



Investigating Iraqi EFL Learners' Attitudes toward Using Digital Pinterest Programme and its Impact on the Grammar

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ABSTRACT

Pinterest is one of the social media platforms that grants learners to categorize and exchange images and videos from around the Web. The learners upload the images that are called Pins. These Pins can be organized into pinboards, which may be modified, themed and followed by other learners. On Pinterest, the learners have a "pin board" that allows them to record ideas that they want to remember and then exchange them with their friends.

This study explores Iraqi EFL Learners' attitudes toward using Digital Pinterest Programme and its impact on the grammar. Forty male and female students, from the third stage of English Department, College of Basic Education, University of Misan in the academic year 2018–2019, are selected randomly to be the sample of the study. In order to collect the necessary data, a questionnaire is administered. The obtained results indicate that the introduction of Pinterest to the classroom of English language and blend it to the conventional classroom influences the process of learning language positively.

Keywords: Digital Pinterest Programme, Grammar



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THE PROBLEM OF THE STUDY AND ITS SIGNIFICANCE

Activating brainstorming is very important in learner-centered instruction. The advancements in technology of information have created various tools that contribute to such instruction. Pinterest may be the best platform that helps trigger the brainstorming process. learners can simply look for ideas in their major and gain new experiences from the sources and rich pictures they find. This is very effective in visual projects. learners can describe the kind of project they'd like to copy in content or structure, as well as generate a portfolio of the designers and artists that inspire them. Generally speaking, the conventional instruction involves an information provider (teacher) and a learner (student) with very little clarification. Therefore, in such context learners encounter many difficulties in learning grammar. Nowadays, learners can learn about grammar easily through Pinterest programme, by showing them the pictures in the programme and their clarification about the grammar in order to gather and organize the information about it.

Lesson resources can be simply shared to learners in the digital Pinterest programme. In the same way, teachers can look for pins with a specific theme or

subject, save them on their boards and sent them to their learners for feedback and reference. In addition, teachers can get more ideas for lesson planning. Moreover, teacher can have learners create their own portfolio boards. Whenever they submit impressive project, teachers can suggest that they add it to the board.

AIM

This study aims at investigating Iraqi EFL Learners' Attitudes toward Using Digital Pinterest Programme and its impact on the Grammar.

VALUE OF THE STUDY

The study explains the rationale behind the introduction of the Pinterest Programme into English language classroom and assess its effectiveness. In addition, it explores the opinions of the learners toward using such social media platform and its impact on specific area of language, namely, grammar. Advancements in technology call us to try new technology-based methods and curricula. Experiencing such assisted-technology instruction is a step-in-advance to tackle any problems that may emerge in future in such instruction and to adapt it to meet the needs of learners.

LIMITS

This study is limited to the students of the third year of English Department, College of Basic Education, University of

Misan in the academic year 2018-2019; and the use of Pinterest.

DEFINITION OF BASIC TERMS

Digital Pinterest Programme

Pinterest is a virtual pinboard and a photo sharing platform that enables consumer to create, handle and share images or videos taken from around the web. Pinterest is a creative tool for virtual learning because its users can effortlessly exchange ideas and their pins are also accessible to other users.

Grammar

Grammar is the knowledge of the structure's regularities of language in the mind of the speakers (Linguistic /grammatical competence) (Cook, 2016, p.25).

LITERATURE REVIEW

The use of E-Learning program in classroom

Many pedagogists suggest that the incorporation of online tools to their conventional instruction is really helpful for their learners. E-learning and its tools have not only become a supplement but also a fundamental component of the educational setting. Teachers and students understand now the dramatic shifts that occur in education due to the introduction of technology.

E-learning has shifted instruction from teacher-centered into learner-centered context. Teachers facilitate the teaching and learning process and learners have become more involved in this process. E-learning context is accessible to both teachers and learners wherever and whenever they want. It encourages the creation of more cooperative and collaborative learning environment. It copes with the nature of technology age where money and time are very important. It reduces expenses and save time. learners can access to a huge number of experiences via search engines. Learners take more responsibility in learning and this increases motivation (Mohammadi et al, 2011, p.465).

However, Mohammadi et al (2011, p.465) state that E-learning have demerits. It decreases the face-to-face interaction and minimize socializing between teachers and learners and even among learners. Social distancing in such context may cause indiscipline and reduces teacher's monitoring on learners. Easy access into information especially in E-learning settings connected directly to the Internet may bring lingual-cultural differences. Another shortcoming is the extra expenses of funding e-learning infrastructures. Moreover, there may be technical limitations and teachers and students may lack experience. For this reason, many scholars (Tomassini, 2012, Maloy et al 2010, Kovalchuk & Dawson,2003, p.723) confirm the importance of literacy at e-learning technology and its tools. They also emphasize on getting trained in this field.

METHODOLOGY

Population and Sample

The study population includes 70 subjects. They are the male and female students of the Department of English, College of Basic Education, University of Misan. The study sample includes 40 students selected randomly.

Application of Pinterest Programme

The sample of the study have been asked to download Pinterest application from Play Store and App Store and create their own accounts. After having them get their accounts, they have been given tutorials on how to use Pinterest in language learning setting. Coaching and practicing Pinterest in teaching and learning grammar have lasted for two months.

Instrument

In order to gain information about the EFL College students' opinions about using Pinterest programme in English language classroom, a questionnaire has been constructed to be the main instrument used. The final form of the students' questionnaire consists of (30) items distributed among five components: (7) for motivation, (5) for interaction, (6) for learning methodology, (6) for instructor, and (6) for the grammar (see Appendix A).

Pilot Administration

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of 20 students from the Department of English, College of Basic Education, University of Misan to check its reliability and the time needed to answer it. It has been found that students need 50 minutes to respond to the questionnaire items.

Reliability

Reliability refers to how consistent evaluation results are from one measurement to another (Gronlund, 1981, p.102). The reliability of the questionnaire scored 0.89.

Scoring Scheme

Accurate scoring procedures should be adopted in order to get proper results to ensure objectivity and reliability (Harrocks & Schannover, 1968, p. 76).

In order to achieve aim of the study, the questionnaire is intended to be answered according to a five-point Likert scale: strongly agree 1, agree 2, neutral 3, disagree 4 strongly disagree 5.

RESULTS

Results Related to the Aim

In order to achieve the aim of the study, APPS 1.0 has been used to process

and analyze the responses of the study participants to the questionnaire distributed to them. As shown in Table 4.1., The overall results show that students reacted positively to the use the Pinterest in English language classroom and the use the Pinterest have positive impact on learning grammar: mean is 4.05, standard deviation is 1.49, percentage is 81 and directionality of the sample is agree.

In terms of motivation (see Table 4.1. and Appendix A), item 7, item 4, item 3, item 2, item 1 and item 6 show that the use of Pinterest in classroom has motivated the students to learn English. It also provides flexibility in the process of learning. The students have plausible access to the information and get help wherever and whenever they want. Moreover, it establishes an environment of cooperation that may boost motivation to learn. However, the introduction of Pinterest to the classroom may hinder the learning due to the lack of training on how to use it.

In terms of interaction (see Table 4.1. and Appendix A), item 10, item 11, item 8, item 9 and item 12 show that the use of Pinterest in classroom may break one of the classroom management pillars. It may cause noise and chaos and this is because it is new to the teacher and students. This can be overcome once the

students get accustomed to it. However, the results show that the use of Pinterest in classroom provides opportunities for students to express and exchange their opinions and create an environment for cooperation and collaboration.

In terms of learning methodology (see Table 4.1. and Appendix A), item 16, item 15, item 13, item 14, item 18 and item 17 show that the use of Pinterest in classroom improves the overall achievement of students, saves time in the process of learning, provides an easy access to a great amount of information related to English language, accelerates learning and provides enough learning opportunities. Moreover, its use doesn't impede the process of learning. Blending teaching and learning enhances the performance of students.

In terms of instructor (see Table 4.1. and Appendix A), item 24, item 19, item 20, item 21, item 23 and item 22 show that the students depend on their teacher at the beginning due to the lack of experience on how to deal with Pinterest, then this dependence decreases once they get accustomed to it. Students prefers to be guided, supervised and given feedback by their students while using Pinterest. However, once they get experienced in the use of Pinterest, they become more confident and independent learners.

In terms of grammar (see Table 4.1. and Appendix A), item 25, item 26, item 27, item 30, item 28 and item 29

show that the use of Pinterest improves the learning of grammar and enhances learning grammar deductively.

Table 4.1. Summary of Participants' Responses

Rank of Item	Mean	Std. Deviation	Percentage	Directionality of the Sample
7	4.97	0.16	99.4	strongly agree
10	4.88	0.33	97.6	strongly agree
16	4.88	0.33	97.6	strongly disagree
4	4.82	0.44	96.4	strongly agree
3	4.8	0.51	96	strongly agree
11	4.8	0.51	96	strongly agree
8	4.75	0.54	95	strongly agree
2	4.65	0.99	93	strongly agree
9	4.65	0.85	93	strongly agree
25	4.65	0.65	93	strongly agree
26	4.65	0.85	93	strongly agree
15	4.62	0.66	92.4	strongly disagree
24	4.62	0.7	92.4	strongly agree
27	4.62	0.7	92.4	strongly agree
30	4.62	0.66	92.4	strongly agree
28	4.58	0.74	91.6	strongly agree
1	4.32	0.96	86.4	strongly agree

13	3.72	1.82	74.4	agree
19	3.72	1.82	74.4	agree
20	3.72	1.75	74.4	agree
21	3.65	1.77	73	agree
5	3.62	1.77	72.4	agree
23	3.62	1.77	72.4	agree
29	3.58	1.82	71.6	agree
14	3.5	1.86	70	agree
22	3.5	1.79	70	agree
18	2.22	1.46	44.4	strongly disagree
17	2.2	1.47	44	strongly disagree
12	2.1	1.2	42	strongly disagree
6	2.07	1.18	41.4	strongly disagree
Average	4.05	1.49	81	Agree

CONCLUSION

The introduction of Pinterest to the classroom of English language and blend it to the conventional classroom influences the process of learning language positively. It enhances the learner-centered orientation in teaching and learning. In addition, it increases the involvement of students in learning process and reduces the burden on teachers. Moreover, it represents an easy free access to information for both teachers and students.

However, it needs an effective learning management system.

RECOMMENDATION

1. Using new applications for teaching English language has to be applied in our English language classes.
2. College teachers and students should be trained on using new techniques for teaching grammar, such as Pinterest Programme.

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Appendix A: Questionnaire of Iraqi EFL College Students' Attitudes toward Using Digital Pinterest Programme and its Impact on the Grammar

Ser.	Components and Items	Five-Point Likert Scale				
		Strongly agree	agree	neutral	disagree	Strongly disagree
A.	Motivation	Strongly agree	agree	neutral	disagree	Strongly disagree
1	I enjoyed learning English throughout the digital Pinterest program.					
2	I needed a lot of experience in Internet skills to learn English via the digital Pinterest program.					
3	The digital Pinterest program enabled me to train whenever and wherever I liked.					
4	Putting English materials in the digital Pinterest programme helped me to learn at my own speed					
5	I enjoyed learning English with my friends					
6	Integrating technology delayed my learning.					

7	I enjoyed learning English via digital Pinterest programme available on the Website.					
B	Interaction					
8	The digital Pinterest program provides interesting opportunities to practice in the classroom					
9	The digital Pinterest program provides opportunities to work in pairs and groups to perform classroom activities.					
10	Implementing the digital Pinterest program strategy makes the classroom very noisy					
11	The digital Pinterest program allows me to have discussions and express my opinion in small group work.					
12	Implementing the digital Pinterest program makes learning boring.					
C	Learning Methodology					

13	The digital Pinterest program enables me to obtain more information about the English language materials by entering into the extra links available on the website.					
14	The digital Pinterest programme accelerates learning.					
15	Application of digital Pinterest program saves time.					
16	Using the digital Pinterest program improve my English achievement level.					
17	Blending the digital Pinterest program with classroom environment passively affects the learning process.					
18	The digital Pinterest program minimizes learning opportunities.					
D	Instructor					
19	Implementing the digital Pinterest programme reduces instructor's dominance in the					

	classroom.					
20	I prefer that the instructor supervises my progress and corrects my mistakes in the classroom					
21	I prefer to be guided by the instructor while browsing throughout the enrichment websites.					
22	I can use the digital Pinterest programme without the instructor's help.					
23	Implementing the digital Pinterest program raises my confidence in learning English alone.					
24	Introducing Pinterest to English classroom makes me depend on instructor in learning.					
E	The Grammar					
25	I learn parts of speech by applying digital Pinterest programme					

26	I learn best kinds of sentences by applying digital Pinterest					
27	I understand even a grammatically wrong sentence by applying digital Pinterest because I understand the meaning.					
28	I enjoy using applying digital Pinterest in learning grammar					
29	I would like to spend more time learning new English grammar by using digital Pinterest					
30	I prefer learning grammar implicitly by applying digital Pinterest					



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