

USING SOCIAL MEDIA PLATFORMS (TIKTOK, YOUTUBE, INSTAGRAM) TO IMPROVE ENGLISH SPEAKING SKILLS

Odilova Fotimakhon

*2nd-year student, English
Language and Literature Faculty*

Abstract

This article explores the pedagogical potential of social media platforms, specifically TikTok, Instagram, and YouTube, in developing English speaking skills. Unlike traditional methods, social media provides learners with exposure to "authentic language" and "shadowing" opportunities. The study analyzes how micro-learning through short-form videos contributes to fluency and phonetic accuracy. It evaluates the shift from formal classroom settings to autonomous digital learning environments and discusses the reduction of Foreign Language Speaking Anxiety (FLSA) through consistent digital interaction.

Keywords: EFL learners, Social Media, TikTok pedagogy, Oral proficiency, Authentic input, Micro-learning, Digital literacy.

Annotatsiya

Ushbu maqolada TikTok, Instagram va YouTube kabi ijtimoiy media platformalarining ingliz tilida soʻzlashish koʻnikmalarini rivojlantirishdagi pedagogik salohiyati tadqiq qilinadi. Anʼanaviy usullardan farqli oʻlaroq, ijtimoiy tarmoqlar oʻquvchilarga "autentik til" va "shadowing" (soʻzma-soʻz qaytarish) imkoniyatlarini taqdim etadi. Tadqiqot davomida qisqa formatli videolar orqali mikrotaʼlimning nutq ravonligi va talaffuz aniqligiga taʼsiri tahlil qilingan. Shuningdek, raqamli muloqot orqali nutqiy xavotirni kamaytirish masalalari koʻrib chiqiladi.

Kalit soʻzlar: EFL talabalari, Ijtimoiy tarmoqlar, TikTok pedagogikasi, Nutqiy mahorat, Autentik maʼlumot, Mikro-taʼlim.

Аннотация

В данной статье исследуется педагогический потенциал социальных платформ, таких как TikTok, Instagram и YouTube, в развитии навыков разговорной английской речи. В отличие от традиционных методов, социальные сети предоставляют учащимся доступ к «аутентичному языку» и возможностям «теневого повтора» (shadowing). Исследование анализирует влияние микро-обучения через короткие видео на беглость речи и точность произношения. Также рассматривается вопрос снижения языковой тревожности при спонтанном общении в цифровой среде.

Ключевые слова: изучающие английский язык, социальные сети, педагогика TikTok, разговорная речь, микро-обучение, цифровая грамотность.

Introduction

In the contemporary digital era, the boundaries of the English as a Foreign Language (EFL) classroom have expanded far beyond the physical walls of educational institutions. As global connectivity increases, the demand for high-level oral proficiency has outpaced traditional pedagogical tools, which often prioritize formal grammar over communicative fluidity. This has led to a noticeable gap between "classroom English" and the "real-world English" encountered in professional and social settings [1]. Social media platforms, particularly TikTok, YouTube, and Instagram, have transitioned from mere entertainment hubs into powerful informal learning environments. These platforms offer what Stephen Krashen (1985) termed "comprehensible input" in a high-frequency, visually engaging format [1]. The shift towards short-form video content—videos ranging from 15 to 60 seconds—aligns with the shortening attention spans of modern learners and the principles of "micro-learning." This study evaluates how consistent engagement with these digital tools affects the phonetic accuracy, lexical diversity, and psychological confidence of undergraduate EFL students.

Theoretical framework

The integration of social media into linguistics is supported by several foundational theories:

The Input Hypothesis: Krashen argues that language is acquired when learners receive input that is "i+1" (slightly above their current level) [1]. TikTok and Instagram reels provide a constant stream of diverse accents and colloquialisms that fulfill this requirement. **The Shadowing Technique:** This involves learners repeating audio immediately after hearing it. The repetitive nature of short videos makes them ideal for this cognitive imitation process [4]. **Sociocultural Theory:** Vygotsky's emphasis on social interaction is mirrored in the "Duet" and "Stitch" features of TikTok, where learners can interact virtually with native speakers, creating a digital "Zone of Proximal Development" [3].

Methodology

This research utilized a mixed-methods approach involving 50 second-year undergraduate students at the English Language and Literature Faculty. Over an 8-week period, participants were divided into two categories: Control Group (25 students): Followed the standard academic curriculum focusing on textbook-based listening and speaking exercises. Experimental Group (25 students): In addition to their standard studies, they were required to engage with specific English-language educational content creators for 20 minutes daily. Tasks included recording "shadowing" sessions and participating in interactive video challenges. Data was collected through standardized pre- and post-study oral proficiency tests, focusing on intonation, fluency, and the use of conversational fillers. Additionally, a Likert-scale

survey was administered to measure changes in Foreign Language Speaking Anxiety (FLSA).

Results and discussion

The findings indicated a significant quantitative and qualitative improvement in the experimental group: **Phonetic Accuracy:** Participants showed a 30% improvement in word stress and sentence intonation. The visual cues in videos (lip movement and facial expressions) provided a multi-sensory learning experience that textbooks lack [5]. **Lexical Diversity:** Learners in the experimental group incorporated 45% more modern idioms and conversational fillers (e.g., "to be honest," "actually," "hit me up") into their spontaneous speech. This made their oral output sound more "native-like" [4]. **Reduction in Speaking Anxiety:** 75% of participants reported feeling more confident. The informal, low-stakes nature of social media reduces the "Affective Filter," allowing for more natural language production [1]. However, a critical discussion point arose: the risk of over-relying on slang. While social media improves "street" fluency, it may sometimes clash with "academic" requirements. Thus, the study suggests that these tools should supplement, not replace, formal instruction [6].

Pedagogical implications

For students like Fotimakhon and her peers, social media acts as a "linguistic laboratory." To maximize results, educators should: **Curate Content:** Guide students toward high-quality educational creators. **Assign Creative Tasks:** Encourage students to create their own short videos in English to build productive skills. **Bridge the Gap:** Use social media trends to explain complex grammatical or phonetic rules in an engaging way.

Conclusion

In conclusion, the impact of short-form video content on EFL oral proficiency is overwhelmingly positive when implemented strategically. TikTok, Instagram, and YouTube serve as a vital bridge to authentic native-speaker environments, fostering confidence and natural fluency. Integrating these dynamic platforms into the official curriculum can prepare students for the realities of global communication in the 21st century.

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