



From Watching to Speaking: Using InstagramReels to Improve EFL Communication Skills

De l'observation à la parole : Utiliser les Reels d'Instagram pour améliorer les compétences de communication en anglais langue étrangère

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Abstract: In the rapidly evolving landscape of educational technology, leveraging digital platforms has become increasingly essential for enhancing language learning experiences. This study investigates the use of Instagram Reels as a tool for improving English as a Foreign Language (EFL) students' speaking skills outside the classroom. Conducted at the Department of Letters and English Language, University of AinTémouchent, Algeria, the study involved 143 students from various levels (L1, L2, L3) of EFL studies. An online questionnaire consisting of nine questions (six closed-ended and three open-ended) was administered via Google Forms to gather both quantitative and qualitative data. The findings reveal that participants, who engaged with Instagram Reels on average several times a week, perceived the platform as an effective tool for enhancing speaking skills, particularly pronunciation and fluency. Specific features such as audio/music selection, AR effects, and the ability to record multiple clips were deemed beneficial. While participants expressed increased motivation and confidence in using Reels for language practice, they also highlighted minimal challenges. The majority recommended Instagram Reels to other EFL students, citing its engaging and educational value.

Keywords: Educational Technology, EFL Speaking Skills, Instagram Reels, Language Learning, Student Perceptions.

Résumé : Dans un environnement technologique éducatif, l'utilisation des plateformes numériques est désormais cruciale pour enrichir les expériences d'apprentissage des langues. Cette étude examine l'utilisation des Reels d'Instagram comme outil pour améliorer les compétences orales des étudiants en anglais langue étrangère (EFL) en dehors de la salle de classe. Réalisée au Département de Lettres et Langue Anglaise de l'Université d'Ain Témouchent, en Algérie, l'étude a impliqué 143 étudiants de différents niveaux (L1, L2, L3) d'études EFL. Un questionnaire en ligne composé de neuf questions (six questions fermées et trois questions ouvertes) a été administré via Google Forms pour recueillir des données quantitatives et qualitatives. Les résultats révèlent que les participants, qui interagissent avec les Reels d'Instagram en moyenne plusieurs fois par semaine, perçoivent la plateforme comme un outil efficace pour améliorer les compétences orales, notamment la prononciation et la fluidité. Des fonctionnalités spécifiques telles que la sélection de l'audio/musique, les effets AR, et la possibilité d'enregistrer plusieurs clips ont été jugées bénéfiques. Bien que les participants aient exprimé une motivation et une confiance accrues à utiliser les Reels pour la pratique linguistique, ils ont également souligné des défis minimes. La majorité a recommandé les Reels d'Instagram à d'autres étudiants EFL, en raison de leur valeur à la fois engageante et éducative.

Mots-clés : Apprentissage des Langues, Compétences Orales en Langue Etrangère, Perceptions des Étudiants, Reels d'Instagram, Technologie Éducative.

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In the rapidly evolving landscape of language education, leveraging technology has become paramount. English as a Foreign Language (EFL) learners are constantly seeking innovative methods to enhance their communication skills outside the classroom. Among these emerging tools, Instagram reels have gained significant attention for their potential to transform traditional learning approaches. Reels, characterised by short, engaging video content, offer a unique blend of visual and auditory stimuli that can effectively support language acquisition.

Instagram reels are particularly effective in EFL settings due to their ability to provide authentic language exposure and promote autonomous learning. Unlike conventional classroom materials, reels present real-life scenarios, diverse accents, and cultural contexts that are crucial for developing comprehensive communication skills. By watching and interacting with reels during their private time, learners are exposed to the natural rhythm, intonation, and expressions of native speakers, which are essential for improving their speaking proficiency.

This study explores the use of Instagram reels by EFL students as an autonomous learning tool to improve their speaking skills outside the classroom. Since Instagram reels cannot be integrated as a teaching tool within the classroom, their use relies on the students' initiative and self-directed learning efforts. The study seeks to answer two research questions:

1. How do EFL students perceive the effectiveness of Instagram reels in improving their speaking skills?
2. What specific aspects of speaking skills (e.g., pronunciation, fluency, vocabulary) do EFL students feel are most enhanced by using Instagram reels?

The hypotheses proposed for these research questions are:

- 1- EFL students perceive Instagram reels as an effective tool for improving their speaking skills.
- 2- EFL students feel that pronunciation and fluency are the aspects of speaking skills most enhanced by using Instagram reels.

Through this exploration, the study aims to provide insights into the autonomous use of Instagram reels, highlighting their benefits and practical applications for EFL learners seeking to improve their speaking abilities outside the traditional classroom setting.

1. Literature Review

The integration of technological tools, such as social media platforms, has emerged as a highly influential resource for enhancing language learning experiences, particularly among younger individuals who have grown up with digital technology and are naturally proficient in using it. Some key advantages of technology integration in English as a Foreign Language (EFL) education include increased engagement and motivation due to the interactive and multimedia-rich nature of these tools (Seddiki, 2016; Solano et al., 2017), improvements in various language skills such as speaking, listening, reading, and writing facilitated by technology-assisted learning (Rintaningrum, 2023), personalized and adaptive learning experiences tailored to individual student needs and learning styles (Başar&ŞahiN, 2022),

and expanded opportunities for accessing authentic language resources and engaging in real-world communication and practice outside the classroom (TalkPal, 2023).

Instagram is one of the most used tools in the world and also in Algeria. According to Statista Research Department (2024), as of January 2023, there were 8.69 million Instagram users in Algeria, representing approximately 19.1% of the population. The largest demographic on Instagram in the country consisted of users aged 18 to 24 years, making up 35.7% of the user base. Additionally, 33.4% of users were aged 25 to 35 years. Men constituted the majority of the user base, accounting for 56.2% of Instagram users in Algeria. Instagram Reels, introduced by Meta in 2020, offers users a platform to create and discover short, engaging videos (Instagram from Meta, 2020). Reels allow for the recording and editing of 15-second multi-clip videos, incorporating audio, effects, and various creative tools (Instagram from Meta, 2020). Users can select music from Instagram's library or use their own original audio, attributing it to themselves for others to use (Instagram from Meta, 2020). The platform also features AR effects, timers, countdowns, alignment tools for seamless transitions, and speed adjustments for video and audio (Instagram from Meta, 2020).

Reels can be recorded in series, all at once, or by uploading videos from the gallery, encouraging diverse creative approaches (Instagram from Meta, 2020). Users have options to share Reels with their followers on Feed or make them accessible to the broader Instagram community via the Explore tab (Instagram from Meta, 2020). Reels posted publicly may be featured on dedicated pages related to specific songs, hashtags, or effects, enhancing visibility and discoverability (Instagram from Meta, 2020). Moreover, the Explore section of Instagram showcases trending Reels, providing a tailored feed to discover entertaining content created by users worldwide (Instagram from Meta, 2020). Featured Reels are curated selections aimed at inspiring and entertaining users, fostering a community-driven content ecosystem (Instagram from Meta, 2020). Overall, Instagram Reels serves as a versatile platform for self-expression, content discovery, and creator empowerment (Instagram from Meta, 2020).

Based on the features described, Instagram Reels can be used by students of English as a Foreign Language (EFL) to enhance their language skills in several ways:

1. **Pronunciation Practice:** Students can select music or record their own audio to practice pronunciation and intonation by mimicking native speakers' speech patterns and accents.
2. **Fluency Development:** Recording multiple short clips allows students to practice speaking fluently within a time constraint, improving their ability to express ideas coherently and succinctly.
3. **Vocabulary Expansion:** Reels can be themed around specific topics or hashtags, enabling students to explore and learn new vocabulary in context while creating content related to those themes.
4. **Cultural Awareness:** By exploring Reels in the Explore section, students can immerse themselves in authentic cultural content, gaining exposure to diverse linguistic expressions and cultural contexts. (TalkPal, 2023)

5. Creative Language Use: Using AR effects, timers, and transitions can encourage students to experiment with creative language use, such as storytelling, role-playing, or presenting information in engaging ways.

6. Feedback and Community Engagement: Sharing Reels with followers and participating in the broader Instagram community allows students to receive feedback, engage in discussions, and collaborate with peers globally, thereby enhancing their communicative competence. (TalkPal, 2023)

Instagram Reels can be autonomously used by students outside the classroom rather than for direct integration into classroom teaching by teachers for several reasons. Firstly, Instagram Reels are accessed and utilized individually by students on their personal devices, facilitating spontaneous creation and consumption of short-form videos, which aligns with personal, self-directed learning experiences rather than structured classroom activities (Erarslan, 2019). Secondly, teachers may encounter challenges in utilizing Instagram Reels within classroom settings due to platform restrictions. Instagram operates under specific terms of service and privacy settings that may not be conducive to educational settings, particularly in terms of content control and moderation (Instagram from Meta, 2020). Lastly, while teachers can encourage students to use Instagram Reels as a supplemental tool for language practice outside class (Erarslan, 2019), they typically lack direct management or guidance over its usage during formal instructional time, limiting its application as a teaching tool under direct classroom supervision. Previous studies show that students learning English as a Foreign Language (EFL) view Instagram as a useful tool in improving their English skills. Results show students' attitudes towards Instagram were positive and boosted their self-confidence (Utomo, 2020; Wulandari, 2019). Aidah (2022) shows that students felt less pressure when using Instagram, as compared to the classroom environment. This correlates with Utomo's (2020) conclusion, that Instagram may be useful for students who were more passive in the classroom. With regard to which specific skills Instagram helped develop, results show most students pointed to vocabulary, pronunciation, and fluency (Wulandari, 2019; Alotaibi, 2023; Hikmah, et. al, 2024; Khasanah, 2023). Moreover, other students also noted improved grammar and sentence composition (Utomo, 2020). In conclusion, Instagram has been shown to be a useful and accessible tool to develop a variety of linguistic skills such as vocabulary, fluency as well as improve learners' confidence and provide a platform to practise their skills outside of the classroom environment.

2. Methodology

This study was conducted at the Department of Letters and English Language within the Faculty of Letters, Languages, and Social Sciences at the University of Ain Temouchent, Algeria. The research aimed to explore the use of Instagram Reels as a tool for improving English as a Foreign Language (EFL) students' speaking skills outside the classroom. A total of 143 EFL students participated in the study, encompassing various levels (L1, L2, L3) of EFL studies. Data collection was conducted using an online questionnaire created with Google Forms. This method was chosen for its accessibility, enabling participants to respond at their convenience and ensuring efficient data collection and analysis. Hence, this study employs both quantitative (from closed-ended questions) and qualitative (from open-ended questions) methods to gather a comprehensive understanding of how EFL students perceive and use Instagram Reels for language learning.

This mixed-method approach allows for a richer analysis of the phenomenon under investigation. The online questionnaire comprises 9 questions (6 close-ended questions and 3 open-ended questions) designed to achieve several objectives. Firstly, it gathers demographic information such as age, gender.

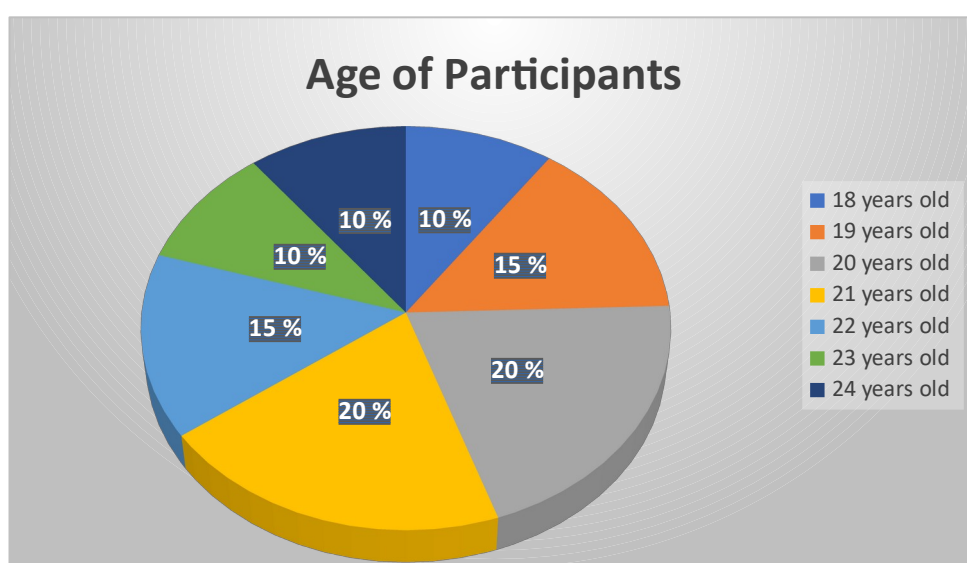
Secondly, it explores participants' perceptions of Instagram Reels in terms of their language learning practices, including how frequently they use Reels, their perceived effectiveness in improving speaking skills rated on a scale from 1 to 5, and identification of specific features (e.g., audio/music selection, AR effects, timers) deemed most beneficial for speaking skill enhancement. Additionally, the questionnaire assesses whether using Instagram Reels has reinforced participants' motivation to practice English speaking and their confidence levels in using Reels for this purpose. Furthermore, it delves into the specific aspects of speaking skills participants believe are most enhanced by Instagram Reels (e.g., pronunciation, fluency, and vocabulary), inviting explanations on how Reels contribute to these improvements and examples of their practical application.

Lastly, participants are asked to identify any challenges encountered while using Instagram Reels and to provide recommendations on whether they would recommend Reels as a language learning tool to other EFL students, supported by reasons for their stance. A pilot study was conducted for clarity and remove any ambiguity by participants. First, it was sent to three random participants, and based on their feedback, the questionnaire was ready for distributed for general population. Responses were collected and automatically compiled into tables and graphs by Google Forms. Additionally, IBM SPSS Statistics version 25 was employed for descriptive analysis.

3. Results

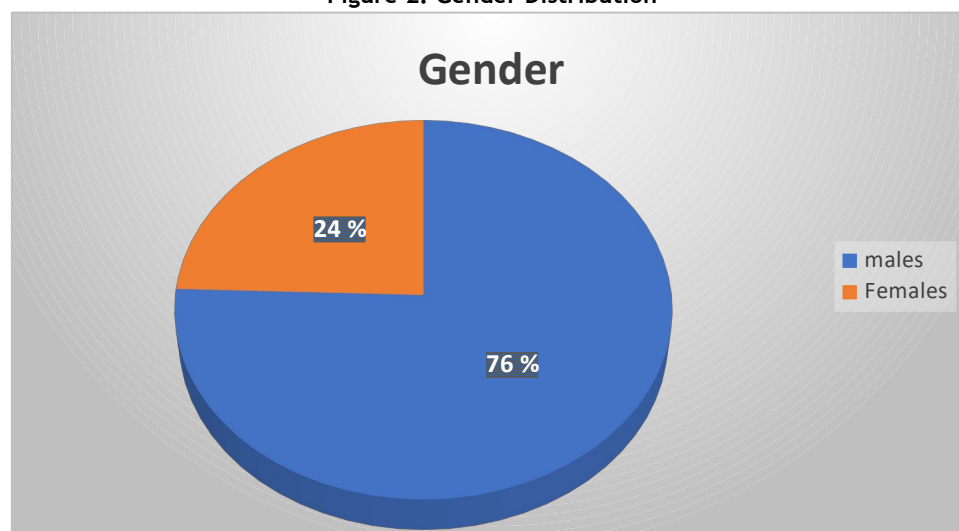
The first part of the online questionnaire was designed to gather demographic information from the participants. The age distribution among the 143 participants was as follows:

Figure 1. Age Distribution Of Participants



As it is shown from figure 1, 10% were 18 years old (14 participants), 15% were 19 years old (21 participants), 20% were 20 years old (29 participants), 20% were 21 years old (29 participants), 15% were 22 years old (21 participants), 10% were 23 years old (14 participants), and 10% were 24 years old (15 participants). In terms of gender, the majority of participants were female, making up 76% of the sample (108 participants), while males accounted for 24% (35 participants).

Figure 2. Gender Distribution



The following question focused on the frequency of using Instagram Reels for language learning purposes. A five-point Likert scale was used to determine how often participants engaged with Instagram Reels for this purpose.

Table 1. Descriptive Statistics on the Frequency Use of Instagram Reels for Language Learning Purposes

	N	Minimum	Maximum	Mean	Standard deviation
How often do you use Instagram Reels for language learning purposes?	143	1	5	3.98	1.048
total	143				

Note: 1 never, 2 rarely, 3 once a week, 4 several times a week, 5 daily

The five-point Likert scale is considered an interval scale. It is used to measure the frequency of behaviors, in this case, the use of Instagram Reels for language learning purposes. The scale is defined as follows:

- **Never:** Scores ranging from 1 to 1.8
- **Rarely:** Scores ranging from 1.81 to 2.60
- **Once a week:** Scores ranging from 2.61 to 3.40

- **Several times a week:** Scores ranging from 3.41 to 4.20
- **Daily:** Scores ranging from 4.21 to 5.0

The results showed that the mean frequency of use was 3.98, indicating that, on average, participants used Instagram Reels between "Several times a week" while the standard deviation was 1.048, suggesting a moderate variability in the frequency of usage among participants. The next question aims to identify which specific features of Instagram Reels participants find most helpful in improving their speaking skills. Results are as follows:

Table 2. Descriptive Analysis of The Effectiveness of Various Instagram Reels Features

Features	N	Minimum	Maximum	Mean	Standard Deviation
Audio/music selection	143	1	5	3.67	1.042
AR effects	143	1	5	3.77	1.016
Timer and countdown features	143	1	5	3.71	1.015
Ability to record multiple clips	143	1	5	3.90	1.023
Speed adjustment	143	1	5	3.86	1.030
Total	143				

Note: 1 Not effective at all, 2 Not effective, 3 Neutral, 4 Effective, 5 Extremely effective

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means Not effective at all. From 1.81 to 2.60, this means Not effective. From 2.61 to 3.40, this means Neutral. Moreover, from 3.41-4.20, this means Effective, and finally, from 4.21 to 5 means Extremely effective.

Based on the descriptive analysis of the effectiveness of various Instagram Reels features in improving speaking skills, the results indicate that the Audio/music selection feature has a mean score of 3.67 with a standard deviation of 1.042, classifying it as Effective. The AR effects feature has a mean score of 3.77 and a standard deviation of 1.016, also falling

into the Effective category. Similarly, the Timer and countdown features have a mean score of 3.71 with a standard deviation of 1.015, indicating they are Effective.

The Ability to record multiple clips feature has the highest mean score of 3.90 and a standard deviation of 1.023, suggesting it is perceived as Effective. Finally, the Speed adjustment feature has a mean score of 3.86 with a standard deviation of 1.030, which is also considered Effective. These findings suggest that all the evaluated features of Instagram Reels are perceived by the participants as effective tools for improving their speaking skills.

The next question aims to identify how participants perceive their motivation to practice speaking in English through the use of Instagram Reels. Results are shown in the following table:

Table 3. Descriptive Analysis of Motivation

Statement	N	Minimum	Maximum	Mean	Standard Deviation
Using Instagram Reels has increased my motivation to practice speaking in English.	143	1	5	3.35	1.237
I look forward to using Instagram Reels as a part of my English learning routine	143	1	5	3.48	1.182
Using Instagram Reels makes practicing English more enjoyable	143	1	5	3.59	1.166
I feel more confident speaking English because of using Instagram Reels.	143	1	5	3.37	1.234
I am more likely to engage in English speaking activities outside of class because of using Instagram Reels	143	1	5	3.35	1.275
Instagram Reels provides a motivating platform for improving my English-speaking skills	143	1	5	3.44	1.198
Total	143				

Note: 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree

The five-point Likert scale is considered an interval scale. Hence, from 1 to 1.8, this means strongly disagree. From 1.81 to 2.60, this means to disagree. From 2.61 to 3.40, this means neutral. Moreover, from 3.41-4.20, this means to agree, and finally, from 4.21 to 5 means strongly agree.

The statement "Using Instagram Reels has increased my motivation to practice speaking in English" received a mean score of 3.35 with a standard deviation of 1.237, indicating a neutral. The statement "I look forward to using Instagram Reels as a part of my English learning routine" had a mean score of 3.48 and a standard deviation of 1.182, showing agreement.

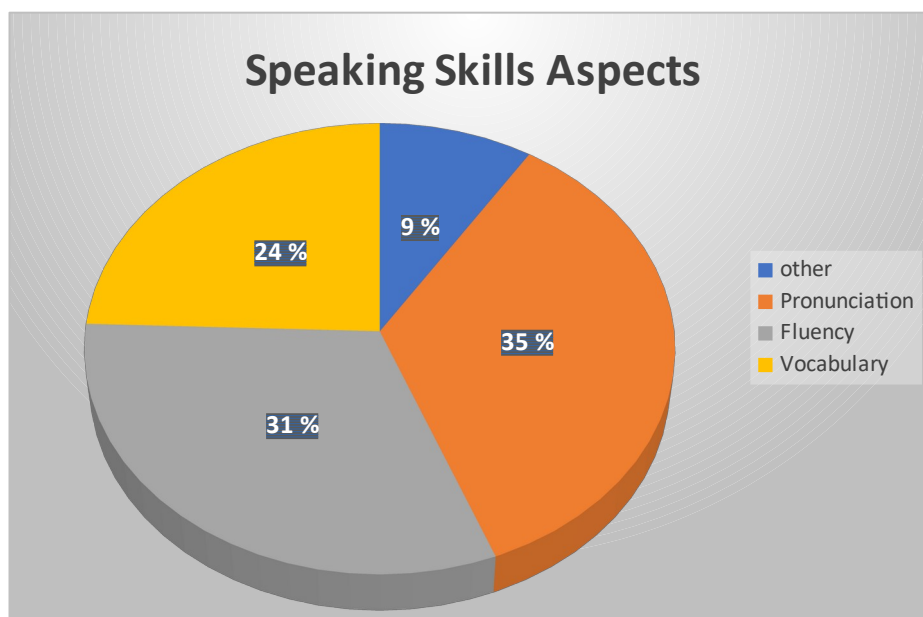
Participants rated the statement "Using Instagram Reels makes practicing English more enjoyable" with a mean score of 3.59 and a standard deviation of 1.166, indicating agreement. The statement "I feel more confident speaking English because of using Instagram Reels" received a mean score of 3.37 with a standard deviation of 1.234, reflecting a neutral sentiment. For the statement "I am more likely to engage in English

speaking activities outside of class because of using Instagram Reels," the mean score was 3.35 with a standard deviation of 1.275, indicating a neutral response.

Finally, the statement "Instagram Reels provides a motivating platform for improving my English-speaking skills" had a mean score of 3.44 and a standard deviation of 1.198, suggesting agreement among participants.

In the study, participants were asked to indicate which aspect of their speaking skills they felt Instagram Reels most enhanced. Results are shown in the following figure:

Figure3. Impact of Instagram Reels on EFL Speaking Skills Aspects



The figure shows that the majority of respondents identified pronunciation as the most improved aspect, with 50 participants selecting it. Next, fluency was highlighted by 45 participants, and vocabulary by 35 participants. Interestingly, 13 participants opted for "Other" without specifying further details, indicating a range of potential impacts beyond the predefined categories. This suggests that while Instagram Reels are perceived to significantly benefit pronunciation, fluency, and vocabulary, there may be additional unexplored dimensions of improvement as perceived by the participants.

Students were given an open-ended question in which they explained how Instagram Reels contribute to improving their English skills. Responses varied widely among the 143 participants, highlighting diverse perspectives on the benefits of this platform for language learning. Responses included statements such as "Instagram Reels help me hear native speakers pronounce words clearly and accurately," emphasizing the platform's role in providing exposure to authentic pronunciation models. Others mentioned that "I mimic the pronunciation of words and phrases I see in Reels, which helps me practice," highlighting active learning through imitation and repetition.

In addition, watching Reels "with subtitles allows me to associate pronunciation with written words," indicating how visual aids aid in linking spoken and written forms.

Participants also noted that "I learn new words and how to pronounce them correctly through Reels," underscoring the platform's educational value in vocabulary acquisition and pronunciation refinement. Reels were described as challenging, as they "challenge me to speak quickly and accurately, improving my pronunciation," encouraging fluency and precision. Participants also appreciated the exposure to "different accents that pronounce words, which broadens my understanding," promoting linguistic diversity.

Moreover, "Reels often focus on slang and casual speech, helping me sound more natural," suggesting informal language exposure as beneficial for fluency and cultural assimilation. Many participants engaged actively with Reels by "repeating after Reels to improve my accent and intonation," demonstrating proactive language practice. Lastly, participants noted that seeing "mouth movements and facial expressions in Reels helps me mimic proper pronunciation," highlighting visual cues as aids in mastering articulation and expression.

Another open-ended question was asked to determine the challenges encountered by participants while using Instagram Reels to improve their speaking skills. Among the 143 respondents, the majority reported encountering minimal challenges, with common responses including "No specific challenges encountered" and "Easy to use", "no difficulties." Participants also noted that finding relevant content was straightforward, and they found the platform enjoyable and engaging. Technical issues were not mentioned, reflecting the overall positive experience with Instagram Reels as a tool for language learning and skill improvement.

The final question aimed at assessing whether participants would recommend Instagram Reels as a tool for language learning to other EFL students yielded overwhelmingly positive responses from the 143 participants. Reasons cited included statements such as "Yes, because it exposes you to real-life language use," highlighting the platform's ability to provide authentic language exposure. Others noted that "Yes, it's fun and helps improve listening skills," emphasizing the engaging and beneficial nature of using Instagram Reels. Participants also mentioned that "Yes, it's easy to use and offers diverse content," praising the platform's accessibility and variety. Many respondents agreed that "Yes, it's motivating to see short, engaging videos," pointing out the motivational aspect of the platform. Additionally, participants affirmed that "Yes, it helps with pronunciation and vocabulary," indicating practical benefits for language learning. Other reasons for recommending Instagram Reels included its modernity, interactive features, cultural insights, support for individual learning styles, and its role in building confidence and fluency.

4. Discussion

Based on the data analysis, the study sought to confirm two hypotheses regarding EFL students' perceptions and the specific aspects of speaking skills enhanced by using Instagram Reels.

Hypothesis 1: EFL students perceive Instagram reels as an effective tool for improving their speaking skills.

The participants in this study were primarily aged between 18 to 24 years, with the majority being female (76%). They reported a moderate to high frequency of using

Instagram Reels for language learning purposes, with a mean score of 3.98 (SD = 1.048), indicating that on average, they engaged with Reels several times a week.

Regarding the effectiveness of Instagram Reels features in improving speaking skills, all evaluated aspects such as audio/music selection (M = 3.67, SD = 1.042), AR effects (M = 3.77, SD = 1.016), timer and countdown features (M = 3.71, SD = 1.015), ability to record multiple clips (M = 3.90, SD = 1.023), and speed adjustment (M = 3.86, SD = 1.030) were rated as effective. These findings suggest that participants perceive Instagram Reels as beneficial tools for enhancing their speaking skills. Therefore, Hypothesis 1 is supported by the data, indicating that EFL students generally perceive Instagram Reels as effective for improving their speaking abilities.

The results of this study are compatible with the findings of Utomo and Bastiar (2020), who reported that Instagram increased students' speaking confidence with a mean score of 4.2 (SD = 0.8). Similarly, Hikmah et al. (2024) found that 85% of students saw Instagram Reels as beneficial for speaking practice, with a mean effectiveness score of 3.9 (SD = 1.1). Erarslan (2019) also noted that Instagram effectively improves speaking proficiency, with a mean score of 4.0 (SD = 1.0). These studies collectively support the findings of this study.

Hypothesis 2: EFL students feel that pronunciation and fluency are the aspects of speaking skills most enhanced by using Instagram reels.

Participants identified pronunciation (n = 50) and fluency (n = 45) as the primary aspects of their speaking skills improved by using Instagram Reels, followed by vocabulary (n = 35). These results suggest that EFL students predominantly perceive improvements in pronunciation and fluency through their engagement with Reels. The open-ended responses further illustrate that participants actively practice pronunciation by mimicking native speakers and using visual aids like subtitles to associate pronunciation with written words. Additionally, participants noted that Reels challenge them to speak accurately and quickly, contributing to fluency development. Therefore, Hypothesis 2 is supported by the findings, indicating that EFL students feel pronunciation and fluency are significantly enhanced through the use of Instagram Reels.

The results of this study are compatible with the findings of Alotaibi (2023), who noted notable improvements in pronunciation and fluency among students, with respective mean scores of 3.9 (SD = 1.0) and 4.0 (SD = 1.1). Similarly, Hikmah et al. (2024) reported that pronunciation and fluency were the most enhanced skills due to Instagram Reels, with mean scores of 4.2 (SD = 0.9) and 4.1 (SD = 1.0). Erarslan (2019) also found improvements in pronunciation and fluency, with participants reporting mean scores of 4.0 (SD = 1.0) and 4.1 (SD = 1.0). Wulandari (2019) confirmed that Instagram vlogs effectively enhanced pronunciation and fluency, with mean scores of 4.3 (SD = 0.8) and 4.2 (SD = 0.9). These findings support the conclusion that EFL students feel pronunciation and fluency are significantly enhanced through Instagram Reels.

5. Conclusion

In conclusion, this study explored the effectiveness of Instagram Reels in enhancing EFL students' speaking skills outside the classroom. The findings indicate that EFL students perceive Instagram Reels as a valuable tool for improving pronunciation, fluency, and

vocabulary. The platform's features, such as audio/music selection and AR effects, were particularly highlighted as effective for language learning.

Participants demonstrated a high frequency of engagement with Instagram Reels, indicating its potential as a motivational and practical resource for autonomous language practice. Despite some neutral responses regarding motivation, the overall positive feedback and likelihood of recommendation underscore Instagram Reels' role in supporting language learners' journey towards improved speaking proficiency.

These insights suggest that integrating Instagram Reels into EFL education can complement traditional teaching methods by providing authentic language use experiences and fostering active engagement among students. Further research could explore longitudinal effects and comparative studies with other digital platforms to enrich understanding and optimize the integration of social media tools in language education.

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