

Exploring Iraqi EFL Students' Perceptions of Using Reels in Enhancing English Pronunciation Skills

Lateef Ahmed Mohammed Khaleefa

Department of English, College of Education for Women,

University of Mosul, Mosul, Iraq

latif.khaleefa@uomosul.edu.iq

Orcid ID. 0009-0002-6208-2198

البحث في آراء الطلبة العراقيين الدارسين للغة الانكليزية بوصفها لغة اجنبية حول توظيف مقاطع الفيديو القصيرة في تعزيز

مهارات التلفظ باللغة الانكليزية

لطيف احمد محمد خليفة

قسم اللغة الانكليزية / جامعة الموصل / الموصل / العراق

Abstract

The current study examined how Reels-based applications in social media help learners enhance their English pronunciation proficiency. It concentrated on what learners perceive about these Reels and what kind of challenges they might face when utilizing these tools in learning English pronunciation. Accordingly, the study adopted a qualitative research method, which involved surveys and semi-structured interviews with 30 Iraqi EFL students from the Department of English/ College of Education for Women. University of Mosul. The findings illustrated that the participants had positive views of using Reels-based approach for developing their pronunciation proficiency. The participants said these Reels helped them promote their phonetic abilities, boost their self-confidence, and have a more interactive learning experience in English. The study also showed several challenges learners encounter, such as technical issues and problems with speech recognition. However, the study found out that Reels offered significant potential for enhancing pronunciation skills, boosting vocabulary learning, and encouraging cultural knowledge. It focused on the need to integrate modern digital tools into language instruction. It proposed that using these tools effectively could overcome challenges, improve the learning experience for EFL learners

Keywords: Reels, EFL, Iraqi Students, English Language Learning, English Pronunciation

المخلص

تهدف هذه الدراسة كيفية مساهمة مقاطع الفيديو القصيرة على وسائل التواصل الاجتماعي في تحسين مهارات النطق باللغة الانكليزية لدى المتعلمين. وقد ركزت على آراء الطلاب والتحديات المتنوعة التي يواجهونها عند استخدام هذه الأدوات في تعلم التلفظ باللغة الانكليزية. اعتمدت الدراسة منهجية بحثية نوعية تضمنت استبيانات ومقابلات شبه منظمة مع ٣٠ طالبة عراقية يدرسن الانكليزية كلغة أجنبية في قسم اللغة الانكليزية بكلية التربية للبنات بجامعة الموصل. أظهرت النتائج أن معظم المشاركات لديهن وجهة نظر إيجابية تجاه مقاطع الفيديو القصيرة على وسائل التواصل الاجتماعي ودورها في تعزيز مهارات النطق. حيث اعربن العديد من الطالبات بأن هذه المقاطع الفيديوية القصيرة ساعدتهن في تطوير قدرتهن الصوتية وزيادة ثقتهن بأنفسهن، مما أتاح لهن تجربة تعلم أكثر تفاعلاً في اللغة الانكليزية. كما أشارت الدراسة إلى عدة عقبات حسب وجهات نظر بعض الطالبات، مثل المشكلات التقنية، وصعوبات التعرف على الكلام. ومع ذلك، وجدت الدراسة أن هذه المقاطع تقدم إمكانيات كبيرة لتحسين مهارات النطق، والمساعدة في تعلم المفردات، وتعزيز التبادل الثقافي. كما تؤكد على أهمية دمج الأدوات الرقمية الحديثة في تعليم اللغات، وتقترح أن الاستخدام الفعال لهذه الأدوات يمكن أن يساعد في التغلب على التحديات، مما يعزز تجربة التعلم لطلاب اللغة الانكليزية كلغة أجنبية.

Introduction

Pronunciation plays a significant role in language learning since it serves as the core for effective communication. When EFL and ESL learners master English pronunciation, they enhance their ability to engage with native speakers effectively and they can boost their confidence. Moreover, accurate pronunciation not only helps in conveying meaning but also distinguishing between similar-sounding words, particularly English vowels, which is essential for avoiding misunderstanding. Additionally, good pronunciation can positively impact on the listener's perception of the speaker's language proficiency, facilitating better interactions and boosting a more immersive learning experience. So, focusing on pronunciation is crucial for EFL learners who like to master English (Srakaew, 2021, p. 11; Zhao, 2024, p. 127)Caleffi (2023, pp. 193-195) mentions that effective pronunciation is a crucial element of language learning, greatly affecting students' ability to communicate clearly and their overall proficiency in the language. Mastery of pronunciation increases learners' understandability in genuine real-world contexts. However, conventional pronunciation teaching methods often rooted in audiolingualism and the intuitive-imitative approach—focus on repetition, drilling, and teacher-led modeling to develop accurate sound production often struggle to provide individualized feedback and customized practice options, highlighting the need for innovative approaches specifically that are based on technology such as digital platforms and process automation, by which using artificial intelligence tools for supply chain forecasting.Regarding education and technology, technology is taking over many spheres of human life, including language pedagogy. The technical advancement of Internet specifically social media platforms open doors for further educational opportunities that have not existed in the past. Hence, using of tools of social media for promoting English language learning and teaching has improved educational practices. These developed technologies support personalized learning experiences; they allow learners to develop at their own pace and progress their studies to meet individual needs (Samya and A'Seeb, 2024, p. 2; Alvarado and Andrade, 2025, pp. 2-3).According to Saputra and Rasyid (2024, p.1782), the era of digital development has transformed language learning and teaching, with social media-based platforms which considered as engaging, accessible and interactive resources for acquiring and mastering new languages worldwide. Many social media-based platforms can support instant feedback on different aspect of language such as pronunciation, grammar, and vocabulary usage, which facilitate direct and immediate corrections and enhances language learning. Additionally, some tools can generate engaging and beneficial content, such as interactive drills and adaptive quizzes, that keep learners motivated and engaged in their studies. Moreover, tools of social media provide EFL or ESL learners with tailored and engaged feedback and targeted practice opportunities, which allow the learners to effectively solve specific pronunciation problems. Also, social media-based Reels provide learners with greater flexibility and convenience through practicing pronunciation, enabling them to utilize these materials easily and independently, regardless where they are or what time it is. This increased accessibility has broadened the reach of pronunciation instruction, allowing a more diverse group of learners in various educational environments to benefit from it (Butarbutar et al, 2020, pp. 390-1; Getman et al., 2023, pp. 1-2).

Previous Studies

As for the previous studies, recent studies indicate that social media can have a beneficial impact on different aspects of learning English.Juma (2021) investigated the viability and appropriateness of using specific dynamic or animated graphs and YouTube videos to teach English pronunciation to Arabic-speaking EFL students from Iraq. In 2018 and 2019, this study was carried out at Al-Iraqia University's College of Education for Women. 44 students participated in the study after completing a three-month articulatory phonetics course. An experimental design of two groups was adopted to collect data. The study concluded proved that using You Tubes are effective in learning English pronunciation. Krisdianata and Ena (2022) examined vocational high school students' perceptions of speaking by utilizing Instagram vlogs in English classes. Three open-ended questions were included to gather more insights into students' views on acquiring English speaking skills via Instagram vlogs. The views of thirty-two students on the use of Instagram vlogs for enhancing English speaking skills were examined. The findings showed that Instagram vlogging assisted students in enhancing their English skills, boosting their vocabulary, and expanding their understanding.Ninsiana and Pakaya (2024) investigated captivating media, including Instagram Reels. A total of 38 eleventh-grade students from the State Vocational High School 3 Metro Lampung took part in the study. When utilized in the learning process, Instagram Reels created a more vibrant, interesting, and interactive learning atmosphere that encouraged students to be enthusiastic and involved in developing their English speaking abilities. Students had a favorable view of

utilizing Instagram Reels in language learning. Benghalem & Kamińska (2025) explored the use of Instagram Reels by EFL students to improve skills, specifically highlighting the practice of pronunciation through the imitation of speech patterns and the observation of mouth movements and facial expressions for accurate pronunciation. The study included (143) students from various classes of EFL programs in the University of Ain Temouchent in Algeria. Both quantitative and qualitative data were collected. An online questionnaire included nine questions structured as (six closed-ended and three open-ended) was distributed by Google Forms. The research showed in the conclusion that Reels of Instagram were useful in enhancing EFL learners' competence in English pronunciation. Another study conducted by Chaerunnissa et al. (2025) illustrated that short-form video content about specific topics on social media could help as additional motivational materials for learning informal accent. The study collected data based on semi-structured interviews. The data were gathered via online interviews, and systematic observations were used as another collection tool. According to this study, it was found out that short videos motivated and encouraged learners to study pronunciation aspects appropriately. Ristianti et al. (2025) examined the effect Reels to improve speaking fluency on learners. This study involved (25) seventh-grade students from a private school in Bandung, West Java, Indonesia. The Data were gathered using more than one tool such observations, questionnaires, and interviews. This qualitative study found out that the use of Reels in the speaking project led to improvements in the students' speaking abilities. Additionally, it boosted their self-confidence and social skills. Cadatty et al. (2025) investigated how students' views of social media and their motivation to learn affect English language acquisition. A quantitative survey approach was utilized, engaging 100 eighth-grade students from SMPN 10 Kota Serang. Data were gathered using a questionnaire with 30 items concerning the three primary variables: students' views on social media, motivation to learn, and English language acquisition. The study concluded that social media tools affected passively on students' skill in English pronunciation. Accordingly, the current study shares a similar goal as afore-mentioned previous studies which emphasized the importance of utilizing social media Reels to enhance learners' proficiency in English. However, earlier studies did not adopt the same Reels of "English.plus.ar", and did not include participants as Iraqi EFL learners at the university of Mosul. Moreover, this exploratory study addresses these gaps by investigating how Reels created by <https://www.english.plus.ar>. The study titled "Exploring Iraqi EFL Students' Perceptions of Using Social media Reels to Enhance English Pronunciation Skills at the University Level" aims to assess how social media platforms, particularly video Reels, can enhance the English pronunciation skills of first-year Iraqi EFL students in the Department of English, College of Education for Women, University of Mosul. By integrating these innovative technological resources into the pronunciation syllabus, the researcher pursues to explore the effectiveness of these Reels learners' proficiency in English pronunciation.

Challenges in teaching and learning pronunciation

Based on their research, Almalki and Algethami (2022, p. 4) note that learners often encounter significant obstacles when working on their pronunciation. One primary challenge is the influence of their native language, which can make mastering English pronunciation more difficult. Furthermore, the limited opportunities to engage with native English native speakers impede their ability to promote accurate and proper pronunciation; so, they have less exposure to authentic language use. Butarbutar (2020, p. 391) hinted that classroom time constraints further hinder instructors from offering personalized and constructive feedback for each student, which leads to reduced motivation for practicing pronunciation independently. Therefore, the lack of regular practice makes it more challenging for learners to practice fluency and accuracy in spoken English. Instructors' feedback methods are often insufficient since they tend to support imitation rather than directly correcting mistakes, which does not appropriately assist learners boost and develop their pronunciation. So, it is essential to investigate teaching methods that provide more thorough feedback. Instructors, researchers, and curricula designers are seeking new ways to strengthen learners' language skills either in grammar, vocabulary, or pronunciation. Traditional classroom strategies have shown limited success in enhancing language skills, but integrating technology — particularly AI-based tools — could provide effective solutions. Finally, utilizing advanced resources such AI-powered pronunciation applications may significantly promote learners' skill and improve their language learning experiences.

Aims of the Study

This study aims at:

1. Exploring the effect of social media Reels on Iraqi EFL first-year learners' proficiency in English pronunciation .

2. Checking the learners' perceptions and attitudes toward the feasibility of these Reels in pronunciation lessons.
3. Identifying the challenges and obstacles that learners may face by integrating Reels-based technology to personalized pronunciation learning.

Research Questions

The following research questions guide this research to reach the main aims of the study:

1. To what extent do social media Reels affect Iraqi EFL learners' proficiency in pronunciation?
2. To what extent do these learners perceive and utilize these Reels to develop those university freshmen's English pronunciation?
3. What challenges and obstacles might learners face when applying integrated technology to pronunciation instruction?

Hypotheses

It was hypothesized that:

1. Utilizing social media Reels will positively affect Iraqi EFL freshmen's competence in English pronunciation.
2. These learners will face challenges and obstacles when putting these Reels into practice as part of their personalized pronunciation learning.

Statement of the Problem

Despite the growing integration of social media Reels in educational contexts, particularly in language learning, there remains a significant gap in understanding their specific effects on Iraq EFL learners at the university level in Iraq. The increase in the use of social media-based resources, such as Reels, present an opportunity to enhance language proficiency, yet putting such technology into practice still very limited. By examining intersection of language learning and technology, the study seeks to contribute valuable insights into the effectiveness of technology-based learning resources on learners' language skills.

Methodology

Respondents

The participants of this study were 30 Iraqi EFL freshmen from the Department of English, College of Education for Women, University of Mosul. All the participants are females and their age average was from 19 and 22 years old. Those learners were enrolled for the academic year 2025-2026.

Data Collection

In the process of data collection, two tools were adopted: closed-ended survey and semi-structured interviews were conducted. Both instruments were designed to measure the feasibility of social media-based applications in English pronunciation lessons. Moreover, these two instruments aimed to measure the learners' perceptions and attitudes about integrating Reels into pronunciation instruction. The items of the closed-ended survey and semi-structured interview were structured to address the aims and research questions of this study.

The researcher prepared four scales-based survey: A. Participants' Demographics; B. Participants' Usage of Reels; C. Participants' Perceived Effectiveness; and D. Participants' Overall Experience on Reels application. A five-point Likert scale was used with options ranking from strongly agree (indicates a very positive perception); agree; neutral; to strongly disagree (indicates a very negative perception). To ensure reliable and accurate results, the researcher conducted another data collection instrument, which involved semi-structured interviews. The structure of semi-structured interviews consist of four main scales: A. General Introduction; B. Usage Experience; C. Perceived Effectiveness; D. Challenges and Limitations. These semi-structured interviews included more flexible opportunities to the participants to show their perceptions and experiences about adopting Reels in English pronunciation learning.

Reliability and Validity

Reliability and validity are essential concepts used in research methodology for assessing research quality and measurement instruments. Reliability confirms the consistency of the method used over time, whereas validity confirms the accuracy of the method. In this study, the internal consistency of the survey was evaluated by Cronbach's alpha, which returned a value of (0.85). Accordingly, this high value serves that the items in the survey reliably measure the same underlying concept, affirming the reliability of the tool. So, the use of Cronbach's alpha to evaluate reliability yielded a score of (0.85), which signifies strong reliability of the results. Besides, to ensure both face validity and content validity of the tools used in this study, the developed survey and semi-structured interviews were checked by a panel of four Iraqi applied linguists. They verified the content of the survey and the appropriateness of included items. The panel proposed some modification to

enhance the construction and content of survey and semi-structured interview to cope with the objective s of the study.

Research Procedure

The following procedures were administered to obtain accurate and reliable results; this was done by the following steps:

1. **Downloading Ten Reels:** Ten Reels generated by <https://www.english.plus.ar> were downloaded. These Reels are specific educational tools designed for ESL and EFL learners. They consist of extracts from various speeches delivered by graduates, instructors, politicians, actors, scientists, and others with authentic success stories Those were invited to share their insights on specific topics related to their experiences. The Reels were downloaded as JPG files to provide the participants with English transcripts, and as MP4 video files to support engagement and interaction with the audio-visual context.
2. **Preparing and Organizing Materials:** Ready-made screenplays and transcripts of the Reels, containing approximately 1,250 English words, were prepared and distributed to the participants. This enabled them to listen and practice over a period of four weeks, with three lectures per week.
3. **Delivering Experimental Lectures:** In each lecture, the researcher played the audio of the Reels twice using audio-visual aids, such as a data projector. Afterward, the participants were asked to read the transcripts three times. Following this, an open, interactive discussion activity began to engage learners and encourage their practice of English.
4. **Collecting Feedback:** After four weeks, the researcher distributed open-ended surveys to the participants. A focus group and face-to-face interviews were then conducted with all participants to evaluate the effectiveness of the experimental lectures in enhancing their pronunciation skills, as well as to gather their feedback on the overall experience.
5. **Analyzing the Data:** Finally, the researcher collected the data for analysis to assess how well the results aligned with the study hypotheses and to answer the research questions. This process ultimately led to findings, conclusions, and recommendations.

The following represents the adopted material of the present study:

<https://www.facebook.com/english.plus.ar>

1. <https://www.facebook.com/reel/2060661644766528>
2. <https://www.facebook.com/reel/1224812562886893>
3. <https://www.facebook.com/reel/699210183002370>
4. <https://www.facebook.com/reel/1165292005731572>
5. <https://www.facebook.com/reel/815740081424497>
6. <https://www.facebook.com/reel/1521850535924886>
7. <https://www.facebook.com/reel/821287933590752>
8. <https://www.facebook.com/reel/817426824097390>
9. <https://www.facebook.com/reel/1293106159280789>
10. <https://www.facebook.com/reel/1441724877522141>

Results

This section dealt with the results of the survey and interviews of the experiment of the study.

Results of the survey

The survey aims at investigating the participants' perceptions of using Reels to develop their English pronunciation competence. The scale (A) shows the majority of the participants' age is (19) years old and they speak Arabic as a mother language. See Table (1) below.

Table 1 Scale A: Participants' Demographics

Items of Scale A: Demographics	Response Options		
1. Please indicate your age.	19	20	21
2. How many languages do you speak?	Arabic	Kurdish	Turkish

The scale (B) showed the participants' responses of using the social media-based Reels in English learning. In general, they predominantly showed positive views and perceptions about the effect of these Reels on their English language pronunciation proficiency. The item (3) revealed that approximately, 90% of the participants

agreed that these short videos significantly were beneficial. The same percentage was scored by the item (4) when they agreed that these Reels contributed positively to their English language learning. See Table (2) below.

Table 2Scale B: Participants' Usage of social media-based Reels of "English.plus.ar"

Items of Scale B: Usage of "English.plus.ar Reels"	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. I utilize Reels of "English.plus.ar " through studying English.	40%	50%	10%	0%	0%
4. The features of Reels contribute positively to my English language learning.	55%	35%	10%	0%	0%

Moreover, the scale (C) tackled the perceived impact on the participants' pronunciation proficiency. In Table (3) below, 95% of the learners' responses of the item (5) illustrated that the learners noticed an increase in their confidence while practicing English pronunciation. Moreover, the item (6) showed a significant 85% of participants believed that Reels enhanced their pronunciation proficiency in the English simple and complex words; and in the item (7), 80% considered the feedback provided by these Reels application is effective for promoting pronunciation in connected speech.

Table 3Scale C: Perceived Effectiveness on the Participants' Pronunciation Skill

Items of Scale C: Perceived Effectiveness	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. After using these Reels , I have noticed an increase in my confidence regarding English pronunciation.	25%	70%	5%	0%	0%
6. I think that these Reels improved proficiency in pronouncing the English simple and complex words.	60%	25%	15%	0%	0%
7. The feedback provided by these Reels application is effective in enhancing my pronunciation skills in connected speech.	70%	10%	10%	5%	0%

Additionally, the scale (D) addressed the learners' overall experience on Reels of "English.plus.ar". As presented in Table 4 below, the item (8) expressed that 55% of the participants faced some challenges while adopting these Reels. As for the statement (9), 70% found that the feedback provided by Reels was clear and actionable. Regarding the items (10) and (11), approximately 90% of the learners expressed their positive perceptions when they felt satisfied with adopting the Reels for pronunciation improvement and would recommend them to fellow English learners. See Table (4) below.

Table 4Scale D: Participants' Overall Experience on Reels

Items of Section D: Overall Experience	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. I have faced challenges while utilizing these Reels.	15%	40%	25%	20%	0%
9. I have found that the feedback provided by Reels was clear and actionable.	50%	20%	15%	15%	0%
10. I am generally satisfied with my overall experience through adopting the Reels for pronunciation improvement.	50%	40%	5%	0%	0%

Results of Semi-structured Interviews

According to the semi-structured interviews conducted by the researcher, the below responses presented by the participants illustrated that they had different experiences and faced various challenges before and after using the Reels. Their perceptions reflect their views and opinions about implementing Reels-based method to improve learners' English pronunciation skills.

Scale A: General Introduction

1.Can you describe your experience with learning English using these Reels ?

Generally, the majority of the participants regarded that putting Reels into practice in pronunciation classes is an interactive and engaging approach in language teaching; and believed that audiovisual aids could make studying more interesting and effective. In addition, most of them were interested in this way since they got new beneficial themes from these reels that reflected in their real life.

2.What encouraged and motivated you to continue using these Reels in enhancing pronunciation skills?

The participants said that they showed a strong desire to enhance their English pronunciation proficiency, particularly after recognizing their challenges in pronunciation skills and they were motivated to speaking fluently and confidently. Furthermore, some stated they were motivated to adopt innovative technologies like AI tools, Reels, etc., and eager to see how they can improve their learning experience specifically in English pronunciation. Others mentioned that Reels can be a new method for them as a more interactive and interesting way to practice pronunciation, which attracted them to interact with English effectively. Other significant perceptions assured that that providing quick feedback on pronunciation was essential , and regarding as a key motivator, allowing EFL learners to address mistakes and improve their skills in real time.

Scale B: Usage Experience

3.Which do you think Reels are beneficial for developing your pronunciation?

The participants illustrated that they viewed the features of the Reels application as an effective tool for improving their pronunciation proficiency. Many participants expressed that these interactive Reels, which help them practice many essential sounds contextually. They said that the essential feature of Reels was the immediate feedback on English pronunciation, noting that these short videos allowed them to quickly not only learn new vocabulary and basic grammar but to detect and correct errors in real time. Furthermore, a number of participants also showed their desire for these tools that improved their pronunciation by visualizing how utterances are produced contextually.

Scale D: Perceived Effectiveness

4.In what ways do you believe these Reels has impacted your pronunciation proficiency?

Basically, several learners mentioned that they saw a noticeable improvement in their pronunciation accuracy. These Reels helped them understand how to produce sounds correctly, particularly with certain challenging sounds either in consonants or vowels. Many participants stated that their listening and speaking skills improved, as they found it easier to recognize the contextual meaning of words and phrases when they produced in the connected speech. This improvement was achieved through preparing and presenting for a presentation about these Reels and through taking notes when they were listening to theses Reels. In addition, the participants showed their interest in this way of learning pronunciation is beneficial because they interacted with shared famous persons' personal stories; consequently, the participants could benefit from these experiences in their real time.

5.How has your confidence in speaking English changed since you started using the Reels?

Many learners indicated that their overall confidence in listening authentic material in English and speaking has significantly increased since they began using these short videos. They feel more assured in their ability to communicate effectively. Moreover, some expressed their perceptions by saying they were more willing to participate in class discussions or activities after using these short Reels. For instance, they could deliver presentations and participated in open discussions due to their pronunciation practice with the Reels. Finally, many learners concluded that their enhanced confidence was not just limited to pronunciation skills; they felt an overall improvement in their English language skills, leading to a more positive self-image as English speakers.

6.How useful do you find the feedback provided by these Reels ? Do you think it helps you correct your pronunciation errors effectively?

Many participants expressed that they found the feedback provided by putting these Reels into practice and imitating them by class activity after ending the experiment was **extremely useful** since it directly addressed their pronunciation errors and helped them understand their mistakes. Responses also emphasized that the

feedback was **clear and constructive**, through providing specific areas to focus on, such as particular sounds that needed improvement. Some mentioned that the combination of visual and audio feedback enhanced their understanding of real connected-speech. Additionally, others mentioned that the ability to track the speakers' utterances and their progress through feedback kept them motivated. Seeing improvement over time enhanced their belief that they were making real changes. Finally, many concluded that the feedback provided by these short videos not only aided in correcting errors but also contributed significantly to their overall language development, ultimately making their practice sessions more effective.

Scale E: Challenges and Limitations

7. Have you faced any challenges and difficulties while using the Reels?

Some participants perceived that they were unmotivated and frustrated about a kind of vocabulary that was too long, unfamiliar, and hard to pronounce. However, they tried to cope with this issue by using auxiliary resources, such as online dictionaries or AI-based language tools, to enhance their understanding and comprehending. Furthermore, some participants viewed that one of the challenges was the anxiety of practicing speaking loudly, particularly in the feedback activity in front of the class. However, they managed it and overcame this issue by practicing more and more in a private setting until they felt more comfortable and relaxed. In addition, few participants expressed that there were some technical difficulties, such as downloading the Reels, printing the transcript of these videos, and facing internet connection problems, which affected negatively on tracking and listening the Reels effectively.

Discussion

Based on the results of the survey and semi-structured interviews and significant contributions provided by the participants, the research questions were answered and hypotheses testified below.

Research Questions

1. To what extent do social media Reels affect Iraqi EFL learners' proficiency in pronunciation?

As a whole, the majority of Iraqi EFL freshmen viewed that the audiovisual nature of these short videos (i.e. Reels) made the practical pronunciation classes more useful and motivating since they were connected to everyday language and natural-life experiences. Consequently, the learners became more motivated and goal-oriented to speak more clearly and confidently.

2. To what extent do these learners perceive and utilize these Reels to develop those university freshmen's English pronunciation? The participants perceived that Reels helped them detect, understand, and correct errors in real time due to their visual and audio features. They mentioned that they got remarkable gains in the accuracy of pronunciation and listening and speaking improvement, this was because of the feature of immediate and constructive feedback. Besides, it is significant to say that there was greater ability for recognizing and identifying contextual meanings of words and phrases in real connected speech. Some participants showed increased classroom participation after practicing these Reels via delivering presentations and engaging in pair or group discussions, with great self-confidence and more positive self-image.

3. What challenges and obstacles might learners face when applying integrated technology to pronunciation instruction? Although the majority of Iraqi EFL freshmen showed their positive perceptions, there were some challenges expressed. Some mentioned that unfamiliar long and complex vocabulary were noted in these Reels, which impeded their accurate pronunciation and caused anxiety when speaking during feedback. Additionally, there were technical or internet issues such as internet accessing, Reels downloading, transcripts printing, and Reels tracking.

Hypotheses

1. Utilizing social media Reels will positively affect Iraqi EFL freshmen's competence in English pronunciation. Since the participants showed positive perceptions about the use of Reels which affected positively on their pronunciation skills, the first hypothesis above was accepted. The learners viewed that short videos can boost their pronunciation, enhance their self-confidence, and develop their vocabulary in English.

2. These learners will face challenges and obstacles when putting these Reels into practice as part of their personalized pronunciation learning. Because of some challenges and obstacles viewed by the participants through putting these Reels into practice in pronunciation classes, the second hypothesis above was accepted. The majority of learners got some challenges through adopting these Reels such as technical issues and difficulties in tracking the speakers' talks. Overall, these findings illustrated in the sections of research questions and hypotheses indicated that language instruction based on Reels support pronunciation development by boosting learner engagement and interaction, providing contextualized practice of language, offering immediate

error correction, and presenting authentic language input. It is worth mentioning that findings of the current study were in agreement with those of Juma (2021), Krisdianata and Ena (2022), Benghalem & Kamińska (2025), Chaerunnissa et al. (2025), and Cadatty et al. (2025).

Conclusion

This current study examined the effect of Reels on EFL learners' English pronunciation skills. Generally speaking, Reels can play an important role in developing English pronunciation at the university level since the findings of this study showed that Reels-based pronunciation practice regarded as an effective, interactive, and engaging method in language learning, based on the participants' views and perceptions. So, it is recommended for instructors and syllabus designers to consider integrating Reels-based activities into EFL curricula and syllabi and providing adequate scaffolding to cope with the identified challenges. Finally, future research should examine the long-term impact of Reels through various proficiency levels and educational settings.

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