

USING INSTAGRAM REELS FOR TEACHING SPOKEN ENGLISH TO UZBEK EFL  
LEARNERS

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**Annotation.** This article explores the potential of Instagram Reels as an innovative tool for teaching spoken English to Uzbek learners of English as a foreign language (EFL). As social media platforms increasingly influence educational practices, short-form video content offers new opportunities for developing speaking fluency, pronunciation, vocabulary acquisition, and communicative competence. Drawing on the theories of Stephen Krashen, Michael Lewis, and Richard Mayer, the article examines how authentic and engaging video-based materials can enhance language learning outcomes. Through a review of recent studies and pedagogical practices, the research highlights the effectiveness of Instagram Reels in promoting learner motivation, increasing exposure to authentic language input, and encouraging active participation in speaking activities. The article also proposes practical strategies for integrating Instagram Reels into EFL instruction in Uzbek educational contexts.

**Key words:** Instagram Reels, EFL learners, spoken English, communicative competence, social media learning, vocabulary acquisition, authentic materials, Uzbek learners.

INSTAGRAM REELS YORDAMIDA O‘ZBEK EFL O‘RGANUVCHILARIGA OG‘ZAKI  
INGLIZ TILINI O‘RGATISH

Xorijiy til va adabiyoti kafedrası  
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**Annotatsiya.** Ushbu maqolada Instagram Reels platformasining ingliz tilini xorijiy til sifatida o‘rganuvchi o‘zbek talabalarining og‘zaki nutq ko‘nikmalarini rivojlantirishdagi imkoniyatlari tahlil qilinadi. Ijtimoiy tarmoqlarning ta‘lim jarayoniga ta‘siri ortib borayotgan bir davrda, qisqa video formatidagi kontent talaffuz, nutq ravonligi, lug‘at boyligi va kommunikativ kompetensiyani rivojlantirish uchun samarali vosita sifatida namoyon bo‘lmoqda. Tadqiqot Stephen Krashen, Michael Lewis va Richard Mayerning nazariy qarashlariga asoslanib, autentik va qiziqarli videomateriallarning til o‘rganish samaradorligiga ta‘sirini o‘rganadi. Zamonaviy tadqiqotlar va pedagogik tajribalar tahlili asosida Instagram Reels o‘quvchilarning motivatsiyasini oshirishi, autentik til muhitiga ta‘sirini kuchaytirishi hamda og‘zaki muloqot faoliyatlarida faol ishtirok etishga undashi ko‘rsatib beriladi. Shuningdek, maqolada Instagram Reels platformasini O‘zbekiston EFL ta‘limi amaliyotiga integratsiya qilish bo‘yicha metodik tavsiyalar taklif etiladi.

**Kalit so‘zlar:** instagram reels, EFL o‘rganuvchilari, og‘zaki ingliz tili, kommunikativ kompetensiya, ijtimoiy tarmoqlar orqali ta’lim, lug‘at boyligini rivojlantirish, autentik materiallar, o‘zbek o‘rganuvchilari.

## ИСПОЛЬЗОВАНИЕ INSTAGRAM REELS ДЛЯ ОБУЧЕНИЯ РАЗГОВОРНОМУ АНГЛИЙСКОМУ ЯЗЫКУ УЗБЕКСКИХ УЧАЩИХСЯ EFL

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**Аннотация.** В данной статье рассматривается потенциал платформы instagram reels как инновационного средства обучения разговорному английскому языку узбекских учащихся, изучающих английский язык как иностранный (EFL). В условиях возрастающего влияния социальных сетей на образовательный процесс короткие видеоролики открывают новые возможности для развития беглости речи, произношения, словарного запаса и коммуникативной компетенции. Основываясь на теориях Стивена Крашена, Майкла Льюиса и Ричарда Майера, автор анализирует влияние аутентичных и увлекательных видеоматериалов на результаты изучения языка. На основе обзора современных исследований и педагогической практики в статье демонстрируется эффективность Instagram Reels в повышении учебной мотивации, расширении доступа к аутентичной языковой среде и стимулировании активного участия учащихся в речевой деятельности. Кроме того, предлагаются практические рекомендации по интеграции instagram reels в процесс преподавания английского языка в образовательных учреждениях Узбекистана.

**Ключевые слова:** instagram reels, учащиеся EFL, разговорный английский язык, коммуникативная компетенция, обучение через социальные сети, развитие словарного запаса, аутентичные материалы, узбекские учащиеся.

### INTRODUCTION

The rapid development of digital technologies and social media platforms has significantly transformed educational practices worldwide. Among these platforms, Instagram has emerged as one of the most widely used applications among young people, offering opportunities not only for social interaction but also for educational engagement. One of its most popular features, Instagram Reels, allows users to create and share short-form videos accompanied by audio, captions, and visual effects. Due to their accessibility, brevity, and interactive nature, Reels have recently attracted the attention of language educators seeking innovative approaches to English language teaching.

In Uzbekistan, English has become increasingly important due to globalization, international education, and professional mobility. Despite continuous reforms in foreign language education, many Uzbek learners continue to experience difficulties in developing spoken English proficiency. Traditional classroom practices often emphasize grammar and vocabulary acquisition, while providing limited opportunities for authentic communication and meaningful speaking practice. Consequently, learners frequently demonstrate adequate theoretical knowledge but lack confidence and fluency in real-life communication.

Recent studies suggest that social media-based learning environments can address these challenges by providing learners with authentic language input and opportunities for active participation. Instagram Reels, in particular, expose learners to short, engaging, and context-rich language samples produced by native and proficient speakers. Through repeated exposure to authentic pronunciation, intonation patterns, conversational expressions, and lexical chunks, learners can improve both their receptive and productive language skills.

### **OBJECTIVES**

The primary aim of this study is to investigate the effectiveness of Instagram Reels in improving spoken English skills among Uzbek EFL learners.

The study seeks to answer the following research questions:

1. How can Instagram Reels contribute to the development of spoken English skills among Uzbek EFL learners?
2. What impact does the use of Instagram Reels have on learners' motivation and engagement in speaking activities?
3. Which features of Instagram Reels support vocabulary acquisition, pronunciation development, and communicative competence?
4. How do Uzbek EFL learners perceive Instagram Reels as a language learning tool?

By addressing these questions, the study aims to contribute to the growing field of technology-enhanced language learning and provide practical recommendations for integrating social media platforms into English language instruction in Uzbekistan.

### **METHODS**

#### *Research Design*

This study adopts a qualitative-descriptive approach supported by comparative analysis of previous empirical studies concerning social media-assisted language learning. The research examines the pedagogical potential of Instagram Reels in teaching spoken English and evaluates its effectiveness through theoretical analysis and literature review. The theoretical framework is based on the works of Krashen (1985), Mayer (2009), Lewis (1993), Harmer (2015), and recent studies on digital language learning. In addition, contributions from Uzbek scholars, including Jalolov (2012), Mahkamov (2018), and Bekmuratova (2021), are considered to contextualize the findings within the national educational environment. A comparative analysis was conducted to identify similarities and differences between international findings and pedagogical approaches recommended by Uzbek scholars.

### **RESULTS**

The analysis of recent studies demonstrates that Instagram Reels can significantly contribute to the development of spoken English skills among EFL learners. The reviewed literature indicates that short-form video content provides learners with frequent exposure to authentic language input, including pronunciation patterns, intonation, vocabulary, and commonly used conversational expressions. One of the most frequently reported benefits of Instagram Reels is the improvement of learners' speaking fluency. Unlike traditional classroom materials, Reels present language in natural communicative contexts. Learners are exposed to real-life conversations, interviews, storytelling videos, and educational content produced by native and proficient English speakers. As a result, they become more familiar with authentic speech patterns and everyday expressions. Several studies

report that students who regularly interact with short educational videos demonstrate greater confidence and fluency in speaking activities.

In general, the analysis indicates that Instagram Reels support the development of communicative competence. Through exposure to authentic language use in various social and cultural contexts, learners gain a deeper understanding of pragmatic features such as greetings, requests, apologies, compliments, and informal conversations. This contributes to more natural and effective communication in English.

### **DISCUSSION**

The findings of this study support the growing body of literature emphasizing the educational potential of social media platforms in language learning. International scholars generally agree that authentic digital content can enhance language acquisition by providing meaningful and comprehensible input. Krashen (1985) argues that language acquisition occurs when learners are exposed to input slightly above their current proficiency level. Instagram Reels offer precisely such opportunities by presenting authentic yet accessible language samples through short videos. The findings also align with Lewis's (1993) Lexical Approach, which highlights the importance of acquiring lexical chunks and collocations. Many Instagram Reels feature frequently used expressions, conversational phrases, and natural language patterns that learners can easily imitate and incorporate into their own speech. This exposure may help Uzbek learners overcome one of the common challenges in EFL learning—the production of grammatically correct but unnatural language.

When compared with Uzbek scholars' perspectives, several similarities emerge. Jalolov (2012) emphasizes the importance of communicative language teaching and meaningful interaction in foreign language classrooms. Likewise, Mahkamov (2018) advocates the integration of innovative technologies and learner-centered approaches in English language education. The findings of the present study support these views by demonstrating that Instagram Reels create opportunities for active engagement, authentic communication, and independent learning.

### **CONCLUSION**

The present study examined the potential of Instagram Reels as a tool for teaching spoken English to Uzbek EFL learners. The findings indicate that Instagram Reels provide authentic language input, promote vocabulary acquisition, improve pronunciation, enhance speaking fluency, and increase learner motivation. Through short, engaging, and multimedia-rich content, learners are exposed to real-life language use that extends beyond the limitations of traditional classroom materials. The use of Instagram Reels corresponds closely with current educational reforms in Uzbekistan that promote technology-enhanced and learner-centered instruction. Therefore, English language teachers are encouraged to incorporate Instagram Reels into speaking lessons as a supplementary learning resource.

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