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*Ministry of Higher Education and Scientific Research
Université of Ain Temouchent - Belhadj Bouchaib*



**Faculty of Letters, Languages and Social Sciences
Department of Letters and English Language**

***The Role of Social Media in Enhancing L2 EFL
Students' Speaking Skills via Instagram Reels***

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

Presented by:

Remini samah

Supervised by:

Dr. Boualem Benghalem

Board of Examiners

Dr.Fehaima Amaria	President	MCA	Belhadj Bouchaib Ain Temouchent University
Dr.Benghalem Boualem	Supervisor	MCA	Belhadj Bouchaib Ain Temouchent University
Dr. Allal Rym	Examiner	MCB	Belhadj Bouchaib Ain Temouchent University

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Dedication

I would like to dedicate this dissertation to my parents : My father Remini Chakib and my mother Tayeb Boudjamaa Malika, thank you so much for your love, sacrifices and guidance that have shaped me into the person I am today.

To my beloved sisters, Imene, Yasmine, Douaa, your belief in me and your words of encouragement have been a source of strength and, I am blessed to have you by my side.

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Abstract

Social media platforms have become a significant part of people's lives and have experienced extraordinary growth in popularity, particularly in the previous ten years. It is used in different sectors including education and language learning purposes. Among the popular social media networking websites, Instagram reels have been extremely used by students in educational field in order to improve their speaking skills while watching these reels as a new method of teaching. The aim of this study is to investigate the impact of Instagram Reels on L2 EFL students' speaking skills, specifically in terms of improving their pronunciation and vocabulary. The study technique incorporates research instruments such as questionnaire and interview, using quantitative and qualitative data analysis. The study's key findings show that most students hold positive opinions regarding the use of social media platforms for learning, especially in the context of language education. These results of the questionnaire reveal that the majority of participants viewed the integration of social media as helpful and beneficial for their educational experience .

Key Words

Social media, Language learning skills, Speaking skills, Instagram reels, EFL students

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List of Abbreviations and Acronyms

EFL:English as a Foreign Language .

ICT :Information and Communication Technology .

ELT: English Language and Teaching .

ESL : English as a Second Language

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General

Introduction

General Introduction

Social media has major importance nowadays, since it has invaded every facet of our lives and has a significant impact in many areas, including education. However, there are numerous social networking applications available such as Facebook, Instagram, Twitter... etc. Moreover, students have started to explore their potential on social media platforms such as Instagram Reels to improve their English language via mobile technologies .

Accordingly, speaking skills are very important and necessary, since it allows students to identify themselves, form relationship with various nations and exchange news and ideas with others, but student still find difficulties and challenges which hinder them from achieving oral competencies. Nevertheless , teachers focus only on the explanation of lessons and transmission of knowledge while it is not their responsibility to develop the students' oral skills. Despite this, social media especially Instagram is considered as a significant tool for language learning, providing opportunities for efficient communication, vocabulary acquisition, enhancing pronunciation, and authentic learning experiences.

Overall, the influence of social networking platforms, particularly Instagram on the learning and development of the English language helps the students to bridge the gap between classroom and real-world interactions. Despite of his limitation Instagram can be effective in language classroom by using visual data that might assist visual learners. Also, the purpose of using Instagram vlogs as a medium in order to improve EFL students' speaking skills is to create an environment in which the learners may connect with others unfamiliar with them, eliminating the anxiety of being assessed and developing self-achievement. In other words, this approach would also create opportunities to have experience with new kinds of self expressions, while they share their oral production with other students to improve their speaking proficiency.

Research questions

- 1/How can the use of Instagram Reels contribute to improving one's speaking skills ?
- 2/What is the students attitude towards learning speaking in social media ?

General Introduction

Hypotheses

1/ Instagram enhances English-speaking skills by enabling real-time communication with native speakers and global learners. Instagram Reels, live videos, stories offer opportunities to practice articulating thoughts in English, exposing students/learners to diverse accents, making Instagram an effective tool for improving speaking fluency and confidence.

2/ Students generally have a positive attitude towards using social media for learning purposes, including language learning.

Aim of study

This study aims to investigate the effect of Instagram Reels on the speaking skills of L2 EFL students, with a focus on their awareness and motivation. It aims to improve their vocabulary and pronunciation, accent and cultural knowledge, ultimately enhancing their speaking abilities. This will be achieved through conjunctions with English teaching english that provide an authentic platform for EFL learners to engage in real-life language usage through videos.

Chapter one:

*Language Learning Essentials and
EFL Challenges*

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1.1 Introduction

The first chapter starts by exploring the fundamental concepts of language and language learning skills, as well as the challenges faced in English as Foreign Language classrooms. It provides an overview of language learning skills, including productive and receptive skills. Additionally, it emphasizes the importance of speaking skills in EFL classrooms and the obstacles encountered in developing these skills such as lack of confidence, poor pronunciation, and trouble expressing ideas clearly. It also investigates the significance of speaking proficiency in EFL classroom. In order to support successful communication and self-expression in the target language, the chapter also highlights the importance of EFL in the modern, globalized world and the necessity of addressing the particular difficulties faced by EFL learners. Furthermore, this chapter aims to provide the way for a more engaging and effective learning environment for EFL students.

1.2 Definition of Language

The use of language, whether manual or written symbols, is a means of communication for humans to express themselves as a members of social group. However, language functions include communication, the expression of identity, play, imaginative expression and emotional release. According to Sweet (1887), “the combination of speech sounds and words is what makes language an effective way to express ideas.” The process of combining words into sentences mirrors the process of combining ideas into thoughts. Sweet also states, “A language is a system of arbitrary vocal symbols by means of which a social group cooperates.” This means that the significance of language as a rule-governed behavior of communication and cultural exchange is that language acquired through apprenticeship, a process where people gradually assimilate the language . This process is crucial for effective communication .It also highlights the challenges faced by individuals who cannot speak .

1.3 Language Learning Skills

Language learning skills refers to the various abilities and tactics that people used to learn a new or foreign language. This abilities include listening, speaking, reading and writing. Effective Language learners use a combination of these abilities to navigate and communicate in a variety of linguistic environments.

Language skills are typically classified as either receptive or productive. Receptive skills, such as listening and reading, are used to comprehend language, whereas productive skills, such as speaking and writing, involve language production .

1.3.1 Receptive Skills

Receptive skills include reading and listening, where learners do not have to produce language to complete the tasks, but instead receive and comprehend . These skills are frequently referred to as passive abilities. In contrast, they differ from the active abilities of speaking and writing. When learning a new language, learners commonly begin with a receptive grasp of the next objects before progressing to productive application. “The relationship between receptive and productive skills is a complex one, with one set of skills

naturally supporting another. for example, can help you write better'' (Teaching English, 2008).

1.3.2 Reading

Reading, like listening, speaking, and writing, is a linguistic skill that must be learnt and improved. Indeed, this skill relies on the use of human faculties, such as the eyes and brain, in addition to written text. First, Reading is an individual's capacity to interpret, understand, and derive meaning from written text. It encompasses a range of comprehension and critical analysis. While mastery of these skills enables effective and efficient reading across various types and context. Phonemic awareness refers to the ability to hear and read individual sounds, while context clues refer to the ability to infer a word based on surrounding words and images. The final type is memorization, which refers to the ability to quickly remember and recall words and phrases to read (Chris Drew, 2023).

1.3.3 Listening

Listening is a comprehensible oral language skill that is prevalent in our daily lives that we tend to ignore it. Despite being a crucial mental ability that helps us understand and engage with others. It is a social and cognitive process that involves both our interpersonal relationships and how we organize our internal knowledge. Nuan (2003 :23) has defined listening as " Listening is an active, purposeful process of making sense of what we hear". It means that listening requires concentration, attention, and the ability to interpret verbal and nonverbal signs. Thus effective listening involves more than hearing the words being spoken but also comprehending their meaning and context.

Thus, listening is an essential skill for success in all aspect of life, as it allow us to connect with others and gain valuable insights and information.

1.3.4 Productive skill

Productive skills encompass writing and speaking, where learners who have efficient skills can effectively produce Language. These skills are sometimes referred to as active skills. Learners need to generate language to communicate their ideas either orally or written form. "Three factors influence a speech ;who says it ; how he delivers it ; and what he says. And of the three the least is the important " (Mishra, 55). Undoubtedly,

grammatical structures, words , their proper usage, and their particular level of accuracy must all be followed. These elements are used both in active and passive skills.

As Riggenbach and Lazaraton point out, rather than "adopting activities that focus only on accuracy, many language teachers emphasise on improving communicative competence in language students by using « communicative activities » " (Riggenbach & Lazaraton, 1991, p.125)

As Olshtain and Cohen assert that, "In order to achieve proficiency in another language, it is necessary to enhance our communication skills ".This suggest that their observation support the view that while language is indeed necessary , it is not the most important feature in speaking activities.

1.3.5 Writing

Nunan (2003, p. 88) states that " Writing involves brainstorming ideas, organising them into clear sentences and paragraphs for reader". Moreover, Harmer (2004, p.31) states that "encouraging students to pay attention to precise language usage is a key aspect of writing". Based on all the definitions above it can be claimed that writing holds significant importance as a complex process . It requires students to think critically, articulate their ideas and rewrite their works in order to enhance its quality. Teachers can assess their students writing skills by providing positive comments and direction, monitoring and measurig their progress, and selecting appropriate computer applications and teaching methodologies.

1.3.6 Speaking

According to Kaura and Abdulaziz(2020), "Speaking is an activity in wHich words are ;pronounced, these words and phrases express a person's spoken ideas". Additionally, Thornbury and Nunan claim that "Speaking is an essential skill in language , whether it is the first or second language. Through this skill, people can measure their language proficiency" .

Furthermore , Devi, Virgiana & Auli(2020) noted that, "Many students have good proficiency in other skills but seem not good enough at speaking". However,the skill of speaking in language learning does not entail only the ability talk but also how individuals convey their thoughts and ideas orally. Speaking abilities receive significant attention in language learning, with various components to assess students, including fluency, grammar,

pronunciation, and vocabulary. As a result, it's crucial for students to be aware of these characteristics to enhance their speaking skills.

However, despite this focus and awareness, many individuals continue to struggle with mastering speaking abilities. For example, Himmah, Suharturo and Ismiatun(2020) found that "students often struggle with a lack of confidence in speaking and limited vocabulary, preventing them from expressing their thoughts and knowledge ". As a result, teachers are expected to develop creative and exciting ways to create an attractive environment such as using technology in language classes to help students overcome the problems mentioned.

1.4 Importance of EFL

Undoubtedly, the English Language has achieved international importance due to its numerous users. People utilize it in various aspects of their lives worldwide. Nowadays, English is indispensable as it is used in education, research, business, internet, travel, medicine, software, tourism, media ...etc.

In today's society, individuals from all over the globe communicate using a common language, promoting global engagement and comprehension. For instance , over 84% of research studies use the English language in different field such as natural science, mathematics, humanity, social sciences, agriculture, business, fashion designing, internet and so onP. S. Rao (2019). Therefore, mastering the English language is essential for EFL students, "who seek to acquire it in education, employment, and professional advancement in today's globalized and technologically-driven world. Baker and Westrup (2003, p. 5) claim " student proficient in English have improved possibilities for future education, employment, and professional progression".

1.5 Importance of Speaking Skills in EFL Classroom

The importance of mastering the English language lies in the acquisition of its fundamental skills. Boonkit (2010) highlights this by stating that "In the learning process of the English language, four basic skills—listening, speaking, reading, and writing—are important". Tange (1997:120) stressed on the significance of speaking skills in language learning, highlighting that "speaking stands out as the most crucial skill because it enables

individuals to apply their existing knowledge". Moreover, speaking is often the primary focus for many foreign language learners. Across these skills, speaking emerges as one of the most essential abilities for EFL learners since it facilitates successful communication, a fundamental requirement in today's environment. However, people cannot exist in the absence of communication because they need to convey their thoughts, ideas, and opinions that make language as a key tool that helps them achieve this purpose. According to Nazarah(2011), "developing English speaking abilities is becoming increasingly important in international communication". This emphasis on speaking skills is supported by the fact that English is widely utilized in the global job market, offering additional opportunities for individuals with strong English speaking abilities.

Finally, (Nunan, 2003) stated "speaking competence is significant for ESL or EFL learners since it indicates the capacity to talk in the second language. It is a skill widely desired by many second and foreign language learners ". This underscores the fundamental importance of learning a second language for EFL and ESL learners , as it is essential for communication, confidence, career success .

1.6 Problems of Speaking Skills in EFL Classroom

No matter how proficient EFL learners become in English, they still encounter difficulties in their speaking skills. Many studies have found that oral language is often overlooked in the classroom, with spoken language predominantly used by teachers rather than learners . However," The teacher's oral language is rarely useful in assisting students in acquiring information and engaging with new concepts" (Abram & Pearlman, 2010). In reality, a large number of learners struggle with speaking because it is an issue that often leads to poor performance when speaking . Riadil (2019) expressed that" difficulties with language can lead to decreased academic accomplishment among students ", weak speaking ability likely resulting from a lack of vocabulary, grammar and pronunciation all of which belong to linguistics problems. These issues impede students efforts to improve their speaking abilities. Another problem that impact the student's ability is psychological, related to emotional and physical conditions and self-productivity . Factors such as lack of self-assurance, nervousness, feeling bashful when speaking English contribute to this issues .

Besides Tang (1997: 121) identified several problems in speaking activities such as “inhibition, nothing to say, lack of contribution and the use of mother tongue”.

1.6.1 Inhibition

One common issue is that students are frequently restricted in attempting to speak in a foreign language in class due to concerns about making mistakes, fear of receiving criticism, and hesitancy to engage in conversation. Littlewood (2007) asserts that saying "in foreign language classroom, students might easily encounter feelings of inhibition and anxiety, which may hamper their language learning and performance".

1.6.2 Nothing to Say :

We can identify "having nothing to say" or "a lack of topical knowledge" as significant challenges for teachers in motivating and encouraging students in oral communication. Nevertheless, students frequently assert their inability to participate, lacking the motivation to express themselves.

1.6.3 Lack of Contribution

In speaking classes, students with different abilities may find themselves perceived as being at the same level. As a result, within student groups, some individuals may speak more assertively in order to be heard, while others may have limited opportunities to contribute. This condition results in a tendency for some students to be dominate more than others .

1.6.4 The Mother Tongue Use

The use of mother tongue is a commonly encountered. In reality, it is generally considered beneficial not to punish learners for speaking in their own language. Harmer (1991) suggests that, "among several reasons, the mother tongue use is a natural phenomenon that requires increasing practice to overcome ". Consequently, when teachers use mother tongue, this may give students the impression that it is of no harm to use mother tongue on their part as well.

Chapter two :

**The influence of Social media and
Instagram reels on EFL speaking
skills**

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2.1.Introduction

This chapter deals with definitions of Technology, ICT, Social media and Instagram within the context of English Language Teaching. However, Technology and ICT offer resources and system of education, while social media and instagram provide multiple chances for connection and communication. Moreover, Instagram features such as reels create new possibilities for language learning and skill enhancement. This chapter investigates the fusion of social media, specifically Instagram into ELT methods, highlighting its potential to improve EFL student speaking skills, cultural awareness and student engagement.

2.2.Technology and ICT

Technology is a broad concept that encompasses the use and understanding of tools and craft, as well as its impact on our ability to control and adapt to our environment. The term "technology" originates from the Greek words "technologia" ("techne" meaning "craft") and "logia" ("logia" meaning "saying"). It encompasses material objects such as machinery, hardware, or utensils, as well as broader concepts like systems, methods of organization, and procedures. Technology can be applied broadly or in specific areas, such as building technology, health technology, and cutting-edge technology. According to Hess (2002) "technology serves as a medium for creating meaning. Although, it's commonly associated with physical items like phones, cars, and computers, Dress (2002:599) suggests that "technology incorporates various features and aspects that define its dimensions". Infrastructure, social systems, skills, and attitudes are core elements of technology, demanding active problem analysis and practical solutions to ensure functionality and effectiveness".

Finally, technology goes beyond the dimensions previously mentioned, as it also encompasses culture. Drees defines technology as a "culture that is more comprehensive because it reflects who we are, our goals, and our beliefs and values through intricate processes. Indeed, Graddol (2012) stated that" technology is crucial to the globalization process, influencing employment, education and culture"(p.18). In today's society, technology has impacted every aspect of our lives, making it extremely relevant.

2.3 The Role of Technology in EFL Classroom

The use of technology for language instruction provides conveniences and timeliness of access, benefiting both teachers and students Utilizing digital libraries, such as dictionaries and thesauri, has accelerated learning and expanded learners' vocabulary. According to Chapelle (2003), "technology is necessary to improve the language ability of students simultaneously inside and outside the traditional educational environment." She also noted that "teachers who teach English as a foreign language recognize the students' need to use English away from the classroom in order to improve communicative competence. Additionally, learners tend to be more motivated by using technology in the process of learning English."

Technology has numerous benefits for improving learning outcomes. However, the literature indicates that technology has a variety of impact on reading and writing. AlHarbi (2008) stated that the application of the Internet for ESL students' reading and writing abilities using a word processor has been enhanced by technology. Additionally, the importance of using technology to improve reading and writing skills, especially for English language learners, is emphasized. In Kasapoglu-Akyol's work, attention is also given to students who need to catch up on classes or learn for personal growth. He indicated that "using word processors, including bilingual ones, is an excellent method for improving writing skills and inspiring students to write" (p. 229). On the other hand, Peregoy and Boyle (2012) concluded that technology tool improve reading and writing skills due to their user-friendliness and ability to facilitate more effective learning. These solutions create a new platform for students to easily engage in english lessons regardless of their location inside or outside of the classroom. Technology is increasing English learning by connecting students globally through various platfoms. One effective tool for enhancing writing for non- native learners is a blog. Bloch(2007) " many college students gain critical knowledge and receive guidance on how to write academically from blogs".

Studies have also shown that "the use of technologies in teaching languages have an increased advantage on the development of grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills" (Haigh, 2010; Levy, 2009; Namaziandost & Shafiee, 2018)

2.4 ICT

ICT refers to information and communication technology. " The term ICT refers to electronic technology used for information transmission, processing, storage, creation, display, and exchange. However, this broad definition encompass various technologies such as radio, videos, DVD, telephone, and computer network hardware and software" (Mohammed Adulkareem A. Alkamel, 2018).

"Nowadays, ICT is used to improve people's quality of life " (Mohammed Adulkareem A. Alkamel, 2018). In other words , it is essential in today's environment to go beyond purely using technology such as cellphones or tablets, digital intelligence which includes ICT-related abilities and competencies. However, educators aim to develop students' digital intelligence to prepare them for the present and the future. " The term ICT has also been used to cover these older media, and the distinction between computing and other resources is becoming blurred as digital technology increasingly pervades our lives " (Kennewell, 2004)

2.4.1 ICT Resources

According to kennwell (2004) ICT resouces are classified as follow :

- a- Software : The stored instructions, which enable the hardware to operate automatically, together with the information that it stores and processes, such as a word processing program and the documents produced using it.
- b- Hardware : refers to the physical components of computer such as the display, keyboard and mouse. It is the apparatus that facilitates processing of data.
- c- Media : The materials that carry data and programs, such as floppy or hard disks.
- d- Services : refers to the integration of hardware, software and human resources that enable users to achieve more than they could with hardware and software alone, such as the Internet.

2.5 The Role of ICT in English Language Teaching

" Information and communication technology in ELT can cover all the four skills of English language (grammar – writing – reading –speaking). In his work, (Mohammed

Adulkareem A. Alkamel, 2018) mentioned that “ICT plays a vital role in the process of teaching and learning ”. Therefore, enhancing educational quality is urgently necessary”.

ICT tools have considerably benefited English language teaching by fostering positive attitude among students, promoting autonomy and providing authentic and engaging learning experience. Students can have an excellent chance to pick out the elements that align with their learning strategies, which were not effectively addressed by conventional methods.” As stated by Mohammed Adulkareem A. Alkamel, 2018 , the presence of materials such as video clips, animation, audio is very exciting since the teachers let students practise language skills in a unique manner ”. Overall, ICT can improve students’ attitudes by delivering a more engaging, flexible, and thorough learning experience.

2.6 The Impact of ICT in ELT :

Undoubtedly, motivation plays an important role in the acquisition and learning of a foreign language, leading learners to have positive attitude towards modern technologies. Despite the fact that current technologies have both good and bad elements, their benefits are seen to outweigh their negatives. No doubt, they have significant and positive impacts on ELT (N.Shalini Jayanthi, R. Vijay Kumar, 2016). Therefore, to enhance motivation among language learners, it is critical to understand their motivations, providing an appropriate classroom environment with a clear path and integrate the language into daily lives.

2.7 Social Media

The term ‘Social media’ can be derived from two words that are ‘social’ and ‘Networks’. On one hand, ‘Social’ refers to the connectedness with society and the way it is organized, in which they meet and spend time with other people. On the other hand ,‘Networks’ indicates a collection of two or more computers systems (Eren, 2012; Beal, 2015; Namaziandost, Sabzevari, & Hashemifardnia, 2018).

Nowadays, social media is widely used in today society. El-Badawy & Hashem (2015:46) argue that " social media is the platform that give individuals the opportunity to interact, using two ways communication; meaning, that anyone who has online accounts can share their opinions with other social media users ". Currently, there are many kinds of Social

Chapter two :The influence of Social media and Instagram reels on EFL speaking skills

Media Platforms such as facebook, twitter, snapchat, instagram, youtube which enable users to interact, share, communicate, maintain connection with other people for various purposes. As social media becomes more prevalent in education, it's crucial to integrate it into pedagogy to enhance learning in the digital age. As a matter of fact , recent studies have shown that, education institutions have increasingly integrated social media platforms to create collaborative and interactive online learning systems.

Social media offers versatile, interesting and interactive materials that enable students to express themselves confidently, making it a potential solution. According to Gibbins and Greenhow (2016) and Hashemifardnia, Namaziandost, and Sepehri (2018), students would appreciate the use of social media as a tool to improve their listening and speaking / communicative skills. This approach would receive an enthusiastic welcome from the making it a potential solution. As it aligns with their interests and provides an interesting and dynamic platform for learning.

2.8 Social Media Networking Sites

Social networking sites are online platforms and websites that allow users to connect, interact and exchange information, and build connections. These platforms allow individuals to stay in touch with friends, family, colleagues and even clients, and can serve both social and business goals. On the other hand, " Social media platforms are recognized significant tools for improving teaching and learning methods to their inherent openness, interaction and sociability " (Manca & Ranieri, 2016). Namely, Social platforms as effective in teaching and learning tools because of their openness, interactivity, and sociability. These qualities facilitates student engagement, and the building of learning communities.

There are numerous social networking web sites like facebook, instagram, youtube, twitter, email, tiktok.

2.8.1 Facebook :

It is social networking platform where registered users may build profiles, upload photos and videos, and communicate with family, friends and colleagues. It has been founded by Mark Zuckerberg. However, Facebook is a global social media that focuses on connecting people, facilitating conversation, and sharing content, . "This platform is known to have features that contribute to the development of communication skills when users interact with

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peers and school or faculty members. This features encourage participation, collaboration, peer support, commitment in educational activities " (Tiryakioglu & Erzurum, 2011).

2.8.2 Twitter :

This social networking site, which started in 2006, allows users to communicate their ideas and opinions with large audience by sending messages known as tweets. According to data reportal, Twitter had over 436 million users in January 2022.

2.8.3 Youtube :

This well-known video sharing website, was established in 2005. It allows anyone to share, publish and post videos and vlogs. Over the time, it has grown to be the most popular website on the internet, with viewers watching around six billion hours of videos per month.

2.8.4 Instagram :

This social media platform, which was introduced in 2010 and is primarily used on mobile devices. It enables users to creates accounts, publish content, use filters, and locations, making stories, posting contents, reels, vlogs and use hashtags. "Instagram, which first appeared in 2010, was launched as a photo sharing platform and over the time other new features such as video, texting, and story sharing have been added which contributed to its growth greatly " (Ellison, 2017).

2.9 The Impact of Instagram Reels in English Classroom

In her study from 2016, Handayani explores the innovative use of Instagram as a valuable resource in language classrooms. She emphasizes that "Instagram can be a versatile tool for language classroom, providing numerous activities such as digital storytelling, grammar activities using photos, role plays, reading, speaking activities through videos etc". As a matter of fact , Instagram reels were introdcued on august 5, 2020, Instagram reels empower users to make brief video clips videos with the background of a popular or favourit music. This function can assist instructional or educational content. Thus, "Instagram focuses on four linguistics skills listening, reading, speaking and writing both within and outside of the classroom. Likewise, reaserch studies demonstrated that instagram may be a good tool for developing writing abilities " (Soviyah & Etikaningsih, 2018).

Chapter two :The influence of Social media and Instagram reels on EFL speaking skills

Accordingly , teachers should take advantage of advancements in technology especially Instagram reels to enhance learning in classroom. Carpenter et al., 2020 stated that "The use of instagram reels can be an effective educational tool that elevates the learning experience and makes it more meaningful and insightful ". In this case, short-form videos can enhance students' awareness and motivation in their learning process , as well as boost their engagement in classroom activities . It can also be used to teach grammar and vocabulary, pronunciation and accent .

Additionally, Instagram Reels can assist students in learning about diverse cultures and expanding their cultural knowledge. Moreover, they can improve students' speaking abilities and boost their confidence. According to rahmah (2018), " instagram has been shown to boost to enhance students' confidence by enabling them to share photographs as a part of their foreign language learning experience ". Based on Tiurma et al.(2021) "Instagram can be utilized to educate public speaking in various ways, such as teaching speaking through Instagram Reels". Students log into their Instagram accounts, watch specific videos, and then respond to prompts, providing them with a limited opportunity to express their opinions after watching a film .

Finally , the third step suggested by tiurma is to help students to correct their word pronunciation. Assign students to form groups of three, allowing them time to plan their perspectives. Then , have them create a video and post it on Instagram .

2.10 Advantages of Using Instagram Reels for EFL Speaking Skills Development

Indeed, facebook and You are not the only tools for education, as Instagram is also considered as a medium that can be utilized for learning as well. However, it has been proven that through this platform, students can practice speaking more confidently. As illustration Erarslan (2019) affirms that " learners could practice speaking more fluently and in a more comfortable manner using instagram" .Thus, this study aims to evaluate university students' perceptions on Instagram as medium of education and its impact on language learning. Regarding the findings , it was revealed that instagram can be utilized to improve learning of English. Azlan et al.(2019) observed similar findings, discovering that instagram had a

Chapter two :The influence of Social media and Instagram reels on EFL speaking skills

beneficial influence on students' self-confidence and motivation to become proficient speakers.

Furthermore , Instagram reels is a features that enables users to create 19-second vertical movies on their accounts within the application , which can be easily shared and saved. Unlike instagram stories which disappear after 24 hours. Additionally, using instagram reels for language learning makes it easy and fun. “ Instagram allows educational accounts to share materials in the forms of pictures and videos for free , and such content could be utilized to make learning more fun and enjoyable”, as suggested by (Agustin & Ayu, 2021). Also , wulandari (2019) noted that “apart from enhancing learner’s speaking proficiency, the use of instagram also contributed to the improvement of learners fluency and vocabulary, while boosting their self-confidence and motivation.

In fact , Erarslan (2019) suggests that Instagram Reels appear to be an ideal tool for English learning for the following reasons :

- It offers contextualized visual data that may enhance language classroom .
- Using Instagram Reels in the classroom can initiate to improve a socially linked community of learners, as this tool facilitate student engagement and socialization beyond the confine of the classroom.
- Instagram Reels, being a popular social media source among young learners and easily adaptable, allow students to apply classroom knowledge in the real world by including technology in the learning process. Moreover, this medium can be utilized for teaching English language skills both online and offline."

2.11 How does Social Media influence The Reduction of Anxiety and the Improvment of Confidence

Social media has both postive and negative effects on reducing speaking anxiety and enhancing learners' confidence in their speaking talents. While some of academics((Lee-Won, Herzog, Park, 2015) argue, " it can help lower anxiety and provide a platform for carefull presentation of discourse" . Other researchers suggest that social media is associated with an increased risk of depression, anxiety, loneliness, and low self-esteem. Thus, the effects of social media on anxiety and confidence are multifaceted , which makes it an issue that requires a carefull examination of its potential positive and negative effects.

2.11.1 Positive Impact

Based on the research findings, both active and passive social media use can predict social anxiety negatively, explaining for 41.3% of the diversity. This implies that social media can contribute to enhancement of communication skills, which in turn may assist reducing anxiety. As Verduyn et al. (2017) suggest " an active approach to social media is associated with improved psychological health, whereas a passive approach is associated with lower psychological well being , which may may potentially prevent further anxiety and depression ". Hence, communication ability was found to buffer the relationship between social media use and social anxiety, suggesting it as potential approach for anxiety reduction. However, it is crucial to emphasize that the utilisation of social media can have detrimental consequences on mental health, including anxiety and despair. Additionally, individuals who experience social anxiety may find it easier to communicate their opinions online, facilitating real- time interaction, which can help learners gain confidence in their speaking talents .

2.11.2 Negative Impact

Social media may substitute some face to face contacts, resulting in a lack of direct contact with peers. This could potentially result in producing callousness when communicating effectively and elevating anxiety during in-person encounters.. According to Dr. Steiner-Adair, " Self-esteem comes from consolidating who you are". However, continual comparison on social media and limited in-person connections can lead to low self-esteem, depression, and anxiety. This, in turn, may diminish learners' confidence in their speaking skills. Additionally, the absence of nonverbal cues in online communication can contribute to misunderstandings:

" Anxiety can lead to negative self-image, maladaptive feelings, less social involvement, worse perceived quality of relationships, and decreased interest in social and leisure activities".(Rapee and Heimberg 1997).

2.12 Conclusion

The development of social media has resulted in an important alteration in our daily lives, while social media websites and specifically Instagram Reels played important role in this change. This chapter focused on speaking skills, by underscoring the importance of speaking proficiency in EFL classroom and the difficulties that students confront. Additionally, the impact of technology, notably social media, with a special emphasis on Instagram Reels , has been examined

Thus , EFL learners can develop their speaking skills in vivid and attractive manner. Social media has had a significant positive impact in language learning and also a negative impact. Therefore, it has been proved that the integration of social media, especially Instagram Reels, into EFL offers promising opportunities for improving speaking skills, profiting the benefits.

Chapter three:

**Research methodology and Result
analysis, Suggestions and
recomendations**

Chapter three : Research Methodology and Result Analysis

Chapter three : Research methodology and Result analysis

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3-1 Introduction

This chapter focuses on the practical parts of research methodology, and data analysis in our study, highlighting the importance of research design, sample and population, instruments, data collection procedures, and data analysis methods, and interpretation of the main study.

Concerning this chapter the general blueprint for this study includes the specific methods and strategies used to collect and analyze data. We start by discussing the research design, and outlining the features of the target population and sample. Next, we introduce the research instruments used in the study, specifically the questionnaire and interview. To ensure the validity and reliability of these instruments, we rely on previous studies. In the data analysis section, we elaborate on how we analyzed the participants ' information, relying on both qualitative and quantitative methods.

Following that, we present the results of the study, which includes the analysis of both questionnaire and interview data. This include providing a summary of the finding including frequency and percentage of responses. At last, we offer recommendations for future studies, in addition to an emphasis on the limitation and suggestion areas for further research.-

3-2 Research Design

It is commonly known that the research design is the foundation for the entire research project, as it will help to carry out the execution of the chosen task in a planned and systematic manner. Additionally, following the completion of the research methodology, the actual research effort may begin (D Rajasekar& R Verma, 2013). However, this research is often characterised by the procedures of collecting data to adress specific question or solve particular problems.

In this research, the purpose of the study is to look at how Instagram Reels can assist English as foreign language (EFL) students in improving their speaking skills. Moreover, the study will take a mixed – methods approach, collecting both qualitative and quantitative data. On one hand, the qualitative component of research will be carried out through interview and questionnaire, allowing a comprehensive understanding of participant experiences and perception such as interview will be conducted with teachers , while questionnaire will be

administered to L2 students. This technique will let the reader explore some themes such as motivation, challenges, strategies for using Instagram as social media platform to improve speaking skills.

On the other hand, the quantitative component will involve administering questionnaire to a group of EFL learners to determine the effectiveness of Instagram Reels in enhancing the students' speaking performance .

3-3 Sample and Population

Population encompasses all individuals or items under studying, whereas sampling involves selecting a portion of the population for investigation. It is the process of selecting a sample of units from a dataset to assess the characteristics, beliefs and attitudes of the individuals (Samar rahi, 2017). In line with Cooper et al., there are various reasons that drive the demand for sampling, including the improvement of data collection speed, enhancement of result precision, and cost-effectiveness. The choice of sampling techniques is influenced by specific characteristics of the research being conducted.

The sample and population of this study consist of second-year students from Bel Hadj Bouchaib University Department of English and Foreign Languages. This group was selected due to its relevance to the research objective, accessibility and willingness to participate in investigating how Instagram Reels affect speaking skills. To ensure a representative sample, approximately 52 students from the 2023-2024 academic year will be chosen through random and stratified selection methods to complete a questionnaire.

3-4 Research Instrument

A research instrument is a tool crafted by a researcher devised to systematically gather data and impartial manner, tailored to a given research project. However, this tool may manifest in diverse formats such surveys tools or assesments such as questionnaire, interviews. "Questionnaires and interviews are frequently utilized in mix method studies on educational assessment" (e.g., Brookhart & Durkin, 2003; Lai & Waltman, 2008). Additionally, " the primary tools used in mixed-method research include close-ended and

open-ended questionnaires, interviews, and classroom observations (Mohammad Zohrabi, 2013)”.

3-4-1 Questionnaire

Certainly, questionnaire is an important source of data collection in research. The essential aspect lies in the questionnaire design process. Therefore, researchers must ensure that the questionnaire is valid, reliable, and clear (Richards & Schmidt, 2002, p. 438). Furthermore, questionnaires can manifest in three different forms :

- Close-ended questionnaire, also known as a structured questionnaire.
- Open-ended questionnaire, often referred to as an unstructured questionnaire.
- Surveys that include elements of both closed – ended and open-ended questions.

Blaxter and colleagues (2006, p.170) divide questionnaires into seven categories : quantity or information questions, list or multiple-choice questions, scale – based questions, ranking questions, sophisticated grid or table questions, and open – ended questions .

The questionnaire is organised into 13 questions. It combines closed-ended multiple choice questions to gather basic demographic and preference information. It also includes open – ended questions to explore the potential downsides of using social media for language learning. While mainting a close – ended structure to investigate challenges, enhancements, and overall experiences with Instagram Reels, the survey ends with a mix of closed - ended and open-ended questions to gather insights on participants, preferences and interactions with native speakers, In addition to, the specific object of each question for example in the first question.

The questionnaire covers various aspects such as participants' gender, preferred social media platforms, frequency of usage, and main purpose for using Instagram Reels. It also explores specific difficulties, and potential drawbacks of using social media for language learning. Moreover, Participants are asked about observed improvements in speaking skills through Instagram Reels and challenges encountered, their methods of promoting vocabulary through Instagram Reels for EFL learners , and practicing speaking skills through the platform. Lastly, it investigates their experiences with communicating with native speakers via social media for speaking practice and its impact on their abilities.

3-4-2 Interview

The interview is an exchange between two people at a given event, with one acting as the interviewer and the other as interviewee. However, Kvale (1996) views interviews as “just one type of human contact, and that through dialogues, we get to know people, learn about their experiences, feelings, and goals, and understand the contexts in which they live”. Moreover, according to Swell (2009), “in certain professional interviews, such as employment assessments or legal interrogation, the interviewer’s power far exceeds that of the interviewee’s”.

This research employs both face to face and online interview, during which teachers are asked five open-ended questions. Each question has its objective; for instance, the first question aims to identify any specific language skills that students find difficult, seeking for information from experienced teachers. The subsequent question delves into the use of social media platforms and whether teachers incorporate them into their teaching practices, in order to gather their strategies for improving speaking abilities among EFL students. The third question investigates the perceived potential of the platform for improving EFL learners speaking skills. The fourth question addresses potential barriers, and explores ways to overcome them, particularly in using Instagram Reels in language training. Finally, the fifth question collects recommendations and best practices from experienced teachers to other learners who are seeking to enhance their speaking skills.

3-5 Data Collection Procedures

Data collection is the process of acquiring and measuring information on characteristics that are relevant in a systematic manner to answer research questions, test hypotheses, and assess results. However, data collection involves gathering both quantitative and qualitative information on specific variables to analyze findings. In this study, these methods were utilized to gather data. The researcher implemented two study techniques which are: a questionnaire, interviews to collect quantitative and qualitative data simultaneously.

3-6 Data Analysis

In this research, data analysis involves a systematic process of analyzing participant information. When examining the questionnaire, the researcher utilizes a mix of quantitative and qualitative data analysis methods. However, for analyzing the gathered interview data, reliance is placed on qualitative data analysis.

3-6-1 Quantitative Research

Quantitative approach is a systematic approach that focuses on collecting and analyzing data for understanding and describing a phenomenon. According to Creswell (2008) “Quantitative Research is a method of evaluating objective theories by studying relationship between variables”. However, these factors can be quantified and measured with tools. The quantitative research approach, which is sometimes associated with realism or positivism, aims to uncover underlying truths by collecting numerical data and assessing it using mathematically based approaches, particularly statistics (Aliaga & Gunderson, 2000). Therefore, the objective of quantitative research is to understand, describe, and forecast the nature of a phenomenon, notably through the creation of models and theories. Moreover, in the context of studying the role of Instagram Reels in improving speaking skills for EFL learners, quantitative research can be used in three ways: first descriptive research to collect data on the extent of Instagram Reels influence on speaking skills. Second, Experimental research to determine the cause and effect relationship, while correlation research to investigate the relationship between Instagram Reels and the improvements in speaking skills. This approach enables the investigation of the impact of Instagram Reels on EFL learners speaking skills, providing significant knowledge into the phenomenon .

3-6-2 Qualitative Research

According to Creswell (2005 : 39), “qualitative research in education entails researchers relying on participants perspectives, asking open – ended question, collecting data primarily in the form of participants’ words, analyzing these words for recurring themes, and conducting the investigation using a subject –oriented approach”. This approach is particularly useful in education research since it enables a more in depth understanding of participants’ experiences, attitudes and learning environments. Qualitative research, which relies on participants perceptions can offer rich and comprehensive perspectives that quantitative methods cannot provide. Also, this method is especially useful for investigating a complex

phenomena such as the impact of social media in learning, because it facilitates a thorough examination of participants' experiences and view points.

3-7 The Result and Data Analysis of Research Instruments

The following section will analyse and describe the data collected from both teachers and students' questionnaire .

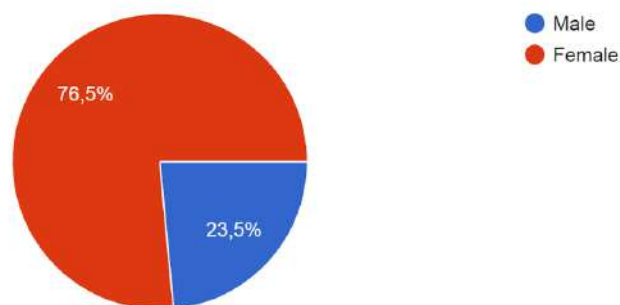
3-7-1 Students' Questionnaire Result:

In this research, the questionnaire was targative at L2 EFL learners, and there were 52 answers .

1- Question 01 :Gender

- **Figure 3-1** Gender preference

Gender
51 réponses



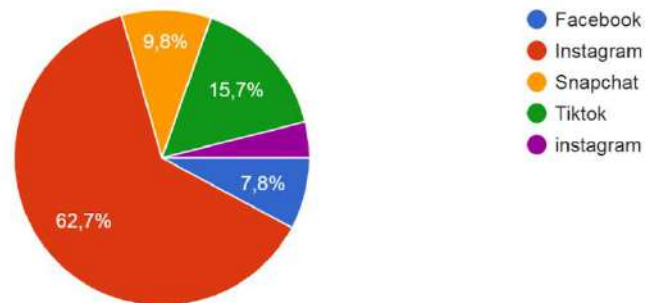
The pie chart shows 51 responses, where, 76. 5% are female and 23. 5% are male.

Question 02 : Which social media do you prefer to use ?

- **Figure 3-2** Social media preference

Which social media platforms do you prefer to use ?

51 réponses



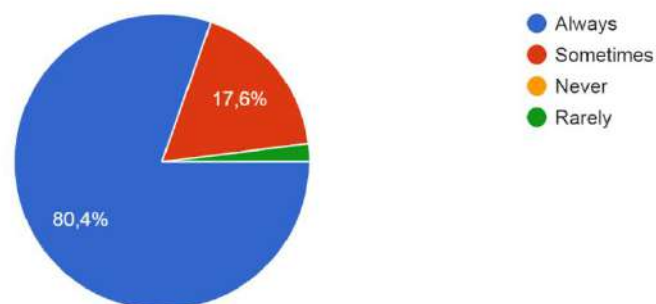
The pie chart illustrates the popularity of each social media platform. According to the questionnaire, Instagram emerges as the most favored platform, with 62.7% of respondents selecting it. Facebook follows closely behind with 7.8%, Snapchat with 9.8%, and Tik Tok with 15.7%.

Question 03 : How often do you use social media platform ?

- **Figure3-3** Social media Usage Frequency

How often do you use social media platform ?

51 réponses



The pie chart illustrates the result of a survey question, the majority of L2 students, comprising 80.4% (41 students), claimed to constantly use social media, while a smaller

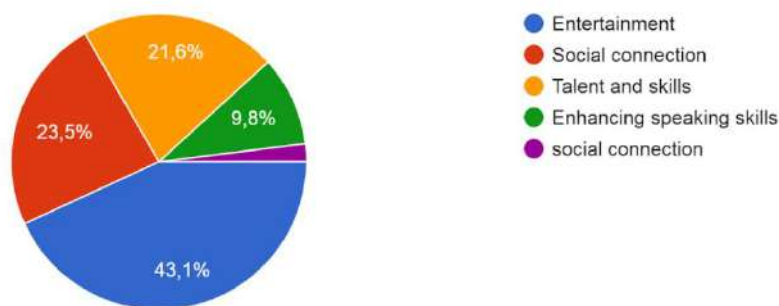
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group of 17. 6%(9students) reported using social media sometimes. Interestingly, none of students surveyed indicated rare or never using social media platforms.

Question 04 : What is your main purpose in using Instagram Reels ?

- **Figure 3-4 :** Main Purpose in Using Instagram Reels

What is your main purpose in using instagram reels ?
51 réponses

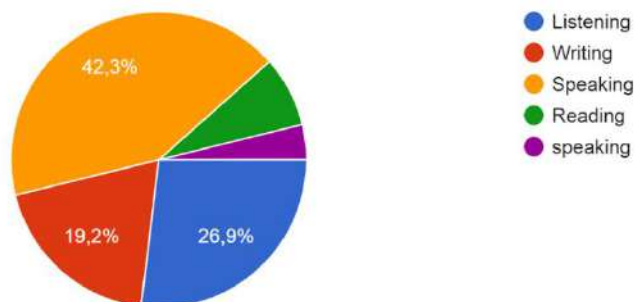


According to the pie chart, 43.1% of respondents (22 students) primarily use Instagram Reels for entertainment, behind 23.5% (12 students) who use the platform for social connection, and 21.6% (11 students) who aim to demonstrate their talent and skills. A smaller proportion 9.8% (5 students), stated using Instagram Reels to improve their speaking skills. These statistics reveal a wide range of reasons for utilizing Instagram Reels.

Question 05 : Which language skills do you find difficult ?

- **Figure 3-5 :** Difficulty of Language Skills

Which language skills do you find difficult ?
52 réponses



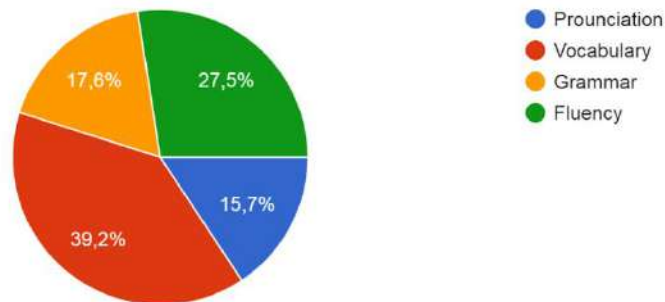
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Based on the pie chart, 42.3% (22students) stated speaking is the most difficult language skill to master, while 26.9% (14students) regarded speaking to be the most challenging. Conversely, a smaller group of 19. 2% (10 students) identified writing as their greatest difficulty. Remarkably, no student selected reading as a challenging language skill, indicating that they did not encounter difficulties with reading.

Question 06 : What are the specific difficulties that you face when it comes to speaking english ?

- **Figure 3-6** Specific Difficulties in Speaking English

What are the specific difficulties that you face when it comes to speaking english ?
51 réponses

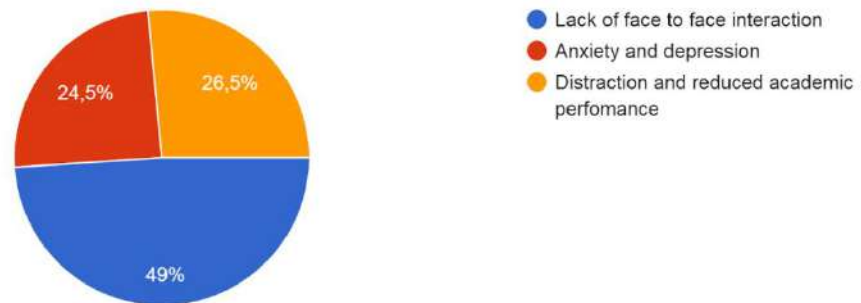


The questionnaire presents that speaking in English provides a variety of obstacles, with vocabulary emerging as the key barriers for a substantial number of participants, accounting for 39. 2%(20 students). Additionally, 14 students (27. 5%) of the participants reported difficulties in fluency .However, 9 students with percentage of 17.6% of identified difficulties in grammar, and Pronunciation, with 15.7% (8 students) identifying it as problem as well .

Question 07 : Are they any potential drawbacks or limitation of using social media for improving speaking skills ?

- **Figure 3-7** Potential Drawbacks of Using Social Media for Improving Speaking Skills

Are they any potential drawbacks or limitation of using social media for improving speaking skills ?
49 réponses

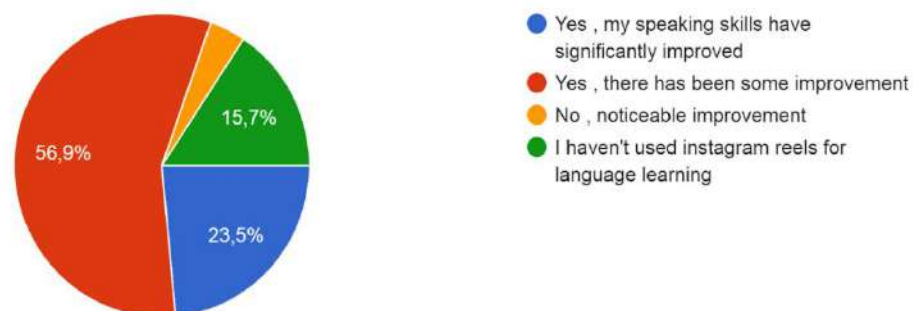


The pie chart depicts responses from a survey regarding the downsides of using social media to improve speaking skills. The majority of participants, accounting for 49% (24 students) identified the lack of inperson communication as potential disadvantages. Furthermore, 24.5% (12 students) expressed concerns about anxiety and depression caused by social media use, While 26.5% (13 students) listed distraction and reduced academic performance as downsides.

Question 08 : Have you noticed any improvements in your speaking skills since using Instagram Reels ?

- **Figure 3-8** Improvements in Speaking Skills from Using Instagram Reels

Have you noticed any improvements in your speaking skills since using Instagram Reels ?
51 réponses

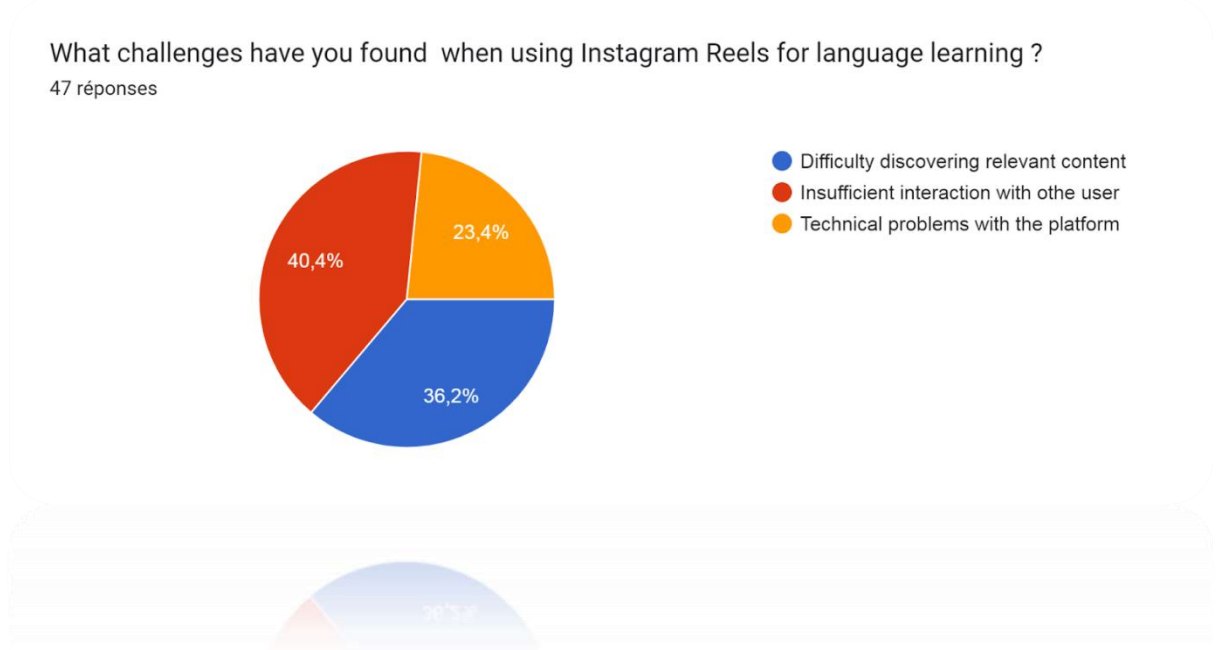


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The pie chart shows a survey responses in relation to the impact of instagram reels on people's speaking skills. the majority of participants constituting of 56.9 % (29 students) reported an acceptable improvement in their speaking abilities. Approximately 23.5 % (12 students), claimed significant improvement in their speaking skills. Minority of participants 15.7% (8 students), stated that they did not use instagram reels for their language learning . Furthermore, a small percentage of respondents (3.9% or 2 students) claimed that they notice no obvious improvement in their speaking skills.

Question 09 : What challenges have you found when using Instagram Reels for language learning ?

- **Figure 3-9** Challenges in Using Instagram Reels for Language Learning



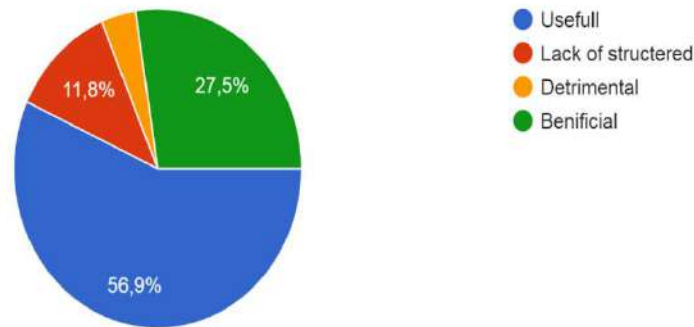
The pie chart displays the majority of respondent is made up of 40.4% (20 student), cited the insufficient interaction with other users as their primary concern. Furthermore, 36.2% (18 student) were concerned about difficulty discovering relevant content, while 23. 4% (11 students) identified technical problems with the platform.

Question 10 : How would you describe your experience in social media ?

- **Figure 3-10** Social Media Experience

How would you describe your experience in social media ?

51 réponses



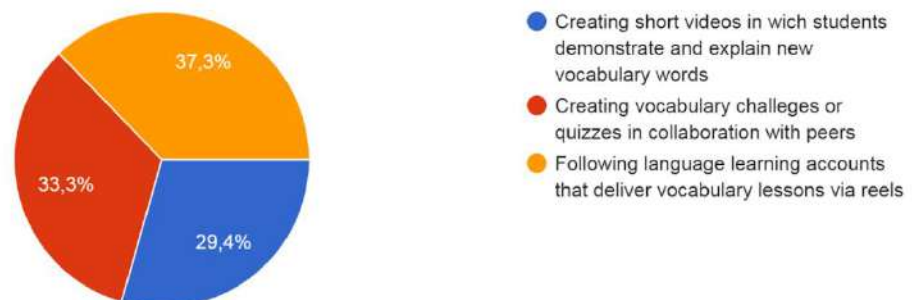
The pie chart represents the results of a survey question which asked L2 to describe their experience with social media, specifically 56.9% (29 students) indicated that their experience with social media is usefull, while 27.5% (14 students) described it as beneficial . This suggests that the most users view social media as a beneficial tool that improves their lives by facilitating interaction and information exchange. However, it's worth noting that while 11.8% (8 students) mentioned a lack of structure, none of students reported a detrimental experience.

Question 11 : How can instagram reels be used to promote vocabulary for you as EFL learners ?

- **Figure 3-11** Using Instagram Reels to Promote Vocabulary for EFL Learners

How can instagram reels be used to promote vocabulary for you as Efl learners?

51 réponses



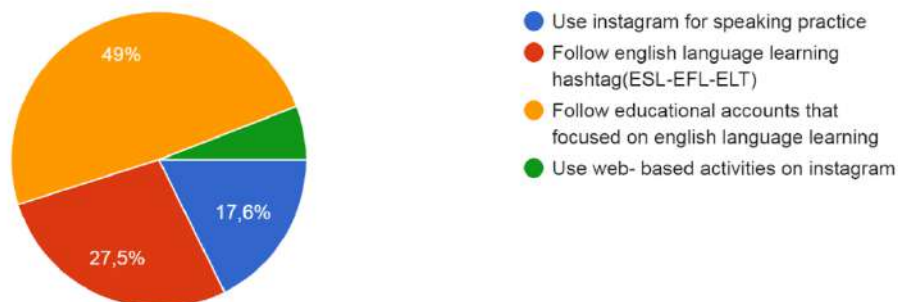
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The pie chart indicates that the majority of students with a percentage of 37.3% (19 students) follow language learning account that deliver vocabulary lessons via reels. this approach provides specialized content made for learning new words, making your learning more enjoyable and interesting. Additionally, 33.3% (17 students) use instagram reels for creating vocabulary challenges or quizzes in collaboration with peers, while 29.4% (15 students) create short videos in which students demonstrate and explain new vocabulary words. This indicates that EFL learners find this method effective for learning new vocabulary.

Question 12: What are some effective methods for encouraging you to practice speaking skill through instagram ?

- **Figure 3-12** Effective Methods for Encouraging Speaking Practice through Instagram

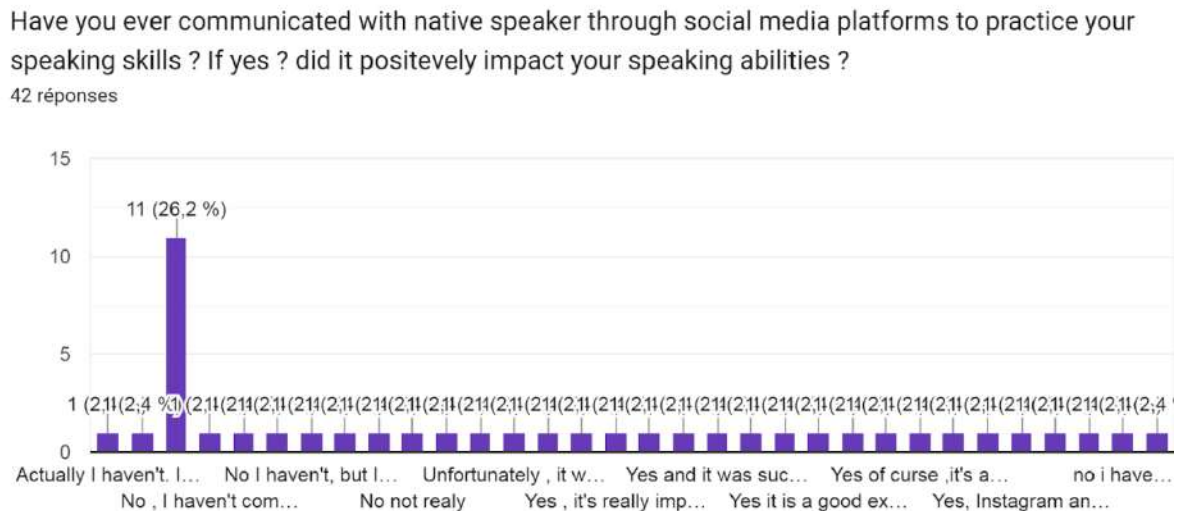
What are some effective methods for encouraging you to practice speaking skill through instagram ?
51 réponses



According to the data presented in the pie chart, the most popular strategy among the 51 participants for improving their English language proficiency is to follow educational account that focused on english language learning, chosen by 49% (25 students). This choice underscores the perceived value of these accounts in assisting individuals in improving their speaking abilities. Furthermore, 27.5% (14 students) choose to follow English language learning hashtag (EFL, ESL, ELT), as an effective method for practicing and ameliorating speaking skills through instagram. Meanwhile, a smaller group consist of 9 students constituting 17.6% , utilize instagram for speaking practice as an effective method.

Question 13 : Have you ever communicated with native speakers through social media platforms to practice your speaking skills ? If yes ? did it positively impact your speaking abilities ?

- **Figure 3-13** Communicating with Native Speakers on Social Media for Speaking Practice



The bar graph presents questionnaire results regarding the use instagram to communicate with native speaker for practicing their speaking abilities. However, there are 42 out of 52 students responded to the questionnaire, which offered four aswers choices :

- 1- 26.2% (11 students from 42 answers) said No without explaining
- 2- 11 students declined to communicate with native speaker on instagram inorder to enhance their speaking skills for example : “actually i haven’t use websites and application to develop my speaking skills, especially after the emergence of artificial intelligence, using application such as ‘murfai’ which helps a lot in developing speaking skills”, Also as answer there is “No i haven’t communicated with one before, or no i haven’t, no i didn’t. otherwise, ‘No I haven’t, but I did practice with fellow English speakers from my country, which helped a lot in bettering my speaking and writing abilities’”
- 3- 18 out of 42 students responded affirmatively’’yes’’ ,citing reason for communicating with a native speaker to ameliorate their English speaking skills. Their responses

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included statements such as: said “yes” and “it was a nice experience, “yes it positively impact my speaking skills”, “yes i did”, “Yes, it's really impact my speaking abilities positively and I take it as a method to improve my learning skills”, “Yes and it was such as best experience in which i improve my accent”, “Yes of course, it's a great experience, yes i communicated with many foreigners” ...ect

- 4- The last three answers , while not explicitly stating “yes” or “no”, implicitly convey both affirmative and negative meanings of yes and no, In the first response is “English speaking practice online with native speaker is one the most effective way to improve fluency and gained confidence”. This implies their acceptance of communicating with a native speaker to enhance his English speaking skills by describing it as an effective way to improve fluency and gain confidence. The second response was: “Unfortunately, it was a nice experience i have learnt how do i develop my speaking english through their advice. In addition to, pronunciation and their attractive vocabulary although there was various accent in one language but it was beneficial for me”, This response highlights a positive learning process aimed at enhancing diversity and pronunciation of English, a while dealing with different accents, ultimately contributing to the speaker’s language development. The third answer is “I have talked with a lot of native speaker but it was never my intention to improve my english ”. This student had a mixed reaction in indicating that while they engaged in conversations with native speakers not specifically to enhance their English speaking skills.

As result, 42 students provided a wide variety of answers to the questionnaire regarding the utilization of instagram to engage with native speakers for speaking practice, while some of students denied or expressed a mixed intentions, others found the experience valuable and powerfull in enhancing their English speaking skills.

3-7-2 Teachers’ Interview Results

An interview was conducted with five experienced EFL teachers at Ain Temouchent University to improve the analysis of the result from teacher interviews results regarding the contribuition of social media, specifically Instagram reels to enhancing speaking skills for EFL learners . The main topic in discussion during the interview was the teachers opinions on using Instagram Reels for language study and its effect on student speaking skills .

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Additionally, the questions were designed to gather information about how teacher feel about Instagram Reels as a tool for language practice, the obstacles they may have had encounter when incorporating the platform into their lessons, and recommendations for enhancing students' speaking abilities through online platforms.

- **Question 01** : As an experienced teacher, which language skill do you find difficult for EFL students ?

Table 01 :

Teachers	Responses
Teacher one	Writing
Teacher two	The writing and speaking skills
Teacher three	Pronunciations, grammar
Teacher four	Listening and reading, because how can i know wether the student is reading or Listening when Iam explaining the lesson ; so it is very difficult to check.
Teacher five	Writing, because today students do not really read to enhance their writing, when we don't read we are not going to acquire new vocabulary.

The teacher feedback highlights various language teaching focuses, one teacher focuses on writing, another emphasizes both writing and speaking, the third teacher focuses on grammar and prounciation. the fourth teacher find listening and reading from the difficult language skills for EFL learners, and the final teacher consider writing to be the most difficult. This diversity of perspectives displays the need of language teaching needs to cover many areas to be effective.

- **Question 02** : Do you incoporate social media platforms into your English language teaching practices ?If yes _ What types of activities or strategies have you found effective in promoting speaking through social media

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Table 02 :

Teacher	Responses
Teacher one	No
Teacher two	Yes I do incorporate them in my teaching. As an illustration to some activities/strategies that were effective in the improvement of the speaking skills of my learners : creating open conversations via Facebook and online sessions and debates via Google meet as well in addition to sharing with them YouTube videos, Instagram reels as well and Spotify podcasts in regards to learning new things about the English language, the culture and others aspects related to it.
Teacher three	I request from students to create a whatsapp group and share small videos and voice text talking about different topics each week, also share stories on the same app that talks about idioms or new words to improve their vocabulary
Teacher four	Well, I incorporate social media platform into my English teaching via Moodle. I prefer to use formal language as I have found that interruptions can break down students' motivation to speak. I maintain a formal setting even though the relationship between student and teacher is formal
Teacher five	Honestly, I don't use social media in my teaching. I believe it is not professional because social media often lacks academic language, instead using informal language, symbols, and emojis that are not appropriate for educational purposes.

It is important to see different teachers viewpoints on how to use social media into English language teaching. Some of the teachers embrace it as a tool for improving their

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speaking skills and cultural awareness, while others prefer traditional methods. Additionally, every approach reveals the teacher's unique style and goals in language education.

- **Question 03 :** In your opinion, what potential do you see in using Instagram Reels for improving speaking in EFL learners ?

Table 03 :

Teacher	Responses
Teacher one	Well it will serve as a linguistic input, so if they carefully use the reels then, what they listen to can improve their speaking
Teacher two	I consider that they can be very useful if used adequately.
Teacher three	It will help learners to practice speaking in short, it also can help them work on pronunciation, fluency. Plus, they understand in which context they can use the thing they learned in a more visual way.
Teacher four	I find it very effective since such video reels are constructive for personal development and can help promote what you are interested in. Regarding the teachers who post English teaching methods, they must have knowledge about teaching methods and how to engage students in class.
Teacher five	If they are true teacher, they are true teachers who are simply helping people through these videos tutorials.

Teachers agree that using videos lessons to learn a language is beneficial, and they highlights the importance of using these tools carefully to enhance pronunciation and speaking abilities. Moreover, they emphasize on the advantages of improving fluency, providing

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speaking practice, and visual comprehension of contextual use. Also, they believe that videos reels are useful for developing interests and personal growth and they emphasize the need of teachers having experience in effective teaching strategies and student engagement.

- **Questions 04 :** Considering the challenges that may arise, How can language teachers overcome potential barriers or limitations when using Instagram Reels in their teaching practice ?

Table 04 :

Teacher	Responses
Teacher one	Students may enjoy reels so they will be more motivated, besides those reels may facilitate the learning but to a certain extent
Teacher two	By integrating Reels into lesson plans to reinforce language skills such as listening, speaking, reading, and writing. Scaffold activities to gradually increase complexity and promote language development.
Teacher three	teachers can overcome potential barriers when using Reels by ensuring that the content is appropriate for educational purposes and aligns with the learning objectives
Teacher four	Time-consuming tasks can restrict time, such as networking on Instagram or using other social media tools that seem supportive. They can facilitate a teacher's mission if they are unable to complete their tasks, allowing them to use videos. The challenges include motivating students who prefer videos over attending lectures, as well as a lack of training in assessing student progress. Overall, classroom learning sessions can be challenging.
Teacher five	These tools could be used as extra activities basically teachers is the sources, if they are used as additional activities rather than

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	core lesson, he is not going to let anyone do the lesson, they can enhance practice and provide students with more opportunities to practice more the language
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Language teachers can solve issues by focusing on students' motivation, integrating reels into lesson plan for gradual skill reinforcement , aligning content with learning objectives, managing time constraints, and using reels as extra activities to increase language practice. These approaches can significantly enhance teaching with Instagram Reels.

- **Question 05 :** What strategies or best practices would you recommend for other learners who are looking to leverage instagram reels for enhancing speaking skills for EFL learners ?

Table 05 :

Teacher	Responses
Teacher one	Well those reels, as I said, are good but to a certain extent, they should imply them and use other academic platforms or podcasts which bring more valuable knowledge
Teacher two	<p>-To Follow accounts dedicated to language learning or English teaching on Instagram. These accounts often share Reels with useful language tips, pronunciation practice, vocabulary exercises, and real-life conversations.</p> <p>-To Use Reels featuring dialogues or monologues as models for speaking practice. Play the Reel multiple times, pause to repeat after the speaker, and try to mimic their pronunciation.</p> <p>-To Connect with other EFL learners on Instagram and collaborate on speaking challenges or joint projects. Record dialogue exchanges, role plays, or debates together and share them on your profiles for mutual practice and feedback.</p> <p>-To engage with Interactive Content**: Look for interactive</p>

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	Reels that encourage viewer participation, such as fill-in-the-blank exercises, pronunciation drills, or word association games. Comment with your responses or record your own versions to share with the community
Teacher three	My best recommendations would be to try practicing regularly, using visual aids, engaging with other learners also focusing on pronunciation, selecting content that learners are interested in order not get bored or distracted
Teacher four	If this tool media is fruitfull, I encourage student and I prompt them to be active learners, I use it in my class and I consider it effcient if it helps me in my mission as a teacher
Teacher five	Communication is important. They need to communicate because when you communicate, you practice. Also, through listening and engaging in conversations, you also improve your skills

The teachers responses offer insightfull advice on how to use instagram reels to facilitate students learn languages. They emphasize the importance of using a variety of learning resources, regular practice, interaction with peers, active involvement, and efficient communication techniques to a develop a comprehensive strategy for language learning via social media platform.

3-8 Discussion and the Interpretation of the Main Results

In the modern in the modern digital age, social media platforms are influencing every aspect of our lives, exerting significant importance particularly on education. Among these platforms , Instagram stands out for its adaptability and potential to enhance English language learning, especially speaking skills. To evaluate the effectiveness of Instagram as an additional learning tool and the perspectives of learners and educators toward its integration, this

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interpretation will provide a thorough analysis of questionnaire results and teachers' interview.

The primary hypothesis suggests that leveraging social media, specifically Instagram, can notably improve English Language learning by facilitating the connection between classroom instruction and real world communication. The majority of respondents (62, 7%) to the questionnaire indicated that instagram is their favorite social media network, lending credibility to this idea. Furthermore, 80, 4% reported consistent use of social media, demonstrating a high degree of interaction with online platforms. Additionally, 80, 4% of participants reported noticeable improvements in their skills after integrating Instagram Reels into their language learning process.

The identified problems, including the levels of users participation 40, 4% and difficulty in finding suitable content 36, 6 % highlights the need for focused intervention to optimize instagram effectiveness as a language learning tool. In teacher interviews it was noted that Instagram Reels had the ability to improve pronunciation and fluency, offer linguistic lesson, facilitating quick speaking activities. Also recommendations included encouraging group speaking activities among students, including Instagram reels into lesson planning and providing frequent practice.

According to the secondary hypothesis, most students have positive opinions about using social media for learning, especially language learning. This assertion is supported by questionnaire which show the majority of participants 56, 9% thought using social media was helpful or beneficial, while 43, 1 % still primarily use Instagram Reels for enjoyment, while a notable percentage 9, 8 % of use them specifically to improve their speaking abilities. Nonetheless, there was a consensus among teachers regarding the potential of Instagram Reels to improve language practice and student engagement.

To sum up, the analysis of survey results and teachers perspectives highlights the significant role of instagram to enhance English language learning, particularly in the improvement of oral communication abilities. Despite obstacles such as interaction restrictions and content relevancy, both students and teachers offer positive assessments of social media for learning, underscoring its potential as an additional resource in language education. Teachers can use social media to enhance language learning by incorporating Instagram Reels into their lesson plans, providing guidance on its effective use this tool

effectively, and encouraging working together. This approach can help bridge the gap between classroom learning and real life language use situations .

3-9 Suggestions and Recommendations

Research results indicate that social media, including social networking platforms, is an effective tool for language learning in the digital age, especially for students studying English as a Foreign Language (EFL). Among these platforms, Instagram stands out as a dynamic and useful tool, this introduction aims to offer a suggestions and recommendations on how EFL students can exploit the full potential of Instagram to enhance their speaking skills :

- Encourage students to actively engage in speaking activities on Instagram Reels to promote real-world language use and realistic communication.
- Look for accounts that share content in English and follow native speakers. This could include influencers, celebrities, or accounts dedicated to language study. Students who follow these accounts may be exposed to a variety of English usage.
- look for Instagram Reels pages that encourage speaking English for English as a Foreign Language (EFL) learners, and follow their suggestions and pieces of advice.
- Incorporate social media platform, like Instagram Reels into your oral communication instruction for EFL students.
- Consider carefully about the potential drawbacks of excessive social media use, such as increased social anxiety, grammatical errors, and gaps in education, and take steps to address these issues.
- Improve the overall standard of EFL education, by exploring and leveraging the advantages of social media in language learning and teaching.
- Instagram proves to be a valuable tool for learning anytime, anywhere, as it can be accessed across various devices. Without the constraints of a physical classroom, students can follow accounts, join groups, and take part in conversations. This flexibility allows students to practice and improve their speaking abilities at their own pace instead of speed.

- Create a haShtage challenges related to language learning and look for groups on Instagram that focus on language learning. These groups can offer opportunities for learners to practice speaking skills with others .

3-10 Limitations of Research

This study presents several limitations, with the foremost being the the lack of classroom observation , relying instead on questionnaires and interviews as primary data collection methods. This reliance may limit the depth of undrestanding and introduce biases, which may affect the validity of the findings. Furthermore, some students opt for simple yes or no responses without providing any detailed explanations, which results in a lack of depth and feedback in the data analysis. In addition to the number of answers received from student's questionnaire did not match to the total number of students questionnaire, particularly for the last open-ended question .

3-11 Conclusion

This chapter discussed the importance of research methodology and data analysis, highlighting various aspect of research methodology such as the research design, sampling and research instruments before moving on to the data analysis. To ensure the credibility of work, questionnaire and interview validated by numerous researchers were used. In our analysis, a combination of qualitative and quantitative methods were employed to provide comprehensive understanding of the participants feedback. The chapter concluded by providing recommendations and acknowledging the limitations of the research.

General conclusion

General Conclusion

In recent years, social media and technological development have significantly impacted the educational sector. Burbules (2016) emphasizes that social media is widely used for education by both teachers and students, often serving as direct instructional tools. Among various social media platforms, Instagram Reels emerges as an effective platform for enhancing the speaking skills of EFL students. The main focus of this study explore new methods for the teaching and learning process.

In this dissertation, the structure is divided into three distinct chapters, with the first two primarily focusing on the literature review. The first chapter focuses on language and language learning skills, with a particular emphasis on speaking skills, which form the foundation of the study. Additionally, this chapter explores the significance of English as a Foreign Language (EFL) and the challenges associated with it. Moving on to the second chapter, the focus shift to technology and ICT resources, including the use of social media platforms such as Instagram Reels in educational context.

The third chapter of the dissertation addresses research methodology and data analysis. In this part, the major objective of this study is to investigate students' attitudes towards utilizing Instagram as an educational tool. Furthermore, this part includes a complete explanation of the research methodology, an analysis data from students' questionnaires and teachers' interviews, as well as an in-depth examination analysis of the results. This structured framework of the dissertation shows a coherent narrative, facilitating a systematic exploration of the research issue and fostering a deeper undrestanding of the students' viewpoints on the integration Instagram Reels into the teaching process.

The result obtained, which confirmed two hypotheses, demonstrate that the overall findings of the dissertation highlight a positive correlation between the use social media particularly Instagram, and the enhancement English language learning, with a specific emphasis on improving speaking skills. Also the study illustrates how Instagram Reels can effectively bridge the gap traditional classroom and and real-world communication. Despite challenges such as low user involvement and material relevancy, integrating Instagram Reels into language teaching holds potential in improving pronunciation, fluency, and student engagement.

General Conclusion

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Appendices

Questionnaire for L2 English Department license students

Question 01 :

1. Gender*

Male

Female

2. Which social media platforms do you prefer to use ?

Facebook

Instagram

Snapchat

Tiktok

Appendices

3. How often do you use social media platform ?

- Always
- Sometimes
- Never
- Rarely

4. What is your main purpose in using instagram reels ?

- Entertainment
- Socialconnection
- Talent and skills
- Enhancingspeaking skills

5. Which language skills doyou find difficult?*

- Listening
- Writing
- Speaking
- Reading

6. What are the specific difficulties thatyou face when it comes to speaking english ?

- Prounciation
- Vocabulary
- Grammar Fluency

Appendices

7. Are there any potential drawbacks in term of distraction or misuse of using Social Media for improving speaking skills ?

- Lackoffacetofaceinteraction Anxiety and
- depression
- Distraction andreducedacademicperfomance

8. Have you noticed any improvements in your speaking skills since usingl nstagram Reels ?

- Yes, myspeakingskillshavesignificantlyimproved Yes, there
- has been some improvement
- No, noticeableimprovement
- Ihaven'tusedinstagramreelsforlanguagelearning

9. What challenges have you found when using Instagram Reels for language learning ?

- Difficultydiscoveringrelevantcontent
- Insufficient interaction without the user
- Technicalproblemswiththeplatform

10. How would you describe your experience in social media ?

- Usefull
- Lack of structered
- Detrimental
- Beneficial

Appendices

11. How can instagram reels be used to promote vocabulary for you as Efl learners?

- Creating short video sinwichstudents demonstrateand explaining vocabulary words
- Creating vocabulary challenges or quizzes in collaboration with peers
- Following language learning accounts that deliver vocabulary lessons via reels

12. What are some effective methods for encouraging you to practice speaking skill through instagram ?

- Use instagram for speaking practice
- Follow English language learning hashtag(ESL-EFL-ELT)
- Follow educational accounts that focused on English language learning Use web-
- based activities on instagram

13. Have you ever communicated with native speaker through social media platformstopracticeyourspeakingskills?Ifyes?diditpositivelyimpactyour speaking abilities ?

Teachers Perspectives:An Interview Exploration

Question one :

As an experienced teacher, which language skill do you find it difficult for EFL students ? *

Question two :

Do you incorporate social media platforms into your English language teaching practices ? If yes _ What types of activities or strategies have you found effective in promoting speaking through social media ? *

Question three :

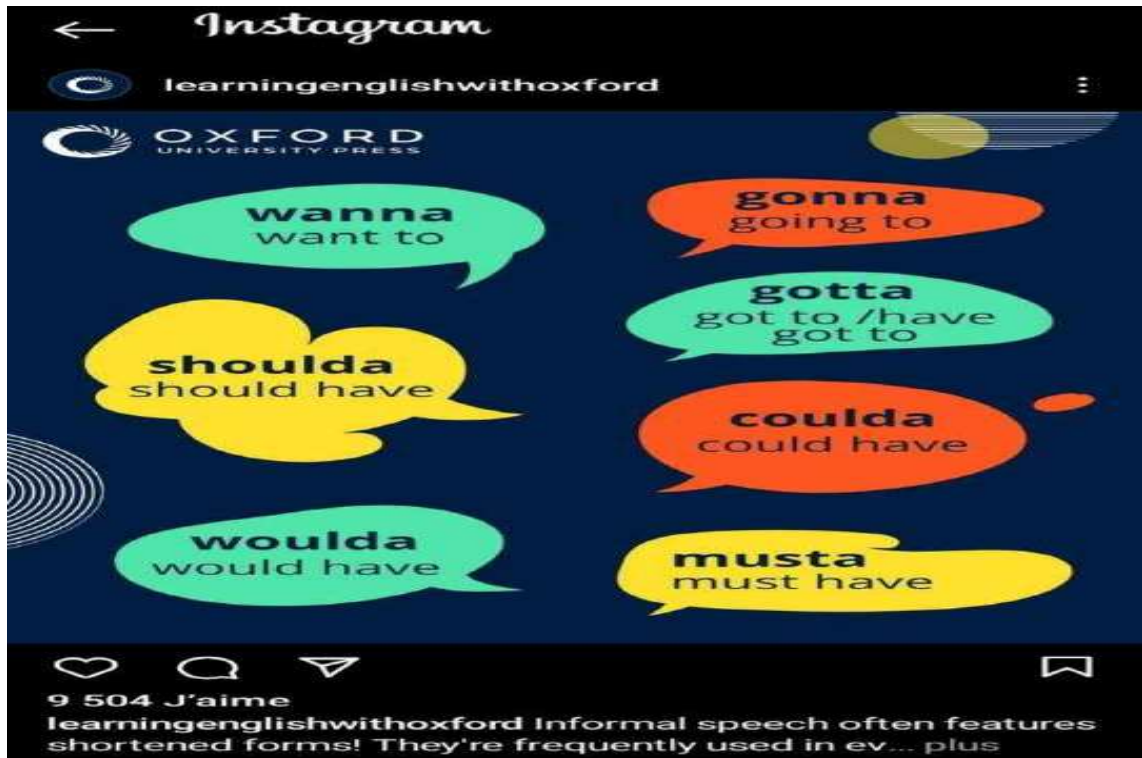
In your opinion, what potential do you see in using Instagram reels for improving speaking in EFL learners ? *

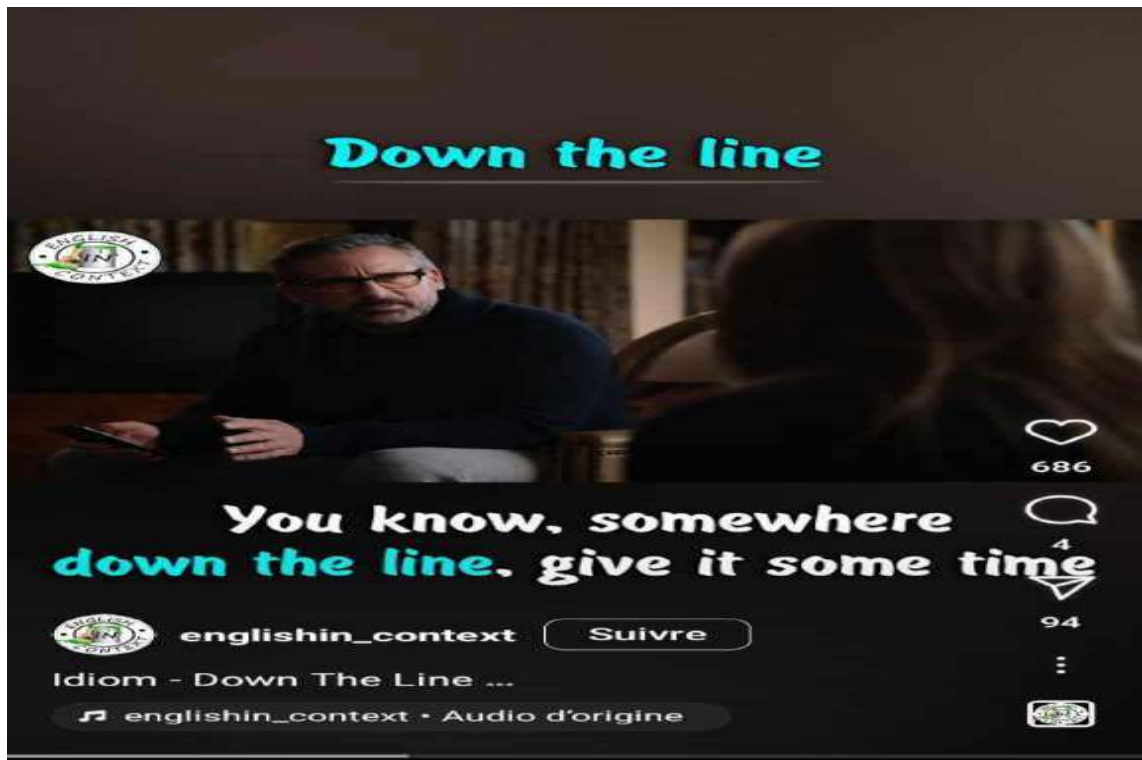
Question four :

Considering the challenges that may arise, How can language teachers overcome potential barriers or limitations when using instagram reels in their teaching practice ?

Question five :

What strategies or best practices would you recommend for other learners who are looking to leverage instagram reels for enhancing speaking skills for EFL learners ?





ملخص

أصبحت منصات وسائل التواصل الاجتماعي جزءًا هامًا من حياة الناس وشهدت نموًا غير عادي في شعبيتها، خاصة في السنوات العشر الماضية. تُستخدم في مختلف القطاعات بما في ذلك التعليم وأغراض تعلم اللغة. من بين مواقع التواصل الاجتماعي الشهيرة، تم استخدام ريلز إنستغرام بشكل كبير من قبل الطلاب في المجال التعليمي لتحسين مهاراتهم في التحدث أثناء مشاهدة هذه الريلز كطريقة جديدة للتدريس. تهدف هذه الدراسة إلى التحقيق في تأثير ريلز إنستغرام على مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية (EFL)، تحديدًا من حيث تحسين النطق والمفردات لديهم. تشمل تقنية الدراسة أدوات البحث مثل الاستبيان والمقابلة، باستخدام تحليل البيانات الكمية والنوعية. تظهر النتائج الرئيسية للدراسة أن معظم الطلاب يحملون آراء إيجابية بشأن استخدام منصات وسائل التواصل الاجتماعي في التعلم، خاصة في سياق تعليم اللغة. نتائج الاستبيان تكشف أن الغالبية العظمى من المشاركين يعتبرون دمج وسائل التواصل الاجتماعي مفيدًا ونافعًا لتجربتهم التعليمية.

الكلمات المفتاحية

وسائل التواصل الاجتماعي، مهارات تعلم اللغة، مهارات التحدث، ريلز إنستغرام، طلاب اللغة الإنجليزية كلغة أجنبية

Résumé

Les plateformes de médias sociaux sont devenues une partie importante de la vie des gens et ont connu une croissance extraordinaire en popularité, en particulier au cours des dix dernières années. Elles sont utilisées dans différents secteurs, y compris l'éducation et l'apprentissage des langues. Parmi les sites de réseaux sociaux populaires, les Reels d'Instagram ont été extrêmement utilisés par les étudiants dans le domaine éducatif pour améliorer leurs compétences orales en regardant ces Reels comme une nouvelle méthode d'enseignement. Le but de cette étude est d'examiner l'impact des Reels d'Instagram sur les compétences orales des étudiants EFL (anglais langue étrangère), en particulier en termes d'amélioration de leur prononciation et de leur vocabulaire. La méthodologie de l'étude comprend des instruments de recherche tels que des questionnaires et des interviews, utilisant une analyse de données quantitative et qualitative. Les principaux résultats de l'étude montrent que la plupart des étudiants ont des opinions positives concernant l'utilisation des plateformes de médias sociaux pour l'apprentissage, en particulier dans le contexte de l'éducation linguistique. Les résultats du questionnaire révèlent que la majorité des participants considèrent l'intégration des médias sociaux comme utile et bénéfique pour leur expérience éducative.

Mots clés

Médias sociaux, compétences en apprentissage des langues, compétences orales, Reels d'Instagram, étudiants EFL