

Using Social Media among English Major Students at Hebron University, Palestine

DOI: <https://doi.org/10.47175/rielsj.v5i3.1037>

| Mohammed Farrah^{1,*} | Batool Hussein Dabbas² |

^{1,2}Hebron University,
Palestine

* mfarrah@hebron.edu



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

With the increasing integration of social media into educational settings, understanding its role in the lives of students has become essential. This study explores the usage patterns and perceptions of social media among English major students at Hebron University. The study has been analysed for the second semester of 2023/2024 academic year with a sample of 100 students, 74 are females and 26 are males. They are between 18 and 22. The researchers designed a questionnaire via Google Forms. Participants were given the questionnaire electronically through WhatsApp and email. Quantitative analysis techniques were used to analyse responses. SPSS program 22 was used to analyse the data. The study suggested some recommendations that can be used at the university. The results of this research highlight the correlation between social media use and the university and personal lives of English major students at Hebron University.

KEYWORDS

Social media usage patterns; english major students; Hebron University; quantitative analysis; academic and personal lives.

INTRODUCTION

Recently, social media platforms have become integral parts to daily life, extending their influence into academic contexts. This is particularly true among university students majoring in English. The integration of social media into educational settings has become increasingly prevalent, with students and teachers using these platforms for various purposes (Farrah, et al, 2022).

Social media has become a ubiquitous phenomenon that has significantly transformed various aspects of life, including the education. Among the students who have greatly benefited from this phenomenon are English language majors in universities. Students majoring in English at Hebron University are among these groups, increasingly relying on social media in their academic and social lives.

This research aimed to explore and analyse the use of social media by English language major students at Hebron University, focusing on the impact of this usage on various aspects of their academic and personal lives.

Statement of the Problem

The use of social media among college English majors has become increasingly widespread, raising questions about its impact on academic performance, language proficiency, and the overall educational experience. However, there is a lack of comprehensive understanding regarding the extent of social media use, preferred platforms, and the potential consequences it may have on students' academic and personal development in an English major context. This study aimed to address these gaps by examining patterns of social media use among English majors, exploring its effects on their academic performance, language skills, and

interaction with course materials, and identifying potential strategies to mitigate any negative effects while utilising the benefits of social media for educational purposes.

Objectives of the study

This study aimed to examine the frequency and patterns of social media use among English major students at Hebron University, identify the social media platforms most used among English major students and the purposes for which they are used, and knowing students' attitudes about using social media platforms for academic purposes. It also aimed to explore the relationship between the use of social media and students' academic development within the main context of the English language.

Research questions

- RQ1: How frequently social media is used for academic purposes by English major students at Hebron University?
- RQ2: What are the primary social media platforms utilised by English major students at Hebron University?
- RQ3: What are Students demeanours around utilizing social media stages at Hebron College?
- RQ4: What is the effect of social media utilization on the scholarly execution and individual advancement of English major understudies at Hebron College?

Significance of the study

Understanding patterns of social media use among English major students at Hebron University can contribute significantly to enhancing their academic performance. By studying how these students utilize social media stages for instructive purposes, teachers can identify effective strategies for integrating social media into the curriculum that fosters collaborative learning environments, enhances engagement with academic materials, and improves academic outcomes.

Research into social media use among English major students at Hebron University can help identify specific areas where students may need support.

English major students at Hebron University often have aspirations to work in fields such as writing, publishing, teaching, and translation.

Social media platforms facilitate cross-cultural communication and collaboration, allowing English major students at Hebron University to interact with English speakers from diverse cultures. Studying utilize social media stages for instructive purposes, language acquisition, and the development of communication skills in a multicultural context. This understanding can be directed to promoting intercultural dialogue, tolerance and appreciation.

Overall, this study is crucial in supporting student success and making a valuable contribution to the ongoing discourse on the role of social media in higher education, specifically in the context of English language learning and majoring at Hebron University.

LITERATURE REVIEW

Numerous researchers have conducted various studies to investigate the motivations behind the use of social media platforms for educational purposes. This section looks at a few articles that highlight various aspects of social media use by college students majoring in English.

Xodabande (2017) conducted a research study to delve into the efficacy of using the social media network Telegram® as a tool for teaching English language pronunciation to learners

of English as a Foreign Language (EFL) in Iran. Thirty Iranian EFL learners were among the participants; they were split into two groups: a control group (N = 16) and an experimental group (N = 14). Over a four-week period, they were given several treatments. From the pre-test to the post-test, the experimental group's participants' pronunciation significantly improved as compared to the control group, according to the results. When comparing the pronunciation on the post-test to the delayed test, which was given four weeks later, there was, however, no discernible improvement. In spite of this, the study found that teaching language elements using social media networks can be very successful.

Allam and Elyas (2016) investigated the perceptions of English as a Foreign Language (EFL) teachers at two Saudi tertiary institutions regarding the use of social media as a tool in EFL classes. The study utilised quantitative methods, specifically a survey instrument, to gather descriptive data from seventy-five randomly chosen male and female EFL teachers. The results indicated that the majority of participants in the Saudi context believed in using social media as an ELT tool due to its pedagogical values and benefits. However, they also expressed reservations about allowing social media to be freely used in the EFL classroom due to perceived distractions and potential negative effects. The study recommended further research to understand how experienced EFL teachers utilise social media in their classes and to develop best practices for its implementation in EFL teaching and learning in Saudi contexts.

Chawinga (2017) conducted a study to investigate the role of social media, specifically Twitter and blogs, in facilitating teaching and learning in undergraduate courses offered at the Department of Library and Information Science at Mzuzu University. The aim of the study was to investigate how blogs and Twitter support a learner-centered teaching methodology. In order to gather information, student posts on blogs and Twitter were analyzed. Additionally, 64 students were given a questionnaire to complete in order to gauge how they felt about using these platforms in the classroom. The findings showed that blogs and Twitter can be effective facilitators of learner-centered instruction when used in the right ways. Students communicated with their professors and one other, posted ideas, and shared and discussed course materials on these sites. However, the study also pointed out problems including expensive internet data plans, unreachable Wi-Fi, low bandwidth, and inadequate computers.

Donlan (2014) Conducted a study to find out how prepared students were and what they thought about utilizing Facebook for cooperative learning in college courses. According to the findings, students mainly spoke with peers about group projects and assessments on Facebook when using the platform for educational objectives. Focus groups revealed that students selectively participate in academic discussions on Facebook and see the platform as a personal place. This suggests that students' mindsets and skill sets need to change in order for them to fully benefit from Facebook in formal educational environments.

Hussain (2012) investigated the patterns, reasons, and difficulties related to social media use among college students at the College of Education, Islamic University, Bahawalpur, Pakistan. Six hundred students who were chosen through suitable sample procedures participated in the study. A questionnaire was used to get the data. As per the findings, a significant proportion of students (90%) use Facebook and other social media platforms to communicate about their academic pursuits, widen their social circles, and exchange educational experiences with peers. These platforms also play a vital role in fostering global collaboration and creating virtual communities.

Li (2017) examined the correlations between various learning activities made possible by social media platforms and the use of social media in English teaching and learning. Wikis and YouTube were shown to be the most popular resources for learning English. As

instruments for informal learning, Facebook and WhatsApp were mentioned, and students favored using social media with their peers over their lecturers. In addition to increasing students' understanding of academic integrity and offering the necessary training, teachers were encouraged to encourage knowledge sharing through cooperative learning.

Moghavvemi, Sulaiman, Jaafar, and Kasem (2018) examined how students see YouTube as a learning tool, how they utilize it, and what motivates them to do. In order to create a measure of academic learning as a factor in YouTube use, the study required interviewing thirty students. This measure was then validated among 321 students at the University of Malaya's School of Business and Accountancy. The study found that the main reasons people used YouTube were for entertainment, information seeking, and academic learning. It also confirmed that YouTube can be a useful tool for improving student learning, particularly when the video content is pertinent to the subject matter being taught. It is also advised that teachers include YouTube into their curricula in order to take use of its advantages for learning and teaching.

Mushtaq and Benraghda (2018) investigated the impact of social media on students' academic achievement at Afghanistan's Al-Biruni University. 371 undergraduate students from nine colleges at Al-Biruni University were given survey questionnaires as part of a quantitative data collection method. Despite widespread worries about students abusing social media, the investigation showed that most students were interested in utilizing social media for educational purposes. Research indicates that the advantages of social media for college students surpass the drawbacks. The analysis of variance (ANOVA) results, however, showed that there were no appreciable distinctions between the beneficial and detrimental effects of social media on students' academic performance. According to the study's findings, social media can help teachers and students by providing information and serving as a communication and facilitation tool for the learning process.

Dzvapatsva, Mitrovic and Dietrich (2014) examined how well it works to put in place a knowledge portal to verify the caliber of assessments made by instructors and to use social media to spend more time interacting with students at Further Education and Training (FET) colleges in South Africa in order to boost their academic performance. Test scores of the students increased by 35% (from 30% to 65%) following the implementation of the interventions, according to data gathered from seven lecturers and 38 students, indicating a considerable improvement in academic performance. Students' opinions about using social media were gathered using a questionnaire that demonstrated how beneficial it is for boosting student-teacher interaction. The findings made clear how crucial electronic media—like social media and knowledge portals—are to improving the teaching and learning processes in universities that provide vocational training.

Singh (2022) investigated the social media accounts of EFL students from the 2020–2022 batch enrolled in public universities in Haryana, India. It sought to examine the social media usage patterns of these students as well as the connections between their gender, place of origin, number of online friends, and amount of time spent using social media. Social media is now widely used in many facets of life, including education, according to the report. Additionally, kids are using social media more frequently to interact with teachers and peers as a result of the COVID-19 pandemic.

The studies presented provide valuable insights into the multifaceted relationship between social media use and educational practices, particularly in the context of English language learning and teaching. These studies highlight the potential benefits and challenges associated with integrating social media into educational settings. While some studies emphasize the positive effects of social media on student engagement, learning outcomes, and academic performance. Overall, the findings suggest that social media can serve as a

valuable tool to enhance teaching and learning experiences, provided both teachers and students approach its use thoughtfully and strategically.

RESEARCH METHODS

This section describes the methods employed in conducting the study on the usage patterns and perceptions of social media among English major students at Hebron University. The methods present information about the participants, instrumentation and the procedure of the study.

Participants

The sample included students of the English Department at Hebron University. These students were selected through random sampling. The sample size was determined based on rigorous statistical considerations, which is a crucial step in ensuring the reliability and validity of the results. The sample size for the survey was determined to be 100 participants, consisting of 74 females and 26 males, ensuring a diverse representation of the English language major students at Hebron University.

Instrumentation

The instrumentation in this study was designed to collect comprehensive data on the frequency and patterns of social media use among English major students at Hebron University, as well as their attitudes towards using social media for academic purposes. The design included the use of quantitative research methods. A structured questionnaire was developed to gather data from the participants. The questionnaire comprised various sections covering demographic information such as gender, age, and academic year, as well as questions related to social media usage for academic purposes and perceptions of its effectiveness in learning. It included Likert-scale statements (strongly agree, agree, disagree, strongly disagree), to assess participants' levels of agreement with statements related to the role of social media in their learning process.

Procedure

The study was conducted during the second semester of 2023/2024 at Hebron University. The researchers designed a questionnaire via Google Forms. Study participants were selected from the English Department at Hebron University. Participants were given the questionnaire electronically through WhatsApp and email. Quantitative analysis techniques were used to analyse responses. SPSS version 22 was used to analyse the data.

RESULTS AND DISCUSSION

This section presents the results obtained from analyzing the responses of students in the survey. Table 1 outlines the demographic data, Table 2 presents the Social Media practices, and Table 3 presents the findings related to the Likert-scale questions.

The questionnaire's reliability coefficient was tabulated. The result shows that the overall Cronbach Alpha coefficient of the questionnaire is very high ($r = 0.90$), indicating a high degree of internal consistency, and therefore presenting a considerably reliable instrument. The researchers examined the validity of the questionnaire and its content, and made necessary and helpful content edits.

Table 1. The results of the demographic data.

Variables		Frequency	Percentage
Gender	Female	74	74.0
	Male	26	26.0
	Total	100	100.0
Age	19	12	12.0
	20	12	12.0
	21	31	31.0
	22	45	45.0
	Total	100	100.0
Academic Year	Freshmen	14	14.0
	Sophomore	7	7.0
	Junior	14	14.0
	Senior	65	65.0
	Total	100	100.0

Table (1) illustrates the demographic data of the questionnaire. It shows that most of the participants were females (74%) and (26%) were males. This indicates that the majority of Hebron University students are female (Farrah, 2015). In terms of age distribution, the data indicate a concentration in the 21 to 22 age group, with a percentage of (31.0%) and (45.0%) respectively, and (12%) are 19 years old, and the rest are 20 years old, with a percentage of (12%). Furthermore, the breakdown of academic years shows a large proportion of seniors at (65%), indicating that a majority of the participants are in the final stages of their undergraduate education. (14%) were freshmen, (14%) were juniors, and the rest of them were sophomores.

Table 2. The Social Media practices.

Variables		Frequency	Percent
Frequency of using social media for academic purposes.	Daily	53	53.0
	Weekly	24	24.0
	Monthly	10	10.0
	Never	13	13.0
	Total	100	100.0
Do you belong to any Facebook group dedicated to academic subjects?	Yes	64	64.0
	No	36	36.0
	Total	100	100.0
Social Media platforms most used	Facebook	36	36.0
	LinkedIn	4	4.0
	Twitter	9	9.0
	Research Gate	3	3.0
	Instagram	34	34.0
	WhatsApp	8	8.0
	Snapchat	6	6.0
	Total	100	100.0

Table (2) illustrates a notable integration of social media for academic purposes. The results revealed that (53%) use social media daily, (24%) use it weekly for academic purposes, (10%) use it monthly, while (13%) never use it. The high proportion (64%) belonging to Facebook groups with an academic focus indicates a strong tendency towards utilising this platform for academic purposes. The results reflect the significance of Facebook as the most used platform at (36%) followed by Instagram at (34%) while

LinkedIn and Twitter are utilised to a lesser extent at (4%) and (9%) respectively. Despite Research Gate, WhatsApp, and Snapchat having lower usage rates, it highlights the diverse ways researchers benefit from various platforms for academic collaboration purposes.

Table 3. Means and Standard deviation for the items

N	Items	N	Mean	Std. Deviation
18	Social media makes learning interesting and enjoyable.	100	3.67	.533
2	I can easily get information with the help of social media.	100	3.57	.573
16	Social media tools aid in learning collaboration, and communication.	100	3.54	.610
6	Using social media helps me learn at any time and any place.	100	3.51	.577
5	Using social media enhances my reading skill.	100	3.48	.627
3	Using social media enables me to learn new skills.	100	3.47	.674
17	Social media allows students to share ideas, information and thoughts via online communities and networks.	100	3.45	.657
14	Social media tools engage students visually and auditory.	100	3.44	.625
8	Using social media promotes my thinking skills.	100	3.44	.641
13	Social media is used to view and download class notes.	100	3.43	.655
9	Social media is useful for learning.	100	3.42	.684
12	I use social media to access academic resources.	100	3.42	.669
4	Using social media enhances my writing skill.	100	3.38	.678
7	Using social media helps me to keep engaged in my learning.	100	3.38	.632
10	I communicate with my lectures through social media easily.	100	3.37	.720
15	Social media enables me to reach students with a variety of learning styles.	100	3.37	.661
11	I use social media to expand my knowledge.	100	3.33	.682
1	Social media helps me learn new information of my courses.	100	3.33	.604

Table (3) outlines the means and standard deviations for various items, ranging from 1 to 18. The items of the table are arranged according to the higher means. The table presents a range of students' perceptions regarding the benefits of social media for academic purposes where higher mean scores signify stronger agreement. As it is noticed, item number (18) "Social media makes learning interesting and enjoyable" gets the highest mean (3.67). This suggests that students largely agree that social media boosts their enjoyment and interest in their learning experiences. Likewise, there is a strong perception that social media supports access to information easily as reflected in Item number (2) "I can easily get information with the help of social media". This item garnered a mean score of 3.57 which highlights the effectiveness of social media platforms as a source of information.

In the context of collaboration and communication students acknowledge that social media tools provide collaborative and communicative benefits of social media tools in their learning processes. This is clearly evidenced by Item number (16) that states: "Social media tools aid in learning collaboration, and communication. This item scored a mean score of 3.54. This emphasises its utility in promoting interaction and knowledge exchange.

Regarding the aspect of time and place convenience, students acknowledge that the social media tools offer more flexibility and accessibility and extend learning opportunities beyond the traditional classroom. This is clearly evidenced in their attitude to Item number (6) which states "Using social media helps me learn at any time and any place" (Mean = 3.51). This signifies that students highly valued the flexibility in learning that is facilitated by enabled by social media tools. is highly valued by students.

Similarly, students held positive attitudes toward Items 3, 4, and 8. This signifies that they value the role of social media in developing their various skills and boosting their critical thinking. For example, Item number (5) “Using social media enhances my reading skill” achieved a mean score of 3.48. This indicates that students largely tend to agree that social media is an effective platform for acquiring new skills and has potential as a useful learning tool that has the ability to support literacy development. Item number (3) “Using social media enables me to learn new skills” (Mean = 3.47), illustrating its role in fostering continuous learning and skill acquisition. This suggests that students see that utilizing social media enhances their various skills. For Item 4, "Using social media enhances my writing skill" (Mean = 3.38), students value the role of social media on their writing skills, though to a slightly lesser extent compared to the other items.

Item number (17) “Social media allows students to share ideas, information and thoughts via online communities and networks” garnered a mean score of 3.45. This suggests that students recognize the effectiveness of social media in fostering collaboration and knowledge dissemination. Items number (14) and (8) got the same mean (3.44) but the standard deviation for the item (14) is (.625) and for item (8) is (.641). It indicates its effectiveness in enhancing multimedia learning experiences and its role in stimulating creative thinking.

Item number (13) “Social media is used to view and download class notes” (Mean = 3.43), highlighting its practical utility. Items number (9) and (12) achieved the same Mean (3.42) but the standard deviation for the item (9) is (.684) and for item (12) is (.669). Emphasises its value as an educational resource and its role in facilitating access to educational materials. Items (7) got a mean score of 3.38. It indicates its role in maintaining motivation and active participation.

Items number (10) and (15) get the same Mean (3.37). This highlights its effectiveness in facilitating communication between the teacher and the student, and indicates its ability to accommodate diverse learning styles. Items number (11) and (1) get the same Mean (3.33). It confirms its role in supporting the acquisition and exploration of knowledge.

Overall, these findings suggest that participants perceive social media as a valuable tool for supporting various aspects of the learning process, including information acquisition, collaboration, skill development, engagement and learning flexibility.

The data indicates a generally positive perception among students regarding the multifaceted benefits of social media in supporting various aspects of their educational experience. This includes enhancing engagement, fostering collaboration, improving access to information, and providing learning flexibility.

This study was conducted on English major students at Hebron University. The study aimed to explore and analyse the use of social media by English major students at Hebron University, focusing on the impact of this usage on various aspects of their academic and personal lives. It also aimed to identify the most commonly used social media platforms and their purposes, and to explore students' attitudes towards using social media platforms for academic purposes.

The findings of this study reflect the relationship between social media use and the academic and personal lives of English major students at Hebron University. By examining the frequency and patterns of social media utilisation, identifying preferred platforms, and exploring students' attitudes toward social media for academic purposes. This research talked about the impact of social media on students' education.

The majority of participants reported using social media daily or weekly for academic purposes, which indicates a strong tendency towards utilising these platforms in educational

activities. This is consistent with previous research that emphasises the role of social media in education (Hussain (2012), Xodabande (2017), Allam and Elyas (2016)).

According to the findings, Facebook was the most popular social media platform, followed closely by Instagram. This highlights the significance of these platforms in the lives of students. Xodabande (2017) found that Twitter was among the most frequently used social media platforms in learning and teaching in Iran. Similarly, Chawinga's study (2017) yielded the same result.

In the study, participants expressed their belief that social media makes learning fun and interesting, helps with information acquisition, facilitates collaboration and communication, and provides flexible learning opportunities. These findings are consistent with (Donlan, (2014) and Li (2017) studies, which emphasises the educational benefits of social media, including increased engagement, enhanced communication, and improved access to resources. Item number (4) "Using social media enhances my writing skill" got Mean (3.38). Similar findings were reported by Allam and Elyas (2016), who observed a mean score of 3.85 in their research.

Item number (6) "Using social media helps me learn at any time and any place" (Mean = 3.51). In Allam and Elyas (2016) study, they put an item "I believe that using social media in my EFL class can be time consuming" (Mean = 3.01). While the current findings indicate that social media use contributes to enhancing students' ability to learn anytime and anywhere, Allam and Elyas (2016) study suggests that students believe using social media in English as a Foreign Language (EFL) classes can be time consuming.

This study about the role of social media in education, particularly within the English language learning at Hebron University. By recognizing the opportunities and challenges presented by social media, teachers can develop strategies to enhance the educational experience and use social media sites

CONCLUSION

The results of this research highlight the relationship between social media use and the academic and personal lives of English major students at Hebron University. By exploring the frequency and patterns of social media use, identifying preferred platforms, and examining students' attitudes toward social media for academic purposes, this study provided valuable insights into the impact of social media on various aspects of students' educational process. It is clear from the research that social media has become an integral part of the lives of English major students, serving as a tool for communication, collaboration, and access to educational resources. While students generally have positive attitudes towards using social media for academic purposes, the study also highlights the need for careful consideration of its potential drawbacks, such as distraction and time management issues. Furthermore, the research emphasises the importance of effective integration strategies leveraging the benefits of social media while mitigating its negative effects. By fostering a supportive learning environment that encourages responsible use of social media and collaboration, teachers can enhance students' academic performance and personal development. Overall, this study contributes to the ongoing discourse on the role of social media in higher education, specifically in the context of English language learning and majoring at Hebron University. By understanding and addressing the challenges and opportunities presented by social media, educators can better support student success and promote intercultural dialogue, tolerance, and appreciation in an increasingly interconnected world.

Recommendations

The study suggested some recommendations that can be used at the university. This can include integrating social media into teaching methods. Moreover, there is a need to develop a systematic approach to integrating social media into the curriculum of English language courses at Hebron University. This should include guidelines for using different social media platforms effectively for educational purposes. Further research should be encouraged on best practices for integrating social media into English language education. By implementing these recommendations, Hebron University can enhance the educational experience of English language major students and better prepare them for success in their academic and professional endeavours.

REFERENCES

- Allam, M., & Elyas, T. (2016, July 15). Perceptions of Using Social Media as an ELT Tool among EFL Teachers within the Saudi Context. *English Language Teaching*, 9(7), 1-9.
- Chawinga, W. D. (2017, January 25). Taking social media to a university classroom: Teaching and Learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(1), 1-19.
- Donlan, L. (2012, October 23). Exploring the views of students on the use of Facebook in university teaching and learning. *Journal of Further and Higher Education*, 38(4), 572-588.
- Dzvapatsva, G. P., Mitrovic, Z., & Dietrich, A. D. (2014). Use of social media platforms for improving academic performance at Further Education and Training colleges. *South African Journal of Information Management*, 16(1), 7. <https://sajim.co.za/index.php/sajim/article/view/604/757>
- Farrah, M. (2015). The role of demographic and personal variables on the Palestinian students' perceptions of blended learning English class. *An - Najah Univ. J. Res. (Humanities)*, 28(4), 993-1026.
- Farrah, M., Abuzahra, N., & Badareen, R. (2022). Social media usage among University students in Palestine: Motivation, prospects and challenges. *Mu'tah Lil-Buhuth wad-Dirasat, Humanities and Social Sciences Series*, 7(6), 13-36
- Hussain, I. (2012, November 1). A Study to Evaluate the Social Media Trends among University Students. *Procedia-Social and Behavioral Sciences*, 64, 639-645.
- Li, V. (2017). Social Media in English Language Teaching and Learning. *International Journal of Learning and Teaching*, 3(2), 148-153.
- Moghavvemi, S., & Sulaiman, A. (2018, August 14). The International Journal of Management Education Social media as a complementary learning tool for teaching and learning: The case of youtube. *The International Journal of Management Education*, 16(1), 37-42.
- Mushtaq, A. J. (n.d.). The Effects of Social Media on the Undergraduate Students' Academic Performances. *Library Philosophy and Practice*, 4(1). <https://digitalcommons.unl.edu/libphilprac/1779>
- Singh, V., & Singh, S. (2022, March). Online Social Media Usage Pattern of English Major EFL Students of State Universities of Haryana, India. <https://www.researchgate.net/publication/359411413> Online Social Media Usage Pattern of English Major EFL Students of State Universities of Haryana India
- Xodabande, L. (2017). Utilizing Telegram® to Improve English Language Pronunciation: A Case Study of Iranian EFL Learners. *Journal of Language Teaching and Research*, 8(6), 1158-1165.