

A COMPARATIVE STUDY OF STUDENTS' SPEECH CULTURE IN ONLINE AND OFFLINE LEARNING ENVIRONMENTS

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Annotation: This study presents a comparative analysis of students' speech culture in online and offline learning environments. The research explores how technological mediation, physical presence, and social context influence linguistic behavior, communicative ethics, and interactional competence. Based on theoretical frameworks in sociolinguistics and pedagogy, the study employs qualitative methods such as classroom observation, discourse analysis, and interviews among students of the Andijan State Institute of Foreign Languages. The results reveal that online communication fosters flexibility and digital literacy but often weakens emotional expression and politeness norms, while offline settings strengthen interpersonal skills and speech etiquette. The findings suggest that a hybrid educational model, integrating both formats, can effectively balance the development of linguistic accuracy, empathy, and communicative responsibility among students.

Keywords: speech culture, online learning, offline communication, pedagogy, communicative competence, digital discourse, education.

Аннотация: В статье проводится сравнительное исследование речевой культуры студентов в онлайн- и офлайн-среде обучения. Автор анализирует влияние технологической среды, физического присутствия и социальных факторов на речевое поведение, коммуникативную этику и взаимодействие обучающихся. Исследование основано на социолингвистических и педагогических теориях и включает качественные методы — наблюдения, анализ дискурса и интервью со студентами Андиджанского государственного института иностранных языков. Результаты показывают, что онлайн-обучение способствует развитию цифровой грамотности и гибкости, но ослабляет эмоциональное выражение и нормы вежливости, тогда как офлайн-среда укрепляет межличностные навыки и речевой этикет. В заключение автор утверждает, что гибридная модель обучения является наиболее эффективным подходом для формирования сбалансированной речевой культуры студентов.

Ключевые слова: речевая культура, онлайн-обучение, офлайн-коммуникация, педагогика, коммуникативная компетенция, цифровой дискурс, образование.

In recent years, the rapid digitalization of education has reshaped the nature of communication between students and teachers. The global shift to online learning during and after the COVID-19 pandemic transformed not only the format of education but also the patterns of speech and interaction. Today, university students navigate two distinct communicative spaces: the virtual classroom and the traditional one. Both environments provide unique advantages and challenges in developing speech culture — the ability to communicate clearly, ethically, and respectfully.

In the Uzbek educational context, where speech etiquette and respect are deeply rooted in national culture, understanding how online environments affect linguistic behavior is especially significant. This study aims to conduct a comparative analysis of students' speech culture in online and offline learning settings, identifying linguistic, psychological, and cultural dimensions that shape their communication competence.

The theoretical foundation of this study is based on the concepts of communicative competence (Hymes, 1972), speech culture (Brown, 2007), and digital discourse (Crystal, 2011). According to these frameworks, effective communication depends not only on linguistic knowledge but also on social and ethical awareness.

Offline learning traditionally promotes speech culture through face-to-face interaction, where gestures, tone, and eye contact enhance understanding and emotional connection. In contrast, online environments limit non-verbal cues, requiring speakers to rely more on lexical precision and written clarity (Anderson, 2020).

Vygotsky's (1986) sociocultural theory explains that speech development occurs through social interaction; hence, the reduction of in-person communication can influence linguistic richness and empathy. Bandura's (1986) social learning theory also suggests that students imitate communicative behavior from their teachers and peers — a process that may weaken in online settings due to the lack of immediate feedback.

These theories provide the basis for comparing how students develop and demonstrate speech culture across virtual and physical learning contexts.

This study applies a **qualitative comparative approach** to explore students' speech culture in online and offline settings at the Andijan State Institute of Foreign Languages (ADIFL).

Participants:

30 undergraduate students (15 first-year and 15 senior students) participated. They engaged in both traditional classroom lessons and online sessions through Zoom and Google Meet.

Data Collection:

- Classroom observations (4 offline and 4 online sessions)
- Semi-structured interviews with students and teachers
- Analysis of recorded speech from online and in-person discussions

Analysis**Framework:**

Three main indicators of speech culture were examined:

1. **Linguistic accuracy** – grammar, pronunciation, and vocabulary.
2. **Communicative ethics** – politeness, tone, and respect.
3. **Interactional competence** – ability to cooperate, listen, and express ideas coherently.

The comparison focused on how these elements manifested differently in online and offline contexts.

Comparative**1. Linguistic Accuracy**

Offline communication allows for natural correction and real-time feedback from teachers, improving pronunciation and fluency. Students tend to use full sentences and maintain a formal tone. In contrast, online settings often lead to informal, shortened, and chat-like speech patterns.

However, digital tools such as captions and recording options help students review their speech, thus indirectly enhancing linguistic self-awareness.

2. Communicative Ethics

In traditional classrooms, etiquette is visibly reinforced through social presence — standing up to speak, greeting the teacher, and showing attention. These physical cues sustain politeness norms. Online environments, however, diminish such rituals. Students often forget greetings or interrupt due to microphone delays. Teachers noted that maintaining respectful speech online requires explicit guidance and digital etiquette rules.

3. Interactional Competence

Offline discussions encourage spontaneous debate and non-verbal empathy (eye contact, nodding). Students interpret emotional cues easily, fostering community. Conversely, online

discussions can feel fragmented; silence is often mistaken for disengagement rather than reflection.

Nevertheless, introverted students reported feeling more confident speaking in online classes, where turn-taking is more controlled and anxiety lower. Thus, the online medium provides inclusivity but limits emotional resonance.

4. Psychological and Cultural Dimensions

Speech culture in Uzbek education is traditionally linked with collective respect, humility, and careful word choice. Online discourse sometimes weakens these cultural values, as students adapt to global, less formal norms. The challenge for educators is balancing openness with traditional respect in the virtual classroom.

Findings

The comparison reveals distinct features of students' speech culture in both learning environments:

Aspect	Online Learning	Offline Learning
Language Use	Informal, concise, sometimes careless	Formal, grammatically accurate
Politeness Norms	Reduced greetings, interruptions due to lag	Strict adherence to etiquette
Emotional Expression	Limited, text-based	Rich, through gestures and tone
Confidence Level	Higher among shy students	Stronger among expressive students
Teacher Feedback	Delayed or indirect	Immediate and interactive
Cultural Elements	Influenced by global trends	Rooted in national traditions

The hybrid combination of both environments may yield optimal results — developing not only digital adaptability but also speech ethics and empathy.

The study concludes that speech culture develops differently in online and offline educational environments, each offering distinct advantages. Offline communication reinforces

etiquette, empathy, and expressive richness, while online settings foster inclusivity, self-confidence, and linguistic independence.

To build a well-rounded speech culture, educators should integrate both modes through hybrid teaching methods that encourage digital politeness, reflective speech, and cultural awareness.

Ultimately, speech culture must evolve with technology but remain grounded in ethical and cultural principles. Universities play a critical role in guiding this evolution to ensure that communication remains not only effective but also humane.

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