

THE INFLUENCE OF SOCIAL MEDIA ON ENGLISH WRITING SKILLS

Raimov Murodullo No'monjon o'g'li

Scientific advisor: Gaziyeva Saida

Chirchik State Pedagogical University Tourism faculty

Foreign language and literature English student of 21/2-group

Bachelor student of Chirchik State Pedagogical University

Gmail: murodilla572@gmail.com

Phone: +998334679396

<https://doi.org/10.5281/zenodo.15460989>

ABSTRACT: Since the beginning of the digital era, social media have been an integral part of daily communication, especially among young people. The essay explains how social media such as Facebook, Instagram, Twitter (X), TikTok, and WhatsApp help in learning and enhancing English writing skills. While creating more avenues for real-time interaction and lexical exposure on these sites, they also subject users to informal language, abbreviations, and grammatical non-standardness that may influence the writing habits of learners. With a combination of surveys, interviews, writing sample analysis, and observation, this study aims to determine how social media facilitates and limits English writing competence. Practical suggestions are given to balance social media usage to produce instead of discourage formal writing competence.

Keywords: Social media, writing skills, English language learning, digital communication, informal language, grammar, vocabulary, learner motivation.

INTRODUCTION

Since the internet and mobile phones have been developing very fast, social media has emerged as one of the prominent means through which humans exchange and share information. Social media, including Instagram, Facebook, Whats App, Telegram, X (Twitter), TikTok, and YouTube, are not only social media but also educational, professional, and creative media.

To English language learners between 13–30 years old, social media offers a constant supply of English material in the shape of memes, posts, reels, vlogs, tweets, and comments. Even with regular writing practice and widespread exposure to words through social media, however, frequency tilts toward informal forms of communication, which impacts what learners can do in terms of thinking about, identifying with, or applying formal models of writing.

This article discusses the impact of social media usage on the English learners' writing skill academic and professional. We present the advantages and disadvantages of using social media, keeping in mind whether social media helps or hinders the writing of logical, grammatically correct, and structurally sound writings.

LITERARY ANALYSIS AND METHODOLOGY

Numerous scholars have examined the interaction between social media and language learning. Crystal (2011) foresees that computer-mediated media have evolved a new type of English "Netspeak" that blends the features of spoken and written language. While the new variety allows for creativity and expressiveness, it might not align with academic writing conventions.

Junco, Heiberger, and Loken (2013) tested the effects of Twitter on student engagement and determined that social media, when used with a purpose, fosters writing fluency and

digital literacy. Cingel & Sundar (2012) cautioned, however, that textese (abbreviations used in text speak like "u", "lol", "brb") would have a deleterious effect on grammar and spelling accuracy.

Research Methods Used:

1. Surveys and Questionnaires

Administered with 120 students who regularly use social media, selected from university and secondary school environments. The questionnaire was intended for inquiry regarding writing behavior, perceived influence, and platform choice.

2. English Teacher Interviews

Interviewed 10 English teachers regarding change observed in the quality of student writing over the last few years, and particularly related to informal writing habits.

3. Comparison of Writing Samples

40 writing samples (essays, reports, emails) were collected and analyzed from each of the two groups: heavy social media users and controlled users. Vocabulary range, grammar, cohesion, and register were quantified.

4. Classroom Observation and Online Spaces

Code-switching and informal expression usage of the students were observed to track in face-to-face classes and online chat rooms (Telegram groups, Whats App group chats of classes).

5. Case Study Method

A detailed look at three students who developed their English writing abilities utilizing guided social media (blogging, Instagram captions, and YouTube comments) over a period of 3 months.

DISCUSSION AND RESULT

Positive Effects of Social Media on Writing Skills:

1. Increased Writing Frequency

Social media encourages writing frequently whether as comments, captions, or messages. Constant practice builds confidence in writing, especially in informal contexts.

2. Vocabulary Creation in Real-world Contexts

Platforms like YouTube and Tik Tok expose the user to modern-day slang, idioms, and colloquial English. This makes the learners more fluent and natural in real-life conversations.

3. More Immediate Feedback & Peer Correction

Students receive immediate feedback, corrections, and responses in online forums. This feedback loop reinforces learning and corrects mistakes.

4. Greater Creativity and Self-Expression

Writing for an audience (e.g., on Instagram or a blog) prompts students to describe and explain themselves more creatively and explicitly. This assists narrative and descriptive writing.

5. Access to Writing Models

Social media are replete with well-written material by educators, writers, and personalities. Students follow writing style, sentence structure, and word usage.

Negative Social Media Impacts on Writing Skill:

1. Overuse of Everyday Language

Repeated exposure to informal words and abbreviations ("gonna", "cuz", "idk", "btw")

leads to their applications in scholarly writing improperly.

2. Grammar and Spell Neglect

The majority of students ignore punctuation, capitalization, and correct spelling when online chatting. These are incorporated into their habits over time and affect their formal writing accuracy.

3. Reduced Attention Span

Short-form content (tweets, stories) can habituate learners to write in fragments rather than well-crafted paragraphs.

4. Copy-Paste and Plagiarism

Availability of others' work makes some learners copy without understanding. This hinders original thinking and academic honesty.

5. Excess Use of Emojis and Nonverbal Signals

While emojis enrich discussions, others overuse them or try to rely on images rather than building entire textual signals.

CONCLUSION

Social media is a double-edged sword in the case of English writing skills. While on the one side it provides daily practice, facilitates communication, and sparks creativity, on the other side, excessive exposure to informal language has the effect of diluting grammatical correctness and affecting formal writing composition.

The way out is regulated usage. Teachers can ask students to offset their social media practice by:

- Subscribing to educational and grammar-based pages.
- Writing blog posts, reviews, or captions in proper grammatical form.
- Using platforms like LinkedIn or Medium for professional writing purposes.
- Avoiding textspeak in school communication and homework.

Social media, when used wisely, can be a powerful friend in honing writing skills. It can encourage unwanted tendencies in its lack of consciousness and control. Teachers, parents, and students must all work together to turn this tool of technology into a bountiful learning experience.

References:

Используемая литература:

Foydalanilgan adabiyotlar:

1. Crystal, D. (2011). *Internet Linguistics: A Student Guide*. Routledge.
2. Junco, R., Heiberger, G., & Loken, E. (2013). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 29(2), 119–132.
3. Cingel, D. P., & Sundar, S. S. (2012). Texting, techspeak, and tweens. *New Media & Society*, 14(8), 1304–1320.
4. Thurlow, C. (2006). From statistical panic to moral panic. *Information, Communication & Society*, 9(2), 213–239.
5. Abdurasulov J., & Pardabayeva, M. (2024). MUSOBAQADAN OLDIN SPORTCHILARNI PSIXOLOGIK TAYYORLASH. Евразийский журнал социальных наук, философии и культуры, 4(6 Part 2), 73–76. извлечено от <https://in-academy.uz/index.php/ejsspc/article/view/34717>

6. Abdurasulov, J. (2024). HARBIY PEDAGOGIKANING BOSHQA FANLAR BILAN ALOQASI.
Молодые ученые, 2(6), 48-52.
7. <https://www.researchgate.net>
8. <https://www.sciencedirect.com>
9. <https://cyberleninka.ru>
10. <https://www.teachingenglish.org.uk>
11. <https://www.cambridge.org>