

*The Role of Using Facebook Reels as a Pre-lesson Activity on  
EFL Learners' Pronunciation*

Hiem Abid Alameer Khadim

[hiemalmusilmawy@uomustansiryah.edu.iq](mailto:hiemalmusilmawy@uomustansiryah.edu.iq)

**Abstract:**

The current study aims to identify the potential effects of using Facebook reels as a pre-lesson activity on EFL learners' pronunciation. Specifically, this identification seeks to explore how pre-lesson Facebook reels influence EFL learners' proficiency in using English sound system and pronunciation skills, as well as their engagement and motivation. The findings of this study can help in designing engaging and efficient pre-lesson activities for enhancing EFL learners' pronunciation skills, and can provide a gateway for future research to continue investigating the use of social media in language learning.

The researcher adopted the descriptive approach to achieve the goal of the research and chose a sample of 50 students from the fourth stage in the English language department / College of Basic Education / morning study academic year 2022/2023 25 males and 25 females to collect quantitative data on the research variable through the distribution of a digital questionnaire by Google Docs. The questionnaire included 13 items divided into four tabs: pronunciation, proficiency, engagement, and motivation towards using Facebook video reels as a pre-lesson activity.

The results show that using Facebook reels as a pre-lesson activity for practicing English pronunciation as a positive impact on EFL learners' English pronunciation and the majority of the respondents felt motivated to continue using it for improving their skills.

**Keywords:** Facebook. Reels. Pronunciation skill. Pre-lesson activity

**Section One:**

**1.Problem of the Study**

English pronunciation is a fundamental aspect of language learning, as it influences how learners communicate and interact with native and non-native speakers of English. However, many English as a foreign language (EFL) learners struggle with pronunciation due to various factors, such as phonological differences between their first language and English, lack of exposure to natural English speech, and limited opportunities for practice and feedback. Traditional classroom-based methods for teaching

pronunciation, such as drills, repetition, and imitation, may also be perceived as tedious or challenging by some learners (Saito,2019:320).

According to many researchers, Iraqi EFL learners face several challenges in acquiring and improving their English pronunciation. These challenges include:

1. Phonological interference: Since Arabic has a different sound system than English, Iraqi EFL learners may transfer their native language sounds and pronunciation patterns to English, resulting in mispronunciation of some English sounds. For example, the sounds /p/, /v/, and /g/ are absent in Arabic and may be replaced with similar sounds, causing confusion (Alduaiji,2017:47).
2. Stress and intonation: Iraqi English learners may struggle with the stress and intonation patterns of English, which are different from Arabic. For example, English is a stress-timed language, whereas Arabic is a syllable-timed language, which means that English words and sentences have varying levels of stress and rhythm that need to be mastered( Ibid).
3. Silent letters and vowel lengthening: English has many silent letters and vowel lengthening, which can be difficult for Iraqi EFL learners to understand and produce accurately (Lee,2020:2)
4. Difficult consonant clusters: English has many consonant clusters that can be difficult to pronounce, especially for Iraqi learners whose native language has shorter and simpler syllables. For example, words like "strength" and "sixth" may be challenging to pronounce(Al-Hinai,2021:282).
5. Limited exposure and practice opportunities: Iraqi EFL learners may have limited exposure to native English speakers, authentic English materials, and contextually appropriate situations for practicing their English pronunciation. This can hinder their progress and motivation to improve their pronunciation(Ibid).

In order to address these problems, it is essential that Iraqi EFL learners receive explicit and systematic instruction in English sounds and pronunciation rules, as well as ample opportunities to practice their skills in and outside the classroom.

Teachers can use a variety of techniques and tools, such as phonetic charts, multimedia resources, feedback, drilling, and communicative activities, to help their learners overcome these challenges and develop more accurate and confident pronunciation skills(Myers,2018: 1059)

Recently, social media platforms such as Facebook have introduced new features such as "Reels" that allow users to create and share short videos with music, text, and animation effects. This feature has become increasingly popular among the younger generation of social media users as it enables them to present their content in a creative, engaging and fun way. As a result, Facebook reels can be utilized by English language educators as a pre-lesson activity in order to increase their students' engagement and motivation with the course material(Wang and Kuo, 2021:4).

Facebook Reels is a feature of the social media platform Facebook that allows users to create and share short videos, up to 60 seconds long, with music, text, and special effects. Facebook Reels is similar to other short video platforms like TikTok and Instagram Reels, and is designed to provide a new way for people to express themselves and share their experiences with others. Users can add music from a built-in library of licensed tracks or their own original audio, choose from a variety of filters and effects, and share their Reels on their Facebook profiles, Pages, Stories, and Groups. The feature is available on the Facebook mobile app and can be accessed from the "Create Post" option on the main News Feed or from the Reels tab on the user's profile. Reels has become popular among social media users, especially younger demographic (Seferoğlu, 2021:701). That is why the researcher pick Facebook Reels as a remedial solution for the previously mentioned problems.

### **1.2 The Aim of the Study:**

The aim of this study is to identify the effectiveness of using Facebook Reels as a pre-lesson activity to improve the English pronunciation of EFL learners. The study aims to indicate the role of Facebook Reels on EFL learners' pronunciation skills, their engagement and motivation, and their proficiency in using English sounds and intonation patterns.

## **1. 3 Definition of Basic Terms**

### **1.3.1 Facebook**

Facebook is a social media platform that was founded in 2004 by Mark Zuckerberg, Dustin Moskovitz, and Eduardo Saverin. It enables users to create a personal profile, connect with friends and family, and share various content such as photos, videos, and posts. Facebook has become one of the most popular social media platforms worldwide, with billions of active users and a wide range of features such as Facebook Watch, Facebook

Marketplace, and Facebook Groups. Facebook allows users to communicate in real-time with other users through messaging or voice and video calls (ri and Yulia,2020:780). Additionally, Facebook has also become a popular platform for businesses and organizations to promote their products, services, and content to a global audience. The platform has undergone many changes and updates since its inception, adding new features and refining existing ones to improve the user experience for individuals and businesses.

### 1.3.3 Pre-Lesson Activity

A pre-lesson activity refers to an educational activity that takes place before the start of a lesson in order to engage learners, provide context, introduce key concepts or skills, and activate prior knowledge. Pre-lesson activities are designed to prepare learners for the upcoming lesson by stimulating their curiosity, motivating their interest, and connecting the new information or tasks to their existing knowledge and experiences (Shrouders,2022: online). Pre-lesson activities can take many forms, such as warm-up exercises, brainstorming, discussion questions, previewing the materials, asking relevant questions, reviewing previously learned materials, or watching short videos. The purpose of a pre-lesson activity is to create a learning environment that is student-centered, active, and meaningful, and to help learners anticipate and engage with the upcoming lesson content in a more effective and efficient way. Pre-lesson activities can also help teachers assess learners' needs, strengths, and expectations, and adjust their instruction accordingly( British Council,2019:Online).

### 1.3.4 Facebook Reels

Facebook Reels is a new feature of the Facebook social media platform that was introduced in August 2020. It is a short-form video format that allows users to create and share 15-60 second video clips that can be set to music or other sounds. Facebook Reels offers a variety of editing tools and special effects, such as filters and stickers, that can be used to create engaging and creative videos. The feature is similar to other short-form video platforms such as TikTok and Instagram Reels. Facebook Reels can be accessed via the user's profile page and can be shared to Stories, Groups, and Pages. The aim of Facebook Reels is to provide users with a new way to create and share content in a highly engaging and interactive format. ( Facebook,2023: Online)

## 1.4 The Hypothesis

There is no role for using Facebook Reels as a pre-lesson activity on the pronunciation skill of learners of English as a foreign language.

### Section Two: Theoretical Background and Previous Studies

#### 2.1 Theoretical Background

This study is focused on the Global Audio-Visual (GAV) method of teaching. The GAV approach, which originated in France in the 1950s through the work of Peter Guberina, is based on similar principles as the audiolingual approach. It involves presenting lessons using audio-visual equipment such as television, films, videos, projected visuals, as well as audio-lingual equipment like record players, tape recorders, and radios. Given the significant influence of media in our current era, this study aims to explore the use of Facebook Reels as an audio-visual tool for teaching English and improving pronunciation skills (Femi, 2003:23).

Audio-visual (AV) learning refers to a type of learning that incorporates both auditory and visual stimuli. It involves the delivery and utilization of instructional content that includes sound and sight. AV learning can occur when instructional materials are accompanied by various AV aids such as handouts, flip charts, transparencies, whiteboards, illustrations, still and motion pictures, slide shows, television, videos, audiotapes, records, projectors, computer graphics, multimedia, physical objects, and 3D models( Reiser,2002:31)

#### 2.2 Previous Studies

Below are some of the previous studies that focused on using Reels in Teaching:

##### 2.2.1 Felicia Adrienne and Nugroho Artadi Pujowidianto (2022)

The paper entitled "the use of instgram reels in teaching Bahasa Indonesia "aims to provide a reflective analysis of the utilization of a social media platform and the adoption of its new feature to enhance foreign language learning in a hybrid learning environment. With the advancements in technology and the impact of the pandemic, traditional classroom settings are no longer the sole means of education. Recognizing the lack of resources for learning Bahasa Indonesia as a foreign language, the primary author initiated an Instagram account, @kelasindonesia\_bufeli, in October 2020. Subsequently, the introduction of Instagram Reels, a video feature similar to TikTok, in Singapore at the end of 2021 provided an opportunity to create short instructional videos for learning Bahasa Indonesia. The brevity of these

videos allows learners to progress at their own pace and revisit content as needed. Furthermore, the incorporation of cultural narratives becomes more accessible. The objective of this reflection is to gain insights into the most effective platforms for delivering different aspects of the language learning journey in the future.

### 2.2.2 Adella Rizki Amalia( 2022)

This study utilizes Reels Instagram as a means to enhance students' motivation to learn English amidst the limitations of learning resources during the pandemic. Employing a qualitative research approach, specifically a case study, the objective of this study is to investigate the effectiveness of using social media, particularly Reels Instagram, in teaching English to high school students. Data collection methods include classroom observations, distribution of questionnaires, and interviews with selected students. The findings indicate that social media, specifically Reels Instagram, contributes to the improvement of students' motivation and interest in learning English. Additionally, some students reported feeling happier and more engaged due to the unique learning process, which in turn motivated them to actively participate in English speaking activities. Furthermore, this study reveals that students demonstrated improved fluency in pronunciation of words and sentences. From an academic standpoint, social media has become an essential tool for daily communication and is widely utilized in educational settings, with Instagram being one of the most popular platforms among young people and university students. Therefore, it can be concluded that social media, particularly Instagram, plays a significant role in both social and educational contexts.( Amalia, 2022)

## Section Three: .Procedures of the Study and Conducting the Questionnaire and its Results

### 3. 1 Design of the Study and its Tool

Descriptive research design is used to fulfill the aim of the study with the use of a close-ended questionnaire with 0-1 scale; 0 for No, 1 for Yes, formulated by the researcher to collect quantitative data. The sample of the study was 50 students of fourth year class at College of Basic Education/ Mustansiryah University, morning studies for the academic year 2022-2023. The questionnaire was attributed electronically using Google forms and the collected data was analysed according to the frequency of the respondents' answers through Google forms too.

### 3.2 Research Population and Sample

The research community is represented by students of the English Language Department in its four stages of morning and evening studies at Al-Mustansiriyah University, College of Basic Education for the academic year 2022/2023, by 1235 students distributed as in the following table:

Stage	Females	Males	Total
First stage	129	72	201
Second stage	178	129	307
Third stage	264	138	402
Forth stge	168	157	325
Total			1235

The study sample was limited to 50 students from the fourth stage / morning study, and they were chosen randomly to answer the questionnaire. They were 25 males and 25 females.

The students of the fourth stage were chosen because they have relatively advanced language skills, which enables them to understand and comprehend what they watch from the clips of the reels on Facebook, so the role of these reels in their pronunciation skills will be more clear, and thus the results will be more honest.

The Sample( Fouth stage students)Morning Studies	
Females	25
Males	25
Total	50

### 3.3 Validation of the Tool of the Study:

The items of the questionnaire were validated by a jury of English language specialists in methods of teaching English and linguistics. The jury kept the items of the questionnaire as they are and approved its validity. (See appendix 2)

### 3.4 Reliability of the Questionnaire

The questionnaires reliability was checked by inter-rater reliability. Where the Pearson correlation coefficient was calculated between the researcher's scores and the scores of an expert who is a peer for the researcher and the result was 0.74, which indicates the stability of the measurement tool used.

### 3.5 Statistics Used in the Study

The researcher used following Person correlation coefficient formula to calculate the inter-rate reliability:

$$r = \frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \sum_{i=1}^n (y_i - \bar{y})^2}}$$

Also, the frequency of the respondents responses were estimated to calculate the questionnaires results.

### 3.6 Data Analysis

Based on the data Collected in the questionnaire, Below is the analysis for each item:

1. The majority (100%) of the respondents have a Facebook account.
2. Nearly 7 out of 10 (69%) respondents reported using Facebook reels to practice pronunciation in English, while 31% did not use it for this purpose.
3. A significant majority (76%) of the respondents found the quality of the sound and video of Facebook Reels for practicing pronunciation in English to be pretty good.
4. A large majority (82%) of the respondents believed that using Facebook reels as a pre-lesson activity can help them improve their English pronunciation.
5. Most of the respondents (85%) expressed motivation to continue using Facebook reels as a pre-lesson activity for improving their English pronunciation.
6. The majority (77%) of the respondents recommended using Facebook reels as a pre-lesson activity for others to practice English pronunciation.
7. A large majority (91%) of the respondents believe that using Facebook reels as a pre-lesson activity for practicing English pronunciation allows them to listen to natural English speech, while 9% do not agree with this statement.
8. Similarly, a large majority (89%) of the respondents believe that using Facebook reels as a pre-lesson activity helps them learn new vocabulary and phrases, while 11% do not agree with this statement.



9. The majority (90%) of the respondents believe that using Facebook reels as a pre-lesson activity exposes them to different accents and dialects of English, while 10% do not agree with this statement.
10. A minority (26%) of the respondents believe that using Facebook reels as a pre-lesson activity may be distracting, while 74% do not agree with this statement.
11. A significant portion (38%) of the respondents believe that using Facebook reels as a pre-lesson activity may be time-consuming, while 62% do not agree with this statement.
12. A substantial proportion (46%) of the respondents believe that using Facebook reels as a pre-lesson activity may promote incorrect or unnatural pronunciation, while 54% do not agree with this statement.
13. The majority (87%) of the respondents believe that using Facebook reels as a pre-lesson activity is more engaging and fun compared to traditional pre-lesson activities, while 23% do not agree with this statement.

It is worthy to mention that the results are compatible with principles of the Global Audio-visual theory which this study is based on.

### 3.7 Results

Using Facebook reels as a pre-lesson activity for practicing English pronunciation has a positive role in EFL learners' English pronunciation and the majority of the respondents felt motivated to continue using it for improving their skills. The data also suggests that the quality of the sound and video of Facebook reels is considered good by a large proportion of respondents. However, it is important to consider limitations such as the relatively small sample size and potential biases in the participant pool. According to this the hypothesis of the study was rejected and replaced by an alternative one that states " Facebook Reels has an effective role in EFL pronunciation".

In addition to that, it is considered beneficial for most of the respondents. The majority of the respondents believe that it allows them to listen to natural English speech, helps them learn new vocabulary and phrases, and exposes them to different accents and dialects of English. However, a minority of the respondents raise concerns that it may be distracting, time-consuming, and may promote incorrect or unnatural pronunciation. Finally, the vast majority of the respondents believe that using Facebook reels as a pre-lesson activity is more engaging and fun compared to traditional pre-lesson activities. The results can be summarised as follows:

1. High level of engagement: The majority of respondents reported that using Facebook reels as a pre-lesson activity was more engaging and fun compared to traditional pronunciation practice methods. This suggests that using social media, such as Facebook reels, can be an effective way to motivate EFL learners to practice their English pronunciation skills. The results of this aspect are the same of Felicia Adrienne and Nugroho Artadi Pujowidianto (2022)

Adella Rizki Amalia( 2022).

2. Improved pronunciation: A large proportion of respondents reported that using Facebook reels as a pre-lesson activity was helpful in improving their English pronunciation skills. This suggests that Facebook reels, as a pre-lesson activity, can be an effective tool for helping EFL learners to acquire accurate and confident pronunciation. It is valuable to mention that Adella Rizki Amalia( 2022) found a parallel result to the current study in pronunciation aspect.

3. Useful content: The majority of respondents found the content of Facebook reels to be highly useful for practicing English pronunciation. This suggests that Facebook reels can be an effective way to deliver relevant and engaging content that focuses on improving specific English language skills, including pronunciation.

4. Increased motivation: A high percentage of respondents reported that they were motivated to continue using Facebook reels as a pre-lesson activity for improving their English pronunciation. This suggests that using Facebook reels as a pre-lesson activity can help to sustain EFL learners' motivation and interest in English language learning.

5. Positive attitude towards using Facebook as a learning platform: The majority of respondents showed a positive attitude towards using Facebook as a platform for language learning and practicing English pronunciation. This indicates that using social media platforms, such as Facebook, can be an effective way to create an environment that promotes active and meaningful language learning

### 3.8 Recommendations and Suggestions

According to the results, the researcher recommends English Language instructors and teachers to use Facebook reels as a pre-lesson activity with focusing on the following points:

(A) Provide clear instructions and guidelines for using the reels.

(B) Include more diverse and authentic examples of English pronunciation.

(C) Allow for more interactive and collaborative activities with peers and teachers.

(D) Offer more personalized feedback and assessment options.

Here are some suggestions for further studie:

1. Investigate the impact of Facebook Reels on other aspects of English language skills, such as vocabulary acquisition, grammar, and fluency.
2. Compare the effectiveness of Facebook Reels with other social media platforms and technologies, such as Instagram Reels, TikTok, and podcasting.
3. Examine the role of teacher support and feedback in using Facebook Reels as a pre-lesson activity for improving EFL learners' pronunciation skills.
4. Explore the potential of using Facebook Reels in a blended learning environment, integrating it with other teaching and learning methods to create a comprehensive learning experience.
5. Investigate the use of Facebook Reels with different age groups of EFL learners, such as children, teenagers, and adults, to understand if there are any differences in its effectiveness across these groups.
6. Explore the impact of using Facebook Reels as a pre-lesson activity on the attitudes and motivation of EFL learners towards learning English pronunciation and language learning in general.
7. Compare the use of Facebook Reels with more traditional teaching methods, such as textbooks and audio recordings, to evaluate its effectiveness and potential challenges.
8. Conduct a longitudinal study to examine the long-term effects of using Facebook Reels as a pre-lesson activity on EFL learners' English pronunciation, motivation, and confidence.

These suggestions could contribute to a more comprehensive understanding of the potential of social media platforms, such as Facebook Reels, in EFL pronunciation instruction, providing insights for teachers and researchers to improve the effectiveness of teaching practice.

## References

- Alduaiji, N. S. (2017). Iraqi EFL learners' pronunciation problems and the relevant phonological rules: A case study. *International Journal of English Linguistics*, 7(2), 44-54.
- Al-Hinai, W. (2021). Using social networking sites as an innovative platform to encourage EFL students' pronunciation skills. *Arab World English Journal*, 12(2), 281-296.
- Amalia, A ( 2022). Students' perception of the use of Instagram Reels to stimulate students' motivation in speaking English. *Journal of English Language and Literature Teaching*) Vol. 7, No. 2 November 2022 P.ISSN : 2548-7728 E.ISSN : 2599-0373
- British Council,(2019). Pre-teaching. ? Online. retrived on 21-4-2023 from: <https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/n-p/pre-teaching>
- Facebook, (2023). What is Fcebok Reels? ? Online. retrived on 18-4-2023 from Facebook Help Center.
- Felicia A. and Nugroho A. (2022) The use of instgram reels in teaching Bahasa Indonesia. *Foreign Language Education in the 21st Century: Review, Re-conceptualise and Re-align* (pp: 34-51)
- Femi, B (2003) “L’utilisation de la video dans l’enseignement du français langue étrangère” In *Journal of the InterColleges Association of French teachers in Nigeria* 5 (1), 183 (personal translation).
- Lee, L. (2020). Using TikTok and Instagram Reels to enhance students' English pronunciation learning. *Journal of Educational Technology Development and Exchange*, 13(1), 1-14.
- Myers, D. (2018). The effects of social media on pronunciation and speaking skills of non-native English-speaking students. *Journal of International Students*, 8(2), 1053-1067.
- Putri, N. H., & Yulia, S. (2020). Using social media platforms to develop English pronunciation skills. *Proceedings of the 4th English Education International Conference 2020*, 779-794.
- Reiser, R. A. (2002). A history of instructional design and technology. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (pp. 26–53). Upper Saddle River: Merrill Prentice Hall
- Saito, K. (2019). Social media and L2 pronunciation training: Teachers' and learners' perspectives. In M. Fernández-Agüero, C. Barfield, & M. J. L.

García (Eds.), The Routledge Handbook of Teaching English to Young Learners (pp. 389-403). Routledge.

Seferoğlu, G., & Çelik, S. (2021). The effectiveness of using Instagram Reels as a pre-lesson tool on EFL learners' speaking performance. Journal of Language and Linguistic Studies, 17(2), 697-715.

Shrouders ,O.( 2022) What is Pre Teaching? Online. retrived on 21-4-2023 from:

<https://bedrocklearning.org/literacy-blogs/what-is-preteaching/>

Wang, S., & Kuo, Y. (2021). Exploring the effects of using Instagram Reels as a pre-lesson activity for EFL writing instruction. Journal of English for Academic Purposes, 54, 1-13.

### Appendix 1

#### The questionnaire and the respondents' percentage:

No.	Items	Yes	No
1.	I have Facebook account	100%	0%
<b>Pronunciation aspect</b>			
2.	I use Facebook reels to practice pronunciation in English	69%	31%
3.	The quality of the sound and video of Facebook reels for practicing pronunciation in English is pretty good	76%	24%
4.	Do you think that using Facebook reels as a pre-lesson activity can help you improve your English pronunciation?	82%	18%
5.	I recommend using Facebook reels as a pre-lesson activity	77%	23%
<b>Proficiency Aspect</b>			
6.	allows me to listen to natural English speech	91%	9%
7.	helps me learn new vocabulary and phrases	89%	11%

8.	exposes me to different accents and dialects of English	90%	10%
9.	may promote incorrect or unnatural pronunciation	46%	54%
<b>Engagement Aspect: Using Facebook reels as a pre-lesson activity</b>			
10.	Is more engaging and fun than the traditional pre-lesson activities.	87%	23%
11.	May be time-consuming	38%	62%
12.	may be distracting	26%	74%
<b>Motivation Aspect</b>			
13.	I'm motivated to continue using Facebook reels as a pre-lesson activity for improving my English pronunciation	85%	15%

### Appendix 2 List of the Validation Jury Members

Specialist name	Field of specialization	Place of work
Prof. Abduljabar A. Darwesh	Methods of Teaching	College of Basic Education
Inst. Angham T, Salih	Methods of Teaching	College of Basic Education
Asst. Inst. Muna D. Muhammed	Linguistics	College of Basic Education
Inst. Nada A. Altinchi	Linguistics	College of Basic Education

دور استخدام بكرات الفيس بوك الفديوية كنشاط تمهيدي للدرس في مهارة النطق  
لمتعلمي اللغة الإنجليزية كلغة أجنبية  
م.م. هيام عبد الأمير كاظم راضي

[hieamalmusilmawy@uomustansiryah.edu.iq](mailto:hieamalmusilmawy@uomustansiryah.edu.iq)

#### مستخلص البحث:

تهدف هذه الدراسة إلى استكشاف الآثار المحتملة لإستخدام الفيديوهات القصيرة المتسلسلة من منصة فيس بوك كنشاط قبل الدرس على مهارة النطق لمتعلمي اللغة الإنجليزية كلغة أجنبية، على وجه التحديد ، يسعى هذا البحث إلى استكشاف كيفية تأثير تلك الفيديوهات على دوافع متعلمي اللغة الإنجليزية كلغة أجنبية، وتصوراتهم لتطوير مهارة النطق ، بالإضافة إلى تقييمهم الذاتي لمهارات النطق، يمكن أن تساعد نتائج هذه الدراسة في تصميم أنشطة ما قبل الدرس جاذبية وفاعلية لتعزيز مهارات النطق لدى متعلمي اللغة الإنجليزية كلغة أجنبية ، ويمكن أن توفر بوابة للبحث المستقبلي لمواصلة التحقيق في استخدام وسائل التواصل الاجتماعي في تعلم اللغة. تبنى الباحث المنهج الوصفي لتحقيق هدف البحث و اختار عينة متمثلة بـ 50 طالبا من طلبة المرحلة الرابعة في قسم اللغة الانجليزية / كلية التربية الأساسية / الدراسة الصباحية للعام الدراسي 2023/2022 بواقع 25 ذكراً و 25 أثنى لجمع بيانات كمية حول متغير البحث ذلك من خلال توزيع استبيان رقمي بواسطة جوجل مستندات، تضمن الاستبيان 13 فقرة مقسمة الى اربعة تبويبات: التلطف، الكفاءة، المشاركة الفاعلة، و الدافعية نحو استخدام البكرات الفديوية التابعة لفيس بوك كنشاط ما قبل الدرس. أظهرت النتائج بأن لأستخدام بكرات فيس بوك الفديوية المتسلسلة أثراً إيجابياً على متعلمي اللغة الانجليزية كلغة أجنبية من الجوانب الاربعة : التلطف، الكفاءة، المشاركة الفاعلة، و الدافعية حيث شعر غالبية المستجيبين بالحافز لمواصلة استخدامه لتحسين مهاراتهم.

**الكلمات المفتاحية:** مهارة النطق، الفيديوهات القصيرة المتسلسلة، فيس بوك، نشاط ما قبل الدرس.