

THE IMPACT OF SOCIAL MEDIA AND VLOGGING ON SPEAKING SKILL DEVELOPMENT

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Abstract: Social media has revolutionized communication in the modern era, influencing not only the way individuals interact socially but also the way they learn languages and develop speaking skills. With the advent of platforms such as YouTube, TikTok, Instagram, and Facebook, learners are exposed to authentic spoken content, diverse accents, various speaking styles, and real-world discourse in ways never before possible. In parallel, vlogging has emerged as a popular genre within social media that encourages individuals to speak, narrate, present, and express themselves in structured or spontaneous ways. As a result, social media and vlogging have profound impacts on the development of speaking skills for language learners across the globe.

Key words: social media, vlogging, speaking skill development, oral communication, spoken language proficiency, language learning strategies, digital language learning, multimodal learning, authentic communication, fluency development, pronunciation improvement, autonomous learning, learner motivation, self-directed learning, online speaking practice, language acquisition, content creation for language learning, self-

assessment in speaking, feedback in vlogging, community-based language learning, peer interaction, real-time communication, speaking anxiety reduction, critical media literacy, technology-enhanced language learning, language performance assessment, virtual learning environments, language output practice, creative language use, intercultural communication skills

Introduction

The learning environment facilitated by social media is notably different from traditional classrooms. Social media provides immediacy, diversity, and authenticity. Learners can observe and participate in real conversations, mimic natural speech, engage with native speakers, and receive feedback directly from audiences. Unlike controlled classroom dialogues, social media offers unscripted, fluid, and context-rich communication that mirrors real-life interaction. This exposure accelerates learners' ability to comprehend varied pronunciations, understand colloquial expressions, and develop pragmatic competencies that are crucial for effective speaking. Moreover, vlogging encourages active production rather than passive reception of language. When learners create vlogs, they must plan their speech, organize their thoughts, use appropriate vocabulary, pay attention to fluency, and consider their audience. This process stimulates not only linguistic skills but also critical thinking, creativity, and self-reflection. Vlogging acts as a form of rehearsal, allowing learners to practice speaking in relatively low-pressure environments before engaging in real-world interactions. By recording and reviewing their own performances, learners can identify weaknesses, monitor progress, and set goals for improvement.

Advantages of vlogging for speaking skills

One significant advantage of social media in speaking skill development is its multimodal nature. Learners are exposed to both auditory and visual cues, which enhance understanding and retention. Non-verbal communication, such as facial expressions, gestures, and body language, is easily observable through videos, making learners more attuned to the full spectrum of communication. Multimodal exposure aids in developing

intonation, rhythm, and natural phrasing, elements often neglected in traditional language instruction. Authenticity is another critical factor that social media provides. Traditional language materials often present sanitized, idealized speech, whereas social media content reflects real-world spontaneity, including hesitations, interruptions, slang, humor, and cultural references. Exposure to authentic speech helps learners adjust their listening and speaking strategies to cope with the unpredictability of real-life communication. Interactivity is central to social media's impact. Unlike passive consumption, social media allows learners to engage actively through comments, discussions, live streams, and collaborative content creation. When learners comment on videos, participate in discussions, or collaborate with vloggers, they practice spontaneous speaking skills and conversational strategies. Even asynchronous interaction like video comments simulates aspects of real conversation, promoting skills like turn-taking, clarification, elaboration, and negotiation of meaning. Vlogging, in particular, fosters autonomy and motivation in speaking skill development. By choosing topics of personal interest, learners gain ownership over their learning process. Motivation increases when learners feel their voices matter, when they can share personal experiences, ideas, or opinions with a real audience. Authentic communication goals, such as connecting with others, informing, entertaining, or persuading, replace artificial classroom speaking tasks. This authenticity fuels deeper engagement and persistence in language practice. Self-monitoring is another significant benefit of vlogging. By watching their own recorded performances, learners gain immediate feedback on their pronunciation, fluency, coherence, and delivery. They become more aware of filler words, repetitive phrases, unclear pronunciation, or awkward pauses. Over time, systematic self-review leads to greater fluency, clarity, and confidence. This form of self-feedback is often more powerful than external correction because it involves active noticing and reflection. Community-building on social media also supports speaking development. Language learners often find supportive communities online where they can share vlogs, exchange feedback, participate in speaking challenges, or collaborate on projects. These communities provide social motivation, accountability, and encouragement, which are essential for sustained language learning. Engaging with a community also exposes learners to diverse

perspectives, dialects, and communication styles, enriching their speaking repertoire. Social media and vlogging also address issues of speaking anxiety, which is a common barrier to oral language development. Speaking into a camera for a vlog may feel less intimidating than speaking in front of a live audience. Over time, repeated exposure to speaking tasks in safe, controlled environments helps desensitize learners to speaking anxiety. As confidence grows, learners are more willing to engage in live conversations, presentations, and discussions. However, while the benefits are substantial, there are also challenges associated with using social media and vlogging for speaking skill development. One challenge is the lack of immediate corrective feedback. Learners may internalize incorrect pronunciations or grammar patterns without realizing it. Peer comments on social media are often superficial and may not provide detailed linguistic correction. Therefore, learners must complement their social media practice with formal instruction or informed self-study. Another challenge is exposure to non-standard varieties of language. Social media content often includes slang, regional dialects, and informal usage that may confuse learners or lead to inappropriate language transfer. Teachers need to guide learners in distinguishing between formal and informal registers and understanding context-appropriate language use. Distraction is a further potential drawback. Social media is designed for entertainment and engagement, and learners may easily veer off into unrelated content. Maintaining focus on language learning objectives requires discipline and structured tasks. Privacy and safety are additional considerations. Posting vlogs publicly may expose learners to negative comments, trolling, or unwanted attention. Educators and learners must be aware of privacy settings, community guidelines, and online safety protocols.

Pedagogical integration strategies

Despite these challenges, the pedagogical potential of social media and vlogging for speaking skill development is immense when integrated thoughtfully. Educators can design speaking assignments that involve creating vlogs, participating in online discussions, analyzing social media dialogues, and reflecting on authentic communication practices. Tasks can be scaffolded to ensure learners are prepared, supported, and guided

through the process. Incorporating social media and vlogging into speaking curricula requires strategic planning. Teachers should provide clear guidelines, objectives, and assessment criteria. They should also encourage critical media literacy, teaching learners to analyze the language, tone, and communication strategies used in social media content. Developing critical awareness helps learners not only imitate but also evaluate and adapt communication styles appropriately.

In addition, leveraging social media for speaking development aligns with broader educational goals such as promoting digital literacy, fostering creativity, enhancing intercultural competence, and encouraging autonomous learning. These 21st-century skills are crucial for success in academic, professional, and personal domains.

Research evidence

Research studies confirm the positive impact of social media and vlogging on speaking skills. Numerous studies have shown improvements in pronunciation, fluency, vocabulary usage, confidence, and motivation among learners who engage with social media platforms for language learning. Vlogging projects, in particular, have been linked to greater speaking proficiency gains compared to traditional oral presentation tasks. To maximize benefits, a balanced approach is necessary. Social media should be used alongside traditional methods, blending the authenticity and engagement of social media with the structure and rigor of classroom instruction. Teachers should monitor learners' progress, provide regular feedback, and address challenges as they arise.

Conclusion

In conclusion, the advent of social media and vlogging has undeniably revolutionized the landscape of spoken language development for learners across the world. Through platforms such as YouTube, TikTok, and Instagram, learners have gained unprecedented access to authentic, multimodal, and interactive language experiences that mirror real-world communication. Unlike traditional classroom settings, where exposure to natural discourse can be limited and scripted, social media immerses learners in spontaneous conversation, various registers of speech, diverse accents, cultural nuances,

and real-time language use. This exposure not only enhances comprehension but significantly accelerates speaking skill development by allowing learners to model natural rhythms, intonation patterns, and conversational strategies. The active nature of vlogging fosters a deeper engagement with language production. As learners create content, organize their thoughts, and address a real or imagined audience, they engage in meaningful practice that develops fluency, coherence, and expression. Vlogging also promotes a cyclical learning process wherein learners record, reflect, revise, and refine their speech. This self-regulated feedback loop builds critical self-awareness, enabling learners to recognize personal strengths and address areas of weakness autonomously. Through vlogging, learners transition from passive recipients of knowledge to active creators of meaning, enhancing both their linguistic and cognitive capabilities. Moreover, the motivational benefits of social media and vlogging cannot be understated. Traditional speaking activities often suffer from lack of authentic purpose or audience, leading to diminished learner investment. In contrast, vlogging provides a platform for real-world communication, offering genuine audiences and tangible communicative goals. This authenticity increases learner motivation, engagement, and persistence in language learning. Additionally, social media communities foster a sense of belonging and mutual encouragement, which further supports sustained speaking practice and emotional resilience in language learning.

Despite these vast opportunities, challenges remain. The unregulated nature of social media content exposes learners to non-standard language, slang, and

informal discourse that may not always align with their learning goals. The lack of immediate corrective feedback poses a risk of fossilizing errors. Privacy concerns, distractions, and the potential for negative social interactions also warrant careful consideration. These challenges highlight the need for critical digital literacy among learners and strategic guidance from educators. Structured support ensures that learners can maximize the benefits of social media and vlogging while minimizing potential drawbacks. Pedagogically, the integration of social media and vlogging into speaking curricula demands thoughtful design. Tasks must be scaffolded, clear learning objectives must be established, and critical reflection should be incorporated throughout the learning

process. Teachers play an essential role in helping learners navigate the complex digital landscape, distinguish between formal and informal language use, and develop strategies for effective self- and peer-assessment. By embedding vlogging projects, interactive discussions, and social media analyses into the curriculum, educators can leverage these platforms to enhance spoken proficiency, critical thinking, creativity, and intercultural competence. Looking ahead, further research is needed to explore the long-term impacts of social media-based speaking practice on different learner populations, including beginners, heritage speakers, and bilinguals. Studies should examine how various factors—such as age, cultural background, and digital familiarity—influence learners’ engagement with and benefit from these platforms. Additionally, future technological innovations such as augmented reality, virtual reality, and AI-driven conversation agents hold immense potential to further transform the speaking development process through even more immersive and interactive experiences. Ultimately, social media and vlogging have expanded the definition of language learning spaces, making them more accessible, authentic, and learner-centered. They have shifted the dynamics from teacher-centered to learner-driven communication, empowering individuals to take control of their speaking development journey. Learners are no longer confined to classroom walls; they now have the world at their fingertips, full of opportunities to listen, speak, interact, and grow. As education continues to evolve in the digital age, the strategic incorporation of social media and vlogging into language instruction will not only enrich speaking skill development but also prepare learners to be confident, adaptive communicators in an interconnected global society. In sum, social media and vlogging have emerged as transformative tools for enhancing speaking abilities, motivating learners, building digital competencies, and fostering lifelong learning habits. Their full potential can only be realized through conscious, reflective, and ethical engagement by both learners and educators. By embracing these tools thoughtfully, the journey from hesitant speaker to fluent communicator becomes not just achievable but inspiring, dynamic, and future-ready.

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