EFL Learners' Perceptions of Creating Social Media Reels as A Potential Tool to Enhance Language Competence, Motivation and Engagement

Karine Baghdasaryan[1], Mariam Khachatryan[2]

Level Up Innovative Language Teaching Center, Armenia

Abstract

With the growing prevalence of digital media, social platforms have emerged as informal yet influential environments for English language acquisition. The integration of social media reels, distinguished by their brevity and engaging nature, into English language instruction is becoming increasingly popular. This study positions reels (e.g., Instagram and TikTok reels) as a valuable opportunity for authentic language exposure, fostering interactive and dynamic learning that enhances not only language skills but also overall language competence. The purpose of this study is threefold: primarily, to explore the pedagogical benefits of reels in English as a Foreign Language (EFL) practices; secondly, to evaluate EFL learners' perceptions and attitudes toward the implementation of reels in the language learning process, and thirdly, to examine the impact of creating reels on learners' engagement and motivation. The instruments used in the research study constituted an attitudinal questionnaire, yielding both qualitative and quantitative data. Utilizing a mixed-method approach and integrating more than 50 EFL learners in the experiment over a two-month period, the study suggests that social media reels serve as an effective tool to practice the language outside the classroom, in real-life settings. The findings revealed a positive correlation between the creation of reels and the development of language skills and language competence in general. The participants reported a positive attitude toward creating reels. Last, but not least, the results documented a significant increase in learners' motivation and engagement. These insights suggest that reels can serve as a valuable tool in modern EFL instruction.

Keywords: Digital Pedagogy; innovations in English language teaching; learners' perceptions; social media reels; technologically-enhanced learning