



THE IMPACT OF SOCIAL MEDIA ON THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING

Namozova Saodat Baxtiyorovna
Teacher of Practical English Department
Karshi State University, Foreign Language Faculty

Nazarova Feruza Ortiq kizi
Student of Karshi State University
Foreign Language Faculty

Abstract

This article examines the impact of social media on the development of students' speaking skills in English language learning. In the modern educational environment, social media platforms such as Telegram, Instagram, YouTube, Facebook, WhatsApp and TikTok are no longer used only for entertainment; they have also become effective tools for communication, collaboration and language practice. The relevance of the topic is determined by the increasing need to develop students' oral communication skills through interactive, authentic and learner-centered methods. The article analyzes how social media supports fluency, vocabulary use, pronunciation, confidence, motivation and communicative competence. Special attention is paid to the pedagogical advantages and possible limitations of using social media in English language classes. The study is based on descriptive, analytical and comparative methods. The results show that social media can positively influence students' speaking skills when it is used purposefully, systematically and under the guidance of the teacher.

Keywords: Social media, speaking skills, English language learning, communication, interaction, fluency, pronunciation, motivation, digital learning, communicative competence.



Introduction

In the twenty-first century, English language learning has become closely connected with digital technologies and online communication. Traditional classroom instruction remains important, but it is no longer sufficient to meet all the communicative needs of modern students. Today's learners communicate through social networks, exchange voice messages, watch short videos, participate in online discussions and create digital content. As a result, social media has become a natural environment where students can practice English outside the classroom.

Speaking is one of the most important and at the same time one of the most challenging skills in English language learning. Many students can understand grammar rules and read texts, but they often experience difficulties when they need to express their ideas orally. The main reasons for this problem are limited speaking practice, fear of making mistakes, lack of confidence, poor pronunciation, insufficient vocabulary and the absence of a real communicative environment. Social media can help reduce these difficulties because it gives students more opportunities to communicate, listen, repeat, record, correct and share their speech.

The relevance of this topic is connected with the rapid development of digital education and the growing role of social media in students' daily lives. Research on social media and language learning shows that online platforms may support communication, motivation, collaboration and learner autonomy when they are used with a clear pedagogical purpose. For example, Kabilan, Ahmad and Abidin's study on Facebook as an English learning environment showed that students viewed Facebook as useful for improving motivation and language skills through online interaction. Similarly, broader studies on social media in education emphasize that the effectiveness of digital platforms depends not only on technology itself, but also on the instructional strategy chosen by the teacher.

The aim of this article is to analyze the impact of social media on the development of students' speaking skills in English language learning. The article focuses on how social media supports fluency, pronunciation, vocabulary, interaction, motivation and self-confidence. It also discusses possible challenges and offers methodological recommendations for teachers.



The object of the study is the process of developing students' speaking skills in English language learning. The subject of the study is the pedagogical role of social media interaction in improving students' oral communication skills.

The following tasks are defined in the article:

1. To clarify the role of social media in modern English language learning.
2. To analyze the connection between online interaction and speaking skill development.
3. To identify the advantages of using social media for improving fluency, pronunciation and confidence.
4. To discuss possible limitations of social media-based speaking practice.
5. To propose practical recommendations for using social media in English language classes.

The use of social media in language learning has been studied by many scholars in the fields of applied linguistics, educational technology and foreign language methodology. Social media is generally understood as a group of digital platforms that allow users to create, share, comment on and exchange content. In language learning, these platforms provide learners with opportunities for interaction, collaboration and exposure to authentic language.

One of the theoretical foundations of using social media in language learning is the sociocultural approach to education. According to this approach, learning develops through social interaction, cooperation and communication. Vygotsky's concept of the Zone of Proximal Development emphasizes that learners can achieve higher levels of performance with the support of teachers, peers and more competent speakers. Modern interpretations of Vygotsky's theory stress the importance of guided interaction and scaffolding in the learning process. In this sense, social media creates an extended communicative space where students can receive support not only from the teacher, but also from classmates, native speakers and online learning communities.

Kabilan, Ahmad and Abidin investigated Facebook as an online environment for learning English in higher education. Their research indicated that students believed Facebook could help them improve English communication skills, confidence and motivation. This finding is important because speaking development is strongly connected with psychological factors such as confidence, willingness to communicate and reduced anxiety.



Manca and Ranieri analyzed the potentials and obstacles of social media in higher education. They noted that social media can support openness, interactivity and sociability in teaching and learning, but its effectiveness depends on proper instructional planning. This idea is especially relevant for English language teaching because social media should not be used randomly; it must be connected with clear learning objectives.

Lomicka and Lord also discussed the role of social networking in language learning. Their work highlights that social networking platforms can create opportunities for authentic communication, identity expression and intercultural exchange. In the context of speaking, this means that students can use English not only as a school subject, but also as a real tool for expressing opinions, sharing experiences and participating in social interaction.

Recent studies also show that platforms such as WhatsApp may help students improve speaking skills through voice messages, audio recordings and group discussions. For example, research on WhatsApp in EFL contexts suggests that asynchronous communication can provide students with additional speaking practice and reduce the pressure of immediate face-to-face performance. This is useful for learners who are shy or afraid of making mistakes in front of others.

Thus, the literature shows that social media can be an effective supplementary tool for developing speaking skills, especially when it is integrated into the lesson with clear tasks, feedback and assessment criteria.

This article is based on descriptive, analytical and comparative research methods. The descriptive method is used to explain the main features of social media as a learning environment. The analytical method is applied to examine how social media influences different components of speaking skills. The comparative method helps compare traditional speaking practice with social media-based speaking activities.

The study is theoretical and pedagogical in nature. It is based on the analysis of scholarly works, methodological approaches and practical classroom possibilities related to the use of social media in English language learning. The article does not present experimental numerical data; rather, it offers an academic discussion of the topic and practical recommendations for teachers and students.

The main components of speaking skills considered in this article are:

a) fluency;



- b) pronunciation;
- c) vocabulary use;
- d) grammatical accuracy;
- e) interactional competence;
- f) confidence;
- g) motivation;
- h) ability to express ideas clearly.

These components are analyzed in relation to different types of social media activities, including voice messages, video recording, online discussions, short presentations, peer feedback, pronunciation practice and content creation.

Social media differs from traditional learning materials because it is interactive, dynamic and communication-based. A textbook usually provides controlled exercises, while social media offers a living environment where language is used in real situations. Students can listen to authentic speech, watch videos, follow educational pages, join English-speaking groups and communicate with others.

For speaking development, this environment is highly valuable. Speaking cannot be developed only by memorizing grammar rules or vocabulary lists. It requires repeated practice, listening, response, correction and meaningful communication. Social media allows students to use English in a more natural and less formal way. For example, a student may record a short voice message in English, send it to a group, receive comments from classmates and then improve the message. This process creates a cycle of practice, feedback and improvement.

Another important feature of social media is accessibility. Many students already use Telegram, Instagram, YouTube or WhatsApp every day. Therefore, teachers do not need to introduce a completely unfamiliar tool. Instead, they can transform familiar digital platforms into educational spaces. For instance, a Telegram group may be used for weekly speaking challenges; Instagram reels may be used for pronunciation imitation; YouTube videos may be used for listening and retelling tasks; WhatsApp voice messages may be used for mini-dialogues and peer correction.

Social media also supports learner autonomy. In traditional lessons, students often depend on the teacher and the classroom schedule. Through social media, they can continue learning after class. They can watch pronunciation videos, repeat phrases, record themselves and compare their speech with native or proficient



speakers. This independent practice is especially important for improving fluency and pronunciation.

However, social media becomes educational only when it is used with a clear purpose. Without pedagogical control, students may become distracted, use informal language incorrectly or spend time on entertainment rather than learning. Therefore, the teacher's role remains central. The teacher must design tasks, explain objectives, provide feedback and monitor student participation.

Fluency refers to the ability to speak smoothly, naturally and without long pauses. Many students understand English, but they cannot speak fluently because they do not practice enough. Social media gives them more chances to speak regularly. Voice messages are particularly useful for fluency development. Unlike face-to-face speaking, voice messages allow students to think, record, listen and re-record their speech. This reduces anxiety and helps learners gradually speak more confidently. At the same time, it develops oral production because students must organize ideas and express them in spoken English. For example, the teacher may give students a daily speaking task: "Describe your day in one minute," "Talk about your favorite book," or "Give your opinion about social media." Students record their answers and send them to a group. Other students listen and respond with short comments. Through this activity, learners practice speaking continuously and become more comfortable using English.

Pronunciation is another important aspect of speaking skills. Social media provides access to a large amount of authentic audio and video material. Students can listen to native speakers, repeat expressions, imitate intonation and practice difficult sounds.

YouTube, Instagram and TikTok contain many short videos on pronunciation, connected speech, stress and intonation. Such materials can help students notice how English is spoken naturally. For example, students can watch a short video, repeat it several times, record their own version and compare it with the original. This activity is similar to the shadowing technique, which helps improve rhythm, pronunciation and listening accuracy.

Social media also allows teachers to give individualized pronunciation feedback. If a student sends a voice message, the teacher can identify pronunciation mistakes and provide short corrections. Peer feedback can also be useful, especially when students are trained to comment respectfully and constructively.



Speaking skills are closely connected with vocabulary knowledge. Students cannot express their ideas clearly if they do not have enough words and phrases. Social media exposes learners to modern, contextual and frequently used vocabulary. Unlike isolated vocabulary lists, social media content presents words in real communicative situations. For example, students who follow English learning pages may learn useful expressions such as “I totally agree,” “In my opinion,” “That sounds interesting,” “Let me explain,” or “I would rather say...” These phrases are valuable for speaking because they help learners participate in discussions.

Teachers can use social media to create vocabulary-based speaking activities. Students may be asked to watch a short video and write down five useful expressions. Then they must use those expressions in a short oral presentation or dialogue. In this way, vocabulary learning becomes active and communicative.

One of the biggest barriers to speaking English is fear. Students often worry about grammar mistakes, pronunciation errors or negative evaluation by others. Social media can reduce this fear because it offers a more flexible and informal environment.

When students speak through voice messages or short videos, they have more control over their performance. They can prepare before speaking and improve their recording before sharing it. This process helps them build confidence gradually. Moreover, receiving positive feedback from classmates can increase motivation.

Studies on Facebook and English learning have shown that students often perceive social media as helpful for improving confidence, motivation and communication skills. This is important because motivated students are more likely to practice regularly, and regular practice is necessary for speaking development.

Speaking is not only the ability to produce sentences. It also includes the ability to interact with others. Students need to ask questions, respond, agree, disagree, clarify, support their opinion and maintain conversation. Social media is useful for developing these interactional skills. For example, in a Telegram or WhatsApp group, students can participate in weekly discussion tasks. One student posts an opinion, and others respond with agreement, disagreement or additional



examples. If the task requires voice responses, students practice real spoken interaction. This helps them learn how to communicate naturally.

Social media can also support collaborative speaking projects. Students may work in pairs or groups to create a short video presentation, interview, podcast or role-play. Such activities develop teamwork, creativity and communicative competence.

Social media can be used in many practical ways to improve students' speaking skills. The following activities are especially effective in English language learning.

1. Voice Message Practice. The teacher gives students a speaking prompt, and students answer through voice messages. This activity can be used daily or weekly. Topics may include personal experience, hobbies, education, technology, family, travel or social issues. Example task: "Record a one-minute voice message about the advantages and disadvantages of online learning."

This activity develops fluency, pronunciation and confidence.

2. Video Presentation. Students prepare a short video presentation on a selected topic. They may speak about a book, film, famous person, cultural tradition or academic subject. Video presentation helps students practice pronunciation, body language and organization of ideas. Example task: "Prepare a two-minute video presentation about the importance of learning English."

3. Online Debate. The teacher creates a discussion topic and divides students into two groups. Students present their arguments through voice messages or short videos. Example topic: Social media is more useful than harmful for students."

This activity develops critical thinking, argumentation and interactive speaking.

4. Pronunciation Challenge. Students watch a short English video and imitate the speaker's pronunciation. They record their own version and share it in the group. The teacher gives feedback on stress, intonation and pronunciation. Example task: "Listen to the sentence and repeat it with the same intonation."



5. Interview Task. Students interview each other through online platforms and record the conversation. Questions may be related to studies, future plans, hobbies or social topics. Example task: “Interview your classmate about his or her learning habits and present the answers orally.”

6. Storytelling through Instagram or Telegram. Students tell a short story based on a picture, reel or post. This activity develops creativity and narrative speaking skills. Example task: “Choose one picture and tell a short story about it in English.”

The first advantage of social media is that it increases speaking practice. In many traditional classrooms, each student has limited time to speak. Social media extends the classroom and gives students additional opportunities to practice.

The second advantage is authenticity. Students can listen to real English used by different speakers in different contexts. This helps them understand natural pronunciation, informal expressions and cultural references.

The third advantage is motivation. Since students already enjoy using social media, learning through these platforms may feel more interesting and engaging. When students see that English is useful for real communication, their motivation increases.

The fourth advantage is flexibility. Students can practice speaking at home, on the way to university or during free time. They can record, listen and improve their speech independently.

The fifth advantage is feedback. Teachers and classmates can respond to students’ oral production, correct mistakes and give suggestions. Feedback is essential for improving speaking skills.

The sixth advantage is collaboration. Social media allows students to work together, share materials and support each other. Collaborative learning creates a positive atmosphere and encourages participation.

Although social media has many advantages, it also has some limitations. The first problem is distraction. Students may lose focus because social media contains entertainment content, advertisements and unrelated messages. Therefore, teachers should set clear rules and tasks.

The second problem is the quality of language input. Not all content on social media is grammatically correct or pedagogically appropriate. Students may learn



slang, incorrect pronunciation or informal expressions without understanding their proper use. The teacher should recommend reliable channels and pages.

The third problem is unequal participation. Some students may actively complete tasks, while others may remain passive. To solve this problem, teachers should use clear assessment criteria and monitor student involvement.

The fourth problem is internet access. Not all students may have stable internet connection or enough mobile data. Therefore, teachers should choose simple and accessible tasks.

The fifth problem is privacy. Students may not feel comfortable sharing videos or voice messages publicly. For this reason, teachers should use closed groups and respect students' privacy.

Thus, social media should not replace traditional teaching completely. It should be used as a supplementary tool that supports classroom learning.

To use social media effectively for speaking development, teachers should follow several methodological principles.

First, every social media task must have a clear speaking objective. The teacher should explain whether the task focuses on fluency, pronunciation, vocabulary, grammar, interaction or confidence.

Second, tasks should be short and regular. It is better to give students one-minute speaking tasks several times a week than long and difficult tasks once a month.

Third, teachers should provide models. Before asking students to speak, the teacher may share a sample answer, useful phrases or pronunciation examples.

Fourth, feedback should be constructive. Teachers should not only point out mistakes, but also praise students' progress and give practical advice.

Fifth, students should be encouraged to reflect on their speaking. They may listen to their old recordings and compare them with new ones. This helps them see their own progress.

Sixth, social media tasks should be connected with classroom lessons. For example, if the lesson topic is "environment," the online speaking task should also be related to environmental issues.

Seventh, teachers should create a respectful online atmosphere. Students must understand that making mistakes is natural in language learning.



Conclusion

In conclusion, social media has a significant impact on the development of students' speaking skills in English language learning. It creates an interactive and flexible environment where students can practice speaking, improve pronunciation, expand vocabulary, develop fluency and build confidence. Social media platforms such as Telegram, WhatsApp, Instagram, YouTube, Facebook and TikTok can be effectively used for voice messages, video presentations, pronunciation challenges, online debates, storytelling and peer interaction.

The analysis shows that social media is especially useful because it extends speaking practice beyond the classroom. It gives students more opportunities to use English in meaningful communication. At the same time, social media increases motivation because students work with familiar and interesting digital tools.

However, social media should be used carefully and purposefully. Its effectiveness depends on the teacher's planning, task design, feedback and control. If social media is used without clear objectives, it may lead to distraction and superficial learning. Therefore, teachers should integrate social media into English language teaching as a supplementary pedagogical tool. Overall, the purposeful use of social media in English language learning can contribute to the development of students' communicative competence and speaking proficiency. It helps transform passive learners into active speakers and creates conditions for more natural, confident and meaningful oral communication.

References

1. Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. Facebook: An online environment for learning of English in institutions of higher education. *The Internet and Higher Education*, 2010.
2. Manca, S., & Ranieri, M. Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 2016.
3. Lomicka, L., & Lord, G. Social networking and language learning. In *The Routledge Handbook of Language Learning and Technology*. London: Routledge, 2016.



4. Elmirezayeva M. D. Formation and Development of Social Protection Terms in English and Uzbek Languages //Mental Enlightenment Scientific-Methodological Journal. – 2024. – T. 5. – №. 03. – C. 131-138.
5. Qizi E. M. D. Linguocultural and Semantic Analysis of English and Uzbekphraseological Units According to Cultural Features //Central Asian Journal of Literature, Philosophy and Culture. – 2023. – T. 4. – №. 4. – C. 170-175.
6. Perez, E. et al. A systematic review of social media as a teaching and learning tool in higher education. Education and Information Technologies, 2023.
7. Albogami, A., & Mohammad, H. Exploring the use of WhatsApp for teaching speaking to English language learners: A case study. Arab World English Journal.
8. Wong, L. H., Chai, C. S., & Aw, G. P. Second language learning with social media. Educational Technology & Society, 2017.
9. Vygotsky, L. S. Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press, 1978.
10. Harmer, J. The Practice of English Language Teaching. London: Pearson Education, 2007.
11. Brown, H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Education, 2007.
12. Thornbury, S. How to Teach Speaking. London: Longman, 2005.