
RESEARCH ARTICLE

Effectiveness of Facebook Reels in Developing Viewing Skills of English Language Students at a Philippine State University

Roxan Marie D. Dugho¹, Gideon S. Sumayo²

¹Undergraduate Student, Secondary Education Department, University of Southern Mindanao-PALMA Cluster Campuses, Philippines

²Faculty, Secondary Education Department, University of Southern Mindanao-PALMA Cluster Campuses, Philippines

Corresponding Author: Gideon S. Sumayo, **E-mail:** gideonsumayo@usm.edu.ph

ABSTRACT

Despite the growing use of social media in education, there is limited research on the effectiveness of Facebook Reels in enhancing the viewing skills of English language students. The study aimed to determine the effectiveness of Facebook Reels in developing the viewing skills of students. One of the key challenges in teaching and learning viewing skills is that students often lack the necessary skills to interpret visual information effectively, as well as the digital literacy skills to use digital media proficiently. Conducted at a Philippine State University in Libungan, North Cotabato, the research involved 155 English language students as respondents. Descriptive statistics were employed to show the effects of Facebook Reels on enhancing the viewing skills of the respondents. The study utilized adapted questionnaires based on David's (1986) Technology Acceptance Model (TAM) and Oxford. The findings revealed that the majority of the respondents occasionally view Facebook Reels. The students had a positive attitude towards using Facebook Reels, finding it to be a fun and valuable tool for learning that is also cost-effective and accessible anytime and anywhere. Additionally, the respondents reported gaining more knowledge and improving their viewing skills after watching the videos. The results indicated that the students' actual performance in using Facebook Reels was average, and notably, the actual performance was higher than the perceived effectiveness in developing their viewing skills. Based on the findings, Facebook Reels is an effective tool for enhancing viewing skills, particularly in understanding grammar lessons such as tenses, modals, and questions. University instructors may find Facebook Reels a valuable educational tool, particularly in teaching grammar.

KEYWORDS

Facebook Reels, English Language Students, Viewing Skills, Philippines

ARTICLE INFORMATION

ACCEPTED: 01 January 2025

PUBLISHED: 16 January 2025

DOI: 10.32996/jeltal.2025.7.1.4

1. Introduction

In recent years, the proliferation of short-form video platforms has significantly transformed the landscape of digital media consumption, with applications like Facebook Reels gaining substantial popularity (Ines et al., 2023; Kannan & Anuradha, 2024; Santra et al., 2024). Many individuals enjoy watching videos on social media using various gadgets because these platforms offer both entertainment and informative content (Kujur & Singh, 2020; Osharive, 2015; Regasa & Lemmi Ettisa, 2023). Among these, Facebook Reels has emerged as a particularly popular application for viewing short videos, making it a pertinent tool for educational purposes (Ines et al., 2023; Kannan & Anuradha, 2024; Saminathan, 2022; Santra et al., 2024).

Viewing skills—defined as the ability to interpret, analyze, and evaluate visual content—are essential for effective teaching and learning (Note, 2011; Raiyn, 2016; Welsh & Wright, 2010), especially in the context of English language education (Gabinete, 2017; Ortega-Dela Cruz, 2017). Effective viewing skills enable students to comprehend and derive meaning from visual and textual

information, thereby fostering their cognitive and linguistic competencies. However, research indicates that many students struggle with interpreting and analyzing visual content, which can hinder their learning effectiveness (Zhu & Lim, 2024). These challenges are further compounded by insufficient digital literacy, limiting students' ability to utilize digital media effectively in their learning processes (McGrew et al., 2018).

Several studies have underscored the importance of integrating video-based learning to enhance viewing skills. Gabinete (2017) explored English/Language Arts teachers' beliefs and practices in teaching viewing skills in secondary education in the Philippines, revealing that teachers' beliefs are influenced by their early education and access to technology. Cakir (2019) highlighted that videos provide realistic language inputs that create a positive learning environment by presenting real-life contexts, facilitating auditory and visual information acquisition. Similarly, Pratiwi (2011) and Saed et al. (2021) found that watching movies helps students organize their thoughts, make appropriate word choices, and apply proper writing mechanics, suggesting that platforms like YouTube can be effectively utilized in EFL classes to enhance language fluency.

Moreover, Wagner (2017) and Riswandi (2016) demonstrated that videos, including those on Facebook and YouTube, improve students' speaking abilities, pronunciation, fluency, grammar, and vocabulary. Galatsopoulou et al. (2022) noted that videos provide accessible and engaging educational content that fosters active participation and a collaborative learning environment. Yagci (2014) emphasized the accessibility of platforms like YouTube and Facebook, which offer unrestricted and cost-free educational resources. Additionally, Ali (2019) found that students enjoy educational videos and benefit from their use both inside and outside the classroom, while Yu & Gao (2022) reported that shorter videos in a flipped classroom setting lead to higher student engagement and satisfaction.

The effectiveness of videos in enhancing viewing skills has been extensively studied. Yu & Gao (2022) examined the impact of video length on a flipped English classroom, finding that shorter videos (under 5 minutes) were more effective in improving English proficiency, student satisfaction, and engagement compared to medium and long videos. Beatty et al. (2019) echoed these findings, emphasizing that the effectiveness of videos in a flipped classroom depends on factors such as video segmentation, length, and timing of viewing. Additionally, Mendoza et al. (2015) used survey questionnaires to measure the effectiveness of video presentations, concluding that videos are effective in motivating students, developing information literacy, and boosting creativity and unity among students.

Further research by D'Aquila et al. (2019) investigated whether instructor-generated videos improve student performance in accounting classes, revealing that video usage enhances student performance and is perceived as a helpful learning tool. Himat (2020) explored the impact of Facebook on learners' social lives, noting that students dedicate significant time to Facebook usage, which can be harnessed for educational purposes. Ellison et al. (2007) and Alhazmi & Rahman (2013) also reported substantial daily usage of Facebook among students, highlighting its potential as an educational platform. Brünner (2013) found that a majority of students preferred using videos to learn English, indicating a strong inclination towards video-based learning methods. Additionally, Strkalj et al. (2018) studied students' perceptions of short anatomy videos, discovering that while most students found videos beneficial, a minority were disengaged due to lack of motivation or unfamiliarity with available resources.

Despite the growing use of video platforms in education, there is a notable lack of empirical studies specifically examining the effectiveness of Facebook Reels in developing viewing skills among English language students. Facebook Reels, being a newly launched platform, offers unique features that facilitate educational content delivery (Karim, 2023), yet its potential remains underexplored in academic research. This gap is particularly relevant in the Philippine educational context, where integrating digital tools into language education can significantly enhance learning outcomes.

This study aims to evaluate the effectiveness of Facebook Reels in enhancing the viewing skills of English Language students at a Philippine State University in Libungan, North Cotabato. Specifically, it seeks to assess the extent to which students engage with Facebook Reels for educational purposes and to determine the perceived level of effectiveness of these short-form videos in developing their viewing skills. Additionally, the research intends to evaluate the overall usefulness of Facebook Reels in fostering these skills among students. Furthermore, the study will investigate whether there is a significant difference between the English language students' perceptions of the effectiveness of Facebook Reels and their actual viewing skills. By addressing these objectives, the quantitative study endeavors to provide comprehensive insights into integrating Facebook Reels as a pedagogical tool to enhance viewing competencies in English language education.

This research will definitely provide beneficial insights to university instructors by providing evidence-based strategies to incorporate Facebook Reels into their teaching-learning activities, thereby improving students' viewing skills. Additionally, students will learn how to leverage Facebook Reels for educational purposes, fostering greater engagement and critical thinking. Furthermore, future researchers can build upon this study to explore the effectiveness of other social media platforms in

educational settings. By pioneering the exploration of Facebook Reels in the Philippine educational context, this study lays the groundwork for further investigations into digital media's role in language learning.

2. Methodology

2.1 Research Design

This study employed a descriptive-comparative quantitative research design to investigate the effectiveness of Facebook Reels in developing the viewing skills of English Language students. The descriptive aspect of the design was utilized to examine the overall effectiveness of Facebook Reels on students' viewing skills. Concurrently, the comparative component aimed to determine the differences between students' perceptions of Facebook Reels' effectiveness and their actual performance outcomes related to viewing skills. A descriptive-comparative design is appropriate for describing differences among groups within a population without manipulating the independent variable (Cantrell, 2011).

2.2 Respondents

The respondents of this study comprised 155 Bachelor of Secondary Education (BSE) major in English students from first to fourth year at a Philippine State University in Libungan, North Cotabato. The selection was based on the study's focus on English language classes, ensuring respondents were directly engaged in activities where viewing skills are pertinent.

2.3 Research Instruments

Data were collected using adapted survey questionnaires based on David's (1986) Technology Acceptance Model (TAM) and frameworks developed by Oxford. These questionnaires were meticulously adapted and modified to align with the specific objectives of this study, ensuring that they effectively measured the intended constructs. To ensure relevance and engagement, the criteria for video selection excluded duplicated videos, those without audio or visuals, videos unrelated to grammar, and videos exceeding a total duration of one hour. This section used multiple-choice questions to assess the respondents' actual viewing skills. To ensure the validity and reliability of the questionnaires, two experts in the field of education and colleagues of the second author conducted content validation. They utilized a content validation form, providing comments and suggestions that were incorporated to refine the instrument, thereby enhancing its appropriateness for the study's respondents (Bisin & Sumayo, 2024; Obenza et al., 2024; Tanoja & Sumayo, 2024).

2.4 Data Collection Procedure

The data collection process adhered to a structured and ethical protocol to ensure the integrity and reliability of the study. Initially, a formal letter requesting permission to conduct the survey was submitted to the Campus Director of the University of the University. Upon receiving approval, the letter was forwarded to the English language teachers of these English language students to seek their permission for student participation. The authors ensured that the conduct of the study did not disrupt any classes. They coordinated and agreed upon a specific time and location that was convenient for all respondents, ensuring a smooth and organized process.

Subsequently, an Informed Consent Form (ICF) outlining the study's purpose, procedures, potential risks, and benefits was distributed to the English language students. This step ensured that participation was entirely voluntary and that respondents were fully aware of the study's nature (Kadam, 2017; Redocto & Sumayo, 2024). It was also secured to strictly adhere to the Review Ethics Committee of the University. Following consent, the first questionnaire was administered to collect socio-demographic data and assess the extent of Facebook Reels usage among the students.

After completing the initial questionnaire, students were instructed to watch selected Facebook Reels videos containing grammar content. These videos were carefully curated to align with the study's objectives, ensuring relevance and engagement. Upon viewing the videos, the English language students completed the second questionnaire, which evaluated their perceptions of Facebook Reels' effectiveness in developing their viewing skills. The questionnaires were collected immediately after completion to maintain data integrity and prevent loss or tampering. The collected data were then systematically tabulated, interpreted, and analyzed.

2.5 Ethical Considerations

Throughout the study, strict adherence to the ethical guidelines established by the University was maintained to protect the rights and well-being of all respondents. Firstly, respondents' identities were kept confidential, and data were anonymized to ensure privacy. This was achieved by assigning unique identifiers to each respondent and securely storing data to prevent unauthorized access. Additionally, comprehensive informed consent was obtained from all respondents, detailing the study's purpose, procedures, potential risks, and benefits. As a result, participation was entirely voluntary and based on informed decision-making (Ortega & Sumayo, 2024; Royeras & Sumayo, 2024).

Moreover, compliance with the Data Privacy Act of 2012 was strictly observed throughout the data collection, storage, and analysis processes. Consequently, personal information was protected, and data were handled responsibly to prevent breaches of privacy (Redocto & Sumayo, 2024). Furthermore, the study emphasized voluntary participation, with no coercion or undue influence exerted on the respondents. In addition, respondents were assured of their right to withdraw from the study at any point without worrying about any negative consequences (Esto, 2024; Tanoja & Sumayo, 2024).

3. Results and Discussion

3.1 The extent of viewing Facebook Reels

Table 1 below presents the frequency count and percentage of the extent to which students view Facebook Reels videos. The data reveal that the majority of students, accounting for 49%, view Facebook Reels sometimes, dedicating 1-3 hours daily. This indicates a substantial level of engagement, with nearly half of the students allocating a significant amount of time to watching these videos. This finding aligns with the study by Alhazmi & Rahman (2013), which reported that 78.9% of students spend more than one hour daily on Facebook. Although the percentages differ, both studies underscore the prevalent use of Facebook for extended periods, highlighting its potential as a tool for educational engagement.

Table 1

Extent of Viewing Facebook Reel Videos of the English Language Students

Variables	Frequency	Percentage (%)
Sometimes	77	49.7
Rarely	42	27.1
Often	31	20.0
Always	4	2.6
Never	1	0.6

Legend

Never	-	0 min. a day
Rarely	-	1-59 min. a day
Sometimes	-	1-3 hours a day
Often	-	3-6 hours a day
Always	-	6-9 hours a day

Furthermore, 27.1% of the students rarely view Facebook Reels, spending 1-59 minutes per day. This suggests that a considerable segment of the student population engages with Facebook Reels infrequently, typically allocating less than an hour daily. This result is consistent with the findings of Ellison et al. (2007), as cited by Himat (2020), which indicated that college learners at Mirwais Khan Nika Zabul Institute of Higher Education spend an average of 10-30 minutes daily on Facebook. Both studies reflect a trend where a minority of students engage with Facebook for limited durations, potentially due to varying levels of interest or perceived relevance to their academic pursuits.

In contrast, 20.0% of the students often view Facebook Reels, dedicating 3-6 hours daily. This high frequency of usage suggests that these students are highly engaged with Facebook Reels, potentially utilizing the platform as a primary resource for language learning. This result is in line with Brunner (2013), who found that 59.7% of students preferred using videos to learn English, citing the extensive range of educational content and the opportunities for both formal and informal learning that video platforms provide.

Moreover, 2.6% of the students always view Facebook Reels, spending 6-9 hours daily. This indicates a consistent and substantial commitment to using Facebook Reels as a learning tool. This finding mirrors the study by Strkalj et al. (2018), which revealed that students frequently watch educational videos because they find them highly useful. Such high levels of engagement suggest that for a small yet significant group of students, Facebook Reels serves as an essential component of their language learning strategy.

Lastly, only 0.6% of the students never view Facebook Reels. This minimal percentage aligns with Strkalj et al. (2018), who found that a minority of students do not engage with videos due to a lack of interest or familiarity with available resources. This negligible proportion underscores the near-universal acceptance and utilization of video-based learning tools among the student population.

The data indicate varying levels of engagement with Facebook Reels among English Language students, with the majority engaging either sometimes or often. These findings suggest that Facebook Reels is a widely accepted and utilized tool for enhancing viewing skills, corroborating previous research on the effectiveness of video-based learning in language education.

3.2 Perceptions of the Respondents on Facebook Reels

Table 2 shows the mean distribution of respondents' perceptions regarding using Facebook Reels. The overall results indicate that respondents generally have positive perceptions, with mean ratings falling within the "Agree" category (m=2.6). However, their enthusiasm varies depending on specific aspects of Facebook Reel usage.

The statement "I am positive about the Facebook Reel" received the highest mean rating of 2.88, suggesting that respondents generally view Facebook Reel in a favorable light. Similarly, the statement "I have a positive attitude toward the usage of Facebook Reel outside the classroom as I can do it at any time from my comfort zone" had a mean rating of 2.85. These findings imply that respondents appreciate the convenience and flexibility of using Facebook Reel for learning, as it allows them to engage with content at their preferred time and place. This aligns with Ellefsen's (2015) findings, which highlight the positive perceptions of social media's potential in education, as well as Yagci's (2014) assertion that platforms like YouTube and Facebook Reels provide accessibility and flexibility for learning.

Table 2.

Mean rating of the perceptions of the respondents of using Facebook reels

Statements	Mean	Description
1. I am positive about the Facebook Reel.	2.88	Agree
2. I have a positive attitude toward the usage of Facebook Reel outside the classroom as I can do it at any time from my comfort zone.	2.85	Agree
3. I feel the Facebook reel is a fun tool to incorporate in learning.	2.84	Agree
4. I have a positive attitude toward the implementation of the Facebook reel in the teaching and learning process, as it does not require a big budget	2.82	Agree
5. I have no difficulty accessing and using the Facebook Reel.	2.76	Agree
6. The Facebook reel would improve my grammar learning performance.	2.66	Agree
7. I understand how grammar works better after.	2.66	Agree
8. The Facebook reel would increase academic productivity	2.62	Agree
9. I have the necessary skills for using the Facebook Reel.	2.61	Agree
10. Using Facebook Reel as a learning tool is a wise idea.	2.55	Agree
11. I am fond of implementing Facebook reel in the grammar teaching and learning process.	2.54	Agree
12. I am glad that I can help others to improve their grammatical accuracy through Facebook Reel.	2.54	Agree
13. It is easy for me to become skillful at using Facebook Reels.	2.48	Agree
14. Studying through Facebook Reel is a good idea.	2.3	Agree
15. I use Facebook Reel very frequently to revise.	2.28	Agree
16. I like using Facebook Reel to make videos based on the lessons I learned in the classroom.	2.24	Agree
Mean	2.6	Agree

Legend:

1.00-1.74 - Strongly Disagree, 1.75-2.49 – Disagree, 2.50-3.24 - Agree, 3.25-4.00 - Strongly Agree

The respondents also find Facebook Reel to be a "fun tool to incorporate in learning" (mean = 2.84). This indicates that Facebook Reels can enhance learning by making it more engaging and interactive. Galatsopoulou et al. (2022) similarly noted that videos can foster active learning and student involvement, creating a collaborative and enjoyable learning environment.

Regarding grammar learning, respondents agree that Facebook Reel could improve their grammar performance (mean = 2.66) and help them better understand grammar concepts (mean = 2.66). This data suggests that Facebook Reels, being short and engaging, make learning more interesting and memorable, potentially aiding the retention of grammar rules. These findings

resonate with Pratiwi (2011) study, which found that visual and interactive content can support grammar learning and improve language mechanics, including punctuation and spelling.

The theoretical basis for this study is Stockwell's (2012) Computer-Assisted Language Learning (CALL), which emphasizes using technology to enhance language learning. The statement "Facebook Reels could improve students' grammar learning performance" supports this theory. Facebook Reels expose students to authentic language use and varied grammatical structures, making the learning process more meaningful and relevant.

Respondents also agree that they are "fond of implementing Facebook Reel in the grammar teaching and learning process" and "glad that they can help others improve their grammatical accuracy through Facebook Reel" (mean = 2.54). These findings suggest that Facebook Reels can foster collaborative learning, allowing students to support their peers while enhancing their own skills. Suthiwartnarueput & Wasanasomsithi (2012) research similarly emphasized that social media tools like Facebook can improve grammatical and writing abilities through collaboration.

However, some aspects received lower agreement. The statement "It is easy for me to become skillful at using Facebook Reels" received a mean of 2.48, indicating that some respondents may face challenges in mastering the platform. Additionally, the statement "I use Facebook Reel to make videos based on the lessons I learned in the classroom" had the lowest mean rating of 2.24. This suggests that while students are open to using Facebook Reels for learning, creating content themselves may not be as appealing or practical. Factors such as technical difficulties, time constraints, or a lack of confidence might contribute to this lower agreement. Sarangapani & Hashim (2022) findings on Instagram Reels highlight similar trends, where creating content can reinforce learning but requires higher levels of motivation and skill.

The respondents perceive Facebook Reels as a positive and engaging tool for learning, particularly for improving grammar skills and enhancing flexibility in education. However, their enthusiasm for creating content using Facebook Reels is notably lower, suggesting areas for further exploration, such as providing training or additional support to help students become more confident and proficient in using the platform. These findings demonstrate the potential of Facebook Reels as a supplementary tool for learning, aligning with the principles of CALL and supporting its use in interactive and collaborative educational contexts (Stockwell, 2012).

3.3 Perceived Effectiveness of Facebook Reels in Developing Viewing Skills

Table 3 illustrates the perceived effectiveness of Facebook Reels in developing the viewing skills of English language students. The findings reveal that respondents generally agree with the effectiveness of Facebook Reels, as reflected by the grand mean of 2.86. This suggests that students perceive Facebook Reels as a useful tool for enhancing their ability to understand and analyze visual content, with varying levels of agreement across specific aspects.

The highest-rated statement, "By watching videos, I gain more knowledge," received a mean of 3.04. This indicates that students believe videos are an effective medium for acquiring knowledge, particularly in improving their understanding of various subjects, including grammar. This finding aligns with Pratiwi (2011), who highlighted that videos can help students organize their thoughts, improve word choices, and apply proper writing mechanics such as punctuation and spelling. The result is also supported by Rumelhart's (1980) Schema Theory, which emphasizes how prior knowledge is activated and connected to new information presented in videos, enhancing comprehension and learning.

Table 3.

Perceived effectiveness of Facebook reels in developing viewing skills of English language students

Statements	Mean	Description
By watching videos, I gain more knowledge.	3.04	Agree
I find Facebook reels is easy to use.	3.01	Agree
I find Facebook reels is useful in viewing skills.	2.97	Agree
I feel Facebook reel is a fun tool to incorporate in learning.	2.92	Agree
I am positive towards Facebook reel.	2.9	Agree
Using Facebook reel as a learning tool is a wise idea.	2.88	Agree
I agree that my viewing skills has improved after using Facebook reels.	2.79	Agree
I feel confident and encouraged towards the use of Facebook reels in and outside the classroom.	2.75	Agree

I tend to use Facebook reels to practice viewing skills in the future frequently.	2.7	Agree
I have no difficulty in accessing and using Facebook Reels.	2.59	Agree
Mean	2.86	Agree

Legend: 1.00-1.49 – Strongly Disagree
 1.50-1.99 - Disagree
 2.00-3.49 - Agree
 3.50-4.00 – Strongly Agree

Respondents also agree that “I find Facebook Reels easy to use” (mean = 3.01) and “I find Facebook Reels useful in viewing skills” (mean = 2.97). These statements suggest that students appreciate the accessibility and practicality of Facebook Reels as a learning tool. The ease of use and utility of Facebook Reels enable students to engage with educational content more effectively, making it a valuable resource for enhancing their viewing skills. These findings align with Yagci’s (2014) observation that platforms like YouTube and Facebook Reels are accessible anytime and anywhere, providing flexibility in learning.

The statement “I feel Facebook Reels is a fun tool to incorporate in learning” also received a relatively high mean of 2.92. This suggests that students find Facebook Reels engaging and enjoyable, which can foster a more interactive and collaborative learning environment. Such findings are consistent with Gabinete (2017), who argued that integrating technology into teaching is essential for meeting the demands of 21st-century learning.

Another notable finding is the agreement with the statement “I agree that my viewing skills have improved after using Facebook Reels” (mean = 2.79). This indicates that respondents perceive an enhancement in their ability to analyze and interpret visual content after using Facebook Reels. Such improvements may stem from the engaging and visually rich nature of reels, which helps students practice and refine their viewing skills.

The lowest-rated statement, “I have no difficulty in accessing and using Facebook Reels,” received a mean of 2.59. While this still falls within the “Agree” category, it suggests that some students may face minor challenges related to accessibility or usability. These challenges might include limited internet connectivity or unfamiliarity with the platform’s features. Nonetheless, the overall agreement implies that most students find Facebook Reels accessible and easy to use.

In summary, the findings indicate that English language students generally perceive Facebook Reels as an effective tool for developing their viewing skills. The respondents particularly value the knowledge they gain from watching videos, the ease of use of Facebook Reels, and their usefulness in improving viewing skills. While some challenges in accessibility were noted, these do not significantly detract from the overall positive perceptions. The results are supported by theoretical and empirical studies, such as Rumelhart’s (1980) and Ali’s (2019) research, which underscore the benefits of using videos in education. These findings highlight the potential of Facebook Reels as a supplementary tool for enhancing students' viewing skills and overall learning experience.

3.3 Actual performance of the students after watching Facebook Reels

Table 4 presents the actual performance of the students after watching Facebook Reels. The data show a wide range of scores, with a minimum score of 15 and a maximum score of 43 out of a possible 48 points. The mean score of 31.91 is interpreted as “average,” reflecting moderate comprehension and retention of content by most students. The lowest score, 15, is categorized as “poor,” which suggests that some students struggled to understand the content of the videos. This difficulty could be attributed to the limited exposure to the videos, as students were only given the opportunity to watch them once. Strkalj et al. (2018) emphasized the importance of repeated viewing of videos, noting that students who watch videos multiple times are more likely to recognize their value as effective learning tools. Thus, limited viewing opportunities may have hindered some students from fully grasping the content.

Table 4.
Actual Performance of The Students After Watching Facebook Reels

Variables	Min	Max	Mean	Interpretation
Scores	15	43	31.91	Average

Legend :
 1-8- very poor
 9-16- poor
 17-24 -below average
 25-32- average
 33-40- above average

41-48- excellent

On the other hand, the highest score of 43, categorized as "excellent," indicates that some students were able to easily comprehend and retain the material presented in the Facebook Reels. This suggests that the engaging nature of the reels and their ability to visually convey information may have supported students who were already motivated and adept at visual learning. The higher scores may also reflect the alignment of the video content with these students' prior knowledge and learning preferences, as supported by Stockwell (2012) Schema Theory, which highlights the role of connecting new information to existing mental frameworks.

The mean score of 31.91, categorized as "average," suggests that the majority of students demonstrated moderate comprehension of the content after watching Facebook Reels. This finding implies that while Facebook Reels can be effective as a supplementary teaching tool, their impact on student performance may vary depending on factors such as individual learning styles, prior exposure to video-based learning, and the complexity of the video content. Mendoza et al. (2015) similarly found that videos can stimulate student motivation and enhance information retention, particularly when used to complement other teaching strategies.

While the average performance is promising, it is important to address the challenges faced by students with lower scores. Factors such as limited exposure to the reels, unfamiliarity with the video format, or difficulties in connecting the content to prior knowledge could have contributed to their struggles. Providing opportunities for repeated viewing, incorporating guided questions, and aligning video content with students' existing knowledge bases could help improve comprehension and overall performance.

The findings from Table 4 indicate that students' performance after watching Facebook Reels ranges from "poor" to "excellent," with an overall mean score of "average." While the majority of students demonstrated moderate comprehension, some struggled to fully understand the content due to limited exposure. These results underscore the potential of Facebook Reels as a supplementary learning tool but also highlight the need for strategies to enhance their effectiveness, such as repeated viewing and better integration with students' prior knowledge. The findings align with previous studies, such as those by Strkalj et al. (2018) and Mendoza et al. (2015), which emphasize the value of video-based learning in fostering student engagement and improving learning outcomes.

3.4. Difference between perceived effectiveness of Facebook Reels and actual performance

Table 5 presents the comparative results between the perceived effectiveness of Facebook Reels and the actual performance of English language students. The statistical analysis reveals a highly significant difference between the two variables ($t = 34.17$, p -value = 0.000). Since the p -value is less than 0.01, the null hypothesis is rejected, indicating strong evidence that actual performance differs significantly from perceived effectiveness. The findings suggest that English language students' actual performance after watching Facebook Reels is higher than their perceived effectiveness of these tools in developing viewing skills. This result implies that English language students may underestimate the educational value of Facebook Reels but demonstrate improved performance when engaging with the content. The higher actual performance indicates that students are actively processing and applying the information presented in Facebook Reels, leading to enhanced understanding, retention, and skill development. This aligns with D'Aquila et al. (2019) study, which found that video-based learning enhances student engagement, motivation, and academic performance.

Table 5.

Comparative result between the level of perceived effectiveness of Facebook reels and actual performance of the English Language Students

Variables	t	df	Std. Error	p-value	interpretation
Perceived Effectiveness of Facebook Reels and Actual Performance	-34-17	204.45	0.07	0.000	Highly Significant

4. Conclusions, Limitations, and Recommendations

The authors concluded that students perceived Facebook Reels as an effective tool for enhancing their viewing skills and understanding grammar lessons, particularly in tenses, modals, pronouns, and questions. The findings suggest that the visual and interactive nature of Facebook Reels can enhance the learning experience, making it easier for students to grasp complex grammar

concepts. This notion implies that Facebook Reels could be a valuable resource for teaching and learning in an engaging and accessible manner.

Nevertheless, the study faced several limitations. The short amount of time the English language students were allowed to watch Facebook Reels videos may not have been sufficient to fully assess the method's effectiveness. Furthermore, the study focused on only a few aspects of grammar, such as tenses, modals, pronouns, and questions, due to time and resource constraints. This limited scope may have restricted a broader evaluation of Facebook Reels' potential for teaching other grammar elements, which can also be significantly improved if explored in future research.

Based on these findings and limitations, the authors recommend allowing students more time to watch Facebook Reels to provide greater exposure to the grammar concepts being taught. Future research should explore other aspects of grammar, such as articles, conjunctions, prepositions, and sentence structure, to evaluate the broader applicability of Facebook Reels as a learning tool. Additionally, students should be encouraged to interact actively with Facebook Reels by pausing, rewinding, and taking notes to enhance comprehension and retention. Frequent and interactive engagement with video content can improve learning outcomes and further demonstrate the potential of Facebook Reels as an educational resource.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

ORCID iD: <https://orcid.org/0000-0001-6296-2502>

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