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**Investigating EFL Students' Attitudes Toward Using Instagram Reels
for Developing Listening and Speaking Skills: The Case of L1
Students of the Department of English at UMMTO of Tizi Ouzou**

Submitted by:

Anais SKENDRAOUI

Melissa DRIOUECHE

Supervised by:

Pr. YASSINE

Co- Supervised by

Dr. CHALLAL

Board of Examiners:

Chair: Akli AOUINE, MAA, Department of English UMMTO

Supervisor: Souryana YASSINE, Prof, Department of English, UMMTO

Co- Supervised: Dr. Fatima .Z. CHALLAL, MAB, Department of English, UMMTO

Examiner: Dr. Radia KASDI, MCB, Department of English, UMMTO

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Dedications

I dedicate this work to all who are dear to me.

To my dear parents samia and lounes

No dedication can express my respect, my eternal love and my consideration for the sacrifices
you have made for my education and my well-being

Mam, I thank you for all the support you have given me since my childhood and I hope that
your blessing always accompanies me

Mama, rest your heart, your dream has come true, finally your little girl has graduated as you
have so desired

To my wonderful brother, said,

To my dear sisters hassina and thiziri , For their moral support and their precious advice
throughout my studies

To my little angels,

Safia, ania and eline.

To all my friends To all those I love and those who love me

MELISSA

I dedicate this work to :

To my precious mother, Karima

To my supportive father, Slimane

To my lovely sister Liza and my dear brother Anis

To my best friend, Sihem

To myself and my binomial, Melissa

To my friends and all my family

ANAIS

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Abstract

This study is an attempt to investigate the EFL students' attitudes toward using Instagram Reels for developing listening and speaking skills in the Department of English at the University of Mouloud Mammeri of Tizi Ouzou . To achieve this, Cary Jewitt's (2013) Theory of Multimodality has been adopted as theoretical framework. A mixed-methods approach was employed, combining both qualitative and quantitative methods. Data collection involved distributing a questionnaire to 50 randomly selected L1-level students and analyzing a corpus of five selected Instagram Reels using a checklist evaluation adapted from Yazdanmehr and Shoghi (2014) visual criteria and Orwig's (2013) self-assessment checklist for listening and speaking; incorporating additional multimodal elements from Jewitt's (2013) framework. The data were then analyzed using descriptive statistical method and qualitative content analysis, along with multimodal analysis for the Reels. According to the obtained results, students have a positive attitude toward using Instagram Reels to develop their listening and speaking skills. They find it beneficial and believe it facilitates their language-learning journey. In particular, the Reels expose learners to different accents and pronunciations, enhancing their language comprehension, and thereby improving their listening and speaking skills. Additionally, the combination of visuals, audio, and text in the Reels significantly contributes to their language-learning process. Finally, the findings also show that multimodality positively impacts students' language-learning, particularly their listening and speaking proficiency.

Key Words: Attitude, Instagram Reels, Listening and Speaking skills, theory of multimodality, Algerian EFL Students.

List of Abbreviations

APP: Application

EFL: English Foreign Language

HP: Hypothesis

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

N: Number

Q: Question

QCA: Qualitative content analysis

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General Introduction

Statement of the Problem

In the contemporary digital landscape, social media platforms play a crucial role in content creation and reshaping various aspects of human interaction and communication. Among these platforms, Instagram has emerged as a dynamic space for sharing short-form videos through features such as Instagram Reels. Within the educational context of English as a Foreign Language (EFL) instruction, the integration of digital tools like Instagram Reels has raised questions about the potential of this feature as a tool for language learning, particularly speaking and listening.

Online learning is an educational method that makes use of electronic media to deliver educational content, facilitate communication, and assess students' progress. E-learning has been around since the early 1990s, when the internet first became widely available. It has fuelled the emergence of E-learning. Since then, it has evolved to include a variety of different tools, technologies, and social media applications. According to Fry (2001), online learning involves developing educational materials that use technology for instructional purposes.

Web 2.0 applications, also known as social media, have changed the process of teaching and learning English as a foreign language. Students are provided with many interactive platforms to practice their English skills and connect with native and foreign speakers. For instance, Instagram is among the various popular social media applications used for learning by Kevin Systron and Mike Krieger in 2010. It is simple and freely downloaded from the App (application) store online via phones and tablets (Ting, Cyril De Run, & Liew, 2016). This site allows its users to capture, filter and share various type of content. In addition, Instagram is not only for sharing photos and videos, but also for creating a community in any field, where the people involved may widen their networking as well as exchange ideas, knowledge, or information (Kaplan & Haenlein , 2010).

The integration of Instagram Reels in the EFL context offers several benefits. For instance, it allows students to engage in interactive and immersive language learning experiences, enhancing their speaking skills and vocabulary acquisition. Additionally, Instagram Reels provide a platform for students to connect with native speakers and engage in authentic language use, which can improve their communication skills listening, speaking, reading, writing and cultural understanding (Pujiati & Tamela, 2019; Barton & Potts, 2013). That is to say, this community serves as an ideal environment for language learners as language learning occurs both through observation and participation in social interactions.

Instagram Reels is a means that allows users to create short videos of up to 15 seconds with various audio effects, and other creative tools. Reels help students to learn new concepts quickly and easily, serving also as a motivational tool for students, as they can create fun and engaging videos to share with friends or the wider Instagram community. Additionally, Reels can provide explanations of various topics, such as procedure texts, and may over incorporate text overlays to make the content more accessible to viewers (Hamsia, 2022).

At the international level, the use of Instagram Reels as a tool for language learning has gained significant attention in recent years. Among them, a study conducted by Hamsia in Indonesiain 2022, entitled “A Study On Students’ Intrinsic Motivation In Online English Learning Using a Short Video as a Media “ which show that using short videos on Instagram Reels can give a relaxing situation for students in online English learning. It also can make students more active and clear to understand the material since the video contains pictures and an audio that allows students to see the material directly. Another study entitled “The Efficacy of Instagram Reels on Speaking Learning at Senior High School” conducted by Widiyanti and Fadhilawati in 2024, investigates the use of Instagram Reels to enhance speaking skills among high school students. This study used a quantitative approach with a pre-test and post-test

design involving 37 students, which found significant improvements in speaking outcomes, confirming the effectiveness of Instagram Reels as a learning tool.

Most of the studies regarding the use of Instagram Reels platform in an EFL educational setting have been conducted in foreign countries. However, at the national level, in the Algerian context, limited attention has been given to exploring the impact of these Instagram reels especially on EFL learners' attitudes towards using them as a form of learning tool to improve their speaking and listening skills. This gap in the literature highlights the need for further research to investigate the potential of Instagram Reels in enhancing language learning in the EFL area in the Department of English at Mouloud Mammeri University of Tizi - Ouzou.

Aims and Significance of the Study

Reels are a feature within the Instagram social platform which is often used as an educational tool for various goals including learning English as a foreign language. Therefore, the overall aim of this dissertation is to investigate how EFL learners at the Department of English at MMUTO use Instagram reels to improve their speaking and listening as well as the attitudes that these learners have toward this tool. The present study has two main objectives; first, to determine students' attitudes toward how Instagram Reels enhance their language learning skills, particularly in listening and speaking. Secondly, to identify multimodal components used on Instagram Reels that influence students' language learning.

This dissertation contributes to the field of English language teaching (ELT) by investigating the impact of Instagram Reels on first year students(L1) at the Department of English at MMUTO on the development of listening and speaking skill .The study will provide insights into innovative approaches to engage students and enhance their skills .This study also contribute to a deeper understanding of multimodal learning approaches in language education , and advances the field of educational technology research.

Research Questions and Hypotheses

In an attempt to achieve the objectives mentioned previously, the following research questions are intended to guide our study:

□**Q1**: what are the attitudes of EFL students at MMUTO regarding the use of Instagram Reels as a tool for developing their speaking and listening skills?

□**Q2**: What impact do multimodal elements used on Instagram Reels have on students' language learning?

The following hypotheses have been proposed to answer the previously mentioned research questions:

□**Hp1**: EFL students at MMUTO perceive Instagram Reels as being advantageous and useful for enhancing their speaking and listening skills.

□**Hp2**:The multimodal elements such as audio, visual and text in Instagram Reels enhance speaking and listening skills, making language learning more engaging and effective for students.

▪ **Research Techniques and Methodology**

This study is concerned with the investigation of EFL students' attitudes toward using Instagram Reels for developing their listening and speaking skills at the Department of English at Mouloud Mammeri University of Tizi - Ouzou. It adopts a mixed-methods approach which combines between both quantitative and qualitative methods to analyze the collected data. The data collection instruments used in this study are a questionnaire and corpus of selected Instagram Reels alongside an evaluation checklist. The questionnaire aims to capture L1 students' opinions about the use of Instagram Reels, while the evaluation checklist assesses the usefulness and the impact of some multimodal elements in the selected corpus of Instagram Reels on students' learning skills in an EFL context. The gathered data are analyzed using descriptive statistical method for the quantitative data, and Qualitative

Content Analysis for qualitative data. The theoretical framework used in this study is Cary Jewitt's (2013) Theory of multimodality that guides our study, which suggests the use of multiple modes of communication, such as images, videos, and texts, can enhance learning and engaging multiple senses in the process of language learning and skill development. In this study, the purpose of using this theory is to determine how multimodality adds value to Instagram Reels by incorporating modes to help learners to develop their speaking and listening skills. Specifically, this study aims to determine how the multimodal nature of Instagram Reels influences their attitude towards learning.

Structure of the Dissertation

This dissertation adheres to a simple traditional structure, comprising a General Introduction, four chapters, and a General Conclusion.

The General Introduction sets the stage of the study by outlining the statement of the problem, research aims and significance, research questions and hypotheses, research techniques and methodology, as the dissertation's general organizational framework. The first chapter which is the Review of the Literature provides an exhaustive body of knowledge related to our topic, serving as the theoretical foundation of the study. The second chapter is concerned with the research design and methodology; which details the procedures followed in order to collect and analyze data of the current study. The third chapter is the Presentation of the Findings; which presents the raw data gathered throughout the study using a questionnaire and corpus alongside evaluation checklist. The fourth and last chapter is the Discussion of the Findings; which offers an explanation of the study's results, providing concrete answers to the research questions posed earlier in this introduction. The General Conclusion serves as a recapitulation of the entire study, summarizing the findings and including some suggestions for further research.

Chapter One:
Review of The Literature

Introduction

This chapter reviews the main concepts that guide the subject of our study. It is organized into four main sections. The first section emphasizes the learning of the speaking and the listening skills in the EFL context, highlighting the challenges faced by EFL learners and the significance of effective communication skills in second language acquisition. It also provides a comprehensive review of the existing literature on traditional teaching methods for these skills in EFL contexts. The second section explores the pivotal role of social networks in language learning and teaching with a specific focus on Instagram and its feature: Instagram Reel. It discusses mainly the characteristics and potential benefits of Instagram Reels for language learning. The last section sheds light on the theoretical framework of multimodality by Cary Jewitt (2013), which guides the research in examining how Instagram Reels incorporate multimodal elements to enhance speaking and listening outcomes.

1. Learning the Speaking Skill in the EFL Context

Speaking is the oral use of language to express meaning in a way that others can understand. In this case, speaking is a complex skill that requires knowledge of sounds, structure, vocabulary, and cultural subsystems of language. Speaking refers to the productive skill of using language, which is a continuous and a demanding process, requiring daily practice (Cameron, 2001). Ur (1996) supports this, stating that “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning” (p.120). Moreover, speaking involves constructing and sharing meaning through the utilization of both verbal and nonverbal symbols (Chaney, 1998; Kayi, 2006). As a natural aptitude for communication, speaking requires prior language skills. It is a fundamental part of language learning and teaching, aiming to enable students to express their opinions and use their own language while improving their communication skills.

Additionally, speaking encompasses the active employment of language to effectively express meaning in a way that others can understand. Achieving effective communication requires speaking in a way that suits the context and the people we are speaking to, thereby facilitating the conveyance of meaning across diverse contexts (Cameron, 2001). Furthermore, mastering the speaking skill is akin to mastering all other language skills. Speaking English fluently can allow more job and academic opportunities for learners. However, students practise speaking not just in the classroom but also outside of it and in real-life situations (Belhabib, 2015). One way to do this is through Instagram Reels. By engaging with Reels content, interacting with native speakers, and creating their own videos, learners can use and strengthen the speaking skill they acquire in class in a more natural and conversational way.

1.1. Speaking Difficulties encountered by EFL Learners

When it comes to developing their speaking skills EFL learners may face different challenges. According to Pratolo, Habibie and Setiawan (2019), a primary concern is their limited knowledge of the target language's grammatical structures and vocabulary, which results in difficulties expressing their ideas and opinions during discussions and conversations at the beginner level. In this vein, Hamouda (2013) agrees that learners are more inclined to speak when the topic is of interest for them, as they struggle to generate ideas when they cannot relate it to their background knowledge. So, addressing these challenges through a combination of targeted language instruction to boost learners' willingness to communicate can help them to improve their speaking.

Another significant obstacle is the interference of learners' mother tongue. The learners' native language's rules and sentence structures frequently vary from the target language. This leads them to unconsciously apply the patterns of their first language, which

can adversely affect their speaking ability. In this regard, Baker and Westrup (2003) state that “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p, 12). This mother tongue interference can manifest in various ways, like using inappropriate vocabulary and expressions, applying the wrong intonation and rhythm, and relying on cultural references that are not understood by the target language audience. In the context of using Instagram Reels, this interference can pose a significant challenge, and providing targeted instruction on contrastive analysis as well as opportunities to practice speaking in a more native-like manner can help mitigate the adverse effects and support the development of EFL learners' speaking proficiency within the Reels activities.

Additionally, EFL learners often face social pressure during speaking activities. When learners feel inferior to those with greater qualifications in terms of speaking proficiency, they tend to have a negative impact on their self-confidence and can make them fear to fully engage in speech. Aftat (2008) confirms that learners' hesitation to speak seems to be related to their fear of receiving negative feedback from their teachers or peers.

Lastly, one of the challenges faced by learners in language learning is not only acquiring a new language but also comprehending the material they have been presented with. However, enhancing listening skills is crucial for improving speaking skills because listening is the primary means of internalizing concepts and information that are received. This emphasizes the reciprocal between listening and speaking, where effective listening serves as the foundation for developing speaking proficiency. As a result, speaking skill development depends greatly on listening ability (Hamouda, 2013).

1.2. Learning the Listening Skill in the EFL Context

In the field of English as a Foreign Language, the development of the listening skill is crucial for students to effectively communicate and understand the target language. This skill is generally defined by Purdy and Borisoff (1997) as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non verbal) needs and information offered by other human beings” (p, 8). At its core, the listening skill involves attentively paying attention to what somebody is saying, comprehending, and reacting correctly to the communicated information.

Moreover, listening is described as a multifaceted activity that involves much more than just hearing words spoken. It encompasses a spectrum of cognitive processes that include detecting the speakers sounds, determining information-focused intonation patterns, and evaluating how relevant the speakers’ words are about the current topic .This complexity requires the listener to use both the context in which they are listening and a relevant background knowledge (Lynch & Mendelsohn, 2013, p.191).

Furthermore, in the language learning process, listening emerges as the most crucial skill. Renukadevi (2014) asserts that while reading, writing, speaking and listening constitute the essential quartet of skills that needs to develop in order to master the English language, listening stands out as the most significant skill for effective communication. This is because infants and young children acquire their native language through listening before they begin to speak, read, or write. This natural process suggests that listening is the most fundamental skill that students need to develop.

1.2.1. Listening Difficulties encountered by EFL learners

As mentioned earlier, Listening stands as one of the most essential skills in English language acquisition. Foreign language learners may experience a variety of listening

comprehension issues. Extensive study has delved into these issues, revealing a wide range of listening problems. For instance, Goh (2000) categorizes them as internal and external factors that can hinder the understanding of text and real-life processing, directly impacting cognitive procedures that take place at various stages of listening comprehension.

Azmi et al. (2014) state the fact that there are numerous challenges that learners may have when it comes to listening ability, and the goal is to be aware of these problems and make an effort to find solutions to them. Below are some of the prevalent problems:

1.2.2. Quality of Recorded Materials

Despite being in technological era, some instructors still use low-quality recorded materials in their classes. The quality of the sound system can significantly influence learners' comprehension (Azmi et al., 2014). When audio recordings are of poor quality having a background noise, muffled voices, or technical glitches, students struggle to focus and to process the content. This ultimately hinders their understanding and performance in listening tasks.

1.2.3. Cultural Differences

Lack of cultural or linguistic knowledge is a major barrier to understanding the context. That is to say, because language and culture are closely linked, it might be difficult for learners to completely understand the context and meaning of what they are listening to, especially if they do not have any previous cultural knowledge about specific customs idiomatic expressions, or social cues that influence communication. In an effort to close this gap, teachers are encouraged to give learners pertinent cultural background material before practicing listening (Azmi et al., 2014).

1.2.4. Accent

According to Munro and Derwing (1999), strong accented speech may significantly reduce comprehension. Buck (2001) also indicates that listeners who have only exposure to

one accent such as American English will have considerable listening difficulties when they experience a new accent for the first time. This certainly affects the listener's ability to fully understand what they are listening to, and at the same time, those with a foreign accent may not be effectively comprehended.

1.2.5. Unfamiliar Vocabulary

Vocabulary knowledge plays a crucial role in listening comprehension. Studies show that unfamiliar words, particularly those with multiple meanings, can significantly challenge language learners. Students often struggle to use these terms in the appropriate context, resulting in confusion and difficulties in understanding spoken messages. A study by Azmi et al. (2014) shows the presence of ambiguous terms leads to confusion when learners attempt to apply these words and terms contextually. This highlights the critical importance of vocabulary familiarity in supporting effective listening comprehension and enhancing students' interest and motivation.

1.2.6. Length and Speed of Listening

Listening comprehension is greatly impacted by the length of time and speed of listening materials, especially for learners at a lower competence level. Shorter listening materials help maintain concentration while listening, and they improve comprehension more than longer ones. Longer Materials with extensive information can be hard to follow since they need special listening techniques (Azmi et al., 2014). Faster speech can also make it more difficult for learners to understand target words, unlike with reading they are unable to control the speakers' speed (Underwood, 1989).

1.2.7. Lack of concentration

Among the most important aspects of learning a language is being able to focus during a listening practice. Even small distractions can make comprehension extremely difficult. Learners' motivation is crucial to their capacity for long-term focus, since it can improve

comprehension if they find the listening content interesting. However, listening to a foreign language may lead to boredom and fatigue, necessitating significant efforts to prevent missing important information.

2. Importance of Effective Communication Skills in Foreign Language Learning

Communication is a skill that involves a continuous process of speaking, listening and understanding. While most of us can speak from birth, they must learn how to communicate well. Speaking, listening and understanding both verbal and nonverbal cues are the skills we develop by watching others and modeling their behavior. Some communication skills are taught directly in education, allowing students to practice and get feedback. Therefore, even though we have a natural ability to communicate, we need specific skills to communicate effectively (Ahmed, 2016).

In the context of English as a Foreign Language (EFL) education, speaking and listening skills are particularly important. Speaking skills help EFL learners to take part and participate in conversations, express their ideas clearly, and handle real-life situations. Regular practice and feedback build the confidence and fluency needed for effective communication (Ahmed, 2016).

Listening skills, on the other hand, lay the foundation for understanding spoken English. EFL learners must cultivate the ability to actively listen, interpret verbal and nonverbal cues, and derive meaning from conversations. Strong listening skills allow students to better comprehend lectures, follow instructions, and engage in discussions, ultimately leading to improved overall language acquisition (McKay, Davis, & Fanning, 2009).

An effective EFL teacher must consider using their own communication skills when interacting with students. Communication is a critical component of the success of the educational process, as it allows teachers to connect with their students (Lin et al., 2021). For foreign language students, the ability to communicate effectively is essential, as it enables them to feel comfortable using the target language in various contexts. While some communication skills are naturally employed in the classroom and in daily life when studying a foreign language, students still need to understand how these abilities will give them the confidence to use the language confidently and effectively (Alsubaie, 2017).

2.1. Traditional Methods for Teaching Listening and Speaking Skills in EFL Contexts

Listening is acknowledged as a crucial skill in language learning; Traditional models of language learning suggest that learners acquire receptive skills, such as reading and listening, before developing productive skills like speaking and writing (Rost, 2011). Despite this understanding, traditional language learning methods often place varying degrees of emphasis on the development of speaking and listening skills. To address this oversight, Li and Renandya (2012) conducted interviews with English language learners to explore factors affecting listening comprehension. Their findings suggest that enhancing EFL students' bottom-up processing competence is essential for building a solid linguistic foundation before progressing to more advanced listening skills. These valuable insights can be leveraged to develop more effective teaching strategies, thereby enhancing the teaching of listening skills.

However, some conventional approaches have placed a higher priority on the development of speaking and listening abilities, especially in the early stages of language learning. For instance, when teaching young learners, a significant amount of class time is devoted to meaning-focused listening activities, such as children's listening exercises and

group projects. These activities are designed to engage learners and make listening practice enjoyable. Furthermore, speaking exercises—including role-playing, group discussions, and presentations—are often integrated into the curriculum, creating a more comprehensive language course. Speaking exercises centered on formal presentations and debates emphasize listening to formal lectures and conversations, thus reinforcing the interconnectedness of listening and speaking skills (Flowerdew & Miller, 2005).

Listening fosters other language abilities and contributes to a deeper understanding of the language process, making it an essential component of language learning. While there is often more emphasis on speaking and writing, listening is a crucial aspect of language proficiency, enabling learners to express themselves and communicate effectively in the target language. Additionally, it is acknowledged that mastering productive skills requires a strong foundation in receptive skills, including listening (Rost, 2011). By recognizing the importance of listening, educators can better support learners in developing their overall language proficiency and ensure a more balanced approach to language teaching.

Lastly, even if speaking and listening are not usually given the same priority in traditional techniques, their importance in language learning is widely acknowledged, and some traditional systems have included significant activities that target both skills (Flowerdew & Miller, 2005).

3. Social Networks

Social networks are a type of social context created for people to interact between them easily. They cover online services or sites where individuals create and sustain relationships (Boyd & Ellison, 2007). As stated by Bartlett-Bragg (2006) social networks refer to a ‘range of applications that augments group interactions and shared spaces for

collaboration, social connections, and aggregates information exchanges in a web-based environment” (p, 3). That is to say, these networks’ principal goal is to provide opportunities for users to interact, exchange knowledge and ideas, express opinions and showing activities and events inside their social networking community (Yunus, Salehi, & Chenzi, 2012).

Currently, platforms such as Facebook, Instagram, Youtube and Twitter are the most widely used online social networks; their main features include the creation of personal profiles, the establishment of links with other users, keeping track of the activities of their connections, and making new connections (Boyd & Ellison, 2007). Based on a study by Yunus, Salehi, and Chenzi (2012), these social networks had an enormous influence on changing and evolving many facets of society. They have impacted people’s perspectives and even the operation of the present system of education. In other words, social networking has emerged as a powerful instrument that reshaped personal and societal views as well as educational processes.

3.1. Social Networks in Language Learning

The integration of social networks in the context of education has been acknowledged as an effective tool for language learning and teaching due to their central purpose as communication platforms (Roblyer et al., 2010). This feature enables teachers to engage with students both inside and outside of the classroom, which improves the learning experience and helps students to feel more like a community (Carmean & Haefner, 2002). Since users actively create their own experience instead of passively consume pre-existing information, authentic material like online discussion and multimedia content in social networks help learners understand the material and content in a meaningful way (Mason & Rennie, 2007).

Moreover, online conversations with speakers of both native and second languages enhance the creative ability of speech, enabling students to practice using the language in real-world contexts and improve their communication skills (DePew, 2011). Additionally, through

online interactions ,learners implicitly develop the ability to explore, evaluate and engage with technologies, which help them to develop practical skills like digital literacy, problem-solving and critical thinking (Kendle & Northcote, 2001; Yunus, 2007).

These apps are more widely used because they give students the chance to express themselves in an authentic and natural way, which is crucial for the success of language learning (Cohen & Miyake, 1986). Teachers also think that using social media to teach English makes the subject more interesting and enjoyable than using traditional strategies ,which may reduce the students' motivation and involvement (Khany & Monfard, 2013),

Furthermore, incorporating social networks into contemporary teaching practices can provide informal learning contexts and generate new chances for language learning. This way, students may acquire through a smooth, effective, and subliminal process while voluntarily engaging in enjoyable situations mediated by motivational artifacts (Bartlett-Bragg, 2006; Gillet et al., 2008; Oroujlou & Vahedi, 2011).

3.2. Instagram as a Popular Social Media Platform

Instagram is a social network that has gained immense popularity and revolutionized the way people share and use visual content on the internet (Mansor & Rahim, 2017). Since its launch in 2010 by Kevin Systrom and Mike Krieger, Instagram has amassed over 1 billion active users globally, positioning it as one of the most significant online media applications of the twenty-first century (Eldridge, 2024).

This platform is fundamentally a mobile-first network that lets users take, process, and share short videos as well as photos (Mattern, 2016). Also, with its unique square-shared image format and extensive selection of digital filters and editing tools, the app has created a distinctive aesthetic that has come to be associated with the Instagram experience (Eldridge, 2024). The Instagram experience is the visually appealing, filtered, and edited feed of content

that users enjoy browsing and sharing (Hu, Mnikonda & Kambhampati, 2014). The popularity of this platform has been largely driven by its emphasis on visual storytelling, especially with younger audiences (Mansor & Rahim, 2017). Through visual posts, users can discover more about the people they follow (Mattern, 2016). Instagram is developed to offer more than just photos and videos sharing; it now contains features like stories, Reels, and IGTV that let users post more dynamic and ephemeral content (Eldridge, 2024) keeping it ahead of the trend in terms of social media popularity (Mattern, 2016).

3.3. Instagram as a Learning Platform

Instagram with its emphasis on visuals is sometimes undervalued as a learning tool, yet it has a wealth of real material. According to Shazali, Shamsudin, and Yunus (2019), Instagram can be a valuable resource for language learners who possess basic multimodal literacy skills, as it can serve as a corpus for multimodal microblogs. Students are more likely to succeed in self-directed language learning if they link Instagram participation to fun (Erarslan, 2019).

Additionally, Instagram plays a crucial role in improving grammar learning by using feed-based activities and cultivating a positive attitude around language acquisition (Alfadda et al., 2022). Instagram also helps learners interact with the language in a more immersive and natural environment (Lee, 2023). As stated by Manullang and Katemba (2023), Instagram can be used as a substitute writing medium that promotes vocabulary growth and terminology usage.

Furthermore, Instagram provides an abundance of contextualized visual data that can be beneficial for language learners who acquire language best through visual means. Also, it

provides students with additional means of social interaction outside of the classroom, which contribute to the development of a socially cohesive community of learners.

3.4. Instagram Reels

Instagram Reels are a feature within the Instagram platform that was announced on August 5, 2020. Users worldwide are now able to access it progressively (Wulandari, Arcana, & Kuncoro, 2022). This feature is attractive since it lets participants add a variety of customization options. These include extra music, effects, filters, speed, translations and diverse editing tools for photographs and videos. These elements can be modified to suit users' personal preferences which make this feature interesting and enhance their engagement and visibility on the platform (Sari, 2021).

Similar to TikTok, Instagram Reels offer users to share and showcase their creative works with a wide audience and establish connections through short, but interesting video clips (Silalahi, Perdana, & Luardini, 2021). These videos can be single or a combination of clips and photos, often incorporating text and trending audio to convey meaning (Hootsuite, 2024). In order to access Reels, users must update the Instagram app either by App Store or Google Play Store.

In the realm of education and language learning context, Instagram Reels have emerged as a useful instrument for improving English language proficiency in a dynamic and interactive way (Carpenter et al., 2020). In another word, by using such tools students' learning experience can be greatly enriched and enhanced.

3.4.1. Features of Instagram Reels

In the context of learning in the age of technology, Instagram Reels offer several unique features that differentiate it apart from other Instagram functionalities. According to many studies as one of Aidah (2022), Instagram Reels offer a variety of features, including:

3.4.2. Video Creation and Edition

Instagram Reels offer a diverse array of options that empowers learners to produce and personalize brief video contents. Users of the platform can record and edit videos (reels) ranging from 15 to 30 seconds, enabling them to customize their videos with a variety of audio options, effects, and creative tools. A distinctive feature of Instagram Reels is the green-screen feature, which allows users to use any image as a background for their videos, thereby enhancing creativity and personalization (Canva, 2022).

3.4.3 Content Sharing and Discovery

Instagram introduced the Reels feature to facilitate the sharing and discovery of short-form video content. Users can seamlessly share their reels straight to their Instagram feed, enabling their followers to view them. Furthermore, Instagram includes a specific dedicated Reels section where users can explore and find popular and trending material created by the broader Instagram community, allowing Reels to reach a large audience, particularly if the user's account is set to public (Vitasari & Hasanudin, 2022).

3.4.4 Insights and Analytics

Instagram reels provide creators with new metrics such as total watch time and average watch time to track the success of their video content. Furthermore, it offers notifications to creators about new followers gained from reels and allows them to access detailed information right on their Reels (Ugwuanyi et al., 2020).

3.5. Benefits of Instagram Reels on The Educational Context

Incorporating Instagram reels into educational settings, particularly in language learning, offers a range of advantages as highlighted by various studies. Azlan, Zakaria, and Yunus (2019) suggest that Instagram reels are beneficial instruments for English learning, though Carpenter et al. (2020) stress Instagram Reels ability to improve the learning process.

Furthermore, Instagram can be useful for a variety of English learning activities, as cited by Handayani (2016).

One significant advantage of implementing Instagram reels in learning is raising students' motivation and engagement. According to a research by Ugwuanyi et al (2020), adding background music to videos can improve enjoyment and reduce learners' fear and anxiety which will raise their interest to study the material again. Additionally, the short duration of reels can be used to create interactive lessons, such as quizzes and games to engage students' and make the learning more enjoyable (Azlan, Zakaria, & Yunus, 2019). That is to say, reels interactive format makes a dynamic learning environment that promotes deeper comprehension of materials.

Moreover, learning a language can be improved with the help of reels that enable learners to create brief videos with captions that can be utilized for acquiring vocabulary, grammar, and pronunciation (Ramadoni, 2019). Novritasri (2022) confirm that reels are also a powerful instrument for improving pronunciation and encouraging flexibility in the learning process. In addition, this feature enables learners to engage with content that demonstrates how to pronounce words correctly and to develop communication abilities.

Next, Instagram Reels can be very beneficial to learners in developing their public speaking abilities or skills. They can improve their confidence and articulation skills by making and sharing reels with a wide audience (Tuurma, Silalahi, & Perdana, 2021). As stated by Febriyati and Utami (2021), this platform gives students a chance to demonstrate their knowledge and skills, thereby enabling them to speak clearly and effectively.

Also, Reels provide an interactive and visual medium for teaching procedural texts by providing step-by step instructions. Students can develop educational reels to help explain assignments or processes, which will help them to understand and use procedural writing more effectively (Simamora & Bahasa, 2022). That is to say, learners are able to demonstrate

their competence in successfully communicating knowledge by using reels to highlight their comprehension of the subject

Instagram's adaptability as social media platform for language learning activities has been emphasized in various studies. According to Handayani (2016), Spencer (2012) offers a number of activities that may be done using Instagram reels including reading news, composing lessons, video blogging, storytelling, narrative, figurative elements analysis of songs and so on. These varied educational activities and multimedia elements improve language learning and communication skills.

Lastly, this feature can be utilized to build a community of learners who are socially linked. by sharing their videos with large audience, which can foster relationships between students and teachers as well as other learners(Erarslan ,2019).

4. Theoretical Framework

4.1. Social Semiotics

As an introduction to multimodality approach, the field of semiotics explores the social aspects of meaning-making, placing a particular focus on the creation, interpretation, and dissemination of meaning within society. It seeks to comprehend how meaning-making processes change people and communities, emphasizing the function of semiotic resources in the meaning making process by focusing on modes, their affordances, and the social purpose they serve. From linguistics, semiotics, and critical discourse analysis, scholars such as Gunther Kress have provided a framework for analyzing and comprehending the intricate interplay of modes in communication and meaning within social environments (Kress & van leeuwen, 2006).

4.2. Multimodality Theory

The theoretical foundation of multimodality is grounded in Michael Halliday's social semiotics theory of communication, with an emphasis on the different semiotics tools humans employ to give social interactions meaning, this method investigates communication from a social perspective (Jewitt, 2008). Theo Van Leeuwen and Gunther Kress had a key role in making multimodality a prominent field of study and application in the 1990s, focusing on how different modes work together to create meaning (Jewitt & Henriksen, 2016). They all expanded on Halliday's research by realizing that communication is mediated by variety of modes and three-dimensional objects, which include not only traditional forms of communication like text and images but also physical artifacts and environments that contribute to meaning making (Jewitt & Henriksen, 2016).

The concept of multimodality has been introduced and developed in the last two decades to account for the different resources used in communication to express meaning. The term is used both to describe a phenomenon of human communication and to identify a multifaceted and growing field of research. As a phenomenon of communication, multimodality has come out in reaction to social and semiotic context change. It is developed due to the expansion of new communication artifacts brought by digital development, enabling virtual interactions that combine different modes especially visual simultaneously (Yassine, 2014). It defines the combination of different semiotic resources, or modes, in texts and communicative events, such as still and moving image, speech, writing, layout, gesture, and spatial elements (Kress, 2003). Semiotic resources have been also defined as:

The actions, materials and artifacts we use for communicative purposes, whether produced psychologically - for example, with our vocal apparatus, the muscles we use to express facial expressions and gestures - or technologically-for example, with pen and ick, or computer hardware or software- together in which these resources can be organized. Semiotic

resources have a meaning potential, based on their part uses, and a set of affordances based on their possible uses, and these will be actualized in concrete social context where their use is subject to some form of semiotic regime (Van Leeuwen, 2005, p. 285)

Semiotic resources, as defined by Van Leeuwen (2005), encompass many physiological actions and technological tools used for communication, each possessing meaning potential that is shaped by their specific social contexts. In the context of Instagram Reels, users creatively combine visual and auditory elements such as short videos, music, captions, and visual effects to enhance their communication and meaning-making processes. This multimodal integration reflects the significance of multimodal literacy, as it fosters deeper understanding and engagement while allowing users to convey complex meanings and emotions, ultimately shaping audience perceptions and interactions (Jewitt & Henriksen, 2016).

According to Jewitt (2013), multimodality is an interdisciplinary approach that recognizes communication and representation as extending beyond language. It is systematically examined the social interpretations of various forms of meaning-making and provides a framework for analyzing visual, aural, embodied, and spatial aspects of interaction. While speech and writing are important modes, they exist within a broader multimodal ensemble where all modes contribute to meaning. Multimodality also responds to the need to look beyond language in a rapidly changing social and technological landscape, as digital technologies expand communication resources, reshape relationships between images and writing, and reconfigure notions of spatiality and genre conventions, leading to new types of texts and interactions. The core modes in Jewitt's framework include:

- **Visual Mode:** This encompasses images, colours, and visual layouts that contribute to meaning-making in communication.

- **Aural Mode** : This includes sounds, music and auditory elements that enhance the communicative experience
- **Linguistic Mode** : This refers to spoken and written language including vocabulary, grammar and text structure.
- **Gestural Mode** : This involves body language, facial expressions and gestures that convey meaning beyond verbal communication
- **Spatial mode** : This considers the arrangement of objects and spaces in communication, influencing how messages are interpreted.

4.3. Multimodality and Language Learning

Multimodality has emerged as a prominent field of study and application in language learning, especially in the context of internet and digital technologies .The concept of multimodality, as defined by Kress and Van Leeuwen (2001), involves the interaction of several distinct signification systems to convey meaning. This approach is recognized for its potential to improve language learning results by combining different communication modes, such as gestural, auditory, and visual features, to transmit meaning (Jewitt, 2008).

Multimodal processes have been found to enhance student`s outcomes by increasing their participation, engagement, and creativity (Callow & Zammit, 2012). Additionally, by integrating multimedia presentation into language learning activities, multimodality can improve students` usage of cognitive skills like critical thinking and problem– solving (Walsh, 2010).

Since students are exposed to an extensive range of multimedia texts and digital tools in the modern era, the incorporation of multimodality in language learning is pertinent. Learners` language abilities, including reading, writing, speaking, and listening, can be

developed with the use of multimodal content that involves images, videos and audio recordings (Kress, 2003)

Multimodality in language learning is becoming more important in today's digital world where learners are exposed to different multimedia content. Numerous studies show that using visual aids, like textbooks and multimedia resources, improve students' listening skills. For instance, Cahyono and Widya (2017) found that using visual textbooks along with conversation videos significantly increased student engagement and their ability to predict answers in listening exercises. Dewi, Marsakawati, Putra and Suwastini (2022) highlighted that Instagram Reels can effectively enhance speaking skills and motivation as a mobile-assisted language-learning tool. Additionally, a study by Jimola (2023) and another one by Subekti and Damaryanan (2023) further demonstrate that social media platforms like Instagram and TikTok can improve reading and speaking skills, offering flexible and enjoyable learning experiences for students.

Moreover, Wulandari (2019) found that integrating Instagram Vlogs into EFL classes significantly improves learners' speaking proficiency, including their pronunciation and vocabulary acquisition. These findings highlight the need for teachers to explore the specific impacts of visual aids and social media on developing listening and speaking skills, as these areas remain underexplored in language education. By using these multimodal tools, educators can create more engaging and effective learning experiences for their students.

4.4. The Impact of the Multimodal Aspect of Instagram Reels on Language Learning

As mentioned earlier, Instagram reels have become an effective tool for language learning because they integrate multimodal elements to improve the learning process (Sari,

2021). Multimodality, as we already elaborated in previous sections is the process of conveying meaning through a various kinds of semiotic resources, such as text, images (visuals), audios and interactive features (Kress, 2010). This approach is consistent with the ideas of multimodal literacy, which aims to empower students to understand and interact with language as complex, interconnected system of signs and symbols (Serafini, 2014). Multimodal literacy encompasses the ability to analyze and produce texts using multiple modes, emphasizing the interaction between these elements. In the context of Instagram Reels, students can develop their multimodal literacy by engaging with diverse content and creating their own multimodal expressions (Jewitt, 2003).

Instagram Reels incorporate the use of a wide range of semiotic resources that cover both technological and physiological forms of communication (Van Leeuwen, 2005). Students interact with dynamic visual components such as videos and animations, which are more successful in evoking feeling and transmitting complex information than linguistic modes alone (Kress, 2015). This multimodal ensemble is further enhanced by the auditory components like spoken language, music and sound effects.

Authentic content is made available through Instagram reels incorporation of multimodal features, which promotes language acquisition in authentic conditions. Through engagement with these elements, learners are exposed to idioms, colloquialisms, and cultural references that can improve their understanding and competence (Wagner, 2021).

Since Instagram reels use a multimodal approach, learners are pushed to decode and make sense or interpret the complex interaction between text, sound and image (Hodge & Kress, 1988; Jakobson, 1974, as cited in Erton, 2006). These affect language learning significantly because multimodal features can improve students` motivation, focus and retention, which results in a more efficient language acquisition (Lee, 2018).

Conclusion

This literature review chapter accounts for an overview of reviewed key concepts related to the subject of research, specifically investigating the influence of Instagram posts, mainly Reels, on the development of speaking and listening skills of EFL learners. It does so by using multimodality theory. It also connects our study to pre-existing literature. Additionally, this chapter provides an explanation of the theoretical framework adopted in this dissertation, which is the theory of multimodality by Cary Jewitt (2013).

Chapter Two:
Research Design

Introduction

This chapter outlines the methodology employed in this research, which investigates the use of Instagram Reels by first-year students at the Department of English at MMUTO as a learning tool to enhance their speaking and listening skills. It provides a detailed account of the research method, design, and procedures for data collection and analysis. It justifies the selected research plan and explaining how this research has been designed and why data collection tools, aligned with the theory of multimodality by Cary Jewitt (2013), have been selected to address the research questions outlined in the general introduction. The chapter is structured into three key sections. The first explains the research method and design. The second outlines the study context, sample, and instruments used for data gathering. The last describes the data analysis methods that are used for data interpretation s.

1. Research Methods and Design

1.1. Mixed-Methods Research

This dissertation employs a Mixed-Methods Research approach, combining elements of qualitative and quantitative research to provide a comprehensive understanding of the phenomenon under investigation (Johnson, Onwuegbuzie, & Turner, 2007). This approach leverages the strengths of both methods (Leavy, 2017), offering a rich and in-depth understanding of Instagram Reels use in an EFL setting that cannot be achieved through a single research method alone. The mixed-methods approach allows for a more complete and contextual analysis of the data, as the quantitative and qualitative findings can be triangulated to validate and enrich conclusions (Johnson, Onwuegbuzie, & Turner, 2007).

Furthermore, this study is exploratory, aiming to investigate an unfamiliar area of research: the effect of Instagram Reels on EFL students' listening and speaking skills. It uses a

questionnaire to gather information from a number of participants, providing quantitative insights to reinforce the qualitative findings obtained from a corpus-based analysis. The corpus consists of five Instagram Reels selected for their relevance to developing listening and speaking skills, sourced directly from the Instagram platform based on their engaging content and alignment with language acquisition objectives. The analysis of these Reels is conducted using a checklist evaluation of listening and speaking skills alongside Multimodality theory.

2. Data Collection Procedure

In social sciences a researcher has the opportunity to better understand the subject being explored using different tools. In order to investigate how Instagram reels impact students' development of their speaking and listening skills at the Department of English at MMUTO, two instruments have been used in the data collection process: a questionnaire distributed to students and the second data is collected through videos or Reels randomly selected from Instagram

2.1. Context of Investigation

This study was conducted within the Department of English at MMUTO during the academic year of 2023/2024. Due to time constraints, the questionnaires have been distributed to First year students in May 2024, and the corpus, consisting of five Instagram Reels for the study, has been also selected within the same period.

2.2. Sample Population

To ensure a representative sample, the target population under study was defined as English as a Foreign Language (EFL) students in the Department of English at MMUTO. Therefore, from this population, a sample of fifty (50) first-year students was randomly

selected from the large number of students at the Department of English; this process of sampling procedure ensured that each student had an equal probability of being included in the sample (Leavy, 2017). The decision to focus on first-year students was based on the assumption that this level corresponds to beginner students who are more likely to use Instagram reels as a learning tool for enhancing their English language skills, compared to other levels with their advanced language proficiency level who may not heavily rely on this specific Instagram content (Reels) for language learning.

2.3. Questionnaire

A questionnaire is a research instrument that comprises a set of items, including both closed-ended and open-ended questions, designed to elicit standardized responses from participants. As noted by Roopa and Rani (2012), a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. This instrument provides a cost-effective and reliable means of gathering feedback that can be qualitative or quantitative (Taherdoost, 2016). A questionnaire facilitates the rapid and efficient collection of data from a large number of participants regarding a specific research topic.

The questionnaire designed for the students taking part in this study comprises a mixture of 18 open-ended and closed-ended items. The open-ended questions allow respondents to answer using their own words, whereas closed-ended questions require the participants to select an answer from a predetermined set of choices. The questionnaire is arranged in to five distinct sections. The first section collects background information about the participants including their level and gender. The second section aims to assess students' knowledge and familiarity with the use of Instagram Reels, comprising four items, one closed-ended (or dichotomous Yes/No) question (Q4), two multiple-choice

questions(Q3,5),one open- ended questions (Q6) and one semi-structured question that requires participants to select an option first and then justify their answer (Q9). The third section is designed to gather students' attitudes towards using Instagram Reels to learn listening skill; it consists of five items. Including One multiple choice question (Q9), two Likert scale questions (Q7, 8), two closed-ended questions (Q10,11). The fourth section is designed to gather students' perceptions towards using Instagram Reels to improve their speaking skills. It contains three items; one Likert scale question (Q14) and one closed- ended or dichotomous Yes/No (Q12) question, and one open-ended question (Q15). The fifth and last section explores the impact of multimodal features in Instagram Reels on the learners' speaking and listening proficiency. This section consists of four items; two Likert scale questions (Q16,17) and one semi-structured question (Q18).

2.4. Pilot Study

The questionnaire is initially distributed to five students during the process of pilot study to test its clarity and practicality. Overall, the feedback from the four students was positive, with four out of five respondents stating that the wording of the items is simple, understandable, and free from ambiguity. The questions are also logical and progressive, moving from general to specific. However, some questions and section titles were reformulated to ensure better understanding of the items. Additionally, the second question in Section One was omitted asking about the students' level in English because we saw that students found difficulties answering it, and it is replaced by a question about gender, as gender was considered a more relevant variable for the purposes of this research.

2.5. The Corpus of Reels

This study examines the integration of multimodality in the learning of English language on the Instagram Reels platform. To conduct this research, a collection of linguistic

and non- linguistic data were gathered from authentic, naturally occurring Instagram Reels. The corpus for this study consists of five English learning Reels posted on Instagram by English teachers. These videos cover various aspects of English language learning, including pronunciation, listening comprehension, and vocabulary development. The specific Reels included in the corpus are:

Table 1: The Description of the Five selected Instagram Reels

Instagram Reels titles	Their descriptions
"Can you pronounce these 8 very difficult words?"	In this engaging video (1 minute), an English teacher focuses on the pronunciation of challenging English words, guiding learners through the proper articulation of these terms. This resource is particularly useful for those looking to enhance their vocabulary and pronunciation confidence. https://www.instagram.com/reel/C0osRZsoORf/?igsh=MWp2b3FtMTIla29ydw ≡
"Useful Hotel Reception Vocabulary in English"	This concise video (38 seconds) introduces vocabulary related to hotel interactions, equipping learners with the necessary language skills for navigating common hospitality scenarios. Presented by an English educator, this resource is perfect for anyone preparing to work in or travel through the hospitality industry. https://www.instagram.com/reel/C5zaeOwIOCW/?igsh=NjN2NGthOTJpYW8 ≡
"English Listening"	Focused on developing English listening skills, this video (45 seconds) prepares learners to comprehend spoken language in various contexts. It emphasizes active listening techniques and provides practical examples that can help viewers improve their understanding of everyday conversations. https://www.instagram.com/reel/CyYTL0wsJXt/?igsh=NXU4bmU1bDVpd2kz
"Listening Test"	Presented by @ blackscreenglish, this interactive video (1 minute) features a listening comprehension quiz designed to assess learners' understanding of spoken English. Viewers can test their skills and receive immediate feedback, making it a valuable tool for enhancing their listening abilities. https://www.instagram.com/reel/C8Hhu3oSk2s/?igsh=OWM1ZXRIam5pdzkz
"British Vs American English"	This video of 13 seconds highlights the differences between British and American English accents, providing learners with an opportunity to compare and contrast these two varieties of the language. https://www.instagram.com/reel/C8L25q4J-Bn/?igsh=MW5vZnh6aDk3dTJoNQ==

The selection of these videos provides a diverse and representative sample of the multimodal features present in the English teacher's discourse on Instagram Reels, enabling the researchers to investigate the potential impact of these features on language learning in a virtual environment.

2.6. The Evaluation Checklist

The chosen method of inquiry for this study was a Multimodal Analysis, involving the analysis of five Instagram Reels. This method was selected because it allows for the examination of how these Reels incorporate multimodal features such as audio, visual, and text elements. To ensure that all necessary criteria were considered in the analysis, a checklist evaluation was conducted. A checklist is defined by Scriven (2000) as "a list of factors, properties, aspects, components, criteria, tasks, or dimensions, the presence or amount of which are to be separately considered, in order to perform a certain task."(p, 1). Thus, a checklist serves as a tool to ensure that all relevant information are carefully considered during the evaluation process.

We use the checklist as a tool to evaluate the impact of multimodal elements on Instagram Reels about students' speaking and listening skills. It allows us to assess various aspects of the Reels, the audio quality including clarity of speech, audio fidelity and pacing as well as visual elements such as facial expressions, visual interests, image quality, and color Scheme. Additionally, we evaluate how the audio and visual components are integrated, along with the use of text features. This allows us to gain a comprehensible understanding of how multimodal nature of reels can enhance students' speaking and listening learning outcomes. Finally, we assess the exposure to new vocabulary and fluency in the Reels' impact on speaking and listening skills.

The evaluation checklist is grounded in social semiotic multimodality theory, developed by scholars such as Gunther Kress and Carey Jewitt (Kress, 2010) which views communication as inherently multimodal, involving multiple modes (e.g., visual, auditory and gestural) to create meaning.. The Key multimodal concepts informing this checklist include:

Table 2: Five Modes of Communication in Social Semiotic Multimodality Theory

Modes of communication	Descriptions
1. Visual Mode	Images, gestures, facial expressions, movements, camera angles, etc.
2. Aural Mode	Music, sound effects, voice quality, tone, volume, speed of speech
3. Linguistic Mode	The actual spoken or written language, including text on screen or captions.
4. Gestural Mode	Body language, movements, or gestures that communicate meaning.
4. Spatial Mode	The arrangement of objects or people in the frame, the layout of elements

By analyzing the Instagram Reels through this multimodal lens, the checklist provides a comprehensive evaluation of how the multimodal elements impact students' development of speaking and listening skills. It is adapted from Yazdanmehr and Shoghi's (2014) visual criteria and Orwig's (2013) checklist for listening and speaking skills, incorporating additional multimodal elements (audio, text) from Jewitt's (2013) framework.

Table 3: Multimodal Evaluation Checklist for Listening and Speaking Skills: Adapted from Orwig’s (2013) Criteria and Yazdanmehr and Shoghi's (2014) Visual Criteria Checklists.

Checklist Criteria
1. Visual Criteria
What visuals accompany the speech?
Do they use gestures facial expressions or body language to reinforce their message and encourage participants in speaking?
How is the speaker positioned in the frame, and what kind of eye contact is maintained?
2. listening Criteria
How is the tone, speed, and clarity of speech?
Are there any sound effects, background music, or ambient sounds that affect listening comprehension?
3. Spoken Criteria
Is the speaker's articulation clear and understandable?
Does the content encourage viewers to practice speaking?
Are there teaching techniques that help them to improve their skills?
4. Textual Criteria
Are there captions or subtitles that help learners follow along with the speech?
Is there any written text displayed to reinforce new vocabulary or phrases?

3. Data Analysis Procedures

The study employs a dual approach to data analysis, combining both qualitative and quantitative methods. Quantitative data is analyzed using descriptive statistics to summarize the data, while qualitative data are analyzed through (QCA), providing a deeper understanding of the data's context and significance.

3.1. Descriptive Statistical Method

The study uses descriptive statistical method to summarize and describe the quantitative data. This involves calculating measures of central tendency and measures of variability such as mean, media, mode, and standard deviation, which helps to provide an overview and to describe the distribution of data (Kaur, Stoltzfus, & Yellapu, 2018). To ensure the reliability of the findings, the present study relies on ‘The Rule of Three’ to examine the quantitative data obtained from the close-ended questions of the students’ questionnaire and the data from the checklist evaluation of the analyzed Instagram Reels. These data are used to explore the variety of attitudes and perceptions of learners regarding the use of Instagram Reels for developing speaking and listening skills. The percentages are calculated using the formula $= (Y \times 100) / Z$ in which, X represents the calculated percentage, Y is the number of obtained answers and Z is the total number of students. The data are displayed in the form of graphs, diagrams, tables and pie charts, to enhance the clarity of the results.

3.2 Qualitative Content Analysis (QCA)

Qualitative content analysis (QCA) is used to analyze non-numerical or textual data, such as the open ended responses from the questionnaire answered by the L1 students and from the checklist evaluation in this study. QCA relies on the researcher’s interpretive skills and familiarity with the social context where data are gathered. The data analysis procedure used in this study follows the Qualitative Content Analysis which is defined by Forman & Damschroder (2007) “one of many qualitative methods used to analyze textual data” (p, 40). QCA is methodical, adaptable method that minimizes the amount of data used to identify, from the words and sentences previously collected from the questionnaire and checklists, clear and coherent categories and themes (Schreier, 2012). In this research the identified

themes and categories are; learners familiarity with the use of Instagram Reels, their opinions on using them to learn English. In addition, their attitudes towards the improvement of their listening and speaking skills using Reels, and finally how multimodal elements on Instagram Reels help learners to develop these skills. We interpret and present the data in the form of texts.

3.3. Multimodal Analysis Framework

To analyze Instagram Reels, we use Carey Jewitt's (2013) multimodal analysis framework, as part of multimodal discourse analysis (MDA), which explores how meaning is constructed through various modes of communication language, image, gesture, and sound within specific contexts. The analysis will include identifying the modes used, examining their affordances and met functions, and observing their strategic application by students. This approach acknowledges that contemporary learning increasingly requires students to navigate different sites of expression and create flexible spaces for planning and realizing ideas (Jewitt, 2006). Traditional print skill taxonomies are inadequate for addressing the complexities of multimodal learning, particularly in multilingual and digital contexts. Moreover, while modes exist in everyday educational settings, decontextualized studies often overlook the unique practices within these environments, highlighting the need for a framework that captures these dynamics effectively.

The multilingual, the multimodal, and the digital are all important factors to consider. There is a need for further investigation of literacy practices as an intertextuality web of contexts and media rather than isolated sets of skills and competences. Due to the simultaneity of different modes in everyday community and educational contexts, the decontextualized study of particular practices, assuming their universality and transfer, has clear limitations.

Conclusion

This chapter focuses on the research design and its components. It has been organized into three key sections. First, it has presented the research method this inquiry follows, providing an overview of the approach used to collect and analyze data. Then, it has explained the context of the study and the sample of participants as well as the data collection instruments that have been used in gathering the necessary information. Finally, it has described the data analysis procedures that have assisted in the description and interpretation of the data.

Chapter Three:
Presentation of The Findings

Introduction

This chapter, entitled ``Presentation of the Findings``, is dedicated to clearly articulating the results of our investigation. It is divided into two sections. The first section seeks to expose the findings obtained from the questionnaire distributed randomly to fifty (50) L1 students of the Department of English at MMUTO. This analysis employs both statistical method and qualitative content analysis. The second section focuses on the results derived from the analysis of a corpus of 5 Instagram Reels, which are examined following a checklist evaluation of learning listening and speaking skills alongside the multimodal framework proposed by Cary Jewitt (2013).

1. Presentation of the Results of the Questionnaire

The questionnaire is divided into five sections: background information about the participants, their knowledge and familiarity with Instagram and Instagram reels in particular, their attitudes regarding the use of these Instagram Reels for enhancing learning English speaking and listening skills, and their perceptions towards the use of multimodal items present in the Reels. The results from these sections are analyzed using Descriptive Statistical Method alongside Qualitative Content Analysis.

1.1. Participants' Background Information

This section aims to gather information about the participants' general profile, including their gender and level of study.

Question 1: Are you a first year student at the English Department?

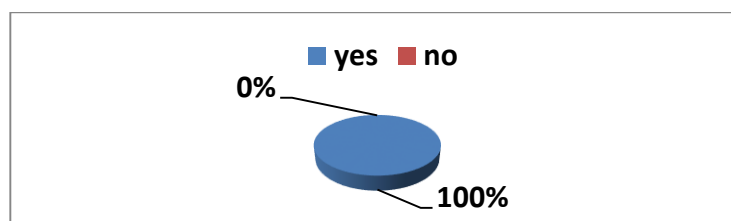


Diagram 01: Students' Level

The results shown in this first diagram illustrate that all (100%) of the participants included in this research are first-year students.

Question 2: Please specify your gender

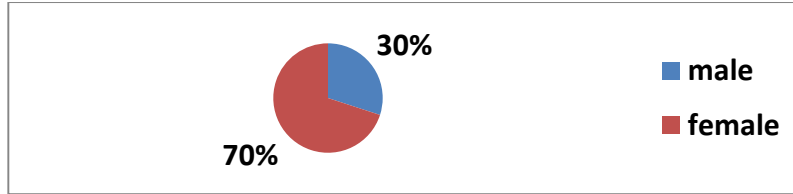


Diagram 02: Students' Gender

Diagram (02) presents the distribution of the participants according to their gender. As shown, females represent (70%) of the total sample while males account for the remaining 30%.

1.2. Instagram Reels Usage.

This second section aims to assess students' knowledge, familiarity, frequency of use, type of content they engage with, and how Instagram reels impact their learning skills.

Question 03: How often do you use Instagram

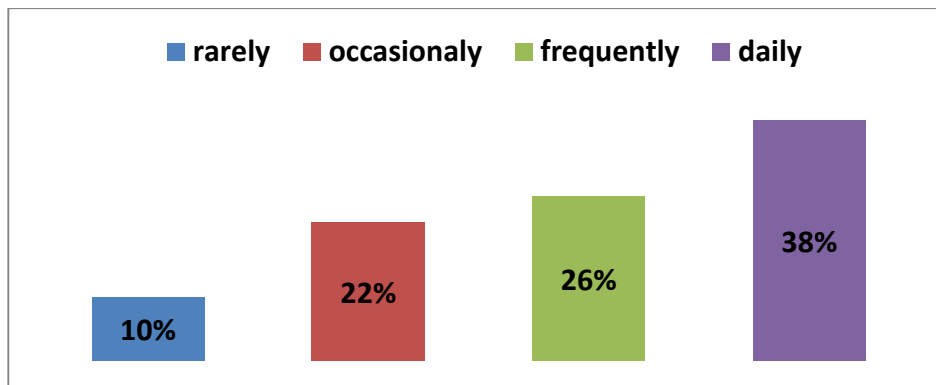


Diagram 3: Students' Frequency of Using Instagram

This third diagram illustrates how frequently students use Instagram. According to their responses, (38%) of these participants have indicated that they use the application daily, while 26% use it frequently. Additionally, 10% of the respondents indicate that they use Instagram rarely, and there remaining 22% use Instagram only on occasion.

Question 04: Do you follow any English Language Learning accounts on Instagram

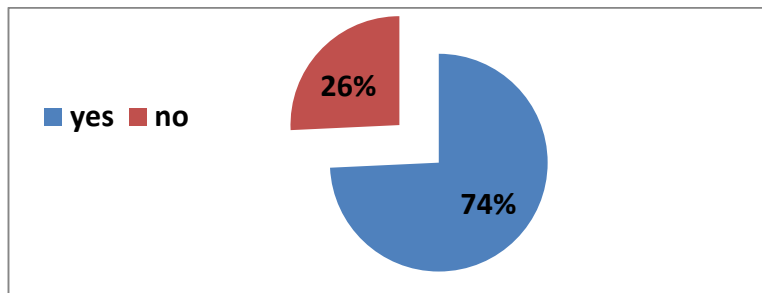


Diagram 04: Students` Followership of Instagram Accounts

The results of the fourth diagram reveal that the majority of students (37) coinciding with (75%) follow English language learning accounts on Instagram. In contrast, a minority of thirteen participants 13 resembling (26%) do not follow any accounts on this platform

Question 05: What type of Instagram content do you typically engage with?

Table 4: Student`s types of content on Instagram.

Content type	Number of responses	percentage
posts	13	19,70%
stories	16	24, 24%
reels	30	45, 45%
IGTV	7	10,61%
total	66	100%

Table 4 shows that 45.45 % of the total number of responses (30 out of 66) claim that Reels are the type of content participants engage with on Instagram. On the other hand, 24.24% of the participants prefer stories, while 19.70 % engage with Posts. Only 10.61% have selected IGTV as an answer. It is important to note that while the total number of participants is 50 %, the total number of responses is 66, as they have the option to select more than one type

Question 06: If you follow Instagram Reels, how do they impact your language learning routine?

Most participants indicated that Instagram Reels help them learn new vocabulary, enabling them to acquire new words, phrases and idioms along with their various meanings which they can use in different situations in daily life. They can be divided into three groups based on their perceptions of how reels impact their language skills. 18 students stated that Reels enhanced their overall language skills (reading, writing, speaking, listening) due to the short format of the video, which is effective and time-efficient. 13 students noted that Instagram Reels provide an opportunity to listen to different accents, thereby improving their listening comprehension, as a careful listening to speech or stories in reels to understand spoken language. The last group of 19 participants believes that watching these reels helps them understand spoken language better. The final group believes that watching these reels aids in learning the correct pronunciation of English words and familiarizing themselves with various accents contributing to speaking fluently and confidently. Additionally, some participants expressed that using these Reels increases their motivation in their learning routine, making it an easier tool for language acquisition.

1.3. Using Instagram Reels to improve The Listening Skill

This third section is dedicated to the evaluation of the attitudes that first-year students hold towards using Instagram Reels to improve their English listening skill. It is designed in correspondence with the second research question that has been presented in the General Introduction.

Question 07: How do you actively listen to the speech in Instagram Reels?

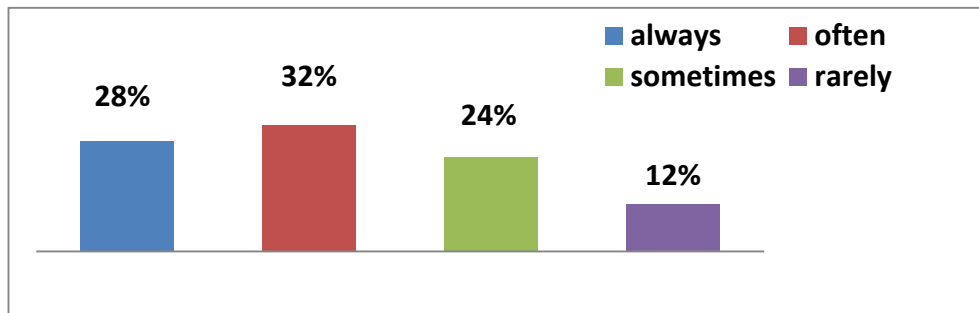


Diagram 5: Students’ Frequency of Using Instagram Reels

Diagram 5 illustrates how frequently students listen to speech on Instagram Reels. According to their responses, 32% of the participants say that they listen to speech often while 28% state that they listen to speech on Reels every day. Additionally, 24% of the respondents claim to listen occasionally to Reels. Lastly, 12% indicate that they listen rarely. The remaining 4% of students did not respond to this question.

Question 08: I watch Reels because I find them useful to improve my listening skill

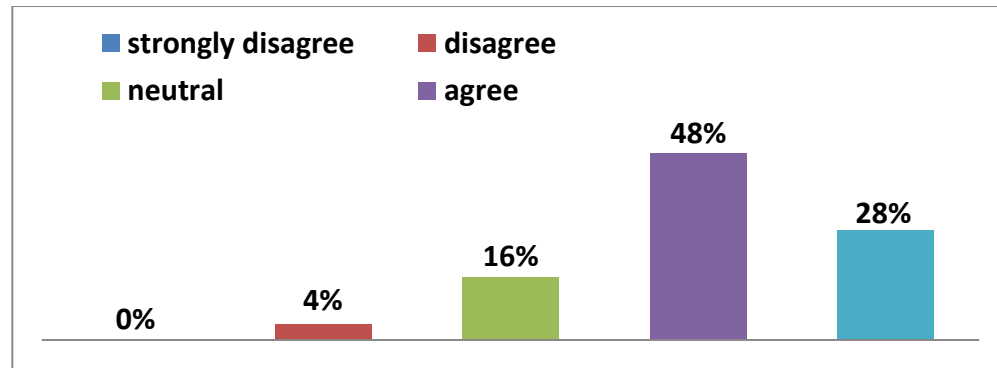


Diagram 6: Students’ Agreement on the Improvement of their Listening Skill Using Instagram Reels

The findings show that a significant 48% of respondents “agree” that using Instagram Reels helps them to improve their listening skills, while 28% “strongly agree”. Additionally, 16% of the participants hold a neutral position, meaning they neither agree nor disagree. On

the other hand, only 4% express dissatisfaction, and no participant strongly disagree (0%) with the statement. Furthermore, 4% of them choose not to provide any response.

Question 09: How do Instagram Reels improve your listening skills?

Table 05: student purpose of using Instagram Reels to improve their listening skill

options	Listening Comprehension + understanding spoken language	Learn new vocabulary/ accents + speech processing	Listening comprehension + learn new vocabulary/ accents + speech Processing	understanding spoken language + learn new vocabulary/ accents	understanding Spoken language +speech processing	All Of them	total
Number of response	16	4	6	10	8	2	46
%	28%	8%	12%	20%	16%	4%	92%

Table 5 shows that 16 participants, i.e. 28% of the total number, claim that Instagram Reels improve their listening skills by enhancing their ability of spoken language and improving listening comprehension. Additionally, 20% of the participants select the option indicating that Reels improve spoken ability also allowing them to learn new words and explore different accents. Meanwhile, 16% benefit from understanding spoken language and processing speech. Furthermore, 12% select the combination of Listening comprehension, learning new vocabulary/ accents and speech Processing. Only 4% (2participants) choose all four options. Notably, 12% of participants (6) did not answer this question.

Question 10: How has watching reels influenced your ability to understand different accents?

Respondents think that watching Instagram Reels has helped them understand different accents, and their experiences can be grouped into four main categories. The first group mention that following various content creators, like Salma Hamadou (an Algerian

English teacher and influencer on Instagram) helps them learn and understand different accents. They enjoy seeing how these creators speak and find them helpful for their own learning. The second group of 15 students emphasize the importance of listening repeatedly. They explain that watching the same Reels featuring different accents over time allows them to mimic native speakers. They find that practice makes it easier for them to understand what is being said. The third group appreciates the variety of cultures shown in Reels. They enjoy watching creators share their stories and experiences, which help them to hear specific accents and notice differences in pronunciation. For example, they mention videos that highlight the differences between British and American accents, making it easier to grasp how pronunciation can vary. Finally, the last group refer to their initial difficulties with understanding conversations in Reels, such as podcasts. They describe how, at first, it was hard to follow along, but over time, they have improved. Now, they understand the content well and have learned new expressions that are useful in their daily lives.

Question 11: In what way has watching Instagram Reels affected your overall comprehension of different` speech styles?

The responses to this question reveal that most students believe that the main benefit from Instagram Reels is their ability to help comprehend different accents, both formal and informal styles. Many students note that certain accounts share Reels aimed at improving formal writing and speaking skills, as well as teaching common slang terms like "btw" which stands for 'by the way` and "tbh," which stands for 'to be honest` that enhance their fluency in understanding and using English.

Interestingly, some participants feel that these Reels significantly aid their understanding of the formal style, as they follow popular personalities and academic content creators. These Reels offer advice on how to communicate effectively with various people, especially in professional settings, which is beneficial for their studies. In contrast, other

students believe that Reels are primarily used to learn informal speech. They enjoy watching creators talk about their daily routines and personal experiences, which often include slang and cultural references. This informal style helps them acquire simple and everyday language, making it easier to engage in casual conversations with friends and family. They express that they rarely encounter academic or formal styles in Instagram Reels.

1.4. Speaking Skill Development

This third section is dedicated to evaluating the attitudes that L1 students hold towards using Instagram Reels to learn English speaking skills. It is designed in yes or no answer correspondence with the first and second research question that has been advanced in the General Introduction.

Question 12: Do you feel that Instagram Reels has improved your speaking skills?

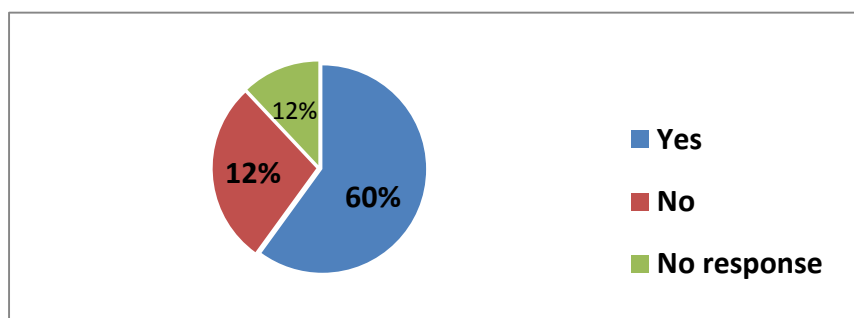


Diagram 7: Students' Use of Instagram Reels to Improve Speaking Skills

Diagram 7 illustrates students' opinions on whether Instagram Reels help enhance their speaking skills. The results show that the majority, i.e. 60% agree that Instagram Reels have positively impacted their speaking. In contrast, 28% of them did not believe that Instagram Reels contribute to improving their speaking skill. Additionally, 12% of students did not provide an answer to this question.

Question 13: In what ways do Instagram Reels influence your speaking skill?

Table 06: Influence of Instagram Reels on students' speaking skill

Presentation of The Findings

option	Encouraged Better pronunciation	Encouraged Better Pronunciation +Taught new words /Phrases	Better Pronunciation +new words /phrases+ increased Confidence to speak	Mimic natural speech+ enhanced clarity & fluency	Encouraged Better Pronunciation+ Helped mimic natural speech	All of them	total
Number of responses	9	13	11	4	6	2	46
%	18%	26%	22%	8%	12%	4%	91%

Table six 06 reveals that 9 participants (18%) claim that Instagram Reels encourage better pronunciation as their only response, while 26% of the participants use Reels both to improve pronunciation and learn new words/phrases. Meanwhile, 22% select the previous options along with increased confidence in speaking. Furthermore, 8% choose to mimic natural speech and enhanced clarity & fluency, while six students (12%) have selected that they benefit from both mimicking natural speech and improving their pronunciation. Two participants have selected all options presented, while 4% of participants did not provide an answer.

Question 14: How often do you use phrases or expressions from Instagram Reels in your everyday conversation?

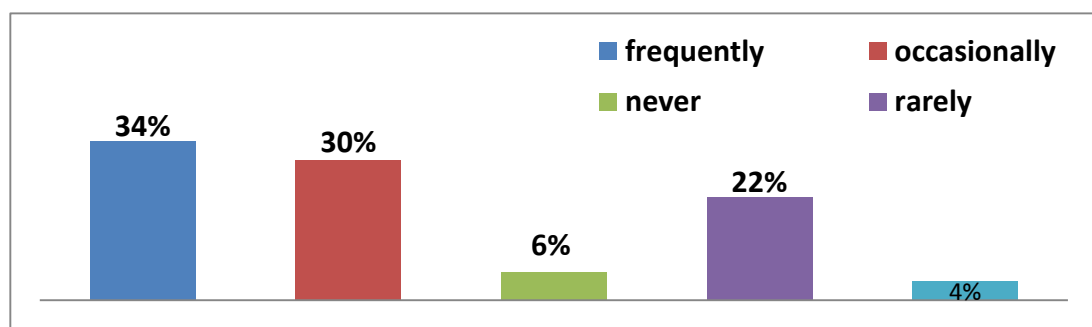


Diagram 8: Students' Frequency of Using Expressions/Phrases from Reels

This diagram 08 illustrates how frequently students use phrases and expressions from Instagram Reels in their daily lives. According to the responses, 34% of the participants state that they use these expressions and phrases frequently, while 30% of them admit to using them occasionally. In contrast, 6% indicate that they never use expressions from Instagram Reels. Additionally, the remaining 4% of students do not respond to this question.

Question 15: Do you have any additional thoughts to share regarding Instagram Reels influence on the development of your speaking skill?

The outcomes of Question 15 show that among 50 participants, 30 provide additional thoughts on how Instagram Reels influence the development of their speaking skills, while the remaining participants do not have any additional comments. Some participants believe that watching Reels helps them learn to speak more effectively than in the classroom, as they benefit from clear explanations and well-structured examples while acquiring new vocabulary. Others find Reels to be valuable for crafting compelling narratives through diverse content, including different accents, speech styles, slang, and idioms, which enables them to communicate their messages comfortably. Additionally, several participants feel that engaging with meaningful content, such as English language lessons, significantly enhances their speaking abilities through practice. Finally, they note that many Instagram Reels feature native English speakers, which aids in improving their cultural knowledge, fluency, and pronunciation, allowing them to sound more like native speakers when they talk.

1.5. Exploring the Impact of Multimodal features on Instagram Reels on Learners` Speaking and Listening Proficiency

This section evaluates participants` attitudes toward the impact of multimodal features in Instagram Reels on their speaking and listening skills. It corresponds to the third research question that has been advanced in the General Introduction.

Question 16: To what extent do visual effects on Instagram Reels contribute to your listening and speaking skills?

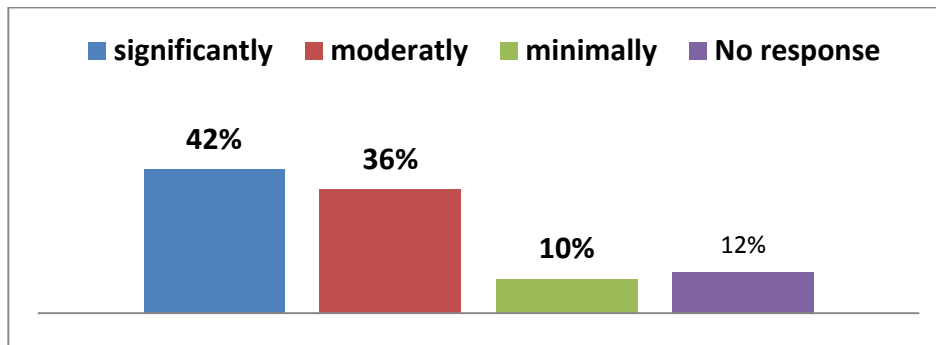


Diagram 9: Student`s Opinion about Using Visuals on Instagram Reels.

As indicated in diagram (9), 42% of the participants claim that visual effects are significant for improving their listening and speaking skills, while 36% consider them moderately important. Additionally, 10% select minimally important, and the remaining 12% did not provide an answer to this question.

Question 17: How do audio effects on Instagram Reels influence your listening and speaking skills compared to visual effects?

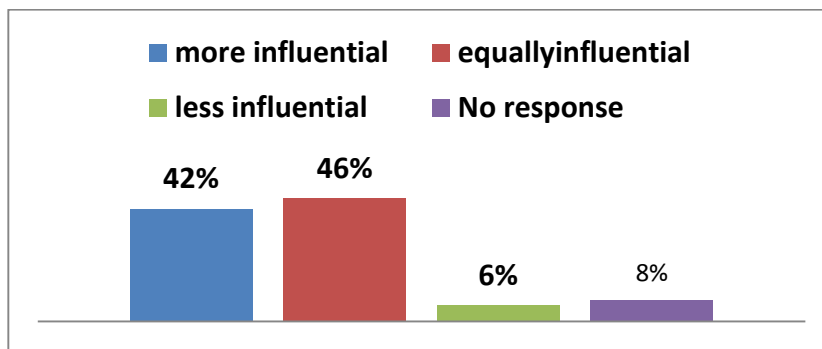


Diagram 10: Students' Opinions about the Use of Audio Effects on Instagram Reels

As indicated in diagram (10), 42% of the participants claim that the audio effects are more influential in improving their listening and speaking skills compared to visual effects, while 46% consider audio effects to be equally influential, and 6% believe that the audio

effects are less influential than the visual ones. The remaining 8 % of participants did not provide an answer to this question.

Question 18: Do the text on Instagram Reels add value to your listening and speaking skills, in addition to the visual and audio effects?

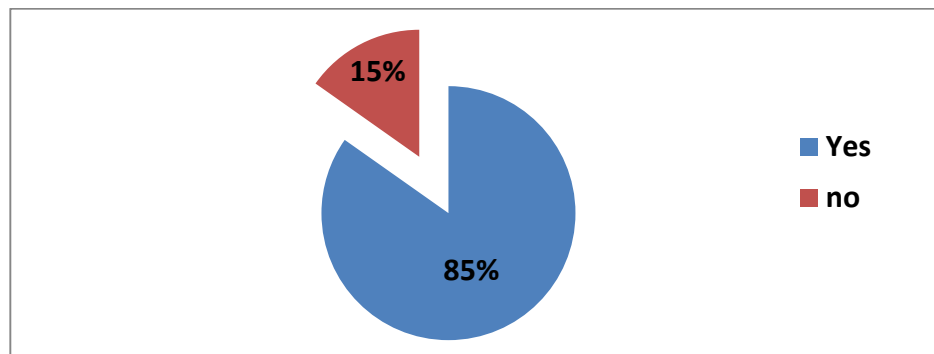


Diagram 11: Students' Opinion about Adding Text on Instagram Reels

The results shown in this diagram indicate that 85% of the participants believe that adding text in Instagram Reels adds value to their learning, while 15% do not share this view.

***If yes please justify**

While fourteen (14) respondents do not justify their answers, thirty-six (36) provide justifications for their claim saying that text in Instagram Reels adds value. For these participants, text is helpful because it allows them to grasp information they might miss while watching the video, preventing them from making mistakes when writing what they learn. Furthermore, respondents explain that although visuals and audios are important for remembering and memorizing content, text adds significant value, particularly for beginners. They highlight how subtitles are especially useful for learning how words are spelled and contribute to keeping them engaged. Additionally, participants mention that text helps them understand the nature of speech when the speaker talks quickly, enabling them to check the correct version. Moreover, reading and listening simultaneously enables them to acquire more

expressions from Reels, making the speaking experience easier and more enjoyable, as the text clarifies the content for them.

In the space set aside for participants to express additional thoughts about the topic of our research, many students believe that Instagram Reels are beneficial and serve as a source of motivation and attention for language learners, providing easy and enjoyable learning tools when used appropriately. However, others express concern about the application's real purpose, stating that it is made more for entertainment than for learning. Some participants mention the high risk of bad influences and false information, noting that it can make people lazy due to the ease of accessing information, which may lead to addiction. Additionally, one student explains that Instagram is no different from other social media networks and is a waste of time.

2. Multimodal Analysis of Instagram Reels

The corpus of Reels obtained from the Instagram platform, has been analyzed according to Carey Jewitt's (2013) multimodality framework focusing on how different modes (e.g., visual (gestural), linguistic, oral,) combine to create meaning. This is useful when analyzing digital media like Instagram reels where multiple modes work together, alongside the checklist tailored for analyzing the impact of multimodal elements in Instagram Reels on developing speaking and listening skills. This checklist incorporates elements from Yazdanmehr and Shoghi (2014) and Orwig (2013), along with selected multimodal elements of **Jewitt's (2013) framework** for a comprehensive evaluation.

2.1. Multimodal Analysis of the 1st Instagram Reel: Pronunciation Test by Lucy

Checklist questions	responses
1. Visual and gestural modes	
What visuals accompany the speech?	The image of a teacher with bright colors, text overlays, and on-screen graphics to grab attention and reinforce message like 'pronunciation test'

Do they use gestures facial expressions or body language to reinforce their message and encourage participants in speaking?	Yes, the speaker uses gestures like hand movements and the presenter smiles to engage viewers. she also uses eye contact to show confidence and clapping and pointing
How is the speaker positioned in the frame, and what kind of eye contact is maintained?	The speaker is positioned centrally in the frame, making direct eye contact with the camera
2. Aural Features	
How is the tone, speed, and clarity of speech?	The speaker uses a clear ,enthusiastic tone at a moderate pace, making it easy for learners to follow and understand
Are there any sound effects, background music, or ambient sounds that affect listening comprehension?	There does not appear to be any background music or sound effects and this helps focus on the spoken content
3. Spoken Content	
Is the speaker's articulation clear and understandable? Does the content encourage viewers to practice speaking?	The speaker articulation is clear and precise, with emphasis on each syllable. Yes the video encourages them to practice their speaking and test their pronunciation because the speaker models correct pronunciation multiple times in great manner in a short format. Along with attractive colors to maintain their attention to practice their speaking.
Are there teaching techniques?	The speaker models correct pronunciation, and slowly repeat the word multiple times for clarity.
4. Text on Screen	
Are there captions or subtitles that help learners follow along with the speech?	there is on –screen text like spelling of 8 words and definition of each word acts as visual aids
Is there any written text displayed to reinforce new vocabulary or phrases?	The text helps viewers learn both pronunciation and new vocabulary because they provide the phonetic transcription of each word and their meaning for instance here are the phonetic spellings of the words in British English: *Psych*: /saɪk/, *Receipt*: /rɪ'si:t/, *Solemn*: /'sɒləm/, *Faux*: /fəʊ/.

Table 7: Analysis of Inatagram Reel 1: pronunciation test by Lucy

Table 7 outlines the multimodal elements in Lucy's Instagram reel "Pronunciation Test"the findings reveal that vibrant visuals, on-screen graphics, and clear text enhance viewer engagement and comprehension. The speaker effectively uses gestures, facial expressions, and direct eye contact to connect with the audience. Clear articulation and an enthusiastic tone, combined with the absence of distracting background sounds, ensure the content is easily understood. Teaching techniques, such as modeling correct pronunciation

and providing spelling and definitions, further support vocabulary acquisition and encourage active participation from viewers.

2.2. Multimodal Analysis of the 2nd Instagram Reel: Useful Hotel Reception Vocabulary in English”

Checklist questions	responses
1. Visual and gestural modes	
What visuals accompany the speech?	The visuals likely include images of hotel settings, such as a lobby, a front desk, and room service menus. For example, when the speaker mentions "room service".
Do they use gestures facial expressions or body language to reinforce their message and encourage participants in speaking?	The speaker uses gestures like miming the action of checking in. Facial expressions, such as smiling when discussing "have a good day," can enhance engagement.
How is the speaker positioned in the frame, and what kind of eye contact is maintained?	The speaker is likely centered in the frame, maintaining direct eye contact with the camera to create a connection with the viewers.
2. Aural Features	
How is the tone, speed, and clarity of speech?	The speaker likely uses a warm and inviting tone, speaking at a moderate pace to ensure clarity. For instance, she emphasizes key vocabulary words like "concierge" to help viewers retain information.
Are there any sound effects, background music, or ambient sounds that affect listening comprehension?	There is light background music that complements the learning experience without overwhelming the speech. In addition to sound effects, such as a "ding" .
3. Spoken Content	
Is the speaker's articulation clear and understandable?	Yes, the speaker's articulation is likely very clear, with careful pronunciation of each vocabulary word, such as "extra charges" or "credit card," to ensure comprehension.
Does the content encourage viewers to practice speaking?	Yes, the content encourages viewers to practice speaking. The speaker articulates clearly while performing actions to demonstrate information, which engages the audience and motivates active participation.
Are there teaching techniques?	The speaker employs techniques such as repetition, visual aids, and contextual examples. For instance, she shows a picture of a bellhop while saying the word to create a visual association.
4. Text on Screen	
Are there captions or subtitles that help learners follow along with the speech?	Yes, captions or subtitles are likely provided, displaying the vocabulary words as they are spoken, which aids in comprehension and retention of the information .

Is there any written text displayed to reinforce new vocabulary or phrases?	The Reel includes written text that highlights key vocabulary words, with definitions reinforcing learning. For example, the word "incidentals" might appear on screen with a brief description of its role.
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Table 8: Analysis of Instagram Reel 2 “Useful hotel Reception Vocabulary in English”

Table 8 shows that this Instagram reel emphasizes useful hotel reception vocabulary. The findings indicate that the visuals include images of hotel settings, enhancing context and understanding. The speaker employs gestures, such as miming actions and smiling, to engage viewers and reinforce the message. Positioned centrally with direct eye contact, the speaker fosters a connection with the audience. A warm tone and moderate speech pace ensure clarity, while light background music and sound effects enhance the listening experience. Captions and on-screen text effectively highlight key vocabulary, aiding retention and comprehension.

2.3. Multimodal Analysis of 3rd Instagram Reel:” English listening practice/learn English

Checklist questions	responses
1. Visual and gestural modes	
What visuals accompany the speech?	The visuals consist of animated characters who appear to be engaged in a dialogue, which visually represents the spoken content. The background is a simple, cartoonish outdoor setting, which helps to keep focus on the text they present.
Do they use gestures facial expressions or body language to reinforce their message and encourage participants in speaking?	The characters use limited but effective gestures and facial expressions. Although the animation is simple, the facial expressions help convey the tone of the dialogue. For example, the character giving instructions has a neutral, yet engaged expression, indicating the seriousness of the task. The gestures are minimal, allowing the focus to remain on the spoken and written content
How is the speaker positioned in the frame, and what kind of eye contact is maintained?	The speaker is positioned centrally in the frame, with direct eye contact toward the viewer. This positioning, combined with the eye contact, creates a sense of direct interaction with the viewer.
2. Aural Features	

How is the tone, speed, and clarity of speech?	The instructional nature of the text ("You have to fill in the blanks" and "Listen to this conversation") suggests that the tone is likely clear, calm, and instructional. The speed is measured to ensure comprehension, and the clarity is likely high to cater to learners at various levels of English proficiency.
Are there any sound effects, background music, or ambient sounds that affect listening comprehension?	The video does not provide sound effects or background music.
3. Spoken Content	
Is the speaker's articulation clear and understandable?	Based on the text, the speaker's articulation is likely clear and direct. The phrases used, such as "You have to fill in the blanks," are straightforward and easy to understand, indicating that the speech is designed to be clear and accessible to learners
Does the content encourage viewers to practice speaking?	Yes, the content actively encourages viewers to practice speaking. The task of filling in the blanks based on the conversation requires learners to listen carefully and engage with the language, promoting active learning and practice.
Are there teaching techniques?	The reel uses effective teaching techniques, such as listening to a dialogue and completing a task (e.g., filling in blanks). This approach not only tests comprehension but also reinforces language skills by prompting learners to actively participate in the learning process
4. Text on Screen	
Are there captions or subtitles that help learners follow along with the speech?	Yes, the text bubbles function as captions, guiding the learner through the task. Instructions like "You have to fill in the blanks" are presented as text on the screen, which helps learners follow along with the spoken content.
Is there any written text displayed to reinforce new vocabulary or phrases?	Yes there is written text. For example, phrases like "I have got apples, ... and some snacks" are shown, which directly reinforces what the learners are hearing and helps them connect the spoken and written forms of the language

Table 9: Analyzing Reel (3) “English listening practice/ learn English”

The third reel focuses on English listening practice, utilizing animated characters engaged in a dialogue within a cartoonish outdoor setting. The visuals effectively represent the spoken content, while the characters convey meaning through limited gestures and facial expressions that enhance the instructional tone. Positioned centrally, the speaker maintains

direct eye contact, fostering viewer engagement. Although specific audio features are not detailed, the instructional text suggests a clear and calm tone at a measured pace. The content encourages active participation through tasks like filling in blanks, with text bubbles serving as captions to reinforce comprehension and vocabulary connection

2.4. Multimodal Analysis of the 4th Instagram Reel: “Listening Test by @blackscreenenglish

Checklist questions	responses
1. Visual and gestural modes	
What visuals accompany the speech?	The primary visuals are the text displayed on a black background. The text consists of a listening comprehension question and multiple-choice answers. There are no additional images or visual elements.
Do they use gestures facial expressions or body language to reinforce their message and encourage participants in speaking?	Since there is no visible speaker, there are no gestures, facial expressions, or body language involved in the Reel. The focus is entirely on the audio content and the accompanying text
How is the speaker positioned in the frame, and what kind of eye contact is maintained?	There is no speaker shown, so these aspects are not applicable.
2. Aural Features	
How is the tone, speed, and clarity of speech?	The audio is clear, the tone and speed are likely intended to be at a level suitable for learners. The clarity of speech is crucial in a listening comprehension exercise, as it allows learners to catch the details necessary to answer the question
Are there any sound effects, background music, or ambient sounds that affect listening comprehension?	No, the audio is free of distracting noises
3. Spoken Content	
Is the speaker's articulation clear and understandable?	In this listening comprehension exercise, articulation is clear. The speaker's pronunciation, intonation, and pacing is adjusted to suit the learners' level, making it easier for them to comprehend and answer the question correctly.
Does the content encourage viewers to practice speaking?	The primary focus of this Reel is listening comprehension, it indirectly encourages speaking practice by presenting scenarios that learners might encounter in real life. After listening and understanding the dialogue,

	learners could be prompted to practice similar conversations of the content with others.
Are there teaching techniques?	The teaching technique here is based on active listening. By providing a question with multiple-choice answers, the Reel encourages learners to listen attentively to catch specific information. This technique helps in developing focused listening skills.
4. Text on Screen	
Are there captions or subtitles that help learners follow along with the speech?	There are no subtitles or captions that correspond with the spoken text. The only text present is the question and multiple-choice options, which learners use to check their comprehension after listening
Is there any written text displayed to reinforce new vocabulary or phrases?	The written text does not introduce new vocabulary directly but may reinforce key terms related to the question. For example, terms like "favor," "lend," or "job interview"

Table 10: Analyzing Reel 4: listening test by @blackscreenenglish

Table 10 presents a detailed analysis on listening comprehension. The visuals consist only of text on a black background, featuring a listening comprehension question and multiple-choice answers, with no additional imagery. Without a visible speaker, gestures and facial expressions are absent, placing emphasis on the clear audio. The tone and speed are appropriate for learners, ensuring easy comprehension. The precise articulation aids in catching key details. The teaching technique promotes active listening by encouraging focus on specific information. While there are no subtitles or captions, the text reinforces comprehension by highlighting relevant vocabulary like "favor," "lend," or "job interview," effectively developing focused listening skills.

2.5. Multimodal Analysis of the 5th Instagram Reel: “British Vs American English”

Checklist questions	responses
1. Visual and gestural modes	
What visuals accompany the speech?	In this Reel, each slide compares British and American English terms. For example, in the first image, the terms "Solicitors" (British) and "Attorney" (American) are displayed with corresponding flags, reinforcing the

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	difference in vocabulary visually.
Do they use gestures facial expressions or body language to reinforce their message and encourage participants in speaking?	The speaker consistently points upwards with both index fingers toward the terms being discussed. His facial expression is friendly, suggesting an inviting and approachable teaching style. This body language reinforces the comparison of terms and engages viewers to mimic or repeat the terms themselves.
How is the speaker positioned in the frame, and what kind of eye contact is maintained?	The speaker is centrally framed in each shot, which keeps the focus on him and the terms being compared. He maintains direct eye contact with the camera, creating a connection with the viewer.
2. Aural Features	
How is the tone, speed, and clarity of speech?	The speaker's deliberate and clear gesturing suggests that his speech is likely slow and clear, aiding in the listener's comprehension of the differences between the terms.
Are there any sound effects, background music, or ambient sounds that affect listening comprehension?	The reel does not use any sound elements.
3. Spoken Content	
Is the speaker's articulation clear and understandable? Does the content encourage viewers to practice speaking?	The speaker's gestures, such as pointing, combined with the clear text on the screen: "Nought" vs. "Zero", imply that he is articulating the differences between the terms clearly and understandably. The comparison of terms, such as "Cuppa" vs "Cup off," along with the speaker's inviting gestures, encourages viewers to repeat and practice the differences between British and American English vocabulary.
Are there teaching techniques?	The use of split-screen visuals to compare British and American terms, supported by the speaker's gestures and spoken explanations, exemplifies effective teaching techniques. This approach helps reinforce the differences in a clear and memorable way.
4. Text on Screen	
Are there captions or subtitles that help learners follow along with the speech?	The reel show text corresponding to the spoken content, like "Solicitors" and "Attorney," which appear as large, bold captions. This text helps learners to follow along.
Is there any written text displayed to reinforce new vocabulary or phrases?	The Reel effectively uses on-screen text to reinforce new vocabulary, such as "Garden" and "Yard," directly under their respective images. The bold, clear text aids in the

	retention of new terms.
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Table 11: Analyzing reel 5: “ BritishVs American English”

Table 11 demonstrates a comparison between British and American English vocabulary. The findings highlight the use of slides that visually display terms, such as "Solicitors" and "Attorney," along with corresponding flags to illustrate the differences. The speaker engages viewers through friendly facial expressions and gestures, maintaining direct eye contact and a central position in the frame. While the speech is clear and deliberate, there are no sound elements present. The content encourages practice by prompting viewers to repeat the vocabulary. Effective teaching techniques are demonstrated through split-screen visuals and bold on-screen text, reinforcing new terms.

Conclusion

This chapter has presented the findings of the exploratory study taken from the corpus of 5 Instagram Reels and the students' questionnaire. The first section, has reported the results of the questionnaire and the second section has displayed the results of the corpus. The obtained findings are to be interpreted in detail in the following chapter.

Chapter four:
Discussion of The Findings

Introduction

The present chapter called **the Discussion of the Findings** is concerned with the critical evaluation of the findings of our research. It intends to provide explanations for the obtained results in light of our dissertation's research questions and literature review. The aim is to identify the results that validate, fail to support or partially support the hypotheses outlined in the introduction of the study. There are two points to discuss in this chapter: first, students' attitudes about Instagram Reels as a useful learning tool for improving their speaking and listening skills; second, the way multimodal features used in Instagram Reels influence students' listening and speaking skills.

1. Students' Attitudes towards the Use of Instagram Reels

This section aims to critically discuss the results gathered from the learners' questionnaire concerning the students' attitudes on Instagram reels as a useful tool for skills development

1.1. Students' Familiarity with the Use of Instagram.

In exploring the demographic factors relevant to our study, such as students' gender level and familiarity with the Instagram app. In brief, the findings indicate that a significant majority of the fifty (50) students from the Department of English at MMUTO are very familiar with Instagram. This observation corroborates the assertion made by Mansor and Rahim (2017), who highlight Instagram's rapid rise in popularity, attributed to its unique approach to content sharing and the high quality of visual material available on the platform. They define Instagram as "an online mobile photo-sharing, video-sharing, and social networking service that enables its users to take pictures and videos, and share them either publicly or privately on the application" (p, 108). Given this context, students are likely to engage with Instagram not only as a social media platform but also as a valuable resource for enhancing their language skills.

As expected, all 50 students in the sample are first-year students. The gender distribution among first-year students indicates a notable trend, with females comprising 70% of the sample and males accounting for 30%. This imbalance suggests that female students are more engaged with Instagram Reels than male, indicating a greater level of experience and familiarity with the platform. This observation is supported by Boyd and Ellison (2007), who state that social network sites are a new form of social interaction that allow users to connect with others based on shared interests, activities, and identities, often resulting in different engagement patterns among genders. This highlights how social media platforms like Instagram attract different groups of users, leading to different engagement patterns between males and females. This implies that the higher engagement of female students may provide them with more opportunities to practice verbal communication skills through multimedia content, while the lower engagement of males could limit their exposure to similar opportunities for developing these skills.

1.2. Students' Positive Opinion Towards the Effectiveness of Instagram Reels in enhancing their English Language Skills

The frequency with which students engage with Instagram reveals distinct patterns of usage. A significant number of students use the app daily or frequently, indicating that Instagram is an integral part of their daily routines. These findings align with existing literature on the role of social media in education. Kress and Van Leeuwen (2006) emphasize the importance of visual communication in platforms like Instagram, which can enhance users' engagement. As stated, "Visual communication is becoming more and more important in contemporary society" (p. 15). This notion is further supported by Cameron (2001) and Belhabib (2015), who highlight the potential of Instagram for language learning, noting that frequent exposure to diverse content can facilitate language acquisition and improve their learning skills.

Students show a strong interest in following English language learning accounts representing 75%. This result aligns with our expectations and indicates a strong engagement with Instagram as a tool for language learning. It reflects the growing recognition of social media as an effective educational resource, as modern language learning requires exposure to authentic language use. Platforms like Instagram facilitate this exposure through interactive content and real-time engagement with native speakers as stated in chapter three by the high percentage of students actively seeking out English learning accounts suggests they are looking for resources that complement their formal education.

However, the fact that 26% of participants do not follow any English language learning accounts raises important questions about inclusivity and accessibility. The students that answer with “no” may represent students who are either unaware of the benefits of such resources or who prefer more traditional methods of learning. Hamouda (2013) explores the challenges faced by language learners, noting that insufficient exposure to authentic language contexts can hinder comprehension and production (see in chapter 2). Consequently, those not following educational accounts may not take advantage on valuable opportunities for language exposure and practice.

Furthermore, the findings indicate that students show clear preference for specific types of content on Instagram when engaging with language learning resources. Students are more likely to engage with content that is relevant, meaningful, and enjoyable which are qualities commonly found on Instagram Reels. Goh (2000) emphasizes that, "It is therefore important that they learn to adopt listening strategies that can assist or enhance their comprehension."(p, 71) This preference for Reels suggests that students value dynamic and visually appealing content that enhances their language learning experience.

Moreover, we highlight multifaceted effect of Instagram Reels on students` language learning processes. Based on their responses, we categorized them into three groups according

to the specific benefits they reported from Instagram Reels. One of the most significant advantages highlighted by students is the ability to learn new vocabulary, with one stating, "Reels help us enrich our vocabulary and learn new words and expressions." This suggests that students acquire words, phrases, and idioms for practical use in everyday life. This aligns with Handayani's (2016) assertion that Instagram Reels can be "useful for a variety of English learning activities" (p, 323). The short engaging video format of Reels provides contextualized and memorable input that enhances vocabulary retention. By leveraging the dynamic nature of Reels, students can engage with language in a way that feels relevant and enjoyable, ultimately contributing to their overall language learning experience.

The second group emphasizes the opportunity to listen to different accents through Reels, which improves their listening comprehension; one participant states, "When I watch Reels, I have the opportunity to listen to various accents that help me understand." This finding aligns with Purdy and Borisoff's (1997) definition of listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non-verbal) needs and information offered by other human beings."(p, 8). This definition Show the importance of varied auditory input in developing listening skills, as exposure to different accents allows learners to enhance their comprehension and responsiveness in real-world communication.

The final group believes that watching these Reels help them learn correct pronunciation and become familiar with different accents, which increase their fluency while speaking. These opinions confirm Ramdoni's (2019) claims about the significance of Reels in improving vocabulary and pronunciation while encouraging flexibility in the learning process (see Chapter 2). As Cameron (2001) states "speaking is a complex skill that requires knowledge of sounds, structure, vocabulary, and cultural subsystems of language, which needs a process requiring daily practice" (p, 40). The findings from this section reflect

Cameron's perspective; students perceive Instagram Reels as an effective tool for practicing their English speaking skills regularly.

Overall, while there is a limited literature specifically focusing on students' perspectives regarding the use of Instagram Reels for learning English language skills, the collected data allow for some conclusions. Participants generally find Instagram Reels to be advantageous and helpful for English language learners, aiding in the development of their language skills. This suggests that Instagram Reels serve as an effective learning tool for EFL learners, supporting our first hypothesis. The positive feedback from students indicates that they perceive these Reels as a valuable resource in their language acquisition journey

1.3. Student's Development of their Listening and Speaking Skills through Instagram Reels

This second section discusses the attitudes that Learners in the Department of English hold towards the development of their listening and speaking skills using Instagram Reels.

1.3.1. Enhancing Listening Comprehension and Speaking Proficiency

The data indicate a significant number of the participants expressed agreement on the usefulness of Reels in improving their listening abilities. Students suggest that they have not encountered difficulties in utilizing this platform (as illustrated in diagram 4). Purdy and Borisoff (1997) highlight that one of the keys to success in both personal and professional life is effective listening; those who become skilled listeners are viewed more favorably. The fact that 28% of students listen to speeches all the time suggests that shorter listening materials, such as those found in Instagram Reels, help maintain concentration and improve comprehension more effectively than longer formats (see chapter 1).

Turning to question 9, the results further elaborate on how these Instagram Reels contribute to improve students' listening skills. These findings collectively underscore the importance of listening as a critical skill for effective communication and align with

Renukadevi's (2014) assertion that "listening stands out as the most significant skill for effective communication,"(p, 60). emphasizing its foundational role in language learning. Furthermore, she notes that "infants and young children acquire their native language through listening," highlighting the natural process of language learning that underscores the importance of listening in developing other language skills.

The findings from question 10 reveal that watching Instagram Reels can enhance learners' understanding of various accents. The first group of Participants reported benefits from following diverse content creators, such as Salma Hamadou, which helps them learn and comprehend different dialects (pronunciation and vocabulary) However, relying on specific creators may limit their exposure to a broader range of accents, potentially hindering comprehensive language development. Buck (2001) notes that "focusing primarily on a single accent or a limited range of speakers can lead to difficulties in comprehension when encountering unfamiliar accents, such as Indian English" (p,162). The second group emphasis on repeated listening, where participants mimic native speakers on the word of one of the participants, "I watch the reel many times and mimic their accents," that is to say that, practice can improve comprehension of various accents. The third one who expressed enjoyment in the cultural context provided by Reels, which aids in distinguishing between pronunciations and accents like "British" and "American". They noted that it becomes easier to grasp pronunciation variations when creators refer to popular movies that illustrate these distinctions. That is to say, cultural engagement enriches their learning experience. Goh (2000) asserts that all language learners face challenges when listening to the target language, with varying degrees of difficulty. Therefore, while Instagram Reels offer an engaging platform for enhancing listening skills and cultural awareness

From students' responses to question 11, it is clear that they find watching Instagram Reels beneficial to learn English. It helps them understand various speech styles, improving

both formal and informal communication skills. By following academic figures, students enhance their comprehension of formal language, which is useful in academic contexts. Additionally, creating and sharing their own Reels boosts their public speaking skills and confidence, as noted by Tiurma, Silalahi and Perdana, (2021). However, some students believe that Reels primarily focus on informal conversations about everyday life, which is helpful while interacting with friends and family. As Renukadevi (2014) states, listening comprehension should be interactive, allowing learners to use their first language and linguistic knowledge effectively. Overall, Instagram Reels provide valuable exposure to different speech styles and opportunities for practicing communication skills.

The findings from question 12 indicate that 60% of respondents believe their speaking skills have improved as a result of using Instagram Reels. In contrast, 28% do not think that Instagram Reels contribute to enhancing speaking abilities. This disparity suggests that while many students find Instagram Reels beneficial for developing their speaking skills, a notable minority do not share this perspective. Hamouda (2020) emphasizes the importance of speaking, declaring that "the most crucial macro English skill for communication out of the four skills is speaking," (p, 176). which underscores its role as a key component in learning a foreign language.

Students reported that Instagram Reels encourage them to improve their pronunciation and expand their vocabulary through various activities. The engaging nature of Reels boosts motivation and self-assurance, leading to increased confidence when speaking. Some students noted that mimicking natural speech enhances clarity and fluency, which supports their practice, as highlighted by Febnyati & Utami (2021). Moreover, the short duration of Reels allows for the creation of interactive lessons, such as quizzes and games, making learning more enjoyable. Azlan et al. (2019) state that, "Instagram videos can be used to create interactive lessons such as quizzes and games to engage students" (p, 628). This interactive

aspect further enhances the effectiveness of Instagram Reels in developing students' speaking skills by addressing pronunciation and vocabulary expansion.

Students' usage of phrases and expressions from Instagram Reels in their everyday conversations enhance their learning experiences. These data suggest that watching Instagram Reels facilitates the learning of new phrases and expressions that students integrate into their daily lives. As mentioned in the literature review, online conversations with speakers of both native and second languages enhance the creative ability of speech, enabling students to practice their language in real-world contexts and improve their communication skills (DePew, 2011). This is particularly relevant in the context of Instagram Reels which serve as a modern feature for similar interactions, allowing students to engage with authentic language use in an informal setting.

The findings presented in this section directly address the first research question raised in the General Introduction: "What are the EFL students' attitudes towards the use of Instagram Reels as a tool for developing their speaking and listening skills?" Based on the collected data, the first hypothesis is confirmed. The results indicate that students perceive Instagram Reels as beneficial for improving their listening and speaking abilities and demonstrate a positive attitude toward using this platform for language learning.

In brief, According to the results of the questionnaire completed by students in the Department of English at MMUTO, the majority of respondents hold a positive attitude toward using Instagram Reels for learning and improving their English, citing its ease of use and usefulness. Specifically, many students believe that watching Reels enhances their pronunciation, vocabulary, confidence, and overall communication skills. However, a minority of students express negative attitudes, either due to not using the platform or perceiving it as a distraction that spreads misinformation. One student particularly argues that Instagram is similar to other social media networks and consider it a waste of time

2. The impact of multimodal modes in Instagram reels on students' listening and speaking skills

This section discusses the corpus analysis of five Instagram Reels, focusing on how multimodal elements such as audio, visuals, and text contribute to language learning; also, seeks to discuss how these elements affect their speaking and listening skills development.

2.1. Visual Effects as Key Enhancers of Listening and Speaking Skills

Many participants regard visual effects as essential for improving listening and speaking skills, while others see them as moderately important or minimally significant. This finding aligns with the work of Kress and Van Leeuwen (2006), who emphasize the importance of multimodal communication in education. They argue that integrating visual elements with text and audio enhances comprehension and engagement, highlighting the crucial role visuals play in language learning. The ability to convey meaning through images and videos can help learners better understand and retain information, making visual effects a vital component of the learning process. In summary, the majority of participants recognize the value of visual effects in enhancing their language skills, particularly in listening and speaking.

2.2. The Complementary Role of Audio Effects in Language Learning

A substantial number of participants perceive audio effects as more impactful than visual effects, while a significant proportion considers both to have equal influence, this suggests that audio and visual elements complement each other, making audio-visual materials in language learning highly effective. Buck (2001) supports this idea by stating that "audio input is vital for developing listening skills and improving pronunciation" (p. 15), indicating that participants recognize the importance of audio effects in enhancing their speaking and listening abilities. The auditory component of language learning is essential, as it allows learners to familiarize themselves with natural speech patterns, intonation, and

pronunciation, ultimately contributing to their overall language proficiency. Furthermore, the combination of audio and visual elements in Instagram Reels creates a multisensory experience that enhances the students' engagement in understanding the target language. Participants noted that the use of sound effects and voiceovers makes the content more relatable and enjoyable, encouraging them to interact with the material. Overall, these findings highlight the significant role of audio effects in language learning, emphasizing their contribution to developing essential communication skills

2.3. Textual Support as a Critical Tool for Comprehension and Engagement

A significant number of participants believe that Instagram Reels enhance their learning experience, highlighting the importance of textual support in improving comprehension and engagement. This finding indicates that Instagram Reels enhance their learning experience, highlighting the importance of textual support in improving comprehension and engagement. Some participants noted that a text accompanying a Reel helps them grasp information they might miss while listening, while others mentioned that it prevents mistakes when writing what they learn. Additionally, the presence of text aids in understanding rapid speech, allowing learners to check the correct version when the speaker talks quickly. Qualitative feedback from participants indicates that text facilitates simultaneous reading and listening, making the learning experience more enjoyable. This result is in accordance with Jewitt's (2013) discussion on the impact of digital technologies on learning, highlighting that multimodal resources like text, images, and audio can enhance comprehension and engagement. The findings reflect Jewitt's assertion that integrating text with audio and visuals creates a richer learning experience, particularly in fast-paced environments like social media. By providing textual support, learners can better navigate complex language structures and improve their overall language skills. Jewitt's research on multimodality in education further supports the notion that combining various modes of

representation can create a more engaging and effective learning environment. This resonates with the participants' appreciation for the integration of text in Instagram Reels as a means to enhance their language skills this is why the theory of multimodality is chosen as the analytical framework for this study, as stated in Chapters One and Two.

2.4. The Role of Speaker Positioning in Enhancing Viewer Engagement

The analysis of the visuals accompanying the speech in the Instagram Reels highlights their impact on enhancing listening and speaking skills. The findings show that an increase in the number of visuals is associated with improved viewer understanding of the content. For instance, the first reel includes text like "pronunciation test," which provides learners with clear cues to focus on specific language elements, reinforcing their listening comprehension. The third reel features animated characters with bright colors that capture attention and maintain engagement, making it easier for students to absorb information. In the fifth reel, the inclusion of flags serves to contextualize language use and help learners associate vocabulary with cultural elements, thus enriching their overall learning experience.

Kress (2015) emphasizes that interacting with dynamic visual components, such as videos and animations, is more effective in evoking feelings and conveying complex information than linguistic modes alone. This is crucial for language learners who may struggle with abstract concepts; visuals can simplify complex ideas and make them more relatable. For example, animated characters can demonstrate pronunciation through exaggerated mouth movements, allowing learners to visualize how sounds are produced.

In reviewing the various tables presented, we observe a range of gestures, including facial expressions and body language, such as smiles and eye contact. These non-verbal cues enhance engagement and clarify the message being communicated. Effective body language can make the speaker appear more approachable and relatable, encouraging viewers to practice speaking without fear of judgment. Maintaining eye contact creates a connection

between the speaker and the viewer, making learners feel as if they are part of a conversation. This interactive element encourages students to practice speaking by mimicking pronunciation demonstrated by the speaker. Table 4 lacks vibrant visuals and highlights audio more prominently. While audio is essential for developing listening skills, the absence of visual support may hinder comprehension for some learners who rely on visual cues to reinforce what they hear; Instagram provides an abundance of contextualized visual data that can be beneficial for language learners who acquire language best through visual means (chapter 1, Section 3). This underscores the importance of multimodal resources in language learning; when one mode is less effective, others can compensate.

Regarding the speaker's positioning in Tables 7, 8, 9, and 11, the speaker faces the camera directly and maintains eye contact throughout the presentation. This positioning not only fosters a sense of connection with the viewer but also encourages active engagement. In contrast, Table 10 shows a disconnection due to the absence of the speaker, which may lead to reduced engagement and motivation.

Overall, these English Reels enhance students' language skills; most participants express positive attitudes toward using them. By watching diverse Reels, students are motivated to learn new concepts and improve their speaking and listening skills since effective communication requires active listening. The combination of multiple modes encourages complementarity; when something is lost in one mode, it can be compensated for by another. Thus, mixing different modes allows speakers to communicate their messages more clearly (Kress, 2015).

2.5. Impact of Sound and Tone on Language Learning

According to Jewitt (2013), the aural mode encompasses auditory elements, including music, sound effects, voice quality, tone, volume, and speed of speech. In analyzing the reels, it is evident that speakers communicate in an understandable manner with an animated tone

and moderate tempo, ensuring that their messages are conveyed clearly to viewers. For example, in the second reel, the speaker uses a warm and inviting tone while speaking at a moderate pace to enhance clarity. She emphasizes key vocabulary words like "conciierge," which aids viewers in retaining information.

In Tables 7, 9, 10, and 11, the absence of sound effects and background music allows participants to focus on the spoken content, thereby enhancing their listening skills. For instance, in reel 3, the clarity of speech is crucial for listening comprehension exercises, as it enables learners to catch essential details necessary for understanding and answering questions. Conversely, Table 2 includes some sound effects that are not distracting but serve to engage students without overwhelming the speech.

As noted by Ugwuanyi et al. (2020), adding background music can improve enjoyment and reduce learners' fear and anxiety, increasing their interest in studying the material. These auditory elements are essential in conveying precise messages to viewers and facilitating effective learning experiences. The combination of clear speech and appropriate auditory cues creates an engaging environment that supports language acquisition by enhancing comprehension and retention of information.

2.6. The Role of Articulation and Vocabulary in Language Learning via Instagram Reels

The spoken content in Instagram Reels significantly enhances students' speaking and listening skills. According to Jewitt's multimodal framework (2013), integrating various modes of communication, such as spoken language, text, and other semiotic resources, creates a richer learning experience. This analysis examines five specific Reels, focusing on their spoken content and its impact on language acquisition by addressing the checklist questions.

In the first Reel, "Pronunciation Test by Lucy," the speaker demonstrates clear articulation and emphasizes each syllable, which is vital for learners. Munro and Derwing

(1990) highlight the importance of exposure to accurate pronunciation models. The content encourages viewers to practice their speaking skills by modeling correct pronunciation multiple times. Ur (1996) emphasizes that pronunciation is a key component of communicative competence, making this Reel an effective tool for enhancing speaking and listening skills. The emphasis on phonetic spelling aligns with Jewitt's assertion that linguistic clarity is essential for effective learning.

In the second Reel, "Useful Hotel Reception Vocabulary in English," the speaker articulates essential vocabulary terms such as "extra charges" and "credit card" with clarity. This careful pronunciation ensures that learners can understand the correct sounds and meanings of these terms, enhancing their listening comprehension. Manullang and Katemba (2023) note that Instagram serve as a valuable medium for promoting vocabulary growth. Kress and Van Leeuwen (2006) further emphasize that clear spoken language significantly aids language acquisition. The integration of spoken vocabulary in Reels helps students internalize key terms for practical use. Goh (2000) supports this by suggesting that clear articulation enhances listening comprehension and retention, especially when the speaker demonstrates actions alongside vocabulary terms.

The "English Listening Practice" Reel employs straightforward phrases designed to be accessible to learners, such as "You have to fill in the blank." The interactive fill-in-the-blank exercises promote active engagement, encouraging viewers to listen attentively and respond to the exercises. Cameron (2001) discusses task-based learning's effectiveness, suggesting that interactive tasks can significantly enhance speaking skills. This engaging format aligns with Jewitt's framework advocating for multimodal interactions, fostering both listening comprehension and speaking practice.

The fourth Reel, "Listening Test by @blackscreenenglish," focuses on listening comprehension while indirectly promoting speaking practice. The speaker adjusts their

pronunciation, intonation, and pacing to suit learners' levels, facilitating understanding. Ur (1996) emphasizes effective listening strategies in language learning, noting that listening comprehension is crucial for overall language proficiency. The findings suggest that students benefit from adjusted speech rates and clear articulation, enhancing their ability to comprehend spoken language while indirectly encouraging speaking practice through real-life scenarios presented in the dialogue.

Finally, the "British Vs American English" Reel illustrates vocabulary differences clearly and engagingly. The speaker articulates distinctions between American and British English terms while providing spoken explanations like "Cuppa" versus "Cup of," encouraging viewers to practice and memorize these terms. The emphasis on pronunciation and vocabulary aligns with Baker and Westrup's (2003) findings on repetition's importance in language acquisition. Students appreciate opportunities to practice pronunciation, reinforcing their understanding of vocabulary differences.

2.7. Boosting Language Learning with Text in Instagram Reels

Text plays a crucial role in digital learning, especially when audio quality is poor, as noted by Azmi et al. (2014). Background noise, muffled voices, and technical glitches can hinder students' ability to focus and process listening content effectively (see Chapter 1). The findings from the first table indicate that on-screen text in the five analyzed Reels, such as the spelling and definitions of eight words, serves as a valuable visual aid. In the eighth table, captions display vocabulary words as they are spoken, enhancing comprehension and retention. The ninth table features text bubbles that guide learners through tasks with instructions like "You have to fill in the blanks," helping them follow along.

In table 10, there are no subtitles or captions corresponding to the spoken text; only questions and multiple-choice options are provided for comprehension checks. Conversely, the last table shows text corresponding to spoken content, such as "Solicitors" and "Attorney,"

appearing as large captions that assist learners in following along. This demonstrates that all five Reels incorporate on-screen text, supporting literature suggesting that language learning can be enhanced through Reels that allow learners to create videos with captions for vocabulary, grammar, and pronunciation acquisition (Ramadoni, 2019).

The findings from the second question reveal that text aids viewers in learning pronunciation and new vocabulary through phonetic transcriptions. For example, phonetic spellings in British English include Receipt: /'sit/, Solemn: /'spləm/, and Faux: /fəu/. The eighth table highlights key vocabulary words with definitions reinforcing learning, such as "incidentals." In table nine, phrases like "I have got apples and some snacks" reinforce what learners hear, helping them connect spoken and written forms of language.

While table 10 does not introduce new vocabulary directly, it reinforces key terms related to questions like "favor," "lend," or "job interview." The last Reel effectively uses on-screen text to reinforce vocabulary like "Garden" and "Yard," aiding retention. Additionally, students noted in semi-structured question 18 that reading and listening simultaneously help them acquire more expressions from Reels, making speaking easier and more enjoyable. This indicates that these five Reels facilitate vocabulary acquisition and support the development of listening and speaking skills

The results indicate that students' intention to use digital technologies like Instagram Reels for improving their speaking and listening skills is influenced by three modes of communication: visual, audio, and text. A recent study conducted on 2023 titled "Investigating EFL Learners' Perspectives on Using Instagram Reels in their Language Learning" supports these findings, noting that students view Instagram Reels as a valuable language acquisition tool. However, this study differs in methodology, focusing on qualitative surveys rather than analyzing specific multimodal elements. Overall, the findings confirm that

multimodal elements in Instagram Reels positively impact students' language development by fostering effective communication.

Conclusion

This chapter has discussed the findings of the exploratory study displayed in the previous section. It is divided into two sections; the first part interprets the findings of the questionnaire obtained from the participants; it has answered the first research questions and confirmed the first hypotheses. The second part has interpreted the results of the corpus obtained from the 5 selected Instagram Reels; it has answered the second research question and confirmed the second hypothesis.

General Conclusion

The present dissertation has investigated the EFL students' attitudes towards using Instagram Reels for developing speaking and listening skills in the Department of English at Mouloud Mammeri University, Tizi Ouzou. This research has two main objectives: the primary objective is to determine students' attitudes towards how Instagram Reels enhance and improve their speaking and listening skills; the second objective is to identify multimodal elements (visuals, texts, audios) that influence students' speaking and listening skills in the EFL context.

To reach our research goals, we have relied on Cary Jewitt's theory of multimodality, which is grounded in Michael Halliday's social semiotics theory of communication. This theoretical framework focuses on how different modes (e.g., visual, linguistic, aural and spatial) combine to create meaning. This is useful when analyzing digital media like Instagram Reels, where multiple modes work together. By examining the integration of these different modes in the field of education, we aim to understand their impact on improving students' skills

In this exploratory study, a Mixed-Methods Research approach was employed, incorporating both quantitative and qualitative designs in the collection and analysis of data. Data were collected using two instruments: a questionnaire designed to gather the opinions of fifty randomly selected students from the first level (L1) regarding their attitudes toward the use of Instagram Reels as a learning tool. This aimed to obtain their perspectives on Instagram generally and on Instagram Reels as a recent feature with potential as a micro-learning tool in an EFL context. Additionally, a selected corpus of five Instagram Reels was analyzed alongside an evaluation checklist adapted from two existing checklists; one focusing on visuals and another on listening and speaking skills mixed with additional multimodal criteria to suit our study's context.

The quantitative and qualitative data obtained from the questionnaire were analyzed using descriptive statistical methods and qualitative content analysis. The findings from the corpus analysis were examined using multimodal analysis based on Cary Jewitt's (2013).framework.

The results revealed that the majority of participants believe Instagram Reels are advantageous and helpful for English language learners, aiding in the development of their language speaking and listening skills. This suggests that Instagram Reels serve as an effective learning tool for EFL learners, supporting our first hypothesis. Positive feedback from students indicates they perceive these Reels as valuable resources in their language learning journey. However, some students did not use Instagram accounts at all, which may represent a minority who are either unaware of the benefits of such resources or who prefer more traditional methods of learning.

Despite different opinions, the first hypothesis of this study is confirmed: Instagram Reels are an effective tool for enhancing students' speaking and listening skills. The findings from the second section of the questionnaire demonstrated that a significant number of students consider Instagram Reels to be interesting, useful, and motivating instruments for improving their English language skills. Additionally, the platform facilitates interaction with native speakers of English, as students follow educational content creators, which helps enhance their listening comprehension and allows them to mimic correct pronunciation.

The discussion chapter further highlighted the potential role of Instagram Reels in providing learners with motivation and opportunities to speak more clearly and effectively. Many students expressed strong approval of using Instagram Reels in their English language learning journey, noting that while it was initially challenging to follow along, they have since improved significantly. They now understand the content well and have learned new expressions that are useful in their daily lives. Overall, carefully selected materials and

relevant content are essential for realizing the full potential of this application as a valuable tool in English language learning. Thus, it is clear that the first hypothesis is also confirmed.

Furthermore, the administered questionnaire sought to identify the multimodal factors influencing students' speaking and listening skills. Participants indicated that they find these factors important. Analysis revealed that integrating visual elements with text and audio enhances comprehension and engagement with materials, particularly the text, which provides clarification for students. This finding confirms the second hypothesis.

Instagram Reels reveal how multimodal elements engage students and make learning more enjoyable by providing clear cues to focus on specific language elements. By watching diverse Reels, students are motivated to learn new concepts and improve their speaking and listening skills, as effective communication requires active listening. The importance of multimodal resources in language learning is highlighted; when one mode is less effective, others can compensate.

In conclusion, this study has addressed the two research questions and confirmed the two proposed hypotheses outlined in the General Introduction. The findings indicate that students within the Department of English at Mouloud Mammeri University, Tizi Ouzou (MMUTO) are convinced that the Instagram Reels feature is an advantageous and effective tool that facilitates English language learning. Additionally, the results have demonstrated that EFL students have positive attitudes toward using Instagram Reels for developing their speaking and listening skills.

Furthermore, multimodal elements, including visual, audios, and texts have been identified as critical in influencing students' speaking and listening skills in the EFL context. It can be said that Instagram Reels contribute positively to language learning; considering the positive findings from students aligns with previous research, they support the use of Instagram Reels English language learning processes.

However, no research is perfect, and this study encountered certain limitations, mainly during data collection. A significant challenge was that we needed to be teachers in order to conduct pre- and post-tests to gather data on how these Reels affect students' speaking and listening skills. As students we lack the authority and resources to design and administer formal assessments. Unfortunately, we could not implement this method due to time constraints; pre- and post-tests require a period of time to yield valid results. Therefore, we opted for questionnaires instead. Additionally, there were restrictions in the availability of resources concerning the investigated topic.

For further investigation, since the topic of using Instagram Reels to improve speaking and listening skills in EFL settings has not been explored at the national level, it is recommended that future research focus on the effectiveness of using other features from the Instagram platform, such as analyzing stories or pictures (posts), to learn all four skills. Employing methodologies like interpretive studies or corpus analysis would not only represent a valuable contribution to the academic community but also facilitate the development of a more refined and effective pedagogical approach. Despite these limitations, this research can be seen as a first step toward investigating the use of Instagram Reels in EFL education nationally.

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Appendices

Questionnaire

Dear L1 students,

We cordially invite you to participate in our research study entitled “the influence of INSTAGRAM posts on the development of listening and speaking skills of EFL learners: case of L1 students of the department of English MMUTO.” This questionnaire aims to explore your valuable perceptions regarding the use of Instagram Reels in enhancing yourspeaking and listening skills while learning English. We kindly request your cooperation in this endeavor. Your responses will be used only for research purposes, ensuring the confidentiality of your anonymity throughout the study. Please carefully read the questions and provide honest answers. Your participation is greatly appreciated and will contribute to the successful completion of our research.

Instructions: please tick (√) the suitable answer(s) or provide full answers when required

Thank you in advance for your valuable time and cooperation.

Section One: General Information.

Q1- are you a fist year student at the English department? Yes No

Q2-Please specify your gender: female male

Section Two: Instagram Reels Usage.

Q3- How often do you use Instagram ?

Rarely Occasionally Frequently Daily

Q4-Do you follow any English language learning accounts on Instagram? Yes No

Q5-What type of Instagram content do you typically engage with? (select all that apply)

Posts (Visual content shared on Instagram's grid and feeds).

Stories (posts that disappear after 24 hours).

Reels (Short video clips on Instagram with music, text and effects).

IGTV (Instagram TV, a feature for uploading longer videos).

Q6-If you follow Instagram Reels, how do they impact your language learning routine?.....
.....
.....

Section Three: Using Instagram Reels to Improve the Listening Skill.

Q7-how often do you actively listen to the speech in Instagram Reels?

Always Often Sometimes Rarely

Q8-I watch Instagram reels because I find them useful to improve my listening skill.

Strongly disagree disagree Neutral Agree strongly agree

Q9-How do Instagram Reels improve your listening skills?

Improving ability to understand spoken language

Enhancing listening comprehension

learn new vocabulary Exposure to diverse accents

Enhancing rapide speech processing

Q10-How has watching Instagram Reels influenced your ability to understand different accents ?

*Please provide details or examples.

.....
.....
.....

Q11- In what way has watching Instagram Reels affected your overall comprehension of different speech styles (e.g: formal, informal, slang)?

*Please share your observations or experiences.

.....
.....
.....

Section Four: Speaking Skill Development.

Q12- Do you feel that watching Instagram Reels has improved your speaking skills?

Yes No

Q13- In what ways do Instagram Reels influence your speaking skill?

- Encouraged better pronunciation.
- Taught new words and phrases.
- Increased confidence to speak.
- Helped mimic natural speech.
- Enhanced clarity and fluency.

Q14-How often do you use phrases or expressions from Instagram reels in your everyday conversation?

Frequently Occasionally Rarely Never

Q15-Do you have any additional thoughts to share regarding Instagram Reels influence on the development of your speaking skill ?.

* Please feel free to provide further comments or reflections.

.....
.....
.....

Section Five: Exploring The Impact of Multimodal Features in Instagram Reels on learners' Speaking and listening Proficiency.

Q16- To what extent do visual effects in Instagram Reels contribute to your listening and speaking skills?

Significantly moderately minimally

Q17- How do the audio effects in Instagram Reels influence your listening and speaking skills compare to visual effects?

More influential equally influential less influential

Q18- Do the texts in Instagram Reels add value to your listening and speaking skills, in addition to the visual and audio effects?

Yes No

*If the answer is yes, please justify.

.....
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❖ Please feel free to add any additional comments you believe are relevant to this topic.

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Thank you for completing this questionnaire.