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## The effect of YouTube comment-based writing tasks on writing proficiency and writing anxiety among Uzbek EFL learners: a quasi-experimental study

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**Annotation** *Today, social networks have become an integral part of students' lives, providing them with opportunities to learn and practice languages. This article discusses the impact of comment writing tasks on the YouTube platform on the English writing skills and pre-writing anxiety of Uzbek high school students learning English as a foreign language. The study was conducted based on a single-group experimental design, in which changes in the written speech skills and psychological state of the participants were studied. During the experiment, the participants watched videos on the YouTube platform and performed tasks related to leaving comments on them. The study involved 60 students in grades 10-11, and the Second Language Writing Anxiety Inventory (SLWAI) questionnaire developed by Cheng (2004) was used. The results show that after the experiment, the participants' written speech significantly improved and the level of anxiety during the writing process decreased. The study findings confirm that writing assignments based on YouTube comments not only develop linguistic competence in EFL students, but also serve to overcome psychological barriers to the writing process.*

**Keywords** *YouTube comments, EFL writing proficiency, writing anxiety, social media in education, Uzbek EFL learners, quasi-experimental research, technology-enhanced language learning, authentic writing tasks*

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## YouTube sharhlariga asoslangan yozma topshiriqlarning O'zbekistonlik EFL o'quvchilarining yozish malakasi va yozishdagi xavotiriga ta'siri: kvazi-eksperimental tadqiqot

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**Annotatsiya** *Bugungi kunda ijtimoiy tarmoqlar o'quvchilar hayotining ajralmas qismiga aylanib shu bilan birga ularga til o'rganish va amalda qo'llash imkoniyatlarni taqdim etmoqda. Ushbu maqolada YouTube platformasida sharh yozish topshiriqlarining O'zbekistonlik ingliz tilini chet tili sifatida o'rganuvchi yuqori sinf o'quvchilarining ingliz tilidagi yozuv malakasiga va yozishni boshlashdan avvalgi xavotirga ta'sirini o'rganish haqida so'z boradi. Tadqiqot bir guruhli eksperimental dizayn asosida olib*

borilgan bo'lib, unda ishtirokchilarning yozma nutq mahorati hamda yozish jarayonida o'quvchilarning psixologik holatidagi o'zgarishlar o'rganilgan. Eksperiment davomida ishtirokchilar YouTube platformasidan videolar tomosha qilganlar va ularga izohlar qoldirish, tengdoshlarining izohlariga javob yozish bilan bog'liq vazifalarni bajarganlar. Tadqiqotda 60 nafar 10-11-sinf o'quvchilari ishtirok etgan bo'lib, unda Cheng (2004) tomonidan ishlab chiqilgan "Second Language Writing Anxiety Inventory" (SLWAI) so'rovnomasi qo'llanilgan. Natijalar shuni ko'rsatadiki, tajribadan keyin ishtirokchilarning yozma nutqlari sezilarli darajada yaxshilangan va yozish jarayonidagi xavotir darajasida pasayish kuzatilgan. Tadqiqot xulosalari shuni tasdiqlaydiki, YouTube mulohazalariga asoslangan yozma topshiriqlar EFL talabalarida nafaqat lingvistik kompetensiyani rivojlantiradi, balki yozish jarayonidagi psixologik to'siqlarni yengishga ham xizmat qiladi, xavotir va vahimani kamaytiradi.

**Kalit so'zlar** YouTube sharhlari, EFL yozish malakasi, yozishdagi xavotir, O'zbekistonlik EFL o'quvchilari, kvazi-eksperimental tadqiqot, texnologiyalar asosida til o'rganish

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**Влияние заданий по написанию текстов на основе комментариев на YouTube на уровень письменной речи и уровень тревожности при письме среди узбекских учащихся, изучающих английский как иностранный язык: квазиэкспериментальное исследование**

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**Аннотация** В настоящее время социальные сети стали неотъемлемой частью жизни студентов, предоставляя им возможности для изучения и практики языков. В данной статье рассматривается влияние заданий по написанию комментариев на платформе YouTube на навыки письменной речи на английском языке и уровень тревожности перед началом письма у узбекских старшеклассников, изучающих английский как иностранный язык. Исследование проводилось на основе одногруппового экспериментального дизайна, в котором изучались навыки письменной речи участников и изменения психологического состояния студентов в процессе письма. В ходе эксперимента участники смотрели видео на платформе YouTube и выполняли задания, связанные с оставлением комментариев к ним и написанием ответов на комментарии своих сверстников. В исследовании приняли участие 60 учеников 10-11 классов, использовался опросник тревожности при письме на втором языке (SLWAI), разработанный Ченгом (2004). Результаты показывают, что после эксперимента значительно улучшились навыки письменной речи участников и снизился уровень

*тревожности в процессе письма. Результаты исследования подтверждают, что письменные задания, основанные на комментариях к видео на YouTube, не только развивают языковую компетенцию у студентов, изучающих английский как иностранный язык, но и помогают преодолеть психологические барьеры в процессе письма, снижая тревожность и панику.*

**Ключевые слова**

*Комментарии YouTube, навыки письма на английском как иностранном, письменная тревожность, узбекские изучающие английский как иностранный, квази-экспериментальное исследование, изучение языка с использованием технологий, аутентичные письменные задания, взаимодействие со сверстниками*

### Introduction

Social media has become an integral part of the lives of the younger generation, creating ample opportunities for learning and practicing a foreign language. In particular, the YouTube platform stands out as a powerful educational tool with its rich content and comments section that allows users to participate in written discussions (Kaplan & Haenlein, 2010). A study by Jin (2024) showed that YouTube-based writing assignments significantly improved the writing skills of Korean EFL students and reduced their level of anxiety during the writing process. However, such studies have not yet been conducted sufficiently in the Uzbek educational context.

Despite the increasing integration of technology into Uzbek classrooms, students learning English in many secondary schools face difficulties in writing skills and experience high levels of anxiety during the writing process (Frolova et al., 2021; Cheng, 2002). As Pasaribu et al. (2024) have noted, EFL learners face significant challenges in writing in terms of grammar, vocabulary, thought organization, and even basic mechanics. Traditional writing instruction often fails to engage learners meaningfully or provide an authentic audience for their writing (Alobaid, 2020; Sallamah & As Sabiq, 2020).

This study aimed to investigate the impact of YouTube comment-based writing

assignments on Uzbek EFL learners' writing skills (content, organization, vocabulary, grammar, and mechanics) and writing anxiety. It also analyzed students' attitudes and experiences with social media-based writing assignments and developed practical recommendations for Uzbek EFL learners.

### Methodology

#### Research Design

This study used a quantitative quasi-experimental single-group pretest-posttest design. This design is widely used in educational research because it allows for the measurement of the effectiveness of practical interventions in classroom settings. The study did not include a control group because the goal was to observe changes within a group over time (Cohen, Manion, & Morrison, 2018). This design has been successfully used in previous studies (Anjarwati & Akhriyah, 2025; Jin, 2024) to study the impact of social media on writing skills.

#### Participants

The study involved 60 students from 10-11th grade at school in Tashkent, Uzbekistan. All participants had been learning English for at least 6-8 years.

#### Research instruments

Writing tasks. In the pre-test, students wrote a 150-200-word essay on the topic "Advantages and Disadvantages of Using Social Media" and in the post-test, students

wrote a 150-200-word essay on the topic “The Role of Technology in Modern Education” within 45 minutes.

Writing Anxiety Scale. The 22-item SLWAI questionnaire developed by Cheng (2004) was used. Students responded on a scale from 1 (strongly disagree) to 4 (strongly agree). Higher scores indicate higher anxiety.

**Data analysis**

This study aimed to determine the impact of YouTube comment-based writing assignments on Uzbek EFL learners’ writing skills and writing anxiety. The results were analyzed based on pre-test and post-test scores.

**Results on writing skills**

The pre-test results showed that there were a number of difficulties in the students’ written work. In particular:

- Limitations in fully disclosing the content
- Problems in arranging ideas in a logical order
- Insufficient vocabulary
- A large number of grammatical errors
- Punctuation and spelling errors

The results of the post-test conducted after one month of intervention showed significant positive changes.

In particular:

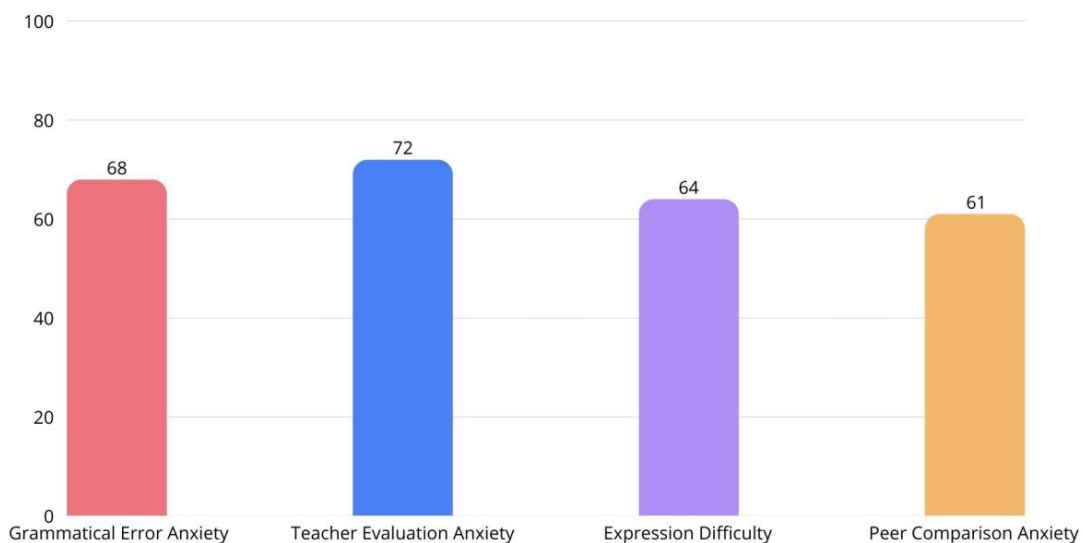
- The students’ ability to create content improved, thoughts became clearer and more comprehensive.
- In terms of structure (organization), written work acquired a more logical and orderly form.
- The vocabulary expanded, students began to use various synonyms and expressive means.
- The number of grammatical errors decreased.
- Improvements were also observed in terms of mechanics (spelling and punctuation).

Overall, the average score of the post-test writing assignments was found to be higher than the pre-test results, indicating that the writing assignments based on YouTube comments had a positive impact on the development of students’ writing skills.

**Results on Writing anxiety**

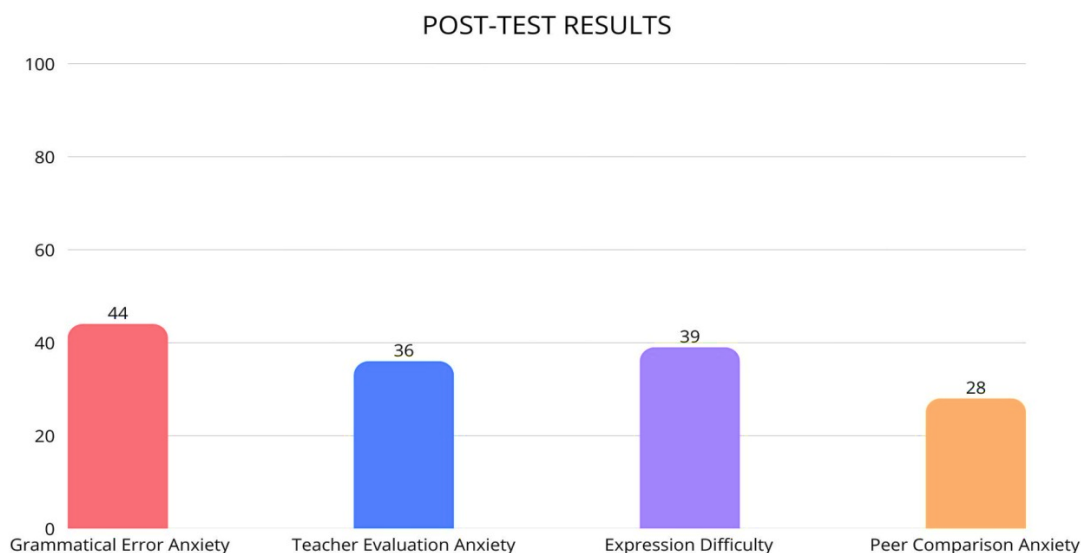
The results of the pre-test questionnaire showed that most students felt a high level of anxiety during the writing process.

PRE-TEST RESULTS



**Table 1.**

The results of the post-test conducted after the intervention showed a decrease in the level of writing anxiety.



**Table 2.**

According to the results of the questionnaire, the general anxiety index was recorded at a lower level compared to the pre-test.

#### **Overall results**

The difference between pre-test and post-test results indicates that writing assignments based on YouTube comments had a positive impact on:

- Developing writing skills
- Reducing students' writing anxiety
- Making the writing process interactive and motivating.

#### **Discussion**

The results of this study showed that writing assignments based on YouTube comments improved Uzbek EFL students' writing skills and reduced writing anxiety. These results confirm the positive role of social media in developing writing skills.

#### **Interpretation of Results on Writing skills**

The results of the study showed that students made significant progress in content, organization, vocabulary, grammar, and mechanics. These results are consistent with

previous studies that have shown the effectiveness of social media-based writing activities (Anjarwati & Akhriyah, 2025). They found that using social media videos significantly improved students' procedural text writing skills.

Similarly, social media activities have been shown to improve EFL students' writing skills (Rezk, 2024). Digital learning tools make the writing process more interactive and motivating (Nur & Ramadhani, 2025).

These results indicate that writing in YouTube comment format increases students' sense of responsibility due to the presence of a real audience and makes writing a natural communicative activity. This helps to develop academic writing skills.

Social media platforms have also been found to have a positive impact on academic writing performance (Fahad, 2025; Sara, 2022). This is consistent with the findings of this study.

#### **Interpretation of Results on Writing anxiety**

The results of the study showed a decrease in the level of writing anxiety. This result can be explained by the anxiety factors in

second language writing. Writing anxiety is often associated with the fear of grammatical errors, the pressure of evaluation, and teacher supervision (Md Nor & Senom, 2024).

YouTube comments create a relatively free and informal environment. This environment allows students to express their thoughts freely with less fear of making mistakes. As a result, psychological pressure is reduced and a positive attitude towards writing is formed.

Social media tools have also been found to increase students' self-confidence and make the writing process less stressful (Fahad, 2025; Sara, 2022). The results of this study confirm this.

#### **Importance in the Uzbek EFL context**

Writing lessons in Uzbek EFL classrooms are often formal and assessment-oriented. This may contribute to high levels of writing anxiety.

The results of this study suggest that social media integration can be an effective pedagogical tool for developing writing skills and reducing anxiety. This is consistent with previous research on the effectiveness of digital learning environments (Nur & Ramadhani, 2025).

#### **Conclusion**

This study investigated the effects of writing tasks based on YouTube comments on the writing skills and writing anxiety of Uzbek EFL learners. The results showed that after the experiment, the participants' written speech improved significantly and their level of writing anxiety decreased. Tasks based on YouTube comments not only develop linguistic competence, but also help students overcome psychological barriers. Therefore, it is recommended to use such tasks in EFL lessons.

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