
Project-Based Short Video Creation for Instagram Reels: Enhancing Multimodal English Production Among EFL Learners

Lutfiana

Universitas Muhammadiyah Brebes, Indonesia

Email: lutfiana@umbs.ac.id

ABSTRACT

This study explores the impact of project-based short video creation for Instagram Reels on the multimodal English production of EFL learners. Using a qualitative multiple case study approach involving 12–15 intermediate-level EFL students divided into three to five groups, the research investigates learners' collaborative processes, multimodal decision-making, and digital identity development. The findings show that integrating short-form digital storytelling within a project-based learning framework offers opportunities for authentic language use, creative expression, and multimodal composition. The project required active use of English, especially during scripting, rehearsing, and filming. Learners crafted messages for real or imagined audiences, improving fluency, confidence, and pragmatic awareness. They also enhanced their understanding of multimodal communication by combining verbal, visual, auditory, and gestural resources to convey meaning. Effective communication was seen as dependent not just on linguistic accuracy but on the orchestration of various semiotic modes. Additionally, the project fostered a sense of digital authorship, motivating learners to engage in modern online communication practices. This shift in identity increased motivation, engagement, and ownership, demonstrating the potential of social media-based learning tasks. The study highlights the effectiveness of Instagram Reels as an instructional tool in EFL classrooms, connecting language learning with digital practices while enhancing multimodal and digital literacies. Despite its limited scope, the study emphasizes the value of incorporating authentic, creativity-driven tasks into language education.

Keyword: *project-based learning; multimodal production; digital literacy*



INTRODUCTION

The proliferation of short-form video platforms has fundamentally transformed how people communicate, share knowledge, and construct identities in digital environments. According to recent data, over 2 billion users engage with short-video content monthly across platforms such as TikTok, Instagram Reels, and YouTube Shorts, with Gen Z users spending an average of 52 minutes per day on these platforms (Statista, 2024). This shift represents not merely a change in media consumption but a profound reconfiguration of communicative norms, where meaning-making increasingly relies on the integration of linguistic, visual, gestural, and sonic resources. In educational contexts, particularly in English as a Foreign Language (EFL) settings, this transformation calls for pedagogical innovation that prepares learners to communicate effectively within these multimodal, fast-paced, and algorithmically mediated environments.

The rapid rise of short-form video platforms has reshaped how young people interact, communicate, and construct meaning in digital spaces (Cao et al., 2024; Duong & Vo, 2025; Malik et al., 2025; Wu et al., 2021). Among these platforms, Instagram Reels has become one of the most influential environments for creative expression, micro-storytelling, and multimodal communication, particularly among Gen Z learners (Breda, 2022; Normann, 2024; Richter et al., 2025). Research indicates that platforms like Instagram Reels facilitate participatory culture, where users not only consume content but also actively produce, remix,

and distribute their own creative works (Jenkins et al., 2016; Zeng & Gergen, 2024). This participatory nature aligns with contemporary language learning theories that emphasize authentic communication, learner agency, and socially situated language use.

In language education, this shift calls for pedagogical approaches that not only develop linguistic skills but also equip learners with the ability to communicate effectively across dynamic, visually oriented, and algorithm-driven media landscapes (Arani, 2024; Hutson et al., 2024; Magoge et al., 2025; Sarısakaloğlu, 2025). As English increasingly functions as a transplatform, EFL learners must develop the capacity to produce meaning using combinations of spoken language, text overlays, visuals, gestures, sound, and editing techniques—a competence referred to as multimodal literacy (Hendrawaty et al., 2024).

Project-Based Learning (PBL) has long been recognized as an effective pedagogy for fostering authentic language use, learner autonomy, collaboration, and creative problem-solving (Nurmira et al., 2025; Saad et al., 2024). However, its integration with emerging short-video ecosystems remains underexplored. Project-based learning is a new student-centered teaching approach that directly points to the goal of cultivating 21st-century skills, particularly higher-order thinking skills. Higher-order thinking occurs as a result of problem-solving and critical thinking that requires analysis and evaluation (Zhang & Ma, 2023).

While previous studies have examined digital storytelling, vlogging, or video-based tasks in EFL contexts, they often focus on longer narrative formats or traditional classroom media tools. Study by Shafira et al. (2025) shows that using vlogging as a learning tool has various benefits in language teaching. Vlogs empower students to talk in more relevant, spontaneous, and authentic settings, which improves their fluency, pronunciation, confidence, and capacity to organize ideas. Furthermore, research on Instagram Reels has focused primarily on its use as a tool for delivering instructional content rather than as a platform for student-generated multimodal composition (Tandi Datu et al., 2023). While Datu et al. (2023) add Instagram Reels beneficially influence English language learning with students at Universitas Kristen Indonesia Toraja. The platform's brief, interactive, and visually appealing content boosts students' motivation and confidence in speaking, making learning English more pleasurable and accessible. Instagram Reels enhances traditional instruction by providing real-life language examples that fit with students' digital behaviors. Short video creation for Instagram Reels introduces unique affordances and constraints, such as time-limited narrative structuring, rapid audience feedback, algorithm-driven visibility, and the need for concise yet impactful message delivery. These conditions mirror real communicative practices of contemporary digital culture and provide fertile ground for developing learners' multimodal competence.

Furthermore, research on multimodal composition in language learning tends to emphasize written-visual artifacts rather than performative, socially circulated content. Instagram Reels encourages learners to think not only about linguistic accuracy but also about aesthetic design, visual framing, pacing, sound selection, and interactive audience cues. Such multimodal orchestration requires learners to make deliberate semiotic choices, enhancing their ability to communicate meaningfully beyond traditional textual or spoken modes. The

platform's popularity among students also increases motivation, reduces affective barriers, and situates learning within their everyday digital habits, making the instructional design more relevant and engaging.

Despite these pedagogical opportunities, empirical studies investigating the impact of PBL-based short video creation on EFL learners' multimodal English production remain limited. There is a growing need to understand how these tasks influence learners' spoken performance, creative expression, narrative coherence, and ability to integrate multiple modalities into a cohesive communicative product. Moreover, examining learner experiences within this process may reveal new insights about digital literacy, identity performance, collaboration, and audience awareness in language learning.

Therefore, this study proposes to integrate Project-Based Learning with Instagram Reels production to explore its potential in enhancing EFL students' multimodal English output. By examining both linguistic and multimodal dimensions of student-created short videos, this research aims to contribute to growing discussions on innovative, technology-mediated pedagogies and offer a novel perspective on how short-form digital media can support meaningful language learning in the 21st century classroom.

METHOD

This study employed a qualitative multiple case study design to explore how project-based short video creation for Instagram Reels enhances multimodal English production among EFL learners. The qualitative approach was selected to capture learners' authentic experiences, collaborative processes, multimodal decision-making, and language use throughout the project cycle. Halkias et al. (2023) state that using many case studies can capture the complexities of a phenomenon and give useful insights into patterns, contrasts, and similarities across contexts.

A multiple case study design was used, with each student group treated as an individual case. This design allowed the researcher to examine similarities and differences across groups as they engaged in planning, producing, editing, and publishing short English videos on Instagram Reels. The study focused on understanding how multimodal composition practices contribute to learners' spoken, written, and visual forms of English expression.

The research took place in an EFL classroom where students were introduced to a project-based digital storytelling unit. Participants were selected through purposive sampling, targeting learners with intermediate English proficiency and basic familiarity with social media content creation. Each group consisted of four students, forming three to five cases in total. All participants were informed about the purpose of the study and provided written consent prior to data collection. Purposive sampling is essential for qualitative and mixed methods research as it provides contextually relevant insights. This strategy, which selects units based on their relevance to the study issue, is especially useful for in-depth exploration of complicated phenomena. This approach excels at exploring into complex phenomena relevant to the study subject.

The instructional project spanned five main phases over approximately six to eight weeks:

1. Orientation and Training

Students received guidance on multimodal composition, basic video storytelling principles, and the technical features of Instagram Reels.

2. Planning and Scripting

Groups developed their topic, storyboard, script, and role distribution.

3. Video Production

Students recorded video clips, voiceovers, and supporting sound effects or background music.

4. Editing and Finalization

Groups integrated visual, audio, and textual elements into a cohesive multimodal product.

5. Publishing and Reflection

Students uploaded their final videos (publicly or privately, depending on consent), followed by reflective journals and a class-wide discussion on the creative process.

Throughout these phases, the researcher conducted continuous observation and collected relevant artefacts.

Data were gathered using four qualitative techniques to ensure depth and triangulation:

1. Semi-Structured Interviews

Individual interviews were conducted with selected group members and the instructor. The interviews explored learners' experiences during the project, their language use, creative decisions, challenges, and perceptions of multimodal expression.

2. Participant Observation

The researcher observed students during planning meetings, filming sessions, editing tasks, and class presentations. Observation notes focused on English use, negotiation of meaning, collaboration patterns, and the ways learners employed multimodal cues.

3. Document and Artefact Analysis

All project artefacts including scripts, captions, storyboards, reflective journals, and the final Instagram Reels videos were collected as data. These artefacts provided insight into learners' multimodal choices, language development, and narrative construction.

4. Focus Group Discussions (FGD)

After publishing their videos, each group participated in an FGD to discuss their creative process, lessons learned, audience awareness, and reflections on English production in digital spaces.

Data were analyzed using thematic analysis following McLeod's (2024) six-phase framework: familiarization, coding, theme generation, theme review, theme refinement, and reporting. Both inductive and deductive coding strategies were used to capture emerging patterns related to multimodal English production, collaboration, and digital literacy practices.

Artefact analysis complemented interview and observation data by providing multimodal evidence of learners' linguistic and creative development.

To ensure trustworthiness:

1. Credibility was strengthened through member checking and prolonged engagement.
2. Dependability was supported through detailed documentation and an audit trail.
3. Confirmability was maintained through reflexive journaling.
4. Transferability was facilitated by rich contextual descriptions.

Ethical clearance was obtained prior to data collection. Participants' privacy, identity, and digital presence were carefully protected. Students could choose whether their videos were posted publicly or privately, and pseudonyms were used in all reports. All data including video files were stored in encrypted and password-protected folders. Participation was voluntary, and students could withdraw at any time without academic consequences.

RESULTS AND DISCUSSION

The analysis of interviews, observations, multimodal artefacts, and focus group discussions produced three overarching themes that describe how project-based short video creation influenced students' multimodal English production: (1) increased functional use of English during collaborative creation, (2) strategic integration of multimodal resources, and (3) shifts in learners' digital authorship and identity. These themes were consistent across cases, although each group demonstrated unique patterns of engagement.

Increased Functional Use of English During the Project

Across all groups, students used English more frequently and purposefully during the project stages. Observation notes revealed that learners relied on English for idea negotiation, script refinement, and performance rehearsals, even though the classroom context did not mandate exclusive English use. Collaborative discussions often shifted between Indonesian and English, but task-related talk particularly when preparing scripts or directing scenes tended to be conducted in English.

Participant 1 (P1) said:

"Before this project, I usually spoke English only when the teacher asked us to. But during the video production, I felt like I had to use English to make sure our script sounded natural. When we were discussing the storyline, I automatically switched to English because it was easier to match the expressions we wanted to record. Even when I made mistakes, we just kept talking and correcting each other. It made English feel more 'real,' not just something for assignments."

Students reported that speaking English while filming encouraged them to pay attention to pronunciation, clarity, rhythm, and intonation. Several participants expressed that the pressure of performing for an actual audience (even if videos were shared privately) increased their motivation to revise their oral delivery. One student noted that the repeated rehearsal of

short scenes “made English feel more natural,” and another mentioned becoming more aware of “how the voice, gestures, and emotion must match the message.”

Participant 2 (P2) said:

“When we were recording, I became more aware of my pronunciation. Sometimes we repeated one scene many times because I wanted the sentence to sound clearer. It was tiring, but I noticed that I became more confident speaking English. The rehearsal part really helped me to speak more smoothly. I didn’t think much about grammar; I focused more on how to deliver the message so the audience would understand.”

Participant 3 (P3) said:

“Yes, definitely. I used English a lot more than in regular classes. Because we had to write scripts, record voiceovers, and even discuss editing with my group in English, I didn’t even realize I was using it that much.”

Participant 4 (P3) said:

“Yes. At first I felt awkward, but after a few days, speaking English became more natural. Because we were focused on finishing the video, I didn’t have time to think too much about grammar. I just said what I needed to say. That made me more confident.”

The interview data reveal a clear pattern of increased functional use of English as students engaged in the short-video creation project. Several participants reported that the authentic, task-oriented nature of the activity encouraged more spontaneous and meaningful English communication, both during rehearsals and in group collaboration.

Participant 2 emphasized the role of repeated recording and rehearsal in improving spoken fluency and pronunciation. The student explained that the need to produce a clear message for the audience pushed them to focus on delivery rather than accuracy, stating that they “didn’t think much about grammar” and instead concentrated on ensuring the message was understandable. This process not only heightened their awareness of pronunciation but also strengthened their confidence as they noticed smoother speech after multiple takes.

Similarly, Participant 3 described a substantial increase in daily English use throughout the project. Script writing, voiceover recording, and collaborative editing discussions required consistent use of English, often unconsciously: the participant noted they “didn’t even realize” how frequently they were using the language. This suggests that the project created a natural communicative environment where English became the default medium for completing tasks.

Participant 4 also highlighted a shift in comfort level when speaking English. Although they initially felt “awkward,” the urgency of completing the video pushed them toward more spontaneous English use. Like P2, they reported deprioritizing grammar and focusing on functional communication, which ultimately contributed to greater confidence in speaking.

Strategic Integration of Multimodal Elements

The second major finding concerns how students gradually learned to combine visual, textual, and auditory modes to strengthen the meaning of their videos. Early drafts of storyboards showed a tendency to rely heavily on verbal content; however, as the project progressed, groups began experimenting with a wider range of multimodal strategies such as on-screen captions, facial expressions, gestures, scene transitions, background music, and framing techniques.

Analysis of the final Reels videos revealed clear multimodal decision-making across groups:

- a. Captions were used to emphasize key points, translate complex vocabulary, or guide viewers through the narrative.
- b. Camera angles and movement were selected to match the tone of the message, especially in storytelling and instructional themes.
- c. Music and ambient sound were chosen to build atmosphere, mark emotional shifts, or add humor.
- d. Gestures and facial expressions were consciously exaggerated to clarify meaning and maintain viewer engagement in short-format content.

Interviews confirmed that these choices were intentional. Students described multimodality as “a tool to make English easier to understand” and “a way to express meaning beyond words.” Many learners mentioned that the short-video format forced them to think carefully about message clarity within limited time. This constraint encouraged them to refine both the linguistic and non-linguistic components of their communication.

Participant 1 (P1) said:

“At the beginning, we focused mainly on the script because we thought the message relied on the words only. But when we started editing the video, we realized that the visuals actually helped clarify our meaning. For example, we changed the camera angle during the explanation part so that viewers could understand the key point more clearly. I never thought about camera angles before, but now I see they can support the English narration.”

Participant 2 (P2) said:

“The background music was a big discussion in our group. We tried several options, and each music track changed the mood of the video. Finally, we chose a softer one so the focus remained on the story. I learned that the sound also carries meaning, not just the voice. So, when we speak English, the music should match the emotion we want to deliver.”

While Participant 3 (P3) said:

“Choosing the text style and placement was harder than I expected. If the caption was too big, it blocked our faces; if it was too small, viewers couldn’t read it. We had to find a balance. It made me understand that writing English in videos is different from writing in a notebook. You must think about timing, position, and color.”

While Participant 4 (P4) said:

“The time limit made us think carefully about every second. We had to refine the language, but also the visuals, like deciding which scene really supports the message and which one is unnecessary.”

The interviews revealed that students’ multimodal choices ranging from visuals and camera angles to music and on-screen text were highly intentional and played a central role in shaping how they communicated meaning in English. Although many learners initially viewed the script as the primary determinant of clarity, their perspectives shifted as they progressed through the editing and production stages.

Participant 1 explained that the group first focused almost exclusively on writing the script, believing that effective communication depended mainly on the verbal message. However, during the editing process, they realized that visual elements significantly strengthened meaning. Adjustments such as changing the camera angle during explanation segments helped reinforce key ideas and made the English narration easier to understand. This reflection indicates an emerging awareness that visual framing can function as a semiotic resource that supports linguistic expression.

Similarly, Participant 2 highlighted how auditory choices influenced the communicative intent of the video. Their group experimented with different background music tracks, noting that each option altered the emotional tone of the message. They ultimately selected a softer track to ensure the narration remained the focal point. This decision illustrates growing sensitivity to the role of sound as a meaning-making mode, demonstrating that learners were not only using English but also orchestrating non-linguistic elements to shape how the message would be interpreted.

Participant 3’s experience further emphasized the complexity of multimodal composition. They described challenges in adjusting textual elements such as style, placement, and size, so that subtitles enhanced rather than obstructed the visuals. This required balancing readability with aesthetic coherence. Their comment shows that writing English for video contexts differs from conventional academic writing, as learners had to consider timing, layout, and visual alignment to ensure that the text contributed to, rather than disrupted, the message.

Participant 4 supported these insights by noting that the time constraints of short-form video required the group to carefully evaluate which visual and linguistic components were essential. They refined language, removed unnecessary scenes, and emphasized only the segments that strengthened the intended meaning. This process demonstrates how the short-video format encouraged strategic multimodal decision-making and concise, purposeful English use.

Overall, the project helped students understand the communicative power of multimodal resources and how these resources could complement or extend their English output.

3. Emerging Sense of Digital Authorship and Identity

A final theme highlights how the project fostered learners' self-perception as digital authors and content creators. Many students reported initial hesitation regarding being recorded, showing their face, or posting online. However, by the end of the project, most groups expressed increased confidence and a stronger sense of ownership over their work.



Figure 1. video illustrated

Figure 1 shows the video illustrates how students integrated spoken English with visual and textual resources to create a polished multimodal product suitable for public sharing on Instagram. Their choices—such as font selection, text placement, timing, and color contrast—showcase their growing understanding of how subtitles operate not merely as visual aids but as semiotic tools that enhance meaning, improve accessibility, and strengthen message delivery within real-world digital communication environments.



Figure 2. student-produced Instagram Reel

According to figure 2. the student-produced Instagram Reel displays a short English dialogue delivered by one of the group members, accompanied by carefully designed subtitles that reinforce the clarity and accessibility of the message. The visual layout reflects deliberate multimodal design decisions, demonstrating how learners combined linguistic and visual elements to communicate effectively within a short-video format.

The subtitle design uses high-contrast colors, typically white text with a subtle shadow or semi-transparent dark bar, ensuring legibility across different lighting conditions in the footage. Each line appears in synchrony with the spoken utterances, reflecting the group's

attention to timing and pacing. This alignment not only supports viewers' understanding but also helps highlight key phrases and reinforce pronunciation patterns for language learners who watch the content.

Students viewed the project as an authentic, real-world task. Publishing the videos whether publicly or in a restricted class group gave them a sense of audience awareness and responsibility for the quality of their English. Some participants expressed pride when peers or viewers praised their creativity, while others emphasized the satisfaction of producing content comparable to real social media creators.

FGD conversations revealed that the experience altered how students viewed English in digital spaces. They began to see English not only as a school subject but as a practical tool for self-expression, storytelling, and online communication. Several participants stated that they wanted to continue creating educational or creative content beyond the project.

This shift in identity from student to content creator appeared to enhance engagement, autonomy, and willingness to experiment with language and multimodal expression.

This study investigated how project-based short video creation for Instagram Reels shapes EFL learners' multimodal English production. The findings demonstrate that the project fostered meaningful linguistic engagement, enhanced multimodal awareness, and strengthened learners' digital authorship. These outcomes highlight the pedagogical value of integrating authentic digital production tasks within contemporary EFL classrooms.

Multimodal Projects Support Authentic and Purposeful English Use

The increased functional use of English observed throughout the project aligns with prior research on project-based learning (PBL), which emphasizes learner autonomy, collaboration, and authentic communication. Students used English not merely to complete classroom tasks but to negotiate meaning, clarify ideas, and rehearse performances for a real or perceived audience. This supports the view that authentic communicative pressures—such as preparing content for social media—can foster deeper language engagement and spontaneous use (Gunawan, 2025; Mohamed, 2023).

The repeated cycles of scripting, rehearsing, and filming encouraged learners to attend to pronunciation, fluency, and clarity. This echoes findings from studies on digital storytelling, which show that iterative recording and revision promote oral proficiency and confidence. In the present study, Instagram Reels served as a motivating platform that made speaking practice purposeful and socially meaningful. Students' increased confidence suggests that short-form video tasks can effectively lower affective barriers often found in EFL contexts.

Students Developed Multimodal Awareness and Compositional Strategies

The project also strengthened students' ability to design communication using multiple modes visual, auditory, textual, and gestural. Students' intentional integration of captions, gestures, music, camera angles, and visual sequencing indicates an emerging understanding of

how multimodal choices can amplify or modify linguistic meaning. Initially, students depended heavily on verbal content, but they gradually adopted more sophisticated multimodal strategies to enhance audience comprehension and engagement. From a cognitive standpoint, students' multimodal selections also correspond with the principles outlined in the Cognitive Theory of Multimedia Learning (Mayer, 2005; 2021). By adding signals such as captions, gestures, and visual highlights, learners applied strategies that reduce extraneous cognitive load and enhance message coherence. Although these principles were not explicitly taught, students' intuitive adoption of signaling, redundancy, and contiguity indicates that creating social-media-based content can naturally elicit cognitively effective communication design. This supports the argument that multimodal production tasks inherently encourage learners to organize information in ways that benefit audience comprehension.

This shift shows that multimodal composition tasks can help EFL learners move beyond language form to consider how messages function in digital communication. By engaging with Instagram Reels an everyday media platform familiar to Gen Z learners students practiced critical skills such as audience awareness, message design, and visual storytelling. These skills are essential for 21st-century literacies and align with current expectations for digitally fluent communicators.

Digital Authorship Strengthens Learner Identity and Motivation

The emergence of digital authorship is a particularly noteworthy finding. Students who initially expressed discomfort about being recorded grew to identify themselves as content creators capable of participating in global digital spaces. This transformation mirrors research indicating that creative digital tasks can reshape learner identity, empowering students to see themselves as producers rather than passive consumers of media.

Digital literacy based English instruction in a high school environment revealed that students engaged in digital content creation experienced heightened motivation, enhanced English communication skills, and increased confidence in generating content for social media. These outcomes mirror the experiences of participants in our project, indicating that opportunities for authorship and creative expression via video production can foster deeper engagement with English beyond conventional classroom activities (Yolanda et al., 2025).

Posting or sharing their videos whether privately or publicly provided a sense of ownership and accountability that traditional assignments often lack. The awareness of a real audience encouraged students to refine their work and increased their engagement in the learning process. Additionally, the recognition and positive feedback from peers contributed to higher confidence and motivation. This reinforces the idea that social media integrated learning taps into the social validation dynamics that naturally motivate Gen Z learners.

Importantly, this growing sense of authorship also reshaped learners' perception of English. They no longer viewed English solely as a classroom requirement but as a practical tool for participation in digital culture and creative expression. Such identity shifts are crucial for promoting long-term language engagement.

Implications for EFL Pedagogy

The findings suggest several pedagogical implications:

- a. Integrating real-world digital genres like Instagram Reels can make language learning socially relevant and engaging.
- b. Multimodal composition tasks support not only linguistic development but also 21st-century skills such as creativity, collaboration, and digital literacy.
- c. PBL structures provide meaningful scaffolding for complex creative tasks, allowing students to gradually build confidence and competence.
- d. Authentic audiences increase motivation and help learners develop awareness of communication beyond classroom boundaries.
- e. Teachers may need to provide explicit guidance on digital ethics, copyright, privacy, and safe online participation to support responsible digital production.

Situating the Findings Within Broader Research

The results are consistent with literature on digital storytelling, multiliteracies, and project-based learning, which collectively argue that creative digital production enhances language skills by situating learning within culturally relevant practices. This study extends the field by showing that short-form social media videos, specifically Instagram Reels, offer a unique multimodal platform that suits the attention patterns, design preferences, and participatory culture of contemporary learners.

Whereas much existing research focuses on longer digital stories or scripted vlogs, this study demonstrates that micro-storytelling formats can also yield rich opportunities for linguistic and multimodal development. The time constraints of Reels pushed students to refine their message for clarity and coherence, promoting succinct and expressive language use.

Limitations

Although the project generated valuable insights, several limitations remain. The study was limited to a small number of groups within a single institution, which may affect transferability. Learners' varying familiarity with video editing tools influenced the quality of their products and may have shaped their engagement. Future studies could explore comparative designs, include larger samples, or examine the impact of audience interaction (e.g., public comments, analytics) on learner motivation and identity.

CONCLUSION

This study, employing a qualitative multiple case study approach, examined how project-based short video creation for Instagram Reels enhances EFL learners' multimodal English production by exploring their collaborative processes, multimodal decision-making, and digital identity evolution. Key findings reveal that integrating short-form digital storytelling fosters authentic English use during scripting, rehearsal, and filming—boosting fluency, confidence,

and pragmatic awareness—while deepening understanding of multimodal communication through strategic orchestration of verbal, visual, auditory, and gestural modes beyond mere linguistic accuracy. The project also cultivates digital authorship, elevating motivation, engagement, and ownership, thus positioning Instagram Reels as a potent EFL tool that bridges language learning with digital literacies. Despite its limited scope, the study underscores the value of authentic, creativity-driven tasks; future research could expand this by conducting large-scale quantitative studies across diverse EFL contexts or longitudinally tracking long-term impacts on learners' digital identities and sustained language proficiency.

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