube, Facebook, Twitter, Instagram, Skype, and many more. One study describes social network site as an online facility to enable people to establish unrestricted or partially

unrestricted outlines related to their personal and professional information on a website or shared IT platform (Boyd and Ellison, 2007). They also assist users to keep in touch with other people with whom they would like to establish connections with. SNSs enable people to see information about other people who are registered on the same online platform. Therefore, by examining closely the utilities and core principles of these online services, it can be observed that bringing two or more unknown people together on an online platform to establish a connection is certainly one of the functions of SNSs but their scope of services contains much more than this (Next-Media, 2010). In simple words, a social network can be described as a chart to depict all the connections and relationships among its members. Among the users of these social network sites, the tendency to develop connections can greatly vary and may largely depend on their needs and motives of participation.

1.3 Use of Instagram in second language instruction

It is a multi-faceted SNS because it enables its users to exchange, upload pictures, and videos. It also allows them to share their pictures and videos openly or in private via different applications and also through numerous SNSs like Twitter, Facebook and Flickr. Byers (2012) points out that the unique feature of this SNS is that it is entertaining and offers an eccentric way to exhibit one's life with his contacts by means of photographs. Users can take a picture via their smartphones or any other mobile devices with camera and then with the help of filter, they can modify the picture as per their tastes and requirements. In addition to this, when it comes to the use of Instagram in the second language classrooms, instructors can either use it to send classroom announcements, news and any other information related to the language learning. Instagram may also be helpful in exhibiting learners' works, reconsidering and re-evaluating learning content.

With the help of the Instagram portal, sharing different learning materials, audio and video files, pictures and other content may also be possible. As per Dunn (2015), Instagram is particularly useful for having a learning competition that may encourage learners to be competitive. It is important to note that Instagram is specifically a mobile application and may be considered useful for those learners who prefer handheld devices for language acquisition. Some of the most significant and effective methods of its usage in SLA classrooms are as follows:

- Instagram can facilitate learners to discuss the pictures that can be tagged by the educators. Learners may be asked to explain the pictures in limited numbers of

words and they may also be required to use certain grammar structures and language contexts while writing (Al-Ali, 2014). Learners may also be asked to come up with the list of hashtags pertinent to the target language area and then compare them with their peers.

- Class tasks, learning activities, messages and notices related to the class may also be posted on Instagram. Privacy setting can be changed to private so only authorized users can access the posted content.

Learners may be encouraged to participate in language learning by means of posting daily challenges (Byers, 2012). Once challenges are on the class's wall, learners may be asked to either upload pictures to confront those challenges or they may be encouraged to write about the challenge in their own words. By uploading video on the topic of academic letter writing, students may be challenged to come up with a short academic letter to the supervisor and post it on the wall for peer review. Suffice it to say that the use of Instagram in the language learning classrooms may not only be helpful in fostering a conducive and productive second language learning environment but it may also stimulate learners' engagement in the learning tasks and activities. It is important to note that various studies have concluded the positive impact of using SNSs for improving the writing capabilities of EAP learners from different countries across the globe (Yunus, et al. 2013; Sheelah, 2010; Lee and Bonk, 2009). However, not many researches have been specifically conducted within the context of young adult university learners of EAP. Therefore, the aim of this study is to keep the young adult Polish university learners of B.A. (second year) in Applied Linguistics as the target sample for data collection and statistical calculations for the research.

2.0 Research Methodology

In this study, the research is focused to examine the influence of the use of Instagram for enhancing the EAP writing competencies of the Polish university adult language learners. The research further analyzes the variations in the writing performances of the target population over the course of the instruction of a full academic year. The aim of this study is centred on the second language acquisition, particularly the practical writing capabilities of EAP learners in the Polish higher education. The efforts are made to keep the focus of this study on the matters that are connected with the way EAP learners experience change in their writing

capabilities, and act and react when are exposed to the instructional methodology involving the use of Instagram for instructional and learning purposes. In addition to this, another important aim of the study is to analyze and then demonstrate the outcomes of the present study to investigate the potential impact and influence of the use of Instagram for enhancing the writing capabilities of the EAP learners of the Polish university after completing the instruction of the “Practical English Writing Course”, lasting for one full academic year. Elucidation of various standpoints concerning SNSs’ potential influence on students, their learning pace, motivation and capabilities to produce effective and efficient academic outcomes in English writing, is also one of the important aims of this study.

2.1 Research design

The study, incorporated in this thesis, is undertaken with the target population sample of sixty three B.A. (Second year) EAP learners of Applied Linguistics at the Polish University. Out of the total sample population, thirty five students are chosen to be part of the experimental group while the remaining ones (twenty eight) are in control group. The target sample learners of undergraduate degree programme in Applied Linguistics were put through the one full academic year long practical writing course comprising six hours of in-class, academic English writing instruction per month along with the same numbers of hours for SNS-based intervention for experimental learners only. There were 6 SNS-based interventions executed in total in one academic year and Instagram was used as the main SNS in all six of the interventions. Following are some sample learning activities that were posted on instagram in order to enable the learners to practice on their target language areas:

2.2 Instagram-based activities

Following are the samples of some of the instagram-based learning activities and exercises that I used to teach learners about the target language areas.

1. The plan illustrates two proposals for redeveloping a site on a university campus. Study the plans and then read the four sentences (a – d) which are the introduction to a report on the redevelopment. The order of the sentences has been mixed up. Put them in the correct order:

- (a) This report attempts to compare the two schemes on this basis and to establish which is the more suitable.
- (b) The aim of the redevelopment is to improve facilities for both staff and students, and at the same time enhance the appearance of this part of the campus.
- (c) (c) Due to the recent closure of the maintenance depot, a site approximately 250 metres long and 100 metres wide has recently become vacant on the west side of the university campus.
- (d) (d) Two alternative schemes for redevelopment have been put forward, as can be seen in Plans A and B above.

Plan A

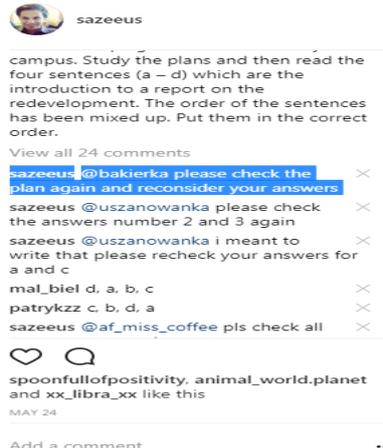
Access Road

Tennis courts	Park area <i>Trees and seats</i>	Car Park <i>20 spaces</i>
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Plan B

Access Road

Car park <i>50 spaces</i>	
Café and shops	Swimming pool



sazeeus

campus. Study the plans and then read the four sentences (a – d) which are the introduction to a report on the redevelopment. The order of the sentences has been mixed up. Put them in the correct order.

View all 24 comments

sazeeus @bakierka please check the plan again and reconsider your answers

sazeeus @uszanowanka please check the answers number 2 and 3 again

sazeeus @uszanowanka i meant to write that please recheck your answers for a and c

mal_biel d, a, b, c

patrykzz c, b, d, a

sazeeus @af_miss_coffee pls check all

spoonfullofpositivity, animal_world.planet and xx_libra_xx like this

MAY 24

Add a comment...

Sample students' answers



sazeeus

sazeeus @uszanowanka please check the answers number 2 and 3 again

sazeeus @uszanowanka i meant to write that please recheck your answers for a and c

mal_biel d, a, b, c

patrykzz c, b, d, a

sazeeus @af_miss_coffee pls check all your answers again

violetm.96 b, c, d, a

ala0003 1c , 2b, 3d, 4a

sazeeus @ala0003 please check the first and the last answers again

pyytloo c, d, b, a

sazeeus @piotr.stachyra check for the second and third answers

spoonfullofpositivity, animal_world.planet and xx_libra_xx like this

MAY 24

2. Please login to your instagram account. I have uploaded a picture there regarding the discussion essay. Please take a look at the pic and post your responses under the picture on the instagram.

Identify the Discussion Essay

- Computers are being used more and more in education and so there will soon be no role for the teacher in education.
To what extent do you agree or disagree?
- Computers are being used more and more in education.
Discuss the advantages and disadvantages and give your own opinion.
- Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences.
Discuss both sides of this argument and then give your own opinion.

Sample students' answers



sazeeus

violetm.96 The third one is a Discussion Essay. ✕

uszanowanka I think that the third is a discussion essay. ✕

luklas1997 The third - discussion essay ✕

bakierka Computers are more and more common during lessons. Such a solution makes a lesson easier for teacher in terms of preparation and organization. Moreover, a teacher do not have to waste time looking for tasks having lots of sheets of papers and books. In addition, using Internet there are more opportunities to find variety of exercises. On the other hand, traditional books make that students write and use real objects to learn. What is more, not everyone can use the Internet



sazeeus, spoonfullofpositivity, alexlange3methodd, anwarjiwabime1thodofame, xx_libra_xx and omerz_3 like this

10

3. Look at the picture and write statements related to the cause and effect.



Sample students' answers



sazeus

- piernikkove_ The girl did not tie her shoes and she fell down. X
- mag_deb The girl didn't tie her laces and in the effect he fell down with her food X
- pyytloo This girl didn't tied shoes as a result she fell and dropped her food. X
- krzysztof.matyaszewski She fell down because she hadn't tied her shoes. X
- jmw.m The girl had her shoes untied and as a result she fell down and dropped X



spoonfullofpositivity, gymapp_team, gymapp and zendarphotography like this

4. Please go on to instagram. I have just posted a letter in an informal writing. Change the content to formal and post your response on the class instagram page.

Dear John,

I hope you're well. Thanks for giving me some time to think about your business proposal.

First, let me just say that I think it would be a great idea to open a café on the high street. It definitely makes sense since there are no other cafés in the area.

Having said that, I'm afraid I'm going to have to turn your offer down. I've thought long and hard about this decision, and I just don't think it's the right time for me to get involved with a big project like this.

To be honest, I would struggle to find enough money to cover my share of the initial investment costs. Also, I don't really want to leave my current job, and I think it would be impossible for me to commit to the café project while I'm still working full-time.

Best of luck with the café. I'm sure you'll make a success of it without me!

Speak soon

Chris



sazeus

sazeus Letter writing

lorakiksnipezc Dear Mr. Johnson, I am writing to turn your business proposal down. I have thought long about this decision, and I do not want to be involved in a big project like this. I am forced to do it because I would not be able to cover my share of the initial investments costs. Apart from that it would be difficult for me to commit to the project while I am still working full-time. Good luck with the project. Yours sincerely, Chris Rewr X

mag_deb Dear Mr Smith X
Thank you for giving me some time to think about your business proposal. I am writing to let you know that it would be an excellent idea to open a cafe on the high street. It definitely makes sense since there are no other cafes in the area. I regret to inform you that I am going to _____



spoonfullofpositivity likes this

APRIL 6

Sample students' answers

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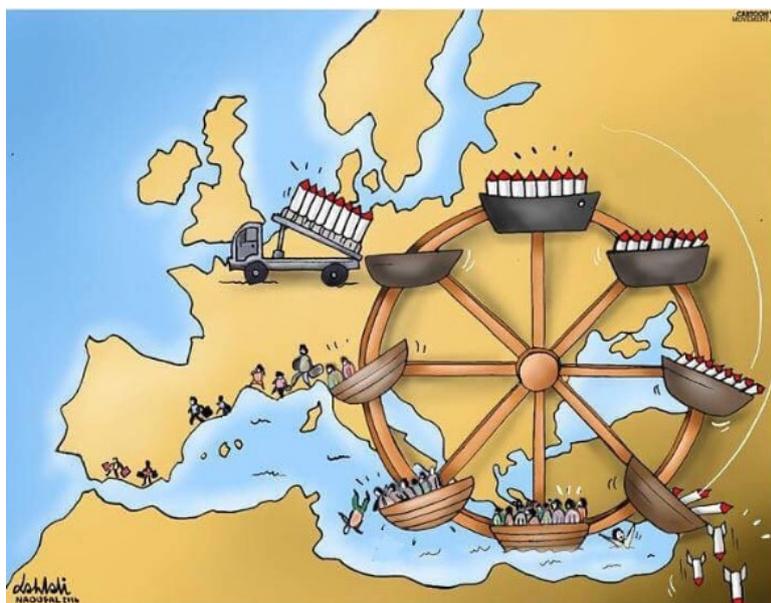
sazeeus

lorakiksnipezc Dear Mr. Johnson, I am writing to turn your business proposal down. I have thought long about this decision, and I do not want to be involved in a big project like this. I am forced to do it because I would not be able to cover my share of the initial investments costs. Apart from that it would be difficult for me to commit to the project while I am still working full-time. Good luck with the project. Yours sincerely, Chris Rewr

mag_deb Dear Mr Smith Thank you for giving me some time to think about your business proposal. I am writing to let you know that it would be an excellent idea to open a cafe on the high street. It definitely makes sense since there are no other cafes in the area. I regret to inform you that I am going to have to turn your offer down. I have thought long and hard about this decision.



5. Please check the class Instagram account. There are three pictures that I have just uploaded. I would like you to comment on the relationship between the things that you see in the pictures where one is the result of other or others. This is a combination of action and reaction. One comment for each pic is suffice to undertake this task. All the comments should be made under the pics on my instagram account. Once finished with commenting, please type "Commented" in the comments bow below.



sazeeus

sazeeus Practical writing#pic 2

lastnightdarlin European people contribute to wars which take place in the Middle East.

lastnightdarlin in this way inhabitants from there are forced to leave their home and look for some help and they hope that they will get it in the West Europe

lastnightdarlin it is a vicious circle

mag_deb Because of the war, there are people who are refugees



spoonfullofpositivity and 99pound like this

MARCH 23

Add a comment...

Sample students' answers

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sazeus

countries.

miamor_bakes Because of the wars in the Middle East, many people come to Europe as refugees. ✕

kami.sowi The fact that war that is still on has an influence on immigrants situation. ✕

jmw.m There are many refugees because of wars. ✕

ania.raczynska1 The results from war are horrible, they leave their country and become refugees ✕

♡ 💬

sazeus

sazeus Practical writing#pic 1

krzysztof.matyaszewski Hen (cause) lays egg (effect). ✕

mag_deb The chicken presents the action and the egg presents reaction. The egg is the effect of some action undertaking by the chicken ✕

uszanowanka by hatching the eggs, the little chickens hatch ✕

violetm.96 The chook is sitting the eggs, so eggs are result of chook's ✕

♡ 💬

bkmcamera likes this

MARCH 23

Add a comment... ⋮

Sample students' answers

sazeus

krzysztof.matyaszewski Hen (cause) lays egg (effect). ✕

mag_deb The chicken presents the action and the egg presents reaction. The egg is the effect of some action undertaking by the chicken ✕

uszanowanka by hatching the eggs, the little chickens hatch ✕

violetm.96 The chook is sitting the eggs, so eggs are result of chook's existence. ✕

♡ 💬

bkmcamera likes this

2.3 Written productions

For the purpose of this research, the learners' written productions in the two class assignments were thoroughly investigated. Each term contained one class assignment, undertaken by the both experimental and control learners. The investigation of the learners' written productions in the assignments was carried out by concentrating on the continuity between grammar and lexis. The key rules, pertaining to the authentic and correct use of grammar, involved the examination of the:

- parts of speech
- subject and verb agreement
- punctuation
- capitalization
- spelling
- spacing
- vocabulary
- singular or plural
- articles or determiners
- English tenses.

The research question developed for this particular study was that “after experiencing the intstagram based interventions, had experimental learners' written productions in the assignments been improved as compared to the control learners? For the purpose of examining the content level of the written productions, the focus was on examining the learners' assignments by deciding whether they were discursive, comprehensible, and evocative. It was also made sure that the written productions of the learners encompassed the words, phrases and sentences intelligible to their recipients. The following framework, depicted in the table-1, is adapted from the research of Kamnoetsin (2014), in which the explanations of the codes, employed to pinpoint learners' mistakes in their written productions concerning the grammar and lexis level, are mentioned:

Code	Grammar level	Code	Content Level
Psp	Parts of speech	non-com	Non-communicative (incomprehensible, incorrect denotation)
s-v	Subject and verb agreement		
pun	Punctuation		
Cap	Capitalization		
spl	Spelling		
Spc	Spacing		
voc	Vocabulary		
si-pl	Singular and plural		
ar-de	Articles, determiners, quantifier		
Tns	Tenses		

Table 1: Codes for mistakes in the learners' written productions

INDIVIDUAL STUDENTS' MISTAKES IN EACH WRITING COMPETENCY

Experimental learners												Control learners											
Student	Psp	s-v	Pun	cap	spll	spc	Voc	si-pl	ar-de	tns	non-com	Student	psp	s-v	pun	Cap	spll	spc	voc	si-pl	ar-de	tns	non-com
1	3	2	1	0	0	3	2	3	2	2	3	1	2	2	2	2	2	3	3	3	3	2	2
2	2	0	3	1	2	3	3	3	1	2	3	2	4	3	4	3	4	3	3	4	3	4	4
3	3	2	2	0	1	2	2	4	4	3	2	3	2	3	3	3	3	3	3	3	3	3	2
4	1	1	1	1	4	2	2	2	3	2	2	4	2	1	2	2	3	4	3	4	4	3	2
5	2	2	2	3	3	2	1	2	4	3	2	3	1	1	3	2	2	4	4	4	4	4	1
6	2	3	2	2	2	1	1	3	4	4	2	2	3	2	3	4	3	3	3	3	2	3	2
7	1	0	1	3	3	3	3	2	2	2	1	7	3	1	2	2	4	4	4	4	3	2	2
8	2	0	1	2	3	4	2	3	2	4	1	8	3	2	3	3	2	2	2	3	3	3	2
9	1	1	1	2	3	1	2	2	3	2	2	9	2	1	2	3	2	3	2	3	4	3	2
10	1	2	1	3	3	3	4	2	2	2	1	10	3	1	2	2	4	4	4	4	3	3	2
11	3	2	1	0	0	3	2	3	2	2	3	11	2	2	2	2	2	3	3	3	3	2	2
12	2	0	3	1	2	3	3	3	1	2	3	12	4	3	4	3	4	3	3	4	3	4	4
13	3	2	2	0	1	2	2	4	4	3	2	13	2	3	3	3	3	3	3	3	3	3	2
14	1	1	1	1	4	2	2	2	3	2	2	14	2	1	2	2	3	4	3	4	4	3	2
15	2	2	2	3	3	2	1	2	4	3	2	15	3	1	1	3	2	2	4	4	4	4	1
16	2	3	2	2	2	1	1	3	4	4	2	16	2	3	2	3	4	3	3	3	2	3	2
17	3	2	1	0	0	3	2	3	2	2	3	17	2	2	2	2	2	3	3	3	3	2	2
18	2	0	3	1	2	3	3	3	1	2	3	18	4	3	4	3	4	3	3	4	3	4	4
19	3	2	2	0	1	2	2	4	4	3	2	19	2	3	3	3	3	3	3	3	3	3	2
20	1	1	1	1	4	2	2	2	3	2	2	20	2	1	2	2	3	4	3	4	4	3	2
21	2	2	2	3	3	2	1	2	4	3	2	21	3	1	1	3	2	2	4	4	4	4	1

22	1	1	0	3	3	0	4	1	1	1	1	22	3	1	3	2	3	4	4	2	2	2	2
23	2	3	2	2	2	1	1	3	4	4	2	23	4	3	2	3	4	3	3	3	2	3	2
24	3	2	1	0	0	3	2	3	2	2	3	24	4	2	2	2	2	3	3	3	3	2	2
25	2	0	3	1	2	3	3	3	1	2	3	25	4	3	4	3	4	3	3	4	3	4	4
26	3	2	2	0	1	2	2	4	4	3	2	26	4	3	3	3	3	3	3	3	3	3	2
27	1	1	1	1	4	2	2	2	3	2	2	27	4	1	2	2	3	4	3	4	4	3	2
28	2	2	2	3	3	2	1	2	4	3	2	28	3	1	1	3	2	2	4	4	4	4	1
29	2	1	1	3	2	2	2	1	1	2	2												
30	1	2	2	2	2	2	1	2	4	4	1												
31	1	1	0	3	3	0	4	1	1	1	1												
32	2	3	2	2	2	1	1	3	4	4	2												
33	3	2	1	0	0	3	2	3	2	2	3												
34	1	1	0	3	3	0	4	1	1	1	1												
35	2	3	2	2	2	1	1	3	4	4	2												

Table-2: Individual students' mistakes in their written productions

Based on the mistakes mentioned in the table above, the results have been compiled and mentioned in the below table. In the table, the numbers of mistakes for each students in the are mentioned as follows:

Types of Errros	Total number of students (Experimental Group)	Total number of students (Control Group)
Parts of speech	68	80
Subject and verb agreement	41	51
Punctuation	58	77
Capitalization	63	70
Spelling	70	76
Spacing	75	84
Vocabulary	74	79
Singular and plural	83	94
Articles, determiners, quantifier	79	87
Tenses	73	81
Content Level	56	59

Table 3: Types of errors and total number of students

By thoroughly examining the learners' mistakes in the above table, the certain observations were made. The control learners made more punctuation, and spacing related errors than experimental learners. Although, the difference is not that significant, it is worth noting that these kind of errors might not occur as frequently in practical writing as they might in the instagram-mediated writing practices, especially when students are involved in typing on notebooks, mobile phones and computers. Since, the experimental learners were given ample opportunities to practice their writing skills on instagram with a specific focus on being attentive to punctuation and spacing, the improvement in these areas was expected. In addition, the experiemental learners also performed better than control learners by making less mistakes in the tenses, parts of speech, punctuation, capitalization, spelling, vocabulary, and article, determiners and quantifers. It can also be observed that they made the most numbers of mistakes related to singular and plural and the least numbers of mistakes pertaining to the subject and verb agreement. The last interesting observation is related to the content level. Although, the difference is marginal, the experiemental learners again outperformed control learners and made less errors than them.

In the end, by contrasting the lexicogrammatical and the content level performances of experimental learners with the control learners, it becomes evident that in all the areas, control group learners made more mistakes than experimental group students. Nonetheless, this occurrence of the less mistakes made by the experimental learners might happen because they undertook extra activities related to the improvement of their practical writing capabilities through the use of the supervised Instagram based interventions.

2.4 Discussion

The study's main objective was to establish whether the written productions of experimental learners in the assignment tasks improved during the time period of the Practical writing course with the help of in-class and Instagram based language learning activities. After a thorough examination of the control and experimental learners' written productions related to assignments, it became rather obvious that experimental learners made less mistakes as compared to control learners. The control learners made more punctuation, and spacing related errors than experimental learners. Although, the difference is not that significant, it is worth noting that these kinds of errors might not occur as frequently in practical writing as they might in the Instagram-mediated writing practices, especially when students are involved in typing on notebooks, mobile phones and computers. Since, the experimental learners were given ample opportunities to practice their writing skills on Instagram a specific focus on being attentive to punctuation and spacing, the improvement in these areas was expected.

Besides, the experimental learners also performed better than control learners by making fewer mistakes in the tenses, parts of speech, punctuation, capitalization, spelling, vocabulary, and article, determiners and quantifiers. It can also be observed that they made the most amount of mistakes related to singular and plural and the least numbers of mistakes pertaining to the subject and verb agreement. The last interesting observation is related to the content level. Although, the difference was marginal, the experimental learners again outperformed control learners and made fewer errors than them. The outcomes discussed above are in line with a number of studies that were conducted on the similar topic (Kamnoetsin, 2014; Liu, 2010; Zaidieh, 2012; Selwyn & Grant, 2009). By contrasting the lexicogrammatical and the content level performances of experimental learners with the control learners, it becomes evident that in all the areas, control group learners made more mistakes than

experimental group students. Nonetheless, this occurrence of the less mistakes made by the experimental learners might happen because they undertook extra activities related to the improvement of their practical writing capabilities through the use of the supervised instagram based interventions.

2.5 Conclusion

In conclusion, the analysis of the research data, used to draw suggestions and conclusions for this research, indicate the positive impact of using insatgram-based instruction on the practical English writing course learners to enhance the target writing competencies. Unequivocal, in-class instruction along with the instagram based interventions, specifically targeted to enhance the EAP learners' writing competencies, demonstrated that if the learners are exposed to instagram-based instruction combined with EAP instructional methodologies, then it may be possible for learners to improve their targeted language competencies in the specific language area, which in the context of the present research, were the practical English writing competencies. The outcomes of this study also indicate that the quality of the experimental learners' writing productions have enhanced as compared to the control learners. Not only that, the overall feedback from the learners about their perceptions related to the use of instagram based instruction in EAP courses also indicate the responses in favour of the practice of instagram for EAP learning courses.

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Furthermore, it is important to observe that throughout the teaching duration of the practical English writing course and instagram based intervention, the learners' general writing competencies developed autonomously, without the use of any overt approach or scheme dedicated to that particular sphere. Therefore, it may be inferred that in any EAP learning situation, where learners are taught without the use of SNSs based interventions, improvement in the general writing competencies may be achieved.

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