



**THE IMPACT OF SOCIAL NETWORKS ON LISTENING AND
SPEAKING SKILLS OF EFL STUDENTS**

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***Annotatsiya:** Ushbu tadqiqot ijtimoiy tarmoqlar EFL talabalarning tinglash va gapirish ko'nikmalarini qanday rivojlantirishini o'rganadi. YouTube, TikTok, Instagram va Telegram platformalari haqiqiy til kirishlari va interaktiv mashqlarni taklif qiladi. Kuzatuvlar va suhbatlar ijtimoiy tarmoqlar tushunishni, ravonlikni, talaffuz va ishonchni oshirishini ko'rsatadi. Pedagogik yo'riq akademik sifatni ta'minlash uchun zarur.*

***Annotation:** This study examines how social networks improve EFL students' listening and speaking skills. Platforms like YouTube, TikTok, Instagram, and Telegram provide authentic input and interactive practice. Observations and interviews show that social media enhances comprehension, fluency, pronunciation, and confidence. Guided use is needed to complement formal learning and maintain academic quality.*

***Аннотация:** Это исследование изучает, как социальные сети улучшают навыки аудирования и говорения у студентов EFL. Платформы YouTube, TikTok, Instagram и Telegram предоставляют аутентичный языковой контент и интерактивную практику. Наблюдения и интервью показывают, что социальные сети повышают понимание, беглость, произношение и уверенность. Педагогическое руководство необходимо для поддержания академического качества.*

Keywords: social networks, listening, speaking, EFL, authentic input



Ключевые слова: социальные сети, аудирование, говорение, EFL, аутентичный контент

Asosiy tushunchalar : ijtimoiy tarmoqlar, tinglash, gapirish, EFL, haqiqiy til kirishi

Introduction

Listening and speaking are often the most challenging components of language learning for EFL students due to limited exposure to authentic communication. Traditional classroom methods, including textbook exercises and pre-recorded audio, often fail to provide the spontaneity and variety found in real-life conversations. Social networks partially bridge this gap by exposing learners to natural language in varied contexts. Stephen Krashen argues that “Acquisition requires meaningful interaction in the target language—natural communication in which speakers focus on conveying messages rather than grammatical form” [1,202]. This principle underlines the potential of social media to provide comprehensible input slightly above the learners’ level, promoting natural language acquisition.

Platforms such as YouTube and TikTok present learners with native-speaker pronunciation, connected speech, intonation, and situational vocabulary. Instagram and Telegram add interactive features that encourage learners to respond, imitate, and communicate. This study examines how such engagement influences listening comprehension, speaking fluency, and overall oral competence.

Methodology

This research employed a qualitative and analytical approach. The following methods were applied: Observation of students’ engagement with social network content; Analysis of spoken input on YouTube, TikTok, Instagram, and Telegram; Comparison of listening and speaking performance between active and less active users; Informal interviews to understand students’ habits and perceptions. The study focused solely on listening and speaking skills to allow for in-depth analysis. Specific activities, such as shadowing, voice messaging, and short video creation, were recorded and analyzed to determine their effects on oral proficiency.



Social Networks and Listening Skills

Students exposed to regular English content improved in the following areas: Recognizing main ideas in speech; Understanding reduced forms and natural intonation; Following speech at native speed; Gaining confidence in comprehension tasks.

Michael Rost emphasizes that “Listening is not merely hearing; it is an active process of constructing meaning from spoken input”. Social networks enhance this process through multimodal input—combining audio, visual cues, and context—allowing students to internalize meaning more effectively.

Social Networks and Speaking Skills

Active engagement, including repeating phrases from videos, recording voice messages, and responding to prompts, led to improvements in fluency, pronunciation, and confidence. Dell Hymes noted that communicative competence involves both grammatical correctness and the appropriate use of language in social contexts[2,72]. Social networks expose learners to these rules through informal interaction, allowing them to practice pragmatically appropriate speech in a low-pressure environment. Students who participated in voice chats, shadowed native speakers, and created TikTok responses reported: Reduced anxiety in speaking; More natural intonation and rhythm; Faster lexical retrieval; Greater willingness to initiate conversations in English.

Summary Table of Findings

Platform	Activity	Skill Developed	Observed Outcome
YouTube	Watching lessons & shadowing	Listening, Pronunciation	Improved comprehension, intonation, and rhythm
TikTok	Short video replies	Fluency	Faster speech processing, increased confidence
Instagram	Mimicking native speakers	Pronunciation & Rhythm	More natural and expressive speech



Telegram	Voice messages	Communicative Confidence	Reduced anxiety, smoother delivery
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Discussion

The results indicate that social networks provide authentic and varied spoken language that supplements traditional instruction. According to David Crystal, “Digital communication reshapes language practices but requires critical awareness from learners” [3,256]. Teachers’ guidance is essential to help students select valuable content, correct errors, and distinguish informal expressions from formal English.

While informal platforms foster fluency, confidence, and listening skills, they do not automatically improve grammatical accuracy. Therefore, social networks should be integrated with structured classroom activities, including corrective feedback, explicit grammar instruction, and guided discussion tasks.

Conclusion, Social networks play an important role in developing EFL students’ listening and speaking skills. Platforms like YouTube, TikTok, Instagram, and Telegram offer authentic input, interactive practice, and low-pressure communication opportunities. With consistent, guided use, students improve comprehension, pronunciation, fluency, and confidence. Their effectiveness depends on pedagogical supervision to maintain academic rigor. Thoughtful use makes social media a strong supplement to traditional instruction.

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