



Efficacy of Language Instagram Reels on Advancing Speaking Abilities: An Attitudinal Study on EFL Majors at the Faculty of Arts and Languages, University of Tripoli, Libya


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فعالية مقاطع الفيديو القصيرة على إنستغرام في تحسين مهارات التحدث: دراسة استقصائية حول اتجاهات طلاب تخصص اللغة الإنجليزية كلغة أجنبية في كلية الآداب واللغات، جامعة طرابلس، ليبيا

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المخلص:

برزت مؤخرًا برزت مؤخرًا مقاطع الفيديو القصيرة على إنستغرام كأدوات مساعدة للهواتف المحمولة لتطوير مهارات التحدث. تستكشف هذه الدراسة آراء طلاب اللغة الإنجليزية كلغة أجنبية في الجامعات الليبية حول استخدام هذه المقاطع لتحسين قدراتهم على التحدث. وباستخدام منهج وصفي كمي، جُمعت البيانات من خلال استبيان إلكتروني وُرِّع على 87 طالبًا في كلية الآداب واللغات بجامعة طرابلس. يستكشف الاستبيان المواقف السلوكية والعاطفية والمعرفية. ولتحليل البيانات، استُخدمت الإحصاءات الوصفية للنسب المئوية المُستخرجة من نماذج جوجل. تُشير النتائج إلى أن معظم الطلاب لديهم مواقف إيجابية تجاه مقاطع الفيديو القصيرة على إنستغرام، مُدركين فعاليتها في تحسين مهارات التحدث. يُقدّر الطلاب سهولة ومرونة هذه المقاطع، التي تُوفر بيئة تعليمية ديناميكية وداعمة لممارسة التحدث بوتيرة تناسبهم. علاوة على ذلك، يُساهم المحتوى الجذاب لهذه المقاطع بشكل كبير في إثراء المفردات واكتساب التعبيرات، وهما عنصران أساسيان للتواصل التفاعلي. بالإضافة إلى ذلك، تُحسن هذه المقاطع النطق والطلاقة والدقة والكفاءة اللغوية بشكل عام. تدعو الدراسة مدرّسي التدريب الشفهي إلى دمج مقاطع الفيديو التفاعلية (LIRS) في الدروس، وتشجيع الطلاب على إنشاء مقاطعهم الخاصة، وتعزيز التغذية الراجعة بين الأقران لتطوير مهارات التحدث داخل الفصل وخارجه.

الكلمات الدالة: المواقف السلوكية، المواقف العاطفية، المواقف المعرفية، مقاطع الفيديو التفاعلية، مهارات التحدث، اللغة الإنجليزية كلغة أجنبية في الجامعات الليبية.

Abstract

Recently, language-Instagram Reels (LIRs) have emerged as mobile-assisted tools for developing speaking skills. This study taps into Libyan EFL university students' attitudes towards using LIRs to enhance their speaking abilities. Leveraging a descriptive quantitative approach, data are collected through an electronic survey-questionnaire administered to 87 students at the Faculty of Arts and Languages, University of Tripoli. The questionnaire explores conative, affective, and cognitive attitudes. Descriptive statistics of percentages derived from Google Forms is run to analyze the obtained data. Findings reveal that most students hold positive attitudes towards LIRs, recognizing their effectiveness in improving speaking skills. Students appreciate the convenience and flexibility of LIRs, which provide a dynamic, supportive learning environment for practicing speaking at their own pace. Furthermore, the engaging content of LIRs significantly contributes to vocabulary enrichment, and the acquisition of expressions, essential for interactive communication. Additionally, these reels enhance pronunciation, fluency, accuracy, and overall language proficiency. The study calls for oral practice instructors to incorporate LIRs into lessons, encourage students to create their own reels, and foster peer feedback to further develop speaking skills both inside and outside the classroom.

Keywords: Conative attitudes, Affective attitudes, Cognitive attitudes, Language-Instagram Reels (LIRs), Speaking abilities, Libyan EFL University students.

1. Introduction

In the digital age, Language-Instagram Reels (LIRs) have become the most popular mobile applications among students (Subekti & Damaryanan, 2023; Erarslan, 2019). These tools effectively combine visual and auditory engagement with brief, captivating formats, enhancing students' motivation and interest in interactive language learning (Hikmah et al., 2024; Anggraini & Sari, 2024; El Kamili, 2023). LIRs are particularly effective in promoting quick comprehension and mastery of pronunciation, vocabulary, grammar, and speaking skills (Bestari et al., 2024). Their accessibility and engaging nature bolster independent language practice outside the classroom, accommodating diverse proficiency levels and content preferences (Godwin-Jones, 2018).

Speaking proficiency is essential for students aiming to demonstrate competence in communication (Widiyanti & Fadhilawati, 2024). LIRs, which often focus on practical abilities, such as vocabulary application, and dialogue skills, enable students to practice speaking anytime, anywhere via mobile devices. Their convenience expedites continuous language practice, effortlessly integrating speaking into students' daily lives (Godwin-Jones, 2018). The regular use of LIRs has been linked to improved public speaking and presentation skills. These reels often feature native speakers using authentic language, including idioms, slang, and colloquial expressions, offering valuable exposure to cultural nuances (Dewi et al., 2022). This exposure enhances pronunciation, intonation, and conversational rhythm, serving as effective reference points for learners (Gilakjani & Sabouri, 2016).

The interactive and dynamic nature of LIRs makes speaking practice enjoyable and less intimidating, encouraging students to emulate and engage with the language (Badshah et al., 2021). Additionally, students creating their own language reels report increased self-confidence and enhanced practice opportunities with peers (Wang, 2020). Moreover, student attitudes toward educational applications are shaped by their experiences and perceptions. Abun et al.

(2019) note that attitudes are mental dispositions influenced by exposure and experience, which, in turn, affect behavior. Ajzen (1993) identifies three key attitudinal components:

- **Conative attitudes:** Behavioral responses to the object of the attitude.
- **Affective attitudes:** Emotional reactions, such as liking or disliking.
- **Cognitive attitudes:** Thoughts and beliefs about the object.

Azlan et al. (2019) specify that speaking fluently and accurately is a key language skill, where students often struggle due to low self-confidence, insufficient practice, and limited exposure. In this regard, LIRs provide a platform to address these challenges, offering accessible and engaging practice opportunities (Subekti & Damaryanan, 2023). Despite the proliferation of LIRs among Libyan students, research on their impact in the Libyan context remains limited. Therefore, this study seeks to explore Libyan EFL university students' attitudes towards the effectiveness of these reels across the conative, affective and cognitive dimensions via addressing the following research question: What are the attitudes of Libyan EFL university students towards using LIRs to elevate their speaking abilities?

● 2. Literature Review

Numerous studies have investigated student attitudes toward using LIRs to enhance speaking skills, underscoring their growing roles in language learning. For example, Hikmah et al. (2024) explores university students' views on LIRs as mobile-assisted language learning tools. Findings reveal overwhelmingly positive attitudes, with students perceiving LIRs as enjoyable and comfortable tools for developing speaking skills. The interactive content motivates students and enhances vocabulary acquisition through videos, quotes, captions, and comments, improving their communication inside and outside the classroom. Khasawneh (2024) focuses on the impact of social media platforms, like Instagram and TikTok on collaborative learning for foreign language students. Post-test results demonstrate that students in the experimental group, who use these tools, outperformed their peers in collaboration and language learning. Students highlight the role of short videos and reels in improving academic performance and fostering interactive, collaborative experiences. Widari (2024) examines the potential of LIRs as innovative educational tools. Findings indicate that most students support the use of LIRs in speaking practice, appreciating their accessibility, interactive content, and contribution to pronunciation, vocabulary enhancement, and speaking confidence.

Anjani et al. (2024) analyze student perceptions towards LIRs as supplementary speaking practice tools. Students express positive attitudes, citing access to authentic language content and interaction with native speakers as key advantages. Syafi'i et al. (2024) study student perceptions on LIRs in vocabulary learning. Findings show that students view these reels as motivational tools for vocabulary acquisition, benefiting from their flexibility and simplicity, which support convenient and effective learning. Saifuddin et al. (2024) survey student attitudes on using LIRs as educational resources for speaking skills improvement. Findings highlight the interactive elements of reels, such as stories, live sessions, and language exchange groups, as valuable opportunities for practicing speaking and engaging with native speakers. The convenience and self-paced nature of these platforms also emerge as critical benefits.

El Kamili (2023) investigates attitudes of Turkish EFL students toward Instagram for language learning. Most students report improvements in vocabulary, and speaking skills through regular practice, attributing these gains to increased self-confidence and motivation. Utari et al. (2023) gauge students' views on English learning Instagram accounts. Findings unveil that students find the content comprehensible and inspiring, identifying Instagram as an effective supplementary tool for speaking practice. Saputra et al. (2023) explore student opinions on LIRs as motivating means for EFL students. Findings emphasize the platform's user-friendly design, engaging activities, and significant impact of LIRs on vocabulary retention, as well as writing, listening,

and speaking skills. Mamudi and Alamry (2022) delve into student perspectives on using LIRs for vocabulary learning. Students highlight Instagram's potential as a beneficial platform for expanding vocabulary, reflecting positive attitudes toward its use for educational purposes. Devana and Afifah (2021) evaluate the effectiveness of Instagram interventions in speaking skill development. Findings uncover that Instagram Vlogs significantly improve speaking skills, and motivation in experimental groups compared to control groups.

Erarslan (2019) examines university students' perceptions of Instagram as an educational platform. Findings display that students frequently used Instagram reels for language learning, benefiting from increased exposure to English in daily life. Findings also emphasize Instagram's potential to enhance speaking skills alongside traditional classes. Azlan et al. (2019) explore the combination of Instagram features with task-based learning activities. Findings demonstrate that Instagram develops both students' speaking skills and increases motivation and self-esteem, aligning with 21st-century educational practices. Wulandari (2019) studies the use of Instagram Vlogs in basic speaking classes. Findings indicate improvements in pronunciation, fluency, and vocabulary acquisition. Students also report increased confidence and motivation as a result of incorporating Instagram into speaking practice. Gonulal (2019) investigates how English language students use Instagram for language learning. Findings indicate that Instagram supports vocabulary, and communication skills development, with students expressing predominantly positive experiences.

This study conduct aligns with Bandura's (1977) Social Learning Theory, which reinforces the role of observation, and imitation in skill acquisition. LIRs equip students with opportunities to observe proficient speakers and imitate their pronunciation, intonation, and sentence structures. Besides, by comparing their presentations with peers and native speakers, students can engage in self-reflection, and constructive peer feedback. Ultimately, this practice encourages enjoyable, and spontaneous practice, and reinforces the mechanics of language use in authentic contexts, manifested in students' oral performances.

- **3. Methods**

- **A. Study Design**

This study adopts a descriptive quantitative approach, aligning with language teaching trends and the exploration of students' attitudes toward specific learning tools (Creswell, 2014). According to Polit and Beck (2017), descriptive quantitative research minimizes researcher bias, allowing trends to emerge naturally from data. This method uses surveys and statistical analyses to systematically collect, organize, and interpret quantitative data (Abun et al., 2019). Employing descriptive research facilitates the presentation of findings in frequencies and percentages, enabling meaningful statistical analysis (Gravetter & Wallnau, 2017).

- **B. Sampling and Participants**

A convenience sampling technique is employed, which involves selecting participants from an easily accessible group (Creswell, 2014). This approach is beneficial for its efficiency, cost-effectiveness, and speed (Etikan et al., 2016; Patton, 2015). However, it is crucial to acknowledge its limitations in terms of population representativeness and potential bias in findings. The study sample comprises 87 Libyan EFL university students, including 67 females (77%) and 20 males (23%), aged 19-26 years. All participants are full-time students at the English Language Department, Faculty of Arts and Languages, University of Tripoli, and are regular users of LIRs. The study is conducted during the Spring semester of the 2025 academic year.

- **C. Data Collection and Analysis Techniques**

Data are collected using Google Forms, which offers features for automated data gathering, descriptive statistical analysis, and visual representation of results (Robinson, 2020; Karabacak, 2018). The survey questionnaire assesses students' conative, affective, and cognitive attitudes

toward viewing LIRs to enhance their speaking skills. It consists of 11 close-ended statements, designed based on a literature review of similar studies. Statements are measured on a 3-point Likert scale of 1 agree, 2 Undecided, and 3 disagree, divided into three categories of conative attitudes (4 statements), affective attitudes (2 statements), and cognitive attitudes (5 statements). Data are analyzed using descriptive statistics, including response percentages. Anonymity and confidentiality are ensured to encourage truthful responses (Fuchs, 2020), where participants are informed of the study's purpose and significance during lectures.

- **4. Results and Discussion**

- **A. Responses Concerning Conative Attitudes**

On the whole, responses for conative attitudes demonstrate strong agreement with the effectiveness of LIRs in enhancing speaking skills.

Statement A1: Viewing LIRs offers me the chance to enhance my speaking abilities in a modern way.

Responses show that 96.5% of participants agree that LIRs are innovative tools for speaking practice. This aligns with the study findings of Hikmah et al. (2024), and Widari (2024), which report that LIRs assist in the creation of refreshing and comfortable learning environments.

Statement A2: Viewing LIRs is quite inspiring for enhancing my speaking abilities.

Responses indicate that 97.7% of participants argue that LIRs boost motivation. This is similar to the study findings of Devana and Afifah (2021), and Azlan et al. (2019).

Statement A3: Viewing LIRs provides me with a flexible way to develop and practice my speaking skills inside and outside class.

Responses reveal that 97.7% of participants mention that the flexibility of LIRs attracts students. This supports studies study findings of Saifuddin et al. (2024), and Saputra et al. (2023), which highlight the adaptability of LIRs for different learning styles.

Statement A4: The topics of LIRs help empower my speaking skills.

Responses illustrate that 97.7% of participants report the usefulness of reel content. This is consistent with the study findings of Anjani et al. (2024), and Bestari et al. (2024).

- **B. Responses Concerning Affective Attitudes**

Generally, responses for affective attitudes clarify that students find LIRs engaging and morale-boosting.

Statement B1: Viewing LIRs is quite entertaining.

Responses show that **97.7%** of participants confess that LIRs are entertaining. This view supports the study findings of Hikmah et al. (2024), and Dewi et al. (2022), which emphasize the role of visual and auditory elements of LIRs in sustaining student interest in English language learning.

Statement B2: Viewing LIRs boosts my self-confidence in speaking English inside and outside class.

Responses indicate that 90.8% of participants certify that LIRs improved self-confidence and reduced error-related anxiety. This corresponds with the study findings of Widari (2024), and Azlan et al. (2019), that identify LIRs as tools for enhancing students' expressive abilities.

- **C. Responses Concerning Cognitive Attitudes**

Most responses for cognitive attitudes highlight the role of LIRs in improving vocabulary, fluency, and pronunciation.

Statement C1: Viewing LIRs expands my vocabulary and advances my fluency.

Responses show that 97.9% of participants confirm that LIRs enhance vocabulary retention. This corroborates the study findings of Mamudi and Alamry (2022), and Wulandari (2019).

Statement C2: Viewing LIRs aids me in thinking in English and communicating spontaneously with native speakers.

Responses reveal that 96.5% of participants approve the usefulness of LIRs for spontaneous interaction. This is consistent with the study findings of Saifuddin et al. (2024).

Statement C3: Viewing LIRs gives me real-life instances of proper English pronunciation.

Responses show that 95.4% of participants claim that LIRs improve pronunciation. This aligns with the study findings of Bestari et al. (2024).

Statement C4: Viewing LIRs helps me acquire grammatical structures and phrases, necessary for improving my speaking abilities.

Responses demonstrate that 97.7% of participants accept that LIRs enhance grammar and phrase usage. This is parallel with the study findings of Bestari et al. (2024).

Statement C5: Viewing LIRs enhances my understanding of the different accents and dialects of English spoken by various native speakers.

Responses highlight that 100% of participants agree on the value of LIRs in exposing students to diverse accents and dialects. This confirms the study findings of Tymbay (2024), and Yanti (2020).

● 5. Conclusion

This study highlights the efficacy of LIRs as tools for enhancing EFL students' speaking abilities. Students express overwhelmingly positive attitudes across conative, affective, and cognitive dimensions, valuing the flexibility, accessibility, and engaging nature of LIRs. Inevitably, these tools promote vocabulary acquisition, pronunciation accuracy, and fluency, while fostering self-confidence and motivation. In addition, the study advocates oral practice instructors to integrate LIRs into lessons and encourage students to create their own reels. Finally, future research should explore the long-term impacts of LIRs on the comprehension of dialects, slang, and collocations, as well as their drawbacks, to optimize their use in language learning courses.

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