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**Investigating EFL Learners' Perspectives on
Using Instagram Reels in their Language
Learning**

Case Study: First Year LMD Students of English

At Mohamed Boudiaf University-M'sila

**Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Master's Degree**

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Notification

This dissertation original title was Investigating EFL Learners' Perspectives on Using Instagram Reels in their Language Learning, which appeared in the cover page. However, during the course of the research, students with the approval of their supervisor made some minor modifications on the title. They could not do officially due to administrative considerations. Hence, the modified title is:

Investigating EFL Learners' Perceptions on using Instagram Reels in their Language Learning. A case of First Year LMD Students of English at Mohamed Boudiaf Univesity-M'sila

Dedication

I am honoured to dedicate this work to my lovely family. To my parents, Noura and Noureddine whose unwavering love, support, and guidance have been instrumental in shaping the person I am today from the earliest stages of my education.

To my sisters Nassiba, Abir, and Aridj, to my nephew Moumen and my niece Sirine.

To my dearest friend Khadija Benthameur

Amira BELOUADAH

This work is dedicated to my parents for their love and support:

To my beloved father Mohamed who sacrificed his time, health and efforts to educate me.

To my lovely mother Fatima who was caring and patient with me

To my lovely sisters who supported my paths

To my two brothers

To my dear best friend Amira Belouadah, my partner in this work

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Abstract

Technological advancements have revolutionized the way we access and interact with information on social media platforms. Additionally, with the progress of social media platforms, such as Instagram, new opportunities for English language learning have emerged. One popular feature on Instagram, known as “Reels,” has gained attention among EFL learners as an innovative tool for language learning. The aim of the study is to investigate EFL learners’ perceptions on using Instagram Reels in their language learning. Moreover, it focuses on checking the effectiveness of Instagram Reels on enhancing their English language proficiency. It verifies the influence of Instagram Reels on encouraging EFL learners improving their knowledge, vocabulary, and understanding of different cultural contexts. This descriptive study targets 30 students as a sample. It was conducted quantitatively. It employed a questionnaire that was used as a data collection tool. The questionnaire was administered to first year LMD students at the department of English at M’sila University. The findings revealed that EFL learners have positive perceptions towards the use of Instagram Reels on enhancing their English language learning. Participants expressed enthusiasm for the audio visual and interactive nature of Instagram Reels, which made language learning more engaging and enjoyable. The majority agreed that Instagram Reels provided them with exposure to English content and helped them to improve their language proficiency. Instagram Reels could be integrated in an interesting way for EFL learners to demonstrate their confidence and ease in using the English language further from pedagogical constraints. Furthermore, based on the findings, it is recommended that EFL educators integrate Instagram Reels into their teaching practices by choosing a suitable educational content to their learners, moreover to guide learners in critically evaluating the reliability of the content they encounter on Instagram Reels.

Key Terms: Instagram Reels, Language Learning, EFL Learners

List of abbreviations

EFL: English as a Foreign Language

IG Reels: Instagram Reels

APP: Application

IGTV: Instagram Television

TV: Television

DIY: Do it yourself

X: Mean

STD: Standard Deviation

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GENERAL INTRODUCTION

1. Background of the Study

Languages are the medium through which intellectual life grows and endures. Aside from communicating, it is clear that language is utilised to gather information and obtain knowledge. Languages are also utilised to retain, during learning, you may recall and/or acquire new information. Language is employed at a higher level, such as a university, to offer open and fresh thinking and study (Dill and Van Vught, 2010).

The English language has grown in prominence as the most widely spoken language in the world, particularly during the globalisation era (Short et al, 2001). Its popularity is growing, especially with the widespread use and diffusion of new technology (Alfitri, 2012).

Professionals in the area, such as Baugh et al. (1993), The English language has grown in prominence as the most widely spoken language in the world, particularly during the globalisation era (Short et al, 2001).

The rapid advancement of technology has increased significantly the popularity of social media platforms. S.dixon (2023) stated that in 2023 there are 4.89 billion people using social media worldwide. Indeed it has influenced various aspects of our lives, including language learning. Among these platforms on social media is Instagram. Hence, it has emerged as a powerful tool for communication and self-expression, providing users with various features to share photos, videos, and stories.

Moreover; One of Instagram's latest features, Instagram Reels, which allow users to create short and engaging videos with music, effects, and filters. This study aims to explore EFL students' perceptions regarding the integration of Instagram Reels into their language learning.

Manca, Amp and Ranieri, 2016 stated that Social media platforms has become a vital part of our everyday lives in recent years, and has an impact on different disciplines, including education that has been increasingly researched as a powerful tool for teaching and learning practices through its nature of openness, interactivity, and sociability.

Instagram, in particular its function dubbed "Instagram Reels" which allow users to produce and share short videos, has grown in popularity among language learners. It has the potential to be an excellent language learning tool since it delivers authentic language input, facilitates interaction among learners, and stimulates creativity and participation. In addition to the previous research which found that Instagram could boost students' consciousness and motivation (Rahmah Febriyati & Amp; Utami, 2018).

Furthermore, since the official launch of Instagram Reels in Indonesia, this function has attracted a large number of Instagram users (Silalahi et al., 2021). Like TikTok, Instagram Reels is founded on the concept of short video clips . Instagram Reels, like TikTok, is based on the concept of short video content. They debuted on August 5th, 2020, allow users to create short videos with the background of a trending or favorite song. This feature is also helpful for educational content creators to increase followers and engagement by generating a variety of innovative content. As a result, Instagram reels can be a powerful instructional tool, improving the learning experience and making it more relevant and informative (Carpenter et al., 2020).

In addition, videos can contribute to the development of speaking skills. Learners can model their speaking after the language patterns and structures observed in videos, helping them enhance their fluency and accuracy. Videos can also expose learners to different communicative situations, which can broaden their vocabulary and boost their confidence in speaking English. This result is also supported by Apriyanti et al., (2018); Nurhikmah and AINI (2020) who concluded that students were given positive responses and they had developed their speaking skills as a result of applying Instagram Reels as a medium for learning English.

Various researchers have studied students' perceptions regarding the use of Instagram in improving English speaking skills, as well as its supporting aspects such as vocabulary mastery, pronunciation, and motivation. Putri (2022) conducted a previous study that focused on students' perceptions of increasing vocabulary, and the results of her research with university students as the subject revealed that Instagram could increase English vocabulary. Furthermore, students' vocabulary can be expanded by following various Instagram accounts that focus on learning English, watching videos of them that provide English tutorials, and reading the captions below the videos (Rasyiid & Maulina, 2021).

In addition, Instagram has many features like filters, Instagram stories, IGTV, and the new feature is Instagram Reels. Likewise, Instagram Reels' short duration 15-60 seconds video has created a creative space for users to create and share short videos with others, it included creative options, allowing users to create the best clips possible. Nguyen, (2021). It is a quick and easy way to engage the audience and deliver the message. Besides, from the short videos of Instagram Reels, 15-60 seconds video made students learn new things in a short time. Consequently, Instagram Reels can be a great instructional resource as a teaching motivation tools and support students' creativity.

2. Statement of the Problem

EFL learners face various challenges in learning the language. Over the years several studies shed light on using various platforms such as Instagram, Facebook, YouTube, and Tiktok, as learning tools. Simultaneously, Instagram has become a popular platform among young people. It offers features such as Instagram Reels.

The majority of previous studies concentrated on examining or explaining how the Instagram application itself is used as an EFL learning tool, without paying much attention to the spread of Reels which may support language learning. However, there is limited research that

investigates the perceptions of EFL learners on using Instagram Reels in their language learning. This issue is one of the key reasons that motivate us to conduct this study.

3. Research Questions

This study attempts to answer to the following research questions:

1. What are EFL learners' perceptions of using Instagram reels in their language learning?
2. What aspects of language learning can Instagram Reels facilitate for EFL learners?

4. The Aim of the Study

This research intends to investigate the impact of Instagram Reels on EFL learners' language learning.

5. Research Assumptions

Because this study is dominantly descriptive in nature, it sets the following assumptions:

1. EFL learners may have positive perceptions regarding the use of Instagram Reels in their language learning.
2. EFL learners perceive Instagram Reels as a means to improve their English language proficiency.

6. Significance of the study

The significance of this study lies in its exploration of EFL learners' perceptions regarding the use of Instagram Reels in their language learning. By investigating learners' perceptions, the study contributes to understand how Instagram Reels can be utilized as a tool for language learning. Moreover, the findings of this study can inform language educators and curriculum designers in incorporating Instagram Reels into their teaching practices, enhancing learners' engagement, language proficiency and autonomy learning of

the language. Furthermore, this study will add insights into the effectiveness and impact of integrating Instagram Reels into language learning. It contributes to the existing body of knowledge by exploring learners' perceptions, preferences, and experiences with Instagram Reels as language learning tool as well as it can enhance our understanding on the role of technology in language learning.

7. Research Methodology

This section discusses the research method that was employed, the study sample, the data collection instruments, and the structure of the dissertation.

7.1. Method

Descriptive method of research is to gather information about present existing condition. (Creswell, 1994). The current study adopted the descriptive method based on the quantitative research approach. Furthermore, the descriptive method is highly appropriate when conducting quantitative research because it allows researchers to provide an objective and comprehensive description of the research phenomenon or topic under investigation. Therefore; First Year Students of English at M'sila University represent the entire population of the study which is 291, ordinarily the sample comprises of 30 students. The participants were chosen randomly from different groups, through the probability sampling with simple random sampling technique.

The reasons behind choosing to work with First Year Students for this dissertation are that they are more familiar with social media; hence they are likely to have grown with it as a part of their daily lives and use it regularly and comfortably. This familiarity may make them more willing to use Instagram Reels as a tool for language learning. In addition, they are

considered to be beginners in their language-learning journey, and Instagram Reels may provide valuable insights that could be integrated into language learning in the long term.

Moreover, EFL learners are studying basic language structures and vocabulary which could make them more receptive to short engaging videos like Instagram Reels.

7.2. Data Gathering Tools:

In this study, a questionnaire was given to first year LMD students to collect data that help us examine their perceptions on using Instagram Reels in their language learning. The questionnaire is based on nine close-ended questions and one open-ended question to get information about students' general information towards Instagram Reels and EFL learning. In addition, 12 Likert Scale Type (5 points) that measured the respondents' views and perceptions on using Instagram Reels in their English language learning.

7.3. Structure of the Dissertation:

This study is divided into two main chapters. The first chapter is devoted to the theoretical part; it provides a good understanding and a clear explanation of the variables of this study.

The first chapter is entitled using Instagram Reels in English language learning. It is composed of three sections. The first section attempts to show the importance of EFL learning for EFL learners. It also defines the EFL learning and supplies insight into the status of EFL in Algeria. Moreover, the second section provides an overview of Instagram (tools and reels) it covers the definition of Instagram, the history, the emergence of Instagram Reels, and the Instagram Reels contents. Additionally, it clarifies the characteristics of Instagram Reels. The third section deals with Instagram Reels and English language learning.

It discusses Instagram Reels as a language learning tool. Moreover, it sheds light on the role and the importance of Instagram Reels in English language learning.

On the other hand, the second chapter covers the employed methodology to test the research assumptions, in which data are gathered through quantitative procedures that would enable extracting valid results and answering the research questions. It comprises of three sections. Section one involves a full description of the research process, which provides a description of the research method, sample and setting techniques. Then, it provides a detailed description of data collection tools, which involve students' questionnaire. The second section is devoted to display the data analysis and the findings discussions. Furthermore, section three is concerned with the limitations of the study and recommendations for future research.

**CHAPTER ONE: USING INSTAGRAM REELS IN ENGLISH LANGUAGE
LEARNING**

Section One: The Importance of EFL Learning for EFL Learners

1. Introduction

In the twenty-first century, the entire world has become narrow, accessible, sharable, and familiar with English being used as a common language even though there are some variations in habits, cultures, traditions, regions, and idiosyncratic aspects. Clearly, English plays a vital role in education and research, particularly in academic fields such as medicine, engineering, and social sciences. Crystal emphasized that English is the primary language for scholarly communication, giving individuals access to a wealth of knowledge and facilitating international collaboration (Crystal, 2003, p.42). Additionally, learning English has developed in various branches such as ESL, and EFL. Therefore, EFL learning is becoming increasingly important in today's world, where English is often the language of communication in education and social settings. It refers to the process of learning English as a foreign language.

1.1. The Definition of EFL Learning

The concept of EFL learning has been discussed by many linguists over the years. Richard and Schmidt (2010) stated that EFL learning is “the learning of English as a foreign language in a context where the language is not used as the primary means of communication in society”. Savignon (1983) defined EFL learning as “the learning of English in a country where English is not widely spoken and where there is little opportunity to use the language outside the classroom.” Moreover, Larsen-Freeman and Celce-Murcia (2002) stated that EFL learning refers to “ the learning of English by speakers of other languages in a context where English is not commonly used in daily life or as a medium of instruction.”

Furthermore, EFL learning can take place in various settings including classrooms, language centers, online platforms, or immersion programs in non-English-speaking countries. The goal of EFL learning is to enable learners to communicate effectively in English for various purposes, such as personal, academic, or professional contexts.

Additionally, it involves the development of four language skills: listening, speaking, reading, and writing. EFL learners may focus on other aspects of language learning, such as grammar, vocabulary, and pronunciation.

1.2. The Status of EFL Learning in Algeria

In Algeria, English is taught as a foreign language and is considered a mandatory subject in schools and universities. The Algerian government recognizes the importance of English as a global language for communication and commerce; therefore, it promotes the teaching and learning of English throughout the country. Equally important, the status of EFL learning in Algeria has been influenced by historical, political, and economic factors.

Historically speaking, Algeria was a French colony, and French has traditionally been the dominant foreign language taught in schools. However, with the growing importance of English as an international language for business, science, and technology, there has been a shift towards teaching English as a foreign language in Algeria.

Politically, journalist Riad mazouzi (2022) stated that the Algerian government has recognized the importance of English for international communication and has made efforts to promote the teaching and learning of English. Therefore, the president Abdel Madjid Tebboun made a shift in the Algerian primary schools where he conducted teaching the English language to 3rd –year primary pupils. Despite this fact, the previous decision indicates to have a long-term study of the Algerian educational system be launched.

Socially and economically, the growing demands for English language proficiency in Algeria, particularly in industries such as tourism, international trade, oil and gas. As a result, there is a strong motivation among Algerians to learn English as a means of improving their job prospects and economic opportunities.

According to RAHMANI Asma (2021) higher education is regarded as a delicate topic that provides future national career paths in all domains to society. Algeria, as an integral part of this globalised world, should not be immune to the adoption of English as an international means of communication. The responses of teachers in this study reflect their readiness and encouragement of implementing English at Algerian universities. Furthermore, professors say that progressive rather than abrupt integration of the English language in Algerian educational settings would have various positive, beneficial, and encouraging impacts. Teachers emphasize that this measure serves as an approach of integrating Algerian universities to similar worldwide research and academic institutions, hence raising their international standing. Still, they believe that using English will increase research and even learning quality. Teachers, on the other hand, recommend and offer some practical methods to make this endorsement smooth and beneficial. Their recommendations were based on their teaching experiences and observations made while teaching in real-world scenarios. Overall, there is an urgent need for a research-driven approach to understanding and being more educated about such adoption and its potential repercussions.

1.3. Conclusion

English language learning is an important process that has significant implications for individuals and societies around the world. The global spread of English as an international language has made it a vital tool for communication, commerce, and culture. As a result,

there is a growing demand for English language proficiency and English language learning has become a crucial aspect of education in many countries.

However, the process of English language learning is not without its challenges. These may include a lack of access to qualified teachers, inadequate resources and infrastructure, cultural and linguistic barriers. Nevertheless, many strategies and approaches can be employed to address these challenges and promote effective English language learning.

Overall, English language learning is a dynamic and evolving field, shaped by a range of social, cultural, political, and economic factors. As the importance of English continues to grow, English language learning will likely remain an essential aspect of education and personal development for many years to come.

Section Two: An Overview on Instagram: Tool and Reels

2. Introduction

Instagram is a popular social media platform that has gained a significant following among users worldwide, especially younger generations. With its various features, including photo-sharing, video-sharing, and interactive tools like Instagram Reels and stories, Instagram has become more than just a place to share personal moments and experiences. In recent years, educators and students alike have recognized the potential of Instagram as a learning tool, especially for foreign language learning.

2.1. Definition of Instagram

According to Sarangapani, S. and Hashim, H (2022) Instagram is a social media platform that was launched in 2010 as a photo-sharing application. It has since evolved into a multimedia platform where users can share photos, videos, and other contents, follow other

users, and engage with them through comments, likes, and direct messages. Hence, Instagram's user base has grown significantly over the years, making it one of the most popular social media platforms globally, especially among younger generations. It has also become a popular tool for businesses and organizations to promote their products and services, and for individuals to express their creativity, share their experiences, and connect with others. Instagram's unique features, such as filters, hashtags, and stories, have made it a versatile and engaging platform for users to interact with each other and the wider world.

From an academic perspective, Instagram can be seen as a digital platform that enables communication, collaboration, and knowledge creation among users. It provides a space for individuals to express themselves, share their ideas and experiences, and connect with others who share similar interests and values. As a learning tool, Instagram can be used to facilitate active and collaborative learning, promote critical thinking and reflection, and enhance students' digital literacy skills. Instagram Reels can be an effective educational tool, elevating the learning experience and making it more meaningful and insightful (Carpenter et al., 2020). Instagram's multimedia capabilities and interactive features allow for the creation of engaging and immersive learning experiences that cater to students' diverse learning needs and preferences.

2.2. The History of Instagram

Instagram is a popular social media platform that was launched in 2010. The platform is a photo and video-sharing app that allows users to share their content with a wide audience. Accordingly, Instagram has grown rapidly since its launch, and it has become one of the most popular social media platforms in the world (Alison Eldridge, 2023).

Alison Eldridge stated that Instagram was created by Kevin Systrom and Mike Krieger in San Francisco. Systrom was working on a location-based app called Burbn when he

decided to create a photo-sharing app instead. Then, Krieger joined Systrom, and together they launched Instagram on October 6th, 2010. Thus, the app was only available on iOS at first, but it quickly gained popularity among users.

Moreover, one of the key features of Instagram is the ability to apply filters to photos and videos. The filters allow users to enhance their photos and make them look more appealing. Instagram's filters were a major selling point for the app, and they helped differentiate it from other photo-sharing apps.

In addition he inserted that in April 2012, Facebook acquired Instagram for 1 billion \$. The acquisition was a significant milestone for Instagram, as it gave the app access to Facebook's vast user base. After the acquisition, Instagram began to grow at an even faster pace, and it soon became one of the most popular social media platforms in the world. Again, in 2013, Instagram introduced video-sharing to the platform. The feature allowed users to share short videos in addition to photos. The introduction of video-sharing was beneficial for Instagram, as it expanded the types of content that users could share on the platform.

Furthermore, Alison appended that in 2016, Instagram introduced Stories; a feature that allowed users to share photos and videos that would disappear after 24 hours. It was inspired by Snapchat, which had a similar feature. Thereupon, stories were an instant hit with Instagram users, and they quickly became one of the most popular features on the platform. Over the years, Instagram has continued to introduce new features and enhancements. In 2018, the platform introduced IGTV, a long-form video-sharing feature that allows users to share videos up to 60 minutes in length. The feature was designed to compete with YouTube and other video-sharing platforms.

Today, Instagram has over 1 billion active users, making it one of the most popular social media platforms in the world. The platform has evolved significantly since its launch

in 2010, but it has remained true to its core mission of allowing users to share their photos and videos with a wide audience.

In conclusion, Instagram has come a long way since its launch in 2010. The platform has evolved significantly over the years, and it has become one of the most popular social media platforms in the world. In consequence, Instagram's success can be attributed to its user-friendly design, its innovative features, and its ability to connect users with a wide audience.

2.3. The Emergence of Instagram Reels

Instagram Reels are a new feature that was introduced by Instagram in August 2020. Reels allow users to create short-form videos that are up to 60 seconds long and share them with their followers and the wider Instagram community. Reels are Instagram's response to the growing popularity of short-form video content on social media platforms like TikTok (Natalia Kolkowska 2022).

Natalia Kolkowska stated that the emergence of Instagram Reels can be traced back to the success of TikTok. Initially, TikTok is a short-form video-sharing application that has exploded in popularity in recent years, particularly among younger audiences. It allows users to create short videos that are set to music or other audio and share them with a large audience. Thus, TikTok's success has prompted other social media platforms to develop their short-form video features, such as Instagram. Moreover; Instagram Reels are designed to be a direct competitor to TikTok. The feature allows users to create short videos with music and a range of creative tools and effects. Reel videos can be shared in the user's Instagram profile, the Explore page, or the Reels section of the application.

Furthermore, to create a Reel, users can select the Reels option from the Instagram camera and start recording. They can add music, effects, and other creative tools to their

video and edit it to make it more engaging. Once the video is ready, users can share it with their followers or the wider Instagram community.

In addition she noted that the emergence of Instagram Reels has been met with mixed reactions. Some users have embraced the feature and have enjoyed creating short-form videos on Instagram. Others have criticized the feature as a copycat of TikTok and have argued that it is diluting the Instagram experience. Despite the mixed reactions, Instagram Reels has become a popular feature on the platform. Many users have embraced the feature and have enjoyed creating short videos with music and effects. Brands and businesses have also started using Reels as a way to reach new audiences and engage with their followers.

In conclusion, the emergence of Instagram Reels can be attributed to the success of TikTok and the growing popularity of short-form video content on social media. Moreover, Reels are used as trend promoting businesses, content creators, and even teachers' interests in shifting the platform for-profit goals.

2.4. Instagram Reels contents

Instagram Reels allow users to create and share a variety of content. First, Dance and Choreography are popular types of content on Reels; where users create short videos showcasing their dance moves, whether it is freestyle, tutorials, or choreographed routines. These videos often include catchy music and creative dance moves. Second, Comedy and Skits are funny comic talents, creators and users both enjoy creating funny skits, comedic monologues, or humorous situations. Third, Lip-Syncing and Dubbing where Users often create videos where they lip-sync or dub dialogues or songs from movies, TV shows, or popular audio clips. This type of content allows users to showcase their acting or mimicking skills while engaging with popular culture references. Fourth, DIY and Life Hacks Reels also feature content related to do-it-yourself (DIY) projects and life hacks. Then, users share

creative ideas, tips, and tricks for various aspects of life, such as cooking, home organization, fashion, beauty, or crafting. Fifth, Fitness and Workout Routines invade Instagram, workout tips, and fitness challenges. These videos are educational and amusing; they present data concerning body anatomy and nutrition.

Finally, Educational and Informative Content Reels also serve as a platform for sharing educational or informative content. Users create short videos on various topics, such as science, history, technology, or personal development, to provide quick insights or share interesting facts (Ali,E, 2019).

2.4.1. Various Instagram Educational Reels

Recently, the Instagram platform has evolved to include a diverse range of educational content. Firstly, Info graphics are a popular form of educational content. They use visuals, such as charts, diagrams, and illustrations, to convey information on a specific topic. Many accounts specialized in creating info graphics on topics such as health, social justice, or the environment. Secondly, Instagram is a great platform for learning a new language. Many language learning accounts offer short, interactive lessons on grammar, vocabulary, and pronunciation. Some accounts even provide mini-quizzes and interactive exercises to help learners practice. These contents are shared for non-native speakers, and English teachers.

Moreover, Personal Development content that focuses on self-improvement share tips and advice on topics such as time management, goal-setting, and productivity. Some accounts even offer mini-courses and challenges to help users improve their personal and professional

lives. Finally, Instagram reels hold a holistic view covering all scopes of interests that may concern people such as personal development, travel, art, and culture. (Lee, Y. J, 2019).

2.4.2. Different Types of Instagram Reels for language learning content

Raja and Nagasubramani (2018) stated Instagram Reels have a solid relationship with language learning, content creators devote their reels on different language learning aspects. First, vocabulary lessons where creating short Reels that focus on teaching vocabulary words and phrases in the target language. Besides visual display of word or phrase, provide its pronunciation, and even use it in example sentences. Second, pronunciation practices content; creators use Reels to demonstrate the correct pronunciation of challenging sounds or words in the target language, by giving oral explanation of the pronunciation, providing tips, and encouraging viewers to repeat after them. Third, providing grammar tips by creating Reels that offer quick and concise explanations of grammar rules in the target language. Use visuals, text overlays, and examples to make the content easily understandable and memorable.

In addition, language challenges engaging the audience by creating language challenges in their Reels. For example, by asking viewers to translate a sentence, guess the meaning of a word, or fill in the blanks of a dialogue. Moreover, encouraging viewers to participate and provide feedback. Furthermore, using Reels to share interesting cultural insights related to the target language. Highlight traditions, celebrations, or unique aspects of the culture to give learners a broader understanding of the language.

To sum up, Instagram Reels educational contents provide the learners with endless ways, tips, pieces of advice that facilitating and shorten the process of language learning process in an engaging communicative manner.

2.5. Characteristics of Instagram Reels

Instagram Reels, as a feature within the Instagram platform, have several distinctive characteristics that set it apart from other forms of content on the platform. Here are some characteristics of Instagram Reels' short length videos, typically lasting up to 15 or 30 seconds, allowing users to create quick and concise content. The brevity of Reels make them easy to consume and encourages creators to deliver their message or story in a condensed format .Moreover, Instagram Reels offer the learner wide range of creative tools and effects to enhance their videos. These tools include augmented reality effects, filters, text overlays, stickers, and audio editing features; these features enable users to add a touch of personalization and creativity to their Reels .In addition, Music integration by allowing learners to incorporate a wide selection of audio tracks, including popular songs and sound bites, into their videos. This feature adds an element of entertainment and allows creators to synchronize their content with music to create engaging and immersive experiences (Canva, 2022).

Furthermore, Discoverability aspect of Instagram Reels making it easy for users to discover and explore Reels content. Following this, users can access the Reels tab, where they can browse through an algorithmically feed of Reels from accounts they follow and others that Instagram recommends based on their interests. Instagram's algorithm is designed to promote engaging and high-quality Reels to a wider audience. Significantly, the algorithm takes into account factors such as engagement, relevance, and user preferences to determine which Reels to display in users' feeds and the explore page . Additionally, Instagram Reels are linked with engagement between the content creator and his audience; both have equal chance to share and interact with each other, Instagram Reels policy encourage selective watching and interacting of its users by providing them with similar interests (Dr. Nafiseh Zarei, Rajeev Rudravarapu, 2019).

2.6. Conclusion

Instagram and Instagram Reels have revolutionized the way we consume and share visual content on social media. Further, Instagram's initial focus on photos and videos for personal expression has evolved to include diverse forms of educational and informative content. Instagram Reels, in particular, has become a place for creative and engaging short-form videos, including language-learning content.

Section Three: Instagram Reels and English Language Learning

3. Introduction

Social media platforms have become an integral part of our daily lives, offering endless opportunities to learn, connect, and share information. Among the various social media platforms available today, Instagram has gained immense popularity among users worldwide. Furthermore, Instagram's latest feature, Reels, has taken the platform to new heights,

providing users with short-form video content that can be both entertaining and informative.

While many users may not realize it, Instagram Reels can also be an effective tool for English language learners.

3.1. Instagram Reels as a Language Learning Tool

In recent years, social media has become a significant part of our daily lives, providing us with countless opportunities to learn and connect with others. One of the latest additions to the social media world is Instagram Reels, a short-form video feature that allow users to create and share engaging and informative content. While many people use Reels for entertainment purposes, it can also be a powerful tool for language learning.

According to Brilianti and Fauzi (2020) Instagram Reels can help language learners improve their listening, speaking, and comprehension skills in a fun and interactive way. By following accounts that post Reels in the target language, learners can expose themselves to authentic and relevant content, including music, conversations, and cultural practices. They can also interact with other users by leaving comments, asking questions, and sharing their Reels, which can further enhance their language proficiency.

Pursuant to Affrilliani et al (2020) reels offer a visual and auditory learning experience that can appeal to a wide range of learning styles. Unlike traditional language learning methods that rely on textbooks and audio recordings, Reels provide learners with a dynamic and immersive experience that mirrors real-life communication. This can help learners better retain information and develop a deeper understanding of the language. In addition to its language learning benefits, Instagram Reels also provide learners with a sense of community and connection. By engaging with other users who share a common interest in the target language, learners can build relationships, receive feedback, and stay motivated to continue their language learning journey.

In conclusion, Instagram Reels can be a valuable language learning tool that offers numerous benefits to learners. By incorporating Reels into their language learning routine, learners can improve their skills while also enjoying a fun and engaging social media experience.

3.2. The Role of Instagram Reels in English Language Learning

Instagram Reels become an important tool for language learners, providing learners with authentic and engaging content that can enhance their language skills. Instagram Reels, in particular, can play a significant role in improving English language proficiency. By following accounts that post Reels in English, learners can access a variety of content that can help them improve their listening, speaking, and comprehension skills.

Instagram Reels offer a unique learning experience that can be highly engaging and effective for language learners. According to Purnama (2022) Instagram reels offer an authentic learning experience that can be applied in real life to make learning more meaningful. Unlike traditional language learning methods that can be tedious and repetitive, Reels provide learners with short, dynamic videos that are both entertaining and informative. They can expose learners to various aspects of English, including music, conversations, and cultural practices, providing them with a diverse and comprehensive learning experience. Instagram Reels can be a great platform for language learning, as they allow for creative and engaging short-form videos.

In agreement with Erarslan (2019), for the reasons listed below, Instagram reels appear to be an ideal tool for assisting with English learning. First, it provides a wide range of contextualized visual data that can be used to supplement language classroom instruction. Second, because the tool allows students to communicate and socialize with one another outside of the classroom, using Instagram reels in the classroom can start to enhance a

socially connected community of learners. Third, Instagram reels are a frequently used social media source that young learners are almost deeply involved in and easily adapted to.

Integrating it into their learning process can be seen as a way of applying topics learned in class in a real-life setting. Fourth, this media can be used for online and offline learning to teach all English language skills. Finally, the ease of use of Instagram and its availability on the most commonly used devices make it more appealing to consider using this platform in a language classroom.

Furthermore, Reels can help learners improve their listening and comprehension skills by exposing them to native English speakers speaking at natural speeds. By listening to and transcribing the language used in Reels, learners can improve their understanding of English grammar, vocabulary, and pronunciation. Additionally, by participating in conversations in the comments section, learners can practice their writing and typing skills while also engaging with other users in the target language.

Incorporating Instagram Reels into English language learning can also help learners stay motivated and engaged. By following accounts that post content in areas of personal interest, learners can enjoy the learning process and feel more connected to the language and its culture. They can also interact with other users who share similar interests, building a sense of community and support that can enhance their language learning experience.

To conclude, Instagram Reels can be a valuable tool for English language learners, providing them with authentic and engaging content that can enhance their language skills. By incorporating Reels into their language learning routine, learners can improve their listening, speaking, comprehension, writing, and typing skills while also staying motivated and engaged.

3.3. The role of using Instagram reels to Improve English language skills

Instagram Reels have become a valuable tool for improving English language skills, providing learners with access to authentic and engaging content that can enhance their listening, speaking, comprehension, and writing skills. The following are some of the key benefits of using Instagram Reels to improve English language skills.

In compliance with Ariantini (2021) and Pratiwi (2020) Firstly, Instagram Reels offer learners exposure to a variety of English language content, including conversations, music, and cultural practices. By watching Reels in different contexts, learners can improve their understanding of the language and its usage in everyday situations. This can help learners develop their ability to communicate effectively in English and feel more confident in their language skills.

Secondly, Instagram Reels can help learners improve their listening and comprehension skills. Reels provide learners with access to short and dynamic videos that can help them develop their ability to understand spoken English. By listening to Reels repeatedly and focusing on different aspects of language, such as pronunciation, intonation, and vocabulary, learners can improve their listening comprehension skills and expand their knowledge of the language.

Thirdly, Instagram Reels provide learners with opportunities to practice their speaking and pronunciation skills. By imitating the language used in Reels and recording themselves speaking, learners can develop their ability to speak English accurately and fluently. Additionally, by leaving comments on Reels, learners can practice their written English and engage with other users in the target language.

Fourthly, Instagram Reels can help learners develop their cultural competence. Reels provide learners with exposure to different aspects of English-speaking cultures, including music, fashion, food, and traditions. This exposure can help learners develop their ability to understand and appreciate cultural differences and build their intercultural communication skills.

Finally, Instagram Reels can help learners stay motivated and engaged in their language-learning journey. By following accounts that post content in areas of personal interest, learners can enjoy the learning process and feel more connected to the language and its culture. This can help learners stay motivated and committed to their language learning goals.

In conclusion, Instagram Reels provide a range of benefits for improving English language skills, including exposure to authentic language usage, improved listening and comprehension skills, opportunities to practice speaking and writing, development of cultural competence, and increased motivation and engagement in the language learning process.

3.4. The Importance of Instagram Reels in English Language Learning

Instagram Reels have become an essential tool in English language learning, offering learners a unique and engaging way to improve their language skills. Reels provide learners with access to authentic English content that can help them develop their listening, speaking, and comprehension skills. The importance of Instagram Reels in English language learning is evident in the various benefits they offer learners.

Firstly, Instagram Reels offer learners an immersive language learning experience that can help them naturally develop their language skills. Unlike traditional language learning methods that rely on textbooks and audio recordings, Reels provide learners with a dynamic

and authentic learning experience that mirrors real-life communication. This can help learners develop their language skills more quickly and effectively.

Secondly, Instagram Reels provide learners with exposure to different accents, dialects, and cultural practices, helping them to develop their listening and comprehension skills. This is particularly important for learners who may not have access to native English speakers in their local environment. By listening to a variety of accents and dialects in Reels, learners can improve their understanding of different forms of English.

Thirdly, Instagram Reels offer learners a way to practice their speaking and writing skills by participating in conversations and leaving comments on Reels. This can help learners develop their ability to express themselves in English and build their confidence in using the language.

Finally, Instagram Reels offer learners a fun and engaging way to learn English. By incorporating Reels into their language learning routine, learners can enjoy the process of learning English and feel more motivated to continue their studies. Hence, this can help learners develop a lifelong passion for learning the language (Wiktor, 2012).

In conclusion, the importance of Instagram Reels in English language learning cannot be overstated. Reels offer learners a unique and engaging way to improve their language skills, providing them with access to authentic English content, exposure to different accents and dialects, opportunities to practice their speaking and writing skills, and a fun and engaging learning experience.

3.5. Conclusion

Instagram Reels offer a wide range of benefits to English language learners, including exposure to authentic language usage, opportunities to improve listening and comprehension

skills, practice speaking and writing, development of cultural competence, and increased motivation and engagement in the language learning process. Studies have shown that Instagram Reels can be an effective tool for language learning, providing learners with access to engaging content that can enhance their language skills and cultural understanding.

However, there are also challenges and limitations associated with using Instagram Reels for language learning, such as difficulty in finding appropriate content and the potential distraction of visual elements. Further research is needed to explore the effectiveness of Instagram Reels as a language-learning tool and to address these challenges.

Despite these limitations, Instagram Reels can be a valuable supplement to traditional language learning methods. By incorporating Instagram Reels into their language learning routine, learners can engage with authentic language content and develop their language skills in a fun and engaging way.

**CHAPTER TWO: METHODOLOGY, DATA ANALYSIS, RESULTS, AND
DISCUSSION.**

Introduction

The previous chapter covers the theoretical background on The Use of Instagram Reels in English Language Learning. This final chapter is dedicated to the fieldwork, in which the aim is to investigate the EFL learners' perceptions on the use of Instagram Reels in their English language learning at the department of Letters and English Language at M'sila University during the academic year 2022-2023. Hence, the current chapter is divided into three sections.

The first section provides an overview of the methodological aspects including the methodology, the setting, participants, data collection tool, and description of the data collection and analysis procedures. The second section focuses on the data analysis and discussion of the findings. While the third section is concerned with the pedagogical implications, limitations of the present study, as well as recommendations for further research.

1. Research Methodology

1.1. The Descriptive Method

This descriptive method is incorporated by a quantitative data to obtain the necessary insights to answer the research questions, meet the objectives, and to test the assumptions that are already posed. In this regard, descriptive research can be defined as a research method that describes a certain phenomenon under examination to identify characteristics, trends, and beliefs (Boudah, 2010). Based on this, this research is descriptive in the very fact, that it studies students' perceptions towards the use of Instagram Reels in their language learning process. In addition, it identifies the various areas that Instagram Reels affect EFL learners' language learning.

1.2. The Sample and Setting

This research is conducted at the Department of Letters and English Language at the University of Mohamed Bouadiaf, M'sila during the second semester of the academic year 2022/ 2023.

The first step in sampling is to define the population which is defined by Creswell as a group of individuals who have the same characteristics (2012, p.142) . As a result, a number of reasons prompt the choice of this population. Firstly, first year students are considered to be previous high school students who lack English language proficiency. Secondly, first year LMD learners' curriculum is diverse and profound which encourage them to look for different sources and tools to sustain their curriculum levels, in addition first year LMD students seek to increase their levels of familiarity with the English language's four skills.

In a research study, a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012, P. 142). In this research a simple random sampling technique is employed.

In terms of the number of participants, Kothari claims that the size of sample should be neither excessively large, nor too small. It should be optimum (2009, P.56). Therefore, the sample chosen in this inquiry consists of thirty students (N= 30) from a population of two hundred and ninety one students (291students).

1.3. Research Instrument

To complete this descriptive research, a questionnaire is used to obtain the desired data about EFL learners' perceptions on the use of Instagram Reels in their English Language Learning.

1.3.1. Description of the Questionnaire

According to Creswell (2012) “a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher” (p.382). In other words, a questionnaire is a research tool that consists of a set of written questions or statements designed to gather data from respondents to which they must reply by writing out their responses or choosing from a list of pre-written responses.

The students’ questionnaire involves twenty-one items. All the items are grouped into three sections in order to meet the structural requirements of the research questions. Moreover, each section elicits quantitative data including close-ended questions (yes, no questions), and one open-ended question, in addition to five point Likert scale to obtain a full comprehension on the subject matter. Close-ended questions have the advantages of easy handling, simple to answer, quick and relatively inexpensive to analyze. Moreover, choosing one open-ended question is appropriate for giving the respondents the opportunity and space to express their thoughts clearly.

Furthermore, the reason behind selecting Likert scale is that it is a universal method for collecting data and it gathers data rapidly from respondents. Moreover, respondents find it easy to answer and more importantly it allows them to be neutral (Johns, 2010; Nemoto, and Beglar, 2014). The questionnaire is composed of 21 items and divided into three sections. Section one entails nine questions about EFL learners’ general information about Instagram Reels and EFL learning which they are supposed to answer by yes or no and to choose one answer in addition to one open-ended question to allow respondents to provide detailed and descriptive answers in their own words, this helps the researchers gain a deeper understanding of the participants’ opinions, experiences and thoughts. Section two is designed to collect EFL students’ views about the use of Instagram Reels in English

Language learning and is composed of five Likert scale questions. Moreover; Section three is considered to be the main part that answers the research questions and meets the objectives of this study. It is interested in Students' Perceptions on Using Instagram Reels in their English Language Learning. This section evolves 7 items in total, all in the form of a five-point Likert scale.

1.4. Statistical Analysis Tools

The obtained data from the questionnaire were subjected to descriptive statistics since the current study is concerned with numerical interpretations. Moreover, the data were analyzed through the usage of the Statistical Package for Social Sciences (SPSS) software version 26 and Microsoft Excel to provide percentages and frequencies, also to extract important information such as the mean and the standard deviation which their formulas can be demonstrated below:

Mean= sum of all data points divided by number of data points.

$$\bar{x} = \frac{(\sum X)}{n}$$

Standard Deviation (STD) is calculated by finding the mean of a data set, finding the difference of each data point to the mean, squaring the differences, adding them together, dividing by the number of points in the data set less 1, and finding the square root.

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

1.5. Procedures

In this study, the researchers collected and analyzed data using a questionnaire. First of all, the researchers designed the research tool based on the available theoretical background. The design of the tool was under the consultation of the supervisor who helped in designing and directing its content. Hence, the tool was administered to first year LMD students after their linguistics' exam that were available and willing to participate, at the department of Letters and English Language at M'sila University.

After the questionnaire was collected, the researchers analyzed the tool quantitatively and each question separately from the other questions, using the descriptive statistical analysis in particular, frequency and percentage, mean and standard deviation. This choice was based on the nature of the research design which is descriptive. The representation of the results was in the form of tables, pie charts and bar graphs, accompanied by explanations and clarifications followed each table or graph.

2. Data Analysis and Discussion of the Findings

This section highlights the detailed description, analysis and discussion of the results obtained through the students' responses. It starts with the analysis and discussion of the questionnaire's findings, which answers the research questions. Subsequently, it provides a general discussion of the findings of the study where the results of the data collection tool were discussed.

2.1. Analysis of Students' Questionnaire

The section demonstrates the data analysis of the students' questionnaire to determine their perceptions towards the use of Instagram Reels in their language learning. Thus, the questionnaire's sections are displayed in the following tables, pie charts and bar graphs.

2.1.1. Section One: Instagram Reels and EFL Learning

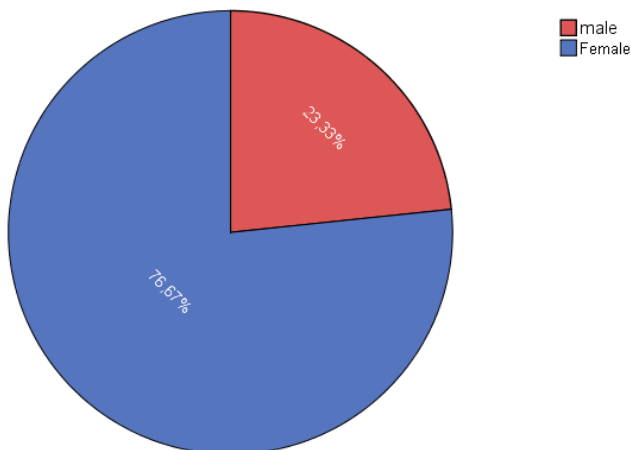
General Information:

Q1. What is your gender?

Table 1: Students' Gender

	Frequency	Percent
Male	7	23,3%
Female	23	76,7%
Total	30	100%

Figure 1: Students' Gender



The table represents the EFL learners' gender, as shown in table (01). Among the total participants of (76,7%) are females, and only (23,3%) identified as males. This may indicate that females are more interested in the domain of foreign language learning than males are. Moreover, this may indicate that females have more holistic approach to language learning

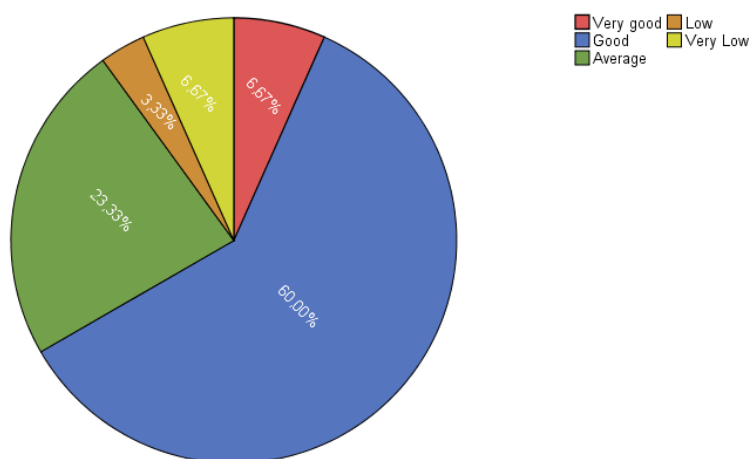
more than males who rely heavily on their senses. (Burman, Bitan, & Booth, 2008).

Q2. How would you evaluate your English Language Proficiency?

Table 2: Students' Self-Assessment of their English Language Proficiency

	Frequency	Percent
Very good	2	6,7%
Good	18	60,0%
Average	7	23,3%
Low	1	3,3%
Very Low	2	6,7%

Figure 2: Students' Self-Assessment of their English Language Proficiency



Among the participants, 2 individuals (6.7%) reported a "Very good" level of their English language proficiency. The majority of participants, 18 individuals (60.0%), expressed

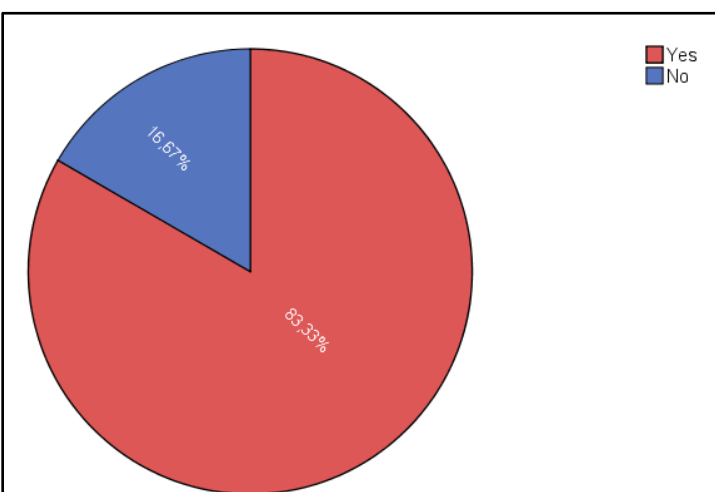
a "Good" level. Additionally, 7 participants (23.3%) reported an "Average" level, while only 1 participant (3.3%) expressed a "Low". Finally, 2 participants (6.7%) reported a "Very Low" level.

Q3. Have you ever tried to improve you English language proficiency?

Table 3: Srudents' willingness for improving their English language proficiency.

	Frequency	Percent
Yes	25	83,3%
No	5	16,7%

Figure 3: Students' willingness for improving their English language proficiency.



In the given frequency table, we have the responses to a question asking whether individuals have tried to improve their English language proficiency. The table displays the frequency and percentages of each response category. Out of the 30 participants, 25 of them responded "Yes," indicating that they have made efforts to enhance their English language skills. This accounts for 83.3% of the sample. On the other hand, 5 participants responded "No," representing 16.7% of the sample.

Q3.1.How do you so?

Participants' ways to improve their English language proficiency

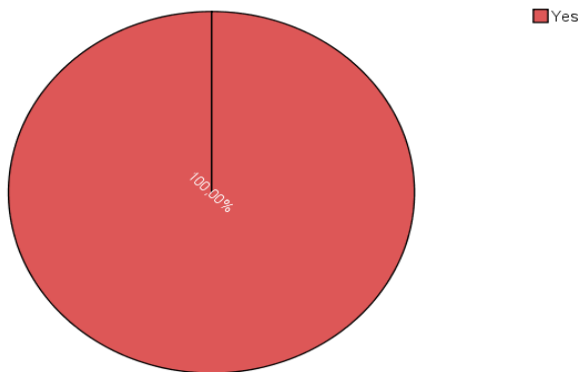
Among the participants 25 voted for yes which reveals that a majority of participants, comprising 83.3% of the sample, have actively worked towards enhancing their English proficiency through watching short videos on YouTube, listening to songs and podcasts, watching movies in addition to watching Instagram Reels. Meanwhile, the remaining 16.7% of participants indicated that they have not made such efforts. These findings shed light on the participants' engagement and motivation to enhance their English language skills.

Q4. Are you familiar with Instagram Reels?

Table 4: Students' familiarity with Instagram Reels.

	Frequency	Percent
Yes	30	100,0%
No	0	0%

Figure 4: Students' familiarity with Instagram Reels.



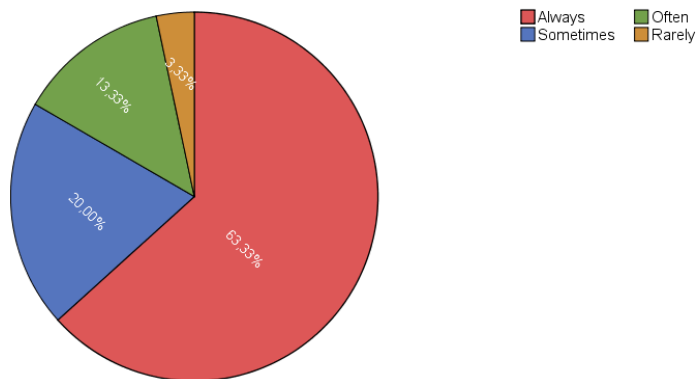
In the given frequency table, all 30 participants responded "Yes," indicating that they are familiar with Instagram Reels. This represents 100% of the sample. It suggests that the participants have some level of familiarity or experience with this feature of the Instagram platform.

Q5. How often do you watch Instagram Reels?

Table 5: Students' Wide Exposure Frequency of Watching Instagram Reels.

	Frequency	Percent
Always	19	63,3%
Sometimes	6	20,0%
Often	4	13,3%
Rarely	1	3,3%

Figure 5: Students' Wide Exposure Frequency of Watching Instagram Reels.



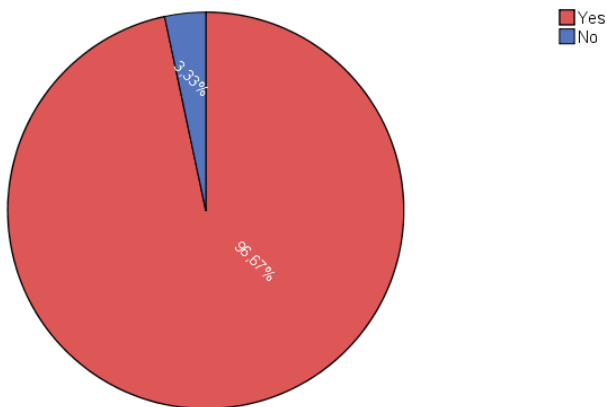
As shown in the above table out of the participants, 19 of them responded "Always," indicating that they watch Instagram Reels regularly. This accounts for 63.3% of the sample. Additionally, 6 participants responded "Sometimes," representing 20% of the sample. While 4 participants responded "often", representing 13.3%. Furthermore, 1 participant responded "rarely" which represents 3.3%.

Q6. Do you think that Instagram Reels can be a source for English Language Learning?

Table 6: Students' views on Instagram Reels as a potential source for English Language Learning.

	Frequency	Percent
Yes	29	96,7%
No	1	3,3%

Figure 6: Students' views on Instagram Reels as a potential source for English Language Learning.



The results shown in the table 06 indicates that a considerable number of participants,

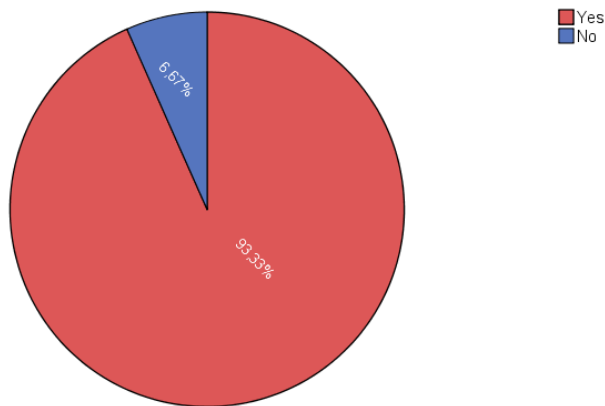
Out of the participants, 29 of them responded "Yes," indicating that they believe Instagram Reels can serve as a source for English language learning. This represents 96.7% of the sample. On the other hand, 1 participant responded "No," representing 3.3% of the sample.

Q7. Do Instagram Reels's short length facilitates your English language learning?

Table 7: Students' Views on the Role of Short Length Reels in Facilitating their Language Learning.

	Frequency	Percent
Yes	28	93,3%
No	2	6,7%

Figure 7: Students' Views on the Role of Short Length Reels in facilitating Students' Language Learning



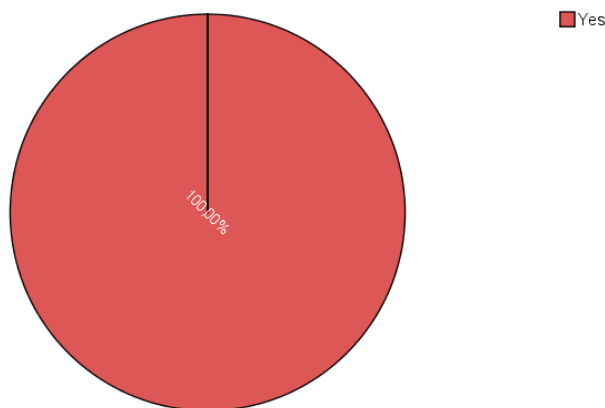
Out of the participants, 28 of them responded "Yes," indicating that they perceive the short length of Instagram Reels as helpful for their English language learning. This represents 93.3% of the sample. On the other hand, 2 participants responded "No," representing 6.7% of the sample. This frequency table provides insights into participants' perceptions regarding the impact of Instagram Reels' short length on their English language learning. It indicates that the majority of participants, comprising 93.3% of the sample, recognize the advantage of the short duration of Instagram Reels for their language learning process. However, a small proportion, 6.7% of participants, expressed a different opinion. These findings suggest that the brevity of Instagram Reels is generally seen as a facilitator in English language learning by the majority of participants.

Q8. Do subtitled Reels help you to learn new vocabulary?

Table 8: Students' Views on the Effect of Subtitled Reels on Vocabulary Learning.

	Frequency	Percent
Yes	30	100,0%
No	0	0%

Figure 8: Students' Views on the Effect of Subtitled Reels on vocabulary Learning.



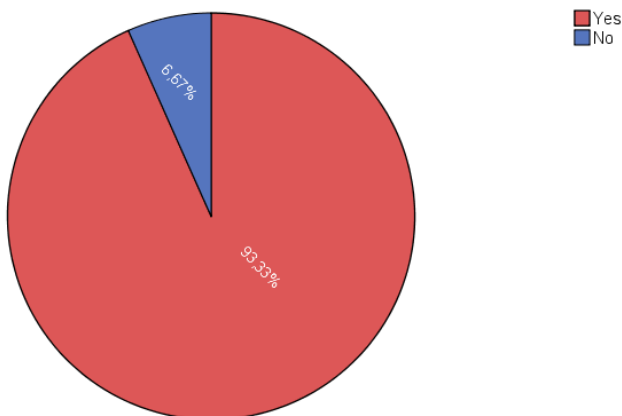
In the given frequency table, we have the responses to a question asking whether individuals find that subtitled Reels help them learn new vocabulary. The table displays the frequency and percentages of each response category. All 30 participants responded "Yes," indicating that they believe subtitled Reels help them learn new vocabulary. This represents 100% of the sample. This frequency table indicates that all participants in the sample perceive subtitled Reels as helpful for expanding their vocabulary. It suggests that the inclusion of subtitles in Reels enhances participants' language learning experience by providing visual support and exposure to new words.

Q9. Do Instagram Reels wide exposure and repetitive feature encourage you to learn the English language?

Table 9 : Students Views on the Influence of Instagram Reels' Wide Exposure and repetitive Feature on Language Learning

	Frequency	Percent
Yes	28	93,3
No	2	6,7

Figure 9: Students Views on the Influence of Instagram Reels' Wide Exposure and repetitive Feature on Language Learning



This frequency table provides insights into participants' perceptions regarding the impact of Instagram Reels' wide exposure and repetitive feature on their English language learning. It suggests that the majority of participants, comprising 93.3% of the sample, are encouraged to learn the English language due to the broad reach and repetitive feature of

Instagram Reels. However, a small proportion, 6.7% of participants, expressed a different opinion. These findings highlight the potential of Instagram Reels in fostering motivation and engagement in language learning, as perceived by the majority of participants.

2.1.2. Section Two: The Use of Instagram Reels in English Language Learning.

Table 10: Students' points of view about the use of Instagram Reels in English language learning.

N	Phrases	Frequencies / Percentage										Mean	Std. Deviation	
		SA		A		N		D		SD				
Q.10	Instagram Reels are amusing way to learn English language through re-watching feature	9	30,0%	21	70,0%	0	0,0%	0	0,0%	0	0,0%	1,70	0,466	
Q.11	Instagram Reels provide you with diverse contents to learn the English language.	9	30,0%	18	60,0%	1	3,3%	0	0,0%	2	6,7%	1,93	0,980	
Q.12	Instagram Reels help you to understand different cultures.	15	50,0%	13	43,3%	1	3,3%	0	0,0%	1	3,3%	1,63	0,850	
Q.13	Instagram Reels provide you with diverse English accents.	17	56,7%	13	43,3%	0	0,0%	0	0,0%	0	0,0%	1,43	0,504	
Q.14	Instagram Reels that contain speeches of famous people, poetry or movie scenes influence your ways of speaking.	16	53,3%	10	33,3%	2	6,7%	1	3,3%	1	3,3%	1,70	0,988	
	SA=Strongly Agree	A=Agree		N= Neutral			D=Disagree			SD=Strongly Disagree				

Figure 10: Mean from Q10 to Q14

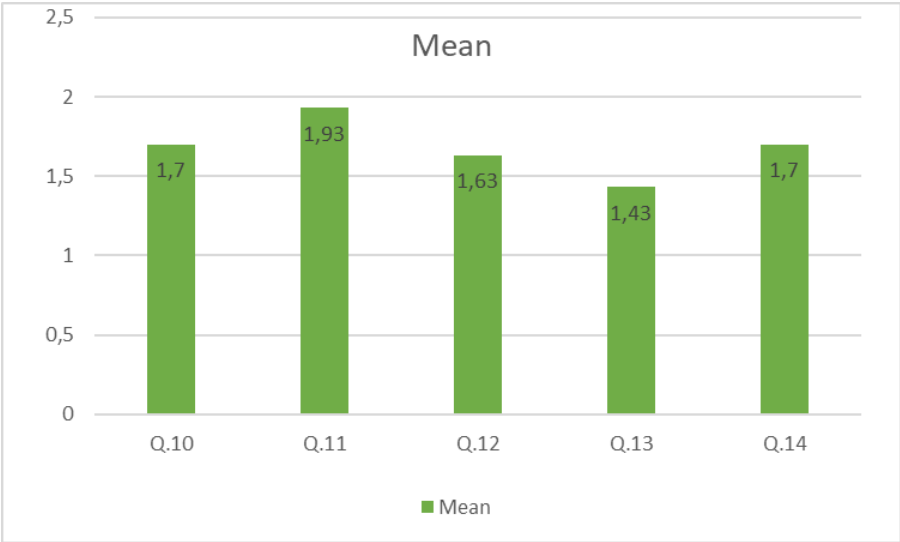
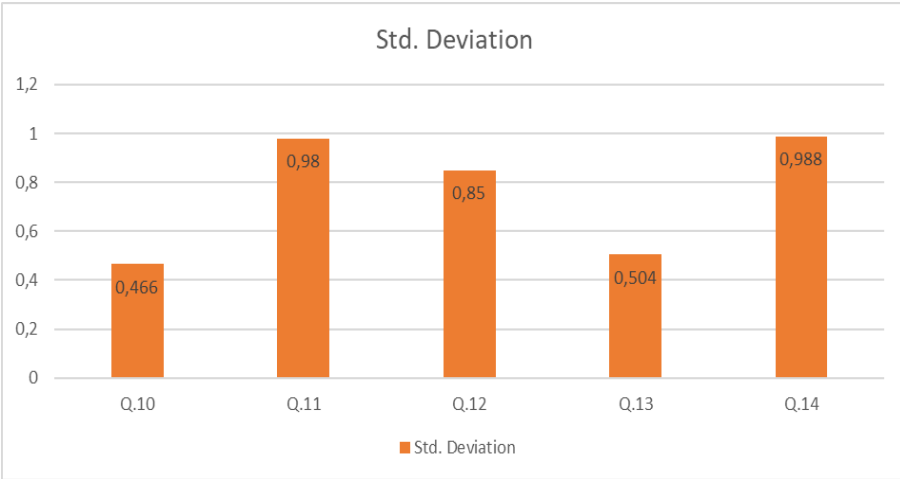


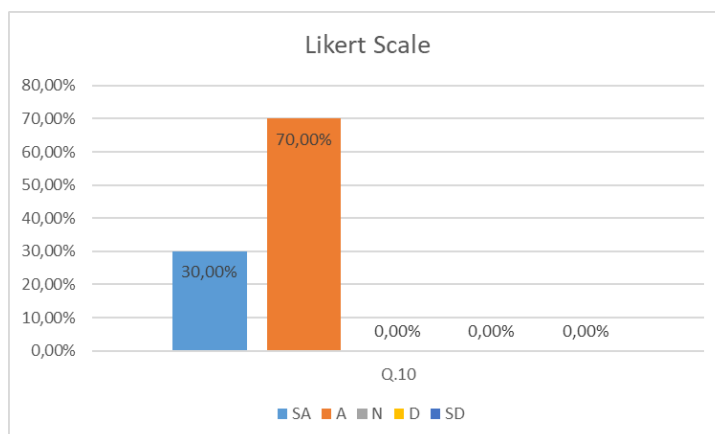
Figure 11: Standard deviation from Q10 to Q14



Overall, the data suggests that participants have varying perceptions regarding the use of Instagram Reels for language learning. Here is the analysis of each statement individually

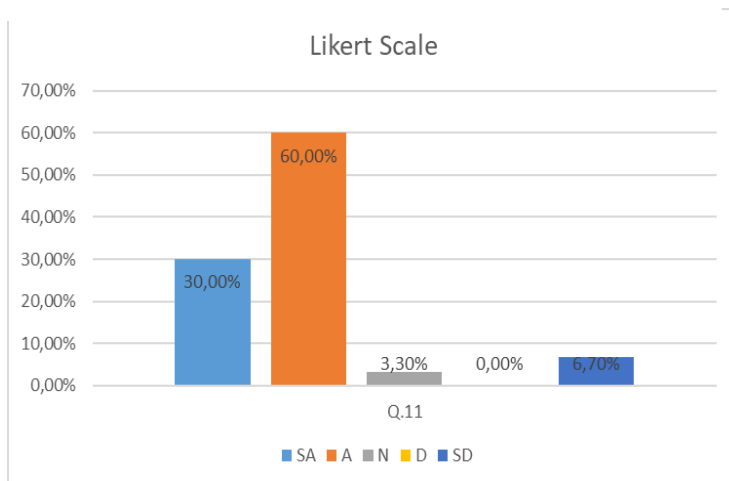
Q.10: Participants' responses indicate that 30% strongly agreed and 70% agreed that Instagram Reels are an amusing way to learn English through the re-watching feature. The mean score of 1.70 suggests a generally positive perception, with a relatively low standard deviation of 0.466, indicating a relatively high level of agreement among participants.

Figure 12: Students' Opinions Towards the Effectiveness of Instagram Reels' Re-Watching Feature for Language Learning.



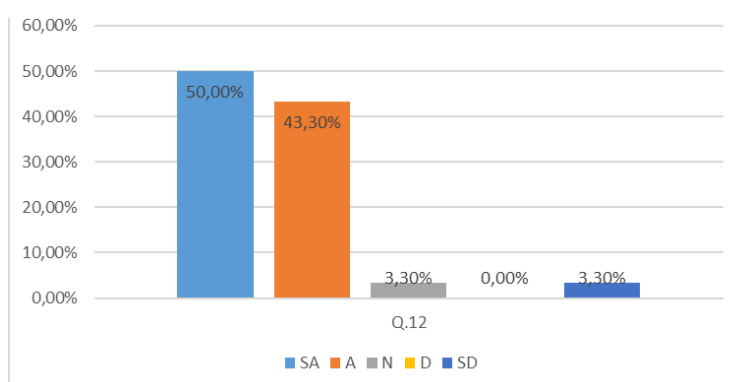
Q.11: In response to the statement that Instagram Reels provide diverse content for learning the English language, 30% strongly agreed, 60% agreed, and 3.3% neither agreed nor disagreed. This indicates a generally positive perception among participants. The mean score of 1.93 suggests a slightly stronger level of agreement compared to Q.10, while the standard deviation of 0.980 indicates a wider range of responses.

Figure 13: Students' Opinions Towards the Expanding Diverse Contents on Instagram Reels



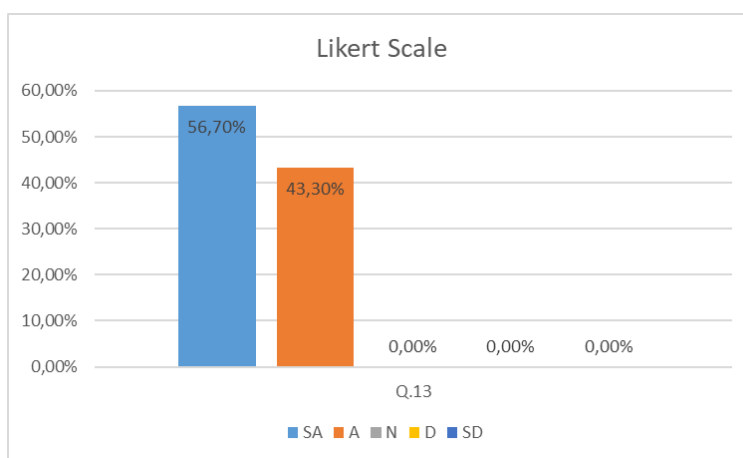
Q.12: A significant proportion of participants, 50%, strongly agreed and 43.3% agreed that Instagram Reels help them understand different cultures. This indicates a strong positive perception regarding the platform's role in cultural understanding. The mean score of 1.63 suggests a high level of agreement, and the standard deviation of 0.850 indicates a moderate range of responses.

Figure 14: Students' Opinions Towards the Role of Instagram Reels in Facilitating Cross-Cultural Understanding.



Q.13: Participants' responses reveal that 56.7% strongly agreed and 43.3% agreed that Instagram Reels provide diverse English accents. This indicates a high level of agreement and a positive perception of Instagram Reels as a resource for exposure to different accents. The mean score of 1.43 suggests a strong level of agreement, and the standard deviation of 0.504 indicates a relatively narrow range of responses.

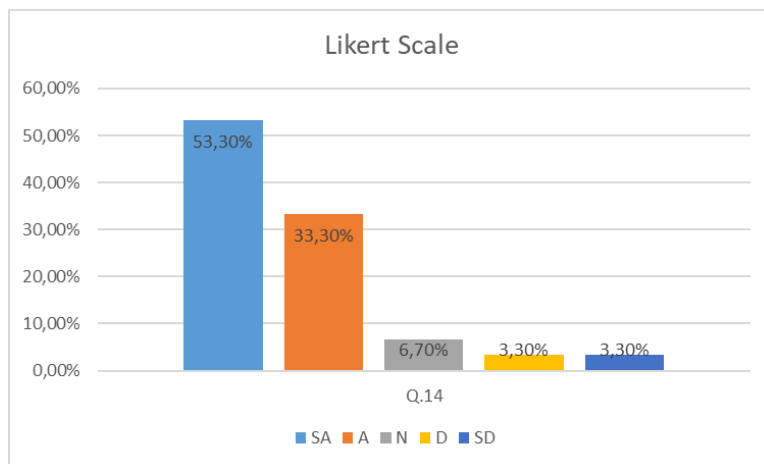
Figure 15: Students' Opinions Towards Expanding Accents Diversity on Instagram Reels



Q.14: The majority of participants, 53.3%, strongly agreed, and 33.3% agreed that Instagram Reels containing speeches of famous people, poetry, or movie scenes influence their ways of speaking. This suggests a positive perception of Instagram Reels' impact on speech patterns.

The mean score of 1.70 indicates a strong level of agreement, and the standard deviation of 0.988 suggests a wider range of responses compared to previous statements.

Figure 16: Students' Opinions Towards the Influence of Famous People's Speeches on Speaking Skills.



2.1.3. Section Three: Students’ Perceptions on Using Instagram Reels in their English Language Learning.

Table 11 Students’ Perceptions on Using Instagram in their English Language Learning.

N	Phrases	Frequencies / Percentage										Mean	Std. Deviation
		SA		A		N		D		SD			
Q.15	Instagram reels are effective auditory tool for improving your listening skills	14	46,7%	16	53,3%	0	0,0%	0	0,0%	0	0,0%	1,53	0,507
Q.16	Instagram Reels are effective tool for improving your speaking skills through imitating its models.	7	23,3%	20	66,7%	3	10,0%	0	0,0%	0	0,0%	1,87	0,571
Q.17	Instagram Reels help you to improve your vocabulary through introducing new words in various reels.	18	60,0%	12	40,0%	0	0,0%	0	0,0%	0	0,0%	1,40	0,498
Q.18	Subtitled Instagram Reels help you to improve your English language grammar.	9	30,0%	12	40,0%	5	16,7%	4	13,3%	0	0,0%	2,13	1,008
Q.19	Reading Instagram Reels’s captions and comments improve your English language learning .i.e. syntax, semantics, morphology and spelling,	13	43,3%	14	46,7%	3	10,0%	0	0,0%	0	0,0%	1,67	0,661
Q.20	Instagram Reels shorten the process of your English language learning.	10	33,3%	13	43,3%	3	10,0%	4	0,0%	0	0,0%	2,03	0,999
Q.21	Instagram educational Reels’s language are effective for you.	14	46,7%	15	50,0%	1	3,3%	0	0,0%	0	0,0%	1,57	0,568
		SA=Strongly Agree		A=Agree		N= Neutral		D=Disagree		SD=Strongly Disagree			

Figure 17: Mean from Q15 to Q21

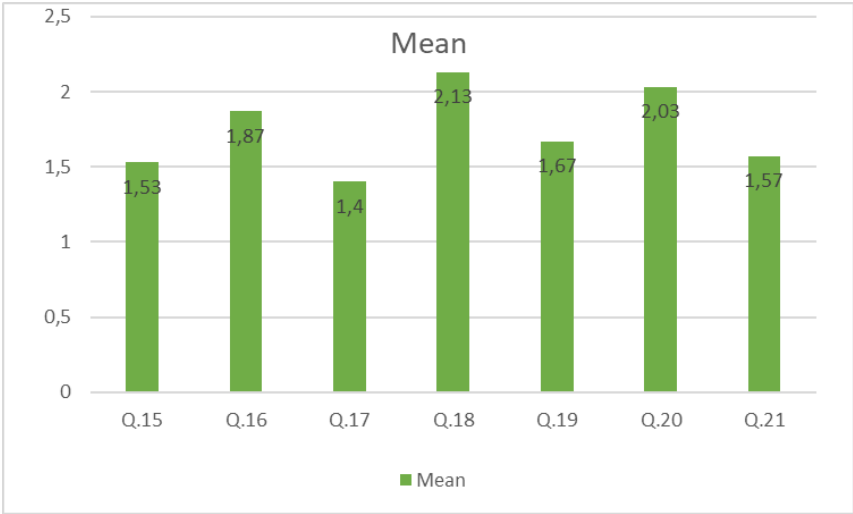
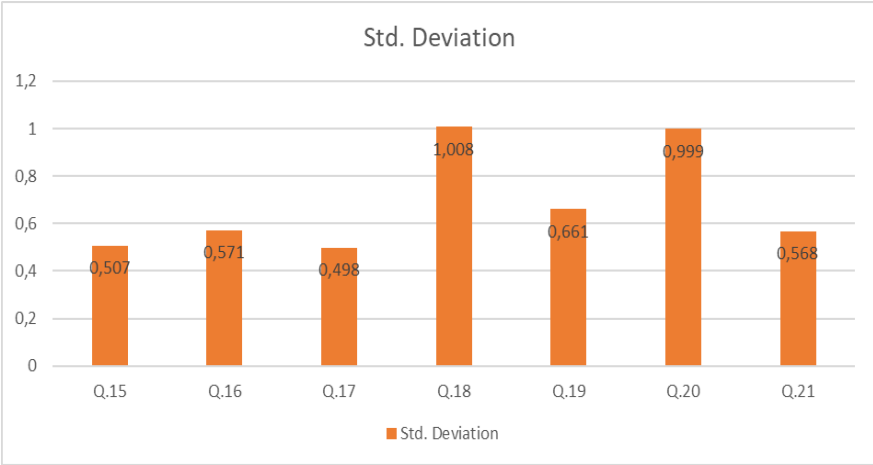


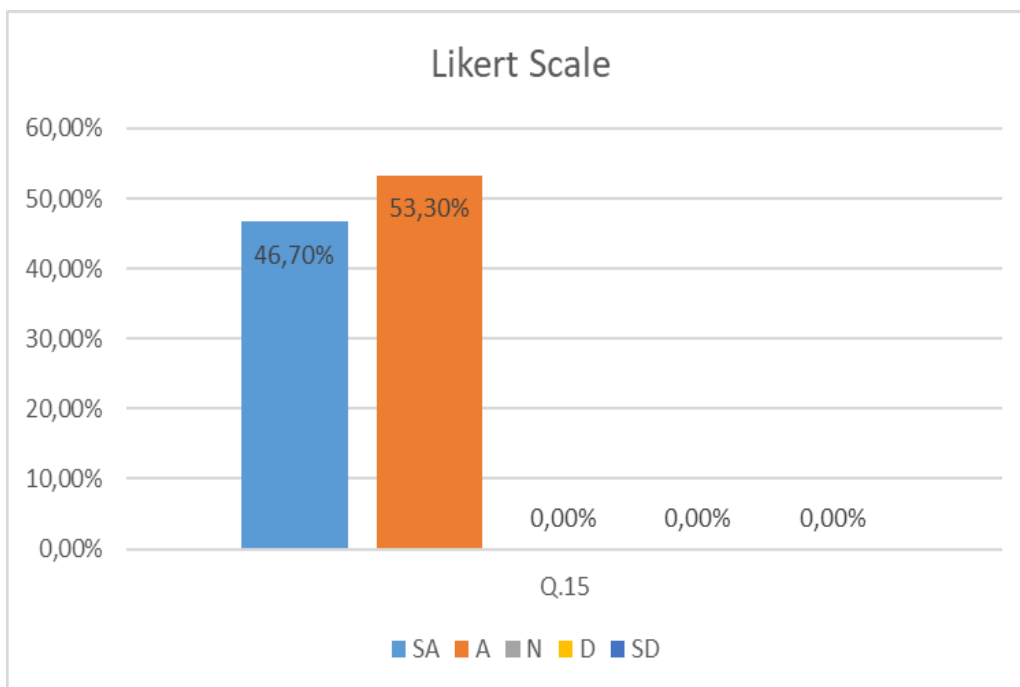
Figure 18 : Standard deviation from Q15 to Q21



Q.15. Instagram Reels being an effective auditory tool for improving listening skills

As shown in the table above, the statement received positive ratings from 46.7% of the respondents, with 53.3% rating it as effective. No respondents found it ineffective. The mean rating for this statement was 1.53, indicating a generally positive perception of Instagram Reels as an auditory tool for improving listening skills, with a standard deviation of 0.507.

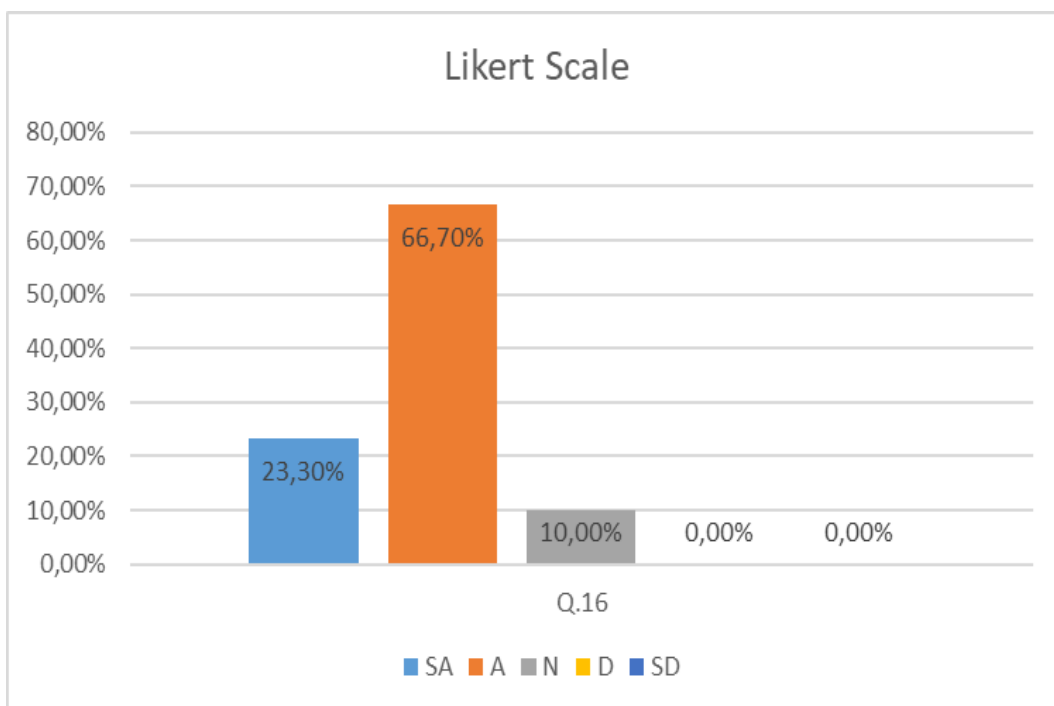
Figure19: Students' perceptions on the effectiveness of Instagram Reels on improving listening skills.



Q.16. Instagram Reels being an effective tool for improving speaking skills through imitating its models

According to the question's analysis, it received positive ratings from 66.7% of the respondents, with 23.3% rating it as effective to a lesser extent. A smaller percentage of respondents (10%) found it slightly effective. No respondents rated it as ineffective. The mean rating for this statement was 1.87, suggesting a generally positive perception of Instagram Reels as a tool for improving speaking skills through imitation, with a standard deviation of 0.571.

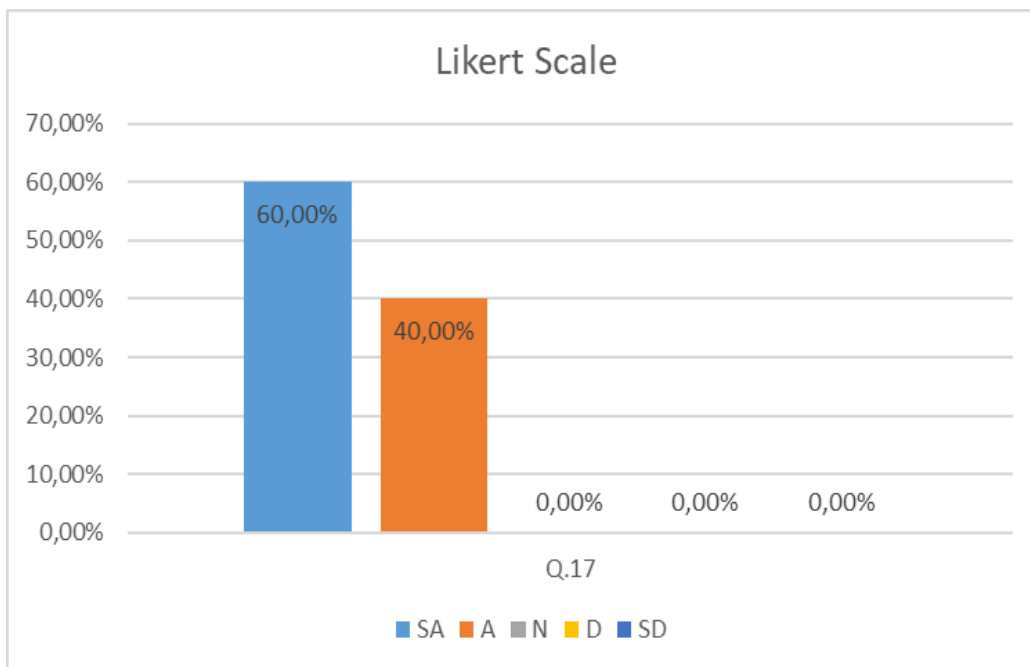
Figure 20: Students' Perceptions on the Effectiveness of Instagram Reels on Improving Speaking Skills.



Q.17. Instagram Reels helping to improve vocabulary through introducing new words in various reels.

The table above indicates that the majority of respondents received positive ratings, with 56.7% rating it positively and 43.3% rating it as average. No respondents found it ineffective. The mean rating for this statement was 1.43, indicating a positive perception of vocabulary improvement through Instagram Reels, with a standard deviation of 0.504.

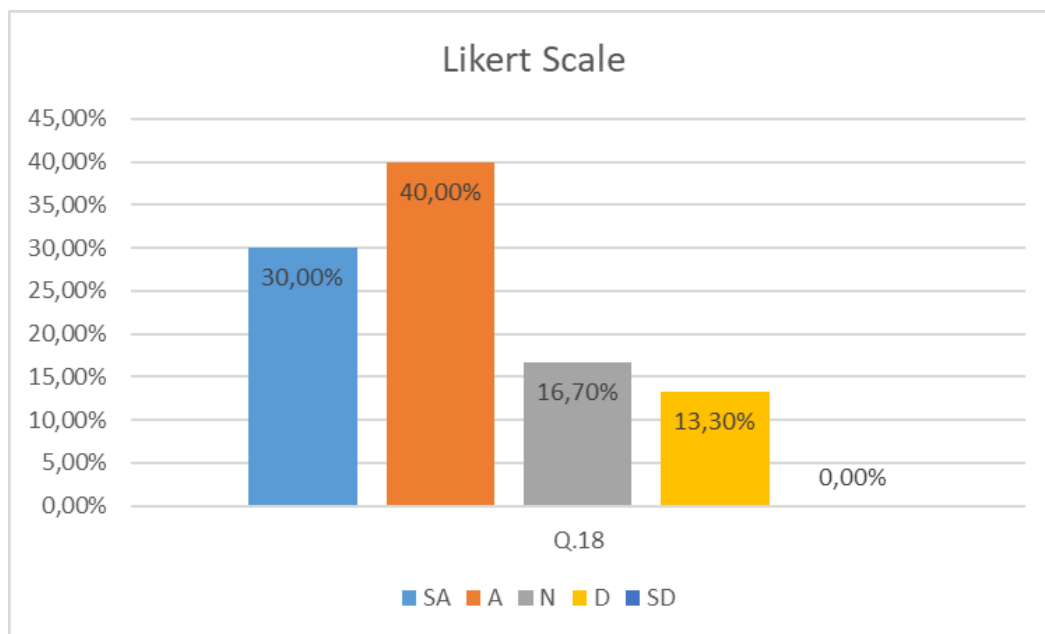
Figure 19: Students' Perceptions on the Role of Instagram Reels on Improving New Vocabulary.



Q.18. Subtitled Instagram Reels help you improve your English language grammar.

We notice from the table above and the figure 11. That 30% of respondents strongly agree, and 40% agree that subtitled Instagram Reels help improve English grammar. 16.7% of respondents disagreed, and 13.3% strongly disagreed. The mean rating is 2.13 with a relatively high standard deviation of 1.008, indicating a wider range of opinions and some disagreement among respondents regarding the effectiveness of subtitled Instagram Reels for grammar improvement.

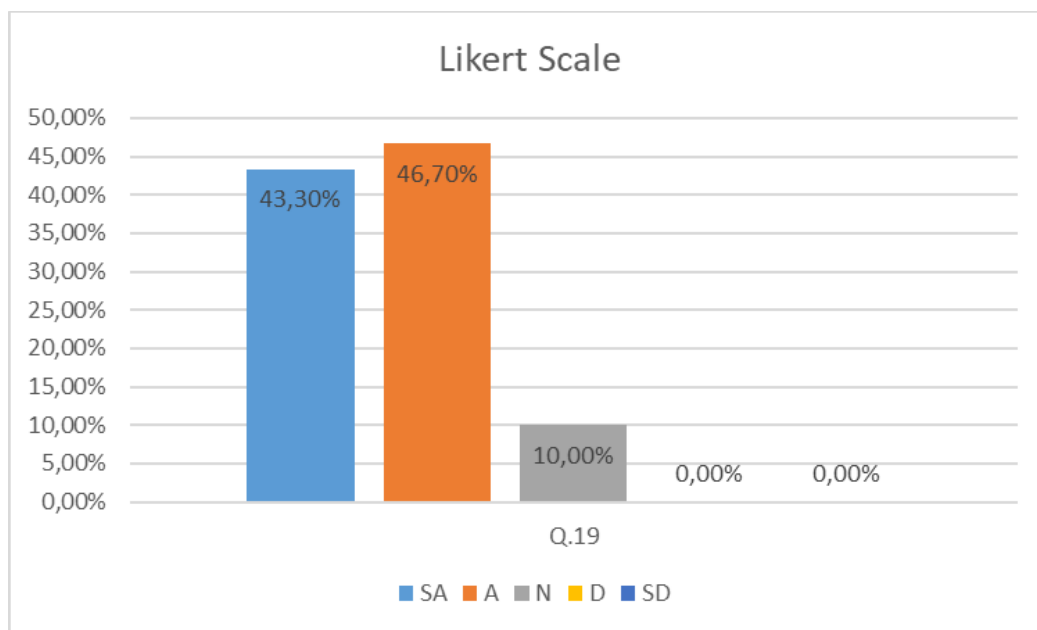
Figure 20: Students' Perceptions on the Effectiveness of Subtitled Instagram Reels for Grammar Improvement



Q.19. Reading Instagram Reels' captions and comments improve your English language learning in syntax, semantics, morphology, and spelling.

We notice that 43.3% of respondents strongly agree, and 46.7% agree that reading Instagram Reels' captions and comments improves language learning. 10% of respondents disagreed, and no respondents strongly disagreed. The mean rating is 1.67 with a standard deviation of 0.661, indicating overall positive opinions and a moderate level of agreement among respondents.

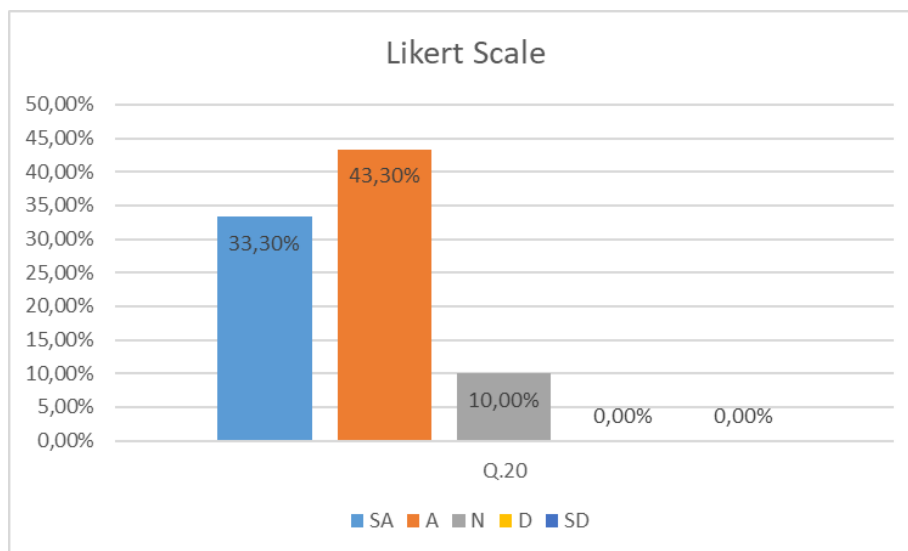
Figure 21: Students' Perceptions on the Role of Instagram Reels' Captions and Comments on Language Learning



Q.20. Instagram Reels shorten the process of your English language learning.

Out of 33.3% of respondents strongly agree, and 43.3% agree that Instagram Reels shorten the language learning process. 10% of respondents disagreed, and no respondents strongly disagreed. The mean rating is 2.03 with a standard deviation of 0.999, indicating moderate agreement but also a relatively high level of variability in responses.

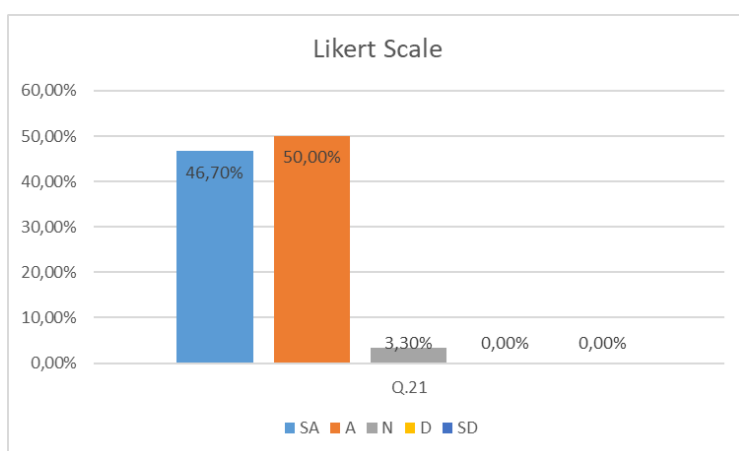
Figure 22: Students' Perception on Instagram Reels' Acceleration of English Language Learning



Q.21. Instagram educational Reels' language is effective for you.

The majority of participants 46.7% strongly agree, and 50% agree that Instagram educational Reels' language is effective for them. 3.3% of respondents disagreed, and no respondents strongly disagreed. Therefore, the mean rating is 1.57 with a standard deviation of 0.568, indicating generally positive opinions and a moderate level of agreement among respondents.

Figure 23: Students' Perception on the Effectiveness of Instagram Educational Reels' language in Language Learning.



2.2. Discussion of the Findings and Results

The students' questionnaire analysis indicates that first- year LMD students at M'sila University have positive perceptions towards using Instagram reels in their language learning.

Based upon the previous analytical focus, the obtained results indicate a gender imbalance within the sample, with a significantly higher proportion of female participants compared to male participants as well as they evaluated their levels from very good to average. In addition, according to the question number 3.1 which allow the participants to express their ideas, most of the students declared that they do attempting to improve their language proficiency through watching movies, reading books, listening to music and precisely watching Instagram Reels in intensive way.

The positive results revealed in this study concerning the use of Instagram Reels in language learning have confirmed our assumptions. This means that the participants had positive perceptions of utilizing Instagram Reels as a tool to support their language learning endeavors. Moreover, this finding aligns with the notion of subtitled reels, its wide exposure and repetitive feature can be engaging and beneficial to help EFL learners learn new vocabulary. In the same way, EFL learners showed their willingness to use Instagram Reels in their language learning to enhance their language proficiency that would affect their academic career as learners.

According to students' points of view about the question 10 in the questionnaire, Instagram Reels are amusing way to learn the language in which they provide them with diverse contents; hence, these Reels have higher quality of image and creative concepts. The participants believe that Instagram Reels play a significant role in fostering cultural understanding. Admittedly, the meaning of certain words change from one situation to another as well as according to specific context and how do people's language reflect the way they are living. Similarly, by exposing users to various English accents, Instagram Reels may help EFL learners become more familiar with different pronunciation and speech patterns, thus enhancing their overall language proficiency. The platform promotes the learners with famous people's speeches that may influence their ways of speaking like the speeches of Steve Harvey and Jey Shetty that would affect their confidence when performing orally.

In this chapter and since we analyzed students' questionnaire we have realized how important and helpful Instagram Reels are in improving EFL learners' listening and speaking skills, moreover how the use of Instagram Reels help them to improve their vocabulary, grammar and English language learning in terms of syntax, semantics, morphology and spelling . In addition we have realized that the use of Instagram Reels can be a great help if used in learning matters; including Reels in classroom since they suit learners' learning style.

As mentioned in the theoretical part Erarslan(2019) stated that Instagram Reels appear to be an ideal tool for assisting with English learning. Moreover, they decrease their boredom and anxiety besides they increase their motivation and confidence to engage more with their teachers and peers.(Apriyanti et al. 2018).

2.2.1. Results

- 01.** Instagram Reels are not merely a social media platform for chatting, but one which EFL learner can interact and enhance language learning process.
- 02.** The majority of the students hold positive perceptions of Instagram Reels as a language learning source.
- 03.** Instagram Reels motivate EFL learners to learn the language in amusing repetitive way in which reduces their level of anxiety and boredom in learning.
- 04.** Participants' positive perceptions suggest that they view Instagram Reels as an engaging and accessible medium for language learning, which can expose them to diverse cultures and improve their understanding of different accents and to enhance their listening skills.

3. Pedagogical Implications

Based on the findings of the present study and the reviewed literature, some suggestions and pedagogical implications seem to be appropriate.

- Instagram Reels can be integrated in the classroom hence, it provide learners with different cultural context that enhance their levels of understanding and thinking in English.
- Teachers could ask their students to create Instagram Reels to improve their creativity and language use.

- Instagram Reels could be integrated for EFL learners in an amusing way in which they reflect their confidence, comfort in using the English language far away from pedagogical restrictions.
- Furthermore, Instagram Reels could be a holistic way to learn English language in pedagogical settings by making the learners create short reels by practicing their writing, reading, listening and speaking skills in which they write subtitles, captions and using their recorded voice.

4. Limitations

The present study has a number of limitations that should be highlighted. Firstly, one of the limitations was the lack of internet which restricted our time and efforts.

Another limitation is the lack of sources and previous researches concerning Instagram Reels in language learning. Furthermore, the researchers had high hopes to investigate males' perceptions towards the topic nevertheless there were limited numbers of males in the groups while submitting them the questionnaire.

Moreover, the lack of understanding different methodologies for conducting a research since we have studied Master one during Covid-19 which was extensive and limited in time.

5. Suggestions for Further Research

Instagram Reels researches are still in beginning, especially in Algerian context, therefore a need for a great effort on the part of researchers to carry out further work to explore the negative impact of IG Reels on EFL learners' language learning and their perceptions towards the subject matter.

Moreover, data collected only from one university. Despite the fact that the research remain positive perceptions on using IG Reels in language learning, it indicated that first year

EFL learners are not aware of the negative impact that occur to their language since they learn from IG Reels which contain informal language, slangs, spelling mistakes, over use of accents which is harmful to their academic learning and career. In addition it is preferable for future researches to conduct open-ended questions for better results.

Conclusion

In order to confirm our assumptions we concentrated on the description and analysis of the students' questionnaire in this chapter and to achieve the aim of this study which has been put forward at the beginning of this paper. This chapter dealt with the methodological concerns of this research. As well as, learners' responses have been studied quantitatively. Moreover, it provided some recommendations based on the gathered data, limitations of the study and suggestions for further researches.

To conclude, the results gathered have proved that the majority of the participants perceive Instagram Reels as a medium through which they can gain exposure to different cultures, possibly through the content shared on Reels, as they can be an effective tool for language learning.

GENERAL CONCLUSION

This research has explored the perceptions of EFL learners regarding the use of Instagram Reels as a tool for language learning. It investigates their points of view, their perceptions and their valuable insights that can provide pedagogical practices and curriculum design in EFL classroom.

The findings of this study indicate that Instagram Reels have the potential to enhance students' engagement and motivation in language learning. The captivating and the interactive nature of Reels gathered with their authentic language input resonate positively with EFL learners. Incorporating Reels in classroom can provide a dynamic and relevant learning experience that goes beyond the traditional instructional methods.

Moreover, the research has highlighted the role of Instagram Reels in supporting various language skills. IG Reels offer a rich source of language input and opportunities for language production. The authentic content and diverse topics covered in Reels contribute to learners' linguistic and cultural developments.

Overall, this dissertation contributes to the growing body of the research on technology integration in language education, specifically focusing on the use on Instagram Reels. The insights gained from EFL learners' perceptions shed light on the pedagogical implications of incorporating Reels in language learning. The final findings encourage both educators and EFL learners to embrace innovative digital tool .i.e. IG Reels and to explore their potential to foster engaging, authentic, and effective language learning experiences in the EFL classrooms.

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APPENDIX

Questionnaire for First Year LMD Students

Dear Students,

This questionnaire is a part of Master dissertation research that is designed for first year LMD students. The questionnaire aims at investigating your perceptions on the use of Instagram Reels in your language learning process.

We are grateful for your time and willingness to answer this questionnaire. Your honest responses are highly appreciated and your answers will be kept **strictly confidential** and **anonymous**.

Thank you in advance.

Section One: Instagram Reels and EFL Learning**General information:**

1. What is your gender?

Male Female

2. How would you evaluate your English language proficiency?

Excellent
Very good
Good
Average
Low
Very Low

3. Have you ever tried to improve your English language proficiency?

Yes No

3.1 How do you do so?

.....
.....

4. Are you familiar with Instagram Reels?

Yes No

5. How often do you watch Instagram Reels?

Always
Sometimes
Often
Rarely
Never

6. Do you think that Instagram Reels can be a source for English language learning?

Yes No

7. Do Instagram Reels's short length facilitates your English language learning?

Yes No

8. Do subtitled Reels help you to learn new vocabulary?

Yes No

9. Do Instagram Reels wide exposure and repetitive feature encourage you to learn the English language?

Yes No

Section Two: The Use of Instagram Reels in English Language Learning

Please **tick** (✓) the appropriate choice that best suits your opinion.

The purpose of this part is to discover your point of view about the use of Instagram Reels in English language learning. Please read the following statements carefully and provide your response.

I think..	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Instagram Reels are amusing way to learn English language through re-watching feature.					
11. Instagram Reels provide you with diverse contents to learn the English language.					
12. Instagram Reels help you to understand different cultures.					
13. Instagram Reels provide you with diverse English accents.					
14. Instagram Reels that contain speeches of famous people, poetry or movie scenes influence your ways of speaking.					

Section Three: Students' Perception on Using Instagram Reels in their English Language Learning.

Please **tick (✓)** the appropriate choice that best fits your perception.

Students' Perceptions on Using Instagram Reels	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. Instagram reels are effective auditory tool for improving your listening skills					
16. Instagram Reels are effective tool for improving your speaking skills through imitating its models.					
17. Instagram Reels help you to improve your vocabulary through introducing new words in various reels.					
18. Subtitled Instagram Reels help you to improve your English language grammar.					
19. Reading Instagram Reels's captions and comments improve your English language learning .i.e. syntax, semantics, morphology and spelling,					
20. Instagram Reels shorten the process of your English language learning.					
21. Instagram educational Reels's language are effective for you.					

Résumé

Les progrès technologiques ont révolutionné la façon dont nous accédons à l'information et interagissons avec elle sur les plateformes de réseaux sociaux. De plus, avec les progrès des réseaux sociaux, comme Instagram, de nouvelles possibilités d'apprentissage de l'anglais ont émergé. Instagram Reels a attiré l'attention des apprenants d'EFL comme un outil novateur pour l'apprentissage des langues. L'objectif de cette étude est d'étudier les perceptions des apprenants d'EFL sur l'utilisation d'Instagram Reels dans leur apprentissage linguistique. En outre, il se concentre sur l'efficacité d'Instagram Reels sur l'amélioration de leur maîtrise de l'anglais. Il vérifie l'influence d'Instagram Reels sur l'encouragement des apprenants d'EFL à améliorer leurs connaissances, leur vocabulaire et leur compréhension des différents contextes culturels. Cette étude cible un échantillon de 30 étudiants. Cette étude descriptive a été réalisée de façon quantitative. En s'appuyant sur un questionnaire qui a servi d'outil de collecte de données. Le questionnaire a été distribué aux étudiants de première année du département d'anglais de l'Université M'sila. Les résultats ont révélé que les apprenants d'EFL ont une perception positive de l'utilisation d'Instagram Reels pour améliorer leur apprentissage de l'anglais. Les participants ont exprimé leur enthousiasme pour la nature audiovisuelle et interactive d'Instagram Reels, qui rendait l'apprentissage des langues plus intéressant et agréable. La majorité a convenu que Instagram Reels fournit une exposition au contenu anglais qui aide ces apprenants à améliorer leurs compétences linguistiques. Instagram Reels pourrait être intégré de manière intéressante pour les apprenants d'EFL de démontrer leur confiance et leur facilité à utiliser l'anglais plus loin des contraintes pédagogiques. En outre, sur la base des résultats, il est recommandé que les éducateurs d'EFL intègrent Instagram Reels dans leurs pratiques d'enseignement en choisissant un contenu éducatif adapté à leurs apprenants, en outre pour guider les apprenants dans l'évaluation critique de la fiabilité du contenu qu'ils rencontrent sur Instagram Reels.

Mots clés : Instagram Reels, Apprentissage De L'anglais, Apprenants D'EFL