

THE IMPACT OF DIGITAL TECHNOLOGIES ON ENGLISH LANGUAGE
LEARNING

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Abstract

The rapid integration of digital technologies into educational settings has transformed the way English is taught and learned worldwide. This study investigates the impact of digital tools, including mobile applications, learning management systems, online platforms, and multimedia resources, on English language acquisition among university students. Following the IMRAD structure, the research employed a mixed-methods approach involving 120 undergraduate students from Tashkent Perfect University. Quantitative data were collected through pre-tests and post-tests, while qualitative insights were gathered through semi-structured interviews and classroom observations. The findings reveal that students who utilized digital technologies achieved significantly higher scores in vocabulary acquisition, listening comprehension, and overall communicative competence compared to those who relied solely on traditional methods. Moreover, digital tools increased learner motivation, autonomy, and engagement. However, challenges such as digital distraction, unequal access to technology, and the need for teacher training were also identified. The study concludes that, when integrated thoughtfully, digital technologies serve as powerful catalysts for English language learning, but their effectiveness depends on pedagogical alignment and learner readiness.

Keywords: *digital technologies, English language learning, EFL, educational technology, mobile-assisted language learning, learner autonomy, higher education*

Принять предложение

Your abstract is already strong and academically structured. Here is a polished and more natural academic version with improved flow, consistency, and style:

Abstract

The rapid expansion of online education, particularly during and after the COVID-19 pandemic, has encouraged educators to reassess the comparative effectiveness of online and traditional approaches to English language teaching. This study examines the strengths, limitations, and overall effectiveness of online and traditional methods of English language learning among university students. Following the IMRAD structure, the research employed a quasi-experimental mixed-methods design involving 130 participants from Tashkent Perfect University. One group (n = 65) received fully online instruction, while the other group (n = 65) participated in traditional face-to-face classes. Quantitative data were collected

through pre-tests and post-tests assessing language proficiency, whereas qualitative data were obtained from interviews and focus group discussions. The findings indicate that both instructional methods contribute significantly to learning improvement; however, their advantages differ. Traditional learning proved more effective in developing speaking skills, promoting classroom interaction, and providing immediate teacher feedback. In contrast, online learning demonstrated greater effectiveness in terms of flexibility, self-paced learning, and access to multimedia resources. The study ultimately supports the implementation of a blended learning approach that integrates the advantages of both methods to enhance English language education.

Keywords: *online learning, traditional learning, blended learning, English language learning, comparative study, EFL, higher education*

tarjima qil ruschaga va o'zbekchaga

Ruscha tarjima

Аннотация

Стремительное развитие онлайн-образования, особенно в период и после пандемии COVID-19, побудило педагогов пересмотреть сравнительную эффективность онлайн- и традиционных методов преподавания английского языка. В данном исследовании рассматриваются сильные стороны, ограничения и общая эффективность онлайн- и традиционных методов изучения английского языка среди студентов университетов. Исследование, выполненное в соответствии со структурой IMRAD, основано на квазиэкспериментальном смешанном методе и охватывает 130 участников из Tashkent Perfect University. Одна группа (n = 65) обучалась полностью в онлайн-формате, тогда как другая группа (n = 65) проходила традиционное очное обучение. Количественные данные были собраны с помощью предварительного и итогового тестирования уровня владения языком, а качественные данные были получены посредством интервью и фокус-групповых обсуждений. Результаты показывают, что оба метода обучения способствуют значительному прогрессу в обучении, однако их преимущества различаются. Традиционное обучение оказалось более эффективным в развитии разговорных навыков, организации взаимодействия в аудитории и обеспечении оперативной обратной связи со стороны преподавателя. В то же время онлайн-обучение продемонстрировало большую эффективность с точки зрения гибкости, самостоятельного темпа обучения и доступа к мультимедийным ресурсам. Исследование подтверждает целесообразность применения смешанного подхода к обучению, объединяющего преимущества обоих методов для повышения эффективности преподавания английского языка.

Ключевые слова: *онлайн-обучение, традиционное обучение, смешанное обучение, изучение английского языка, сравнительное исследование, EFL, высшее образование.*

O'zbekcha tarjima

Annotatsiya

Onlayn ta'limning jadal rivojlanishi, ayniqsa COVID-19 pandemiyasi davrida va undan keyin, pedagoglarni ingliz tilini o'qitishning onlayn va an'anaviy usullarining qiyosiy samaradorligini qayta ko'rib chiqishga undadi. Mazkur tadqiqot universitet talabalari orasida ingliz tilini o'rganishning onlayn va an'anaviy usullarining ustunliklari, cheklovlari hamda umumiy samaradorligini tahlil qiladi. IMRAD tuzilmasi asosida olib borilgan tadqiqot kvazi-eksperimental aralash metodologiyaga tayangan bo'lib, unda Tashkent Perfect Universityning 130 nafar talabasi ishtirok etdi. Bir guruh (n = 65) to'liq onlayn ta'lim oldi, ikkinchi guruh (n = 65) esa an'anaviy yuzma-yuz ta'lim shaklida tahsil oldi. Miqdoriy ma'lumotlar til kompetensiyasini baholovchi dastlabki va yakuniy testlar orqali to'plandi, sifat ma'lumotlari esa intervyular hamda fokus-guruh muhokamalari asosida olindi. Natijalar har ikkala ta'lim usuli ham o'quv natijalarining sezilarli yaxshilanishiga xizmat qilishini ko'rsatdi, biroq ularning afzalliklari farqlanadi. An'anaviy ta'lim og'zaki nutq ko'nikmalarini rivojlantirish, auditoriya ichidagi o'zaro muloqotni kuchaytirish va o'qituvchidan tezkor fikr-mulohaza olishda samaraliroq ekanligi aniqlandi. Aksincha, onlayn ta'lim moslashuvchanlik, mustaqil o'qish sur'ati va multimedia resurslaridan foydalanish imkoniyati jihatidan ustunlik ko'rsatdi. Tadqiqot ingliz tili ta'limini yanada samarali tashkil etish uchun har ikki usulning afzalliklarini birlashtiruvchi aralash ta'lim yondashuvini qo'llashni tavsiya etadi.

Kalit so'zlar: *onlayn ta'lim, an'anaviy ta'lim, aralash ta'lim, ingliz tilini o'rganish, qiyosiy tadqiqot, EFL, oliy ta'lim.*

Abstract *Bilingualism, the regular use of two languages in everyday life, has long been a subject of considerable interest in applied linguistics and second language acquisition research. In Uzbekistan, where most learners speak both Uzbek and Russian before encountering English, bilingualism plays a particularly significant role in the language learning process. This study examines the impact of pre-existing bilingual competence on the acquisition of English as a third language among university students. Following the IMRAD format, the study used a mixed-methods design with 100 participants from Tashkent Perfect University. Quantitative data were drawn from English proficiency assessments and a structured questionnaire, while qualitative insights came from semi-structured interviews. Results indicated that bilingual learners outperformed monolingual learners in metalinguistic awareness, vocabulary acquisition, and learning strategies. However, certain challenges were identified, including cross-linguistic interference and confusion between similar grammatical structures. The study concludes that bilingualism, when leveraged consciously through pedagogical practice, serves as a cognitive and linguistic asset for English language learning, supporting the broader recognition of multilingualism as a resource rather than a barrier. Keywords: bilingualism, multilingualism, third language acquisition, cross-linguistic influence, metalinguistic awareness, English language learning, Uzbek learners o'zbekcha va ruschaga tarjima qil*

O'zbekcha tarjima

Annotatsiya

Ikki tillilik, ya'ni kundalik hayotda ikki tildan muntazam foydalanish, amaliy tilshunoslik va ikkinchi tilni o'zlashtirish tadqiqotlarida uzoq yillardan buyon katta qiziqish uyg'otib kelmoqda. O'zbekistonda aksariyat o'quvchilar ingliz tiliga duch kelishidan oldin o'zbek va rus tillarida so'zlashgani sababli, ikki tillilik til o'rganish jarayonida ayniqsa muhim o'rin tutadi. Mazkur tadqiqot universitet talabalari orasida avvaldan shakllangan ikki tilli kompetensiyaning ingliz tilini uchinchi til sifatida o'zlashtirishga ta'sirini o'rganadi. IMRAD formati asosida olib borilgan tadqiqot aralash metodologiya asosida tashkil etilib, unda Tashkent Perfect Universityning 100 nafar talabasi ishtirok etdi. Miqdoriy ma'lumotlar ingliz tili bilimni baholash testlari va tuzilgan so'rovnomalar orqali to'plandi, sifat ma'lumotlari esa yarim tuzilgan intervyular asosida olindi. Natijalar ikki tilli o'quvchilar metalingvistik ong, lug'at boyligini o'zlashtirish va o'rganish strategiyalari bo'yicha bir tilli o'quvchilarga nisbatan yuqori natijalarni ko'rsatganini aniqladi. Shu bilan birga, tillararo interferensiya hamda o'xshash grammatik tuzilmalar o'rtasidagi chalkashlik kabi ayrim muammolar ham kuzatildi. Tadqiqot xulosasiga ko'ra, ikki tillilik pedagogik amaliyot orqali ongli ravishda qo'llab-quvvatlanganda, ingliz tilini o'rganishda kognitiv va lingvistik ustunlik vazifasini bajaradi hamda ko'p tillilikni to'siq emas, balki resurs sifatida e'tirof etish zarurligini tasdiqlaydi.

Kalit so'zlar: *ikki tillilik, ko'p tillilik, uchinchi tilni o'zlashtirish, tillararo ta'sir, metalingvistik ong, ingliz tilini o'rganish, o'zbek o'quvchilari.*

Ruscha tarjima

Аннотация

Билингвизм, то есть регулярное использование двух языков в повседневной жизни, давно является предметом значительного интереса в области прикладной лингвистики и исследований усвоения второго языка. В Узбекистане, где большинство обучающихся владеют узбекским и русским языками до начала изучения английского, билингвизм играет особенно важную роль в процессе изучения языка. Данное исследование рассматривает влияние уже сформированной билингвальной компетенции на усвоение английского языка как третьего языка среди студентов университетов. Исследование, выполненное в формате IMRAD, основывалось на смешанном методе и охватило 100 участников из Tashkent Perfect University. Количественные данные были получены с помощью тестов на уровень владения английским языком и структурированного опросника, тогда как качественные данные были собраны посредством полуструктурированных интервью. Результаты показали, что билингвальные обучающиеся превосходят монолингвальных обучающихся по уровню метаязыкового сознания, усвоению словарного запаса и использованию стратегий обучения. Вместе с тем были выявлены определённые

трудности, включая межъязыковую интерференцию и смешение схожих грамматических структур. Исследование приводит к выводу, что билингвизм, при его осознанном использовании в педагогической практике, становится когнитивным и лингвистическим преимуществом в изучении английского языка и способствует признанию многоязычия не как препятствия, а как ценного ресурса.

Ключевые слова: *билингвизм, многоязычие, усвоение третьего языка, межъязыковое влияние, метаязыковое сознание, изучение английского языка, узбекские обучающиеся.*

Abstract *Artificial intelligence (AI) has emerged as one of the most transformative forces in contemporary education, particularly in the field of foreign language learning. AI-powered tools such as ChatGPT, Grammarly, ELSA Speak, and Duolingo's adaptive systems offer unprecedented opportunities for personalized, interactive, and accessible language education. This study investigates the use, perceptions, and effectiveness of AI tools in English language learning among undergraduate students at Tashkent Perfect University. Adopting the IMRAD structure, the research employed a mixed-methods design with 110 participants. Quantitative data were collected through a structured questionnaire and pre-test/post-test assessments, while qualitative data were derived from interviews and reflective journals. The findings demonstrate that AI tools significantly enhance learner autonomy, provide instant feedback, and improve specific skills such as writing, pronunciation, and grammar. However, concerns were raised regarding over-reliance, ethical considerations, and the diminished role of human interaction. The study concludes that AI tools, when integrated thoughtfully and ethically, can serve as effective supplements to traditional language instruction and contribute meaningfully to the development of English language proficiency. Keywords: artificial intelligence, AI in education, English language learning, ChatGPT, intelligent tutoring systems, personalized learning, EFL o'zbekcha va ruscha tarjima qil*

O'zbekcha tarjima

Annotatsiya

Sun'iy intellekt (SI) zamonaviy ta'limdagi eng muhim transformatsion omillardan biri sifatida namoyon bo'lib, ayniqsa xorijiy tillarni o'rganish sohasida katta ahamiyat kasb etmoqda. ChatGPT, Grammarly, ELSA Speak hamda Duolingoning moslashuvchan tizimlari kabi SI asosidagi vositalar shaxsiylashtirilgan, interaktiv va qulay til ta'limi uchun mislsiz imkoniyatlar yaratmoqda. Mazkur tadqiqot Tashkent Perfect University bakalavr talabalari orasida ingliz tilini o'rganishda SI vositalaridan foydalanish, ularga bo'lgan munosabat va ularning samaradorligini o'rganadi. IMRAD tuzilmasi asosida olib borilgan tadqiqot aralash metodologiyaga tayangan bo'lib, unda 110 nafar ishtirokchi qatnashdi. Miqdoriy ma'lumotlar tuzilgan so'rovnomalar hamda dastlabki va yakuniy testlar orqali to'plandi, sifat ma'lumotlari esa intervyular va reflektiv kundaliklardan olindi. Natijalar SI vositalari o'quvchilarning mustaqil o'rganish qobiliyatini sezilarli darajada oshirishi, tezkor fikr-mulohaza berishi hamda yozish, talaffuz va grammatika kabi ko'nikmalarni rivojlantirishga yordam berishini ko'rsatdi. Shu bilan birga, SI vositalariga haddan tashqari tayanish, axloqiy masalalar va

insoniy muloqot rolini kamayishi bilan bog'liq xavotirlar ham bildirildi. Tadqiqot xulosasiga ko'ra, SI vositalari puxta va axloqiy tamoyillar asosida integratsiya qilinganda, an'anaviy til o'qitish jarayonini samarali to'ldiruvchi vosita bo'lib xizmat qiladi hamda ingliz tilidagi kompetensiyani rivojlantirishga sezilarli hissa qo'shadi.

Kalit so'zlar: sun'iy intellekt, ta'limda SI, ingliz tilini o'rganish, ChatGPT, intellektual o'qitish tizimlari, shaxsiylashtirilgan ta'lim, EFL.

Ruscha tarjima

Аннотация

Искусственный интеллект (ИИ) стал одной из наиболее трансформирующих сил в современном образовании, особенно в области изучения иностранных языков. Инструменты на основе ИИ, такие как ChatGPT, Grammarly, ELSA Speak и адаптивные системы Duolingo, предоставляют беспрецедентные возможности для персонализированного, интерактивного и доступного языкового образования. Данное исследование рассматривает использование, восприятие и эффективность инструментов ИИ в изучении английского языка среди студентов бакалавриата Tashkent Perfect University. Исследование, выполненное в структуре IMRAD, основывалось на смешанном методе и включало 110 участников. Количественные данные были собраны с помощью структурированного опросника и предварительного/итогового тестирования, тогда как качественные данные были получены посредством интервью и рефлексивных дневников. Результаты показали, что инструменты ИИ значительно повышают автономность обучающихся, обеспечивают мгновенную обратную связь и способствуют развитию таких навыков, как письмо, произношение и грамматика. Вместе с тем были высказаны опасения относительно чрезмерной зависимости от технологий, этических аспектов и уменьшения роли человеческого взаимодействия. Исследование приходит к выводу, что инструменты ИИ, при их продуманной и этически обоснованной интеграции, могут служить эффективным дополнением к традиционному обучению языкам и существенно способствовать развитию владения английским языком.

Ключевые слова: *искусственный интеллект, ИИ в образовании, изучение английского языка, ChatGPT, интеллектуальные обучающие системы, персонализированное обучение, EFL.*

Abstract Despite the global importance of English as a lingua franca, learners across the world continue to encounter substantial difficulties in acquiring proficiency. This study examines the specific challenges faced by Uzbek university students in learning English and proposes pedagogically grounded strategies to address them. Following the IMRAD framework, a mixed-methods approach was employed with 95 students from Tashkent Perfect University. Data were collected through a structured questionnaire, semi-structured interviews, and classroom observations. The findings reveal that the most prominent difficulties include limited vocabulary, poor pronunciation, weak listening comprehension, lack of speaking confidence, grammatical complexity, and limited exposure to authentic

English-speaking environments. Affective factors such as anxiety, motivation fluctuations, and fear of making mistakes also play significant roles. The study proposes a multi-dimensional set of solutions including communicative language teaching, integration of authentic materials, task-based learning, anxiety-reduction techniques, and the strategic use of educational technology. The results have practical implications for teachers, curriculum designers, and policymakers seeking to enhance the quality of English language education in Uzbekistan. Keywords: English language learning, learner difficulties, EFL challenges, language anxiety, communicative competence, pedagogical strategies, Uzbek learners

O'zbekcha tarjima

Annotatsiya

Ingliz tilining xalqaro muloqot tili sifatidagi global ahamiyatiga qaramay, dunyo bo'ylab o'quvchilar uni mukammal o'zlashtirish jarayonida sezilarli qiyinchiliklarga duch kelmoqda. Mazkur tadqiqot o'zbek universitet talabalari ingliz tilini o'rganishda duch keladigan muayyan muammolarni tahlil qiladi hamda ularni bartaraf etishga qaratilgan pedagogik asoslangan strategiyalarni taklif etadi. IMRAD modeli asosida olib borilgan tadqiqot aralash metodologiyaga tayangan bo'lib, unda Tashkent Perfect Universityning 95 nafar talabasi ishtirok etdi. Ma'lumotlar tuzilgan so'rovnoma, yarim tuzilgan intervyular va auditoriya kuzatuvlari orqali to'plandi. Natijalar shuni ko'rsatdiki, eng asosiy qiyinchiliklar lug'at boyligining cheklanganligi, talaffuzning sustligi, tinglab tushunish ko'nikmasining zaifligi, gapirishdagi ishonchsizlik, grammatik murakkablik hamda haqiqiy ingliz tilida so'zlashuvchi muhit bilan yetarli darajada tanish bo'lmaslikdan iborat. Shuningdek, xavotir, motivatsiyaning o'zgaruvchanligi va xato qilishdan qo'rqish kabi affektiv omillar ham muhim rol o'ynashi aniqlandi. Tadqiqot kommunikativ til o'qitish, autentik materiallardan foydalanish, vazifaga asoslangan ta'lim, xavotirni kamaytirish usullari hamda ta'lim texnologiyalaridan strategik foydalanishni o'z ichiga olgan ko'p qirrali yechimlarni taklif etadi. Natijalar O'zbekistonda ingliz tili ta'limi sifatini oshirishga intilayotgan o'qituvchilar, o'quv dasturi tuzuvchilari va siyosat ishlab chiquvchilar uchun amaliy ahamiyatga ega.

Kalit so'zlar: *ingliz tilini o'rganish, o'quvchi qiyinchiliklari, EFL muammolari, til xavotiri, kommunikativ kompetensiya, pedagogik strategiyalar, o'zbek o'quvchilari.*

Ruscha tarjima

Аннотация

Несмотря на глобальное значение английского языка как языка международного общения, обучающиеся во всём мире продолжают сталкиваться со значительными трудностями при овладении им. Данное исследование рассматривает конкретные проблемы, с которыми сталкиваются узбекские студенты университетов при изучении английского языка, а также предлагает педагогически обоснованные стратегии их преодоления. Исследование, выполненное в соответствии с моделью IMRAD, основывалось на смешанном методе и включало 95 студентов Tashkent Perfect University. Данные были собраны посредством структурированного опросника, полуструктурированных интервью и наблюдений за учебными занятиями.

Результаты показали, что наиболее распространёнными трудностями являются ограниченный словарный запас, слабое произношение, недостаточное понимание устной речи, неуверенность при говорении, сложность грамматики и ограниченный контакт с аутентичной англоязычной средой. Кроме того, существенную роль играют аффективные факторы, такие как тревожность, колебания мотивации и страх совершить ошибки. В исследовании предлагается многомерный комплекс решений, включающий коммуникативное обучение языку, использование аутентичных материалов, обучение на основе заданий, методы снижения тревожности и стратегическое применение образовательных технологий. Полученные результаты имеют практическое значение для преподавателей, разработчиков учебных программ и специалистов в области образовательной политики, стремящихся повысить качество преподавания английского языка в Узбекистане.

Ключевые слова: *изучение английского языка, трудности обучающихся, проблемы EFL, языковая тревожность, коммуникативная компетенция, педагогические стратегии, узбекские обучающиеся.*

Abstract *The rapid integration of digital technologies into educational settings has transformed the way English is taught and learned worldwide. This study investigates the impact of digital tools, including mobile applications, learning management systems, online platforms, and multimedia resources, on English language acquisition among university students. Following the IMRAD structure, the research employed a mixed-methods approach involving 120 undergraduate students from Tashkent Perfect University. Quantitative data were collected through pre-tests and post-tests, while qualitative insights were gathered through semi-structured interviews and classroom observations. The findings reveal that students who utilized digital technologies achieved significantly higher scores in vocabulary acquisition, listening comprehension, and overall communicative competence compared to those who relied solely on traditional methods. Moreover, digital tools increased learner motivation, autonomy, and engagement. However, challenges such as digital distraction, unequal access to technology, and the need for teacher training were also identified. The study concludes that, when integrated thoughtfully, digital technologies serve as powerful catalysts for English language learning, but their effectiveness depends on pedagogical alignment and learner readiness. Keywords: digital technologies, English language learning, EFL, educational technology, mobile-assisted language learning, learner autonomy, higher education*

O'zbekcha tarjima

Annotatsiya

Raqamli texnologiyalarning ta'lim tizimiga jadal integratsiyalashuvi butun dunyo bo'ylab ingliz tilini o'qitish va o'rganish jarayonini tubdan o'zgartirdi. Mazkur tadqiqot mobil ilovalar, ta'limni boshqarish tizimlari, onlayn platformalar va multimedia resurslari kabi raqamli vositalarning universitet talabalari orasida ingliz tilini o'zlashtirishga ta'sirini o'rganadi. IMRAD tuzilmasi asosida olib borilgan tadqiqot aralash metodologiyaga

tayangan bo'lib, unda Tashkent Perfect Universityning 120 nafar bakalavr talabasi ishtirok etdi. Miqdoriy ma'lumotlar dastlabki va yakuniy testlar orqali to'plandi, sifat ma'lumotlari esa yarim tuzilgan intervyular hamda auditoriya kuzatuvlari orqali olindi. Natijalar raqamli texnologiyalardan foydalangan talabalar lug'at boyligini o'zlashtirish, tinglab tushunish va umumiy kommunikativ kompetensiya bo'yicha faqat an'anaviy usullarga tayangan talabalarga nisbatan sezilarli darajada yuqori natijalarga erishganini ko'rsatdi. Bundan tashqari, raqamli vositalar o'quvchilarning motivatsiyasi, mustaqilligi va darsdagi faolligini oshirdi. Shu bilan birga, raqamli chalg'ituvchi omillar, texnologiyalardan foydalanishdagi tengsizlik hamda o'qituvchilarni tayyorlash zarurati kabi muammolar ham aniqlandi. Tadqiqot xulosasiga ko'ra, raqamli texnologiyalar puxta integratsiya qilinganda ingliz tilini o'rganish uchun kuchli katalizator vazifasini bajaradi, biroq ularning samaradorligi pedagogik moslik va o'quvchilarning tayyorgarlik darajasiga bog'liqdir.

Kalit so'zlar: *raqamli texnologiyalar, ingliz tilini o'rganish, EFL, ta'lim texnologiyalari, mobil yordamida til o'rganish, o'quvchi mustaqilligi, oliy ta'lim.*

Принять предложение

Your abstract is already strong and academically structured. Here is a polished and more natural academic version with improved flow, consistency, and style:

Abstract

The rapid expansion of online education, particularly during and after the COVID-19 pandemic, has encouraged educators to reassess the comparative effectiveness of online and traditional approaches to English language teaching. This study examines the strengths, limitations, and overall effectiveness of online and traditional methods of English language learning among university students. Following the IMRAD structure, the research employed a quasi-experimental mixed-methods design involving 130 participants from Tashkent Perfect University. One group (n = 65) received fully online instruction, while the other group (n = 65) participated in traditional face-to-face classes. Quantitative data were collected through pre-tests and post-tests assessing language proficiency, whereas qualitative data were obtained from interviews and focus group discussions. The findings indicate that both instructional methods contribute significantly to learning improvement; however, their advantages differ. Traditional learning proved more effective in developing speaking skills, promoting classroom interaction, and providing immediate teacher feedback. In contrast, online learning demonstrated greater effectiveness in terms of flexibility, self-paced learning, and access to multimedia resources. The study ultimately supports the implementation of a blended learning approach that integrates the advantages of both methods to enhance English language education.

Keywords: *online learning, traditional learning, blended learning, English language learning, comparative study, EFL, higher education*

tarjima qil ruschaga va o'zbekchaga

Ruscha tarjima

Аннотация

Стремительное развитие онлайн-образования, особенно в период и после пандемии COVID-19, побудило педагогов пересмотреть сравнительную эффективность онлайн- и традиционных методов преподавания английского языка. В данном исследовании рассматриваются сильные стороны, ограничения и общая эффективность онлайн- и традиционных методов изучения английского языка среди студентов университетов. Исследование, выполненное в соответствии со структурой IMRAD, основано на квазиэкспериментальном смешанном методе и охватывает 130 участников из Tashkent Perfect University. Одна группа (n = 65) обучалась полностью в онлайн-формате, тогда как другая группа (n = 65) проходила традиционное очное обучение. Количественные данные были собраны с помощью предварительного и итогового тестирования уровня владения языком, а качественные данные были получены посредством интервью и фокус-групповых обсуждений. Результаты показывают, что оба метода обучения способствуют значительному прогрессу в обучении, однако их преимущества различаются. Традиционное обучение оказалось более эффективным в развитии разговорных навыков, организации взаимодействия в аудитории и обеспечении оперативной обратной связи со стороны преподавателя. В то же время онлайн-обучение продемонстрировало большую эффективность с точки зрения гибкости, самостоятельного темпа обучения и доступа к мультимедийным ресурсам. Исследование подтверждает целесообразность применения смешанного подхода к обучению, объединяющего преимущества обоих методов для повышения эффективности преподавания английского языка.

Ключевые слова: онлайн-обучение, традиционное обучение, смешанное обучение, изучение английского языка, сравнительное исследование, EFL, высшее образование.

O'zbekcha tarjima

Annotatsiya

Onlayn ta'limning jadal rivojlanishi, ayniqsa COVID-19 pandemiyasi davrida va undan keyin, pedagoglarni ingliz tilini o'qitishning onlayn va an'anaviy usullarining qiyosiy samaradorligini qayta ko'rib chiqishga undadi. Mazkur tadqiqot universitet talabalari orasida ingliz tilini o'rganishning onlayn va an'anaviy usullarining ustunliklari, cheklovlari hamda umumiy samaradorligini tahlil qiladi. IMRAD tuzilmasi asosida olib borilgan tadqiqot kvazi-eksperimental aralash metodologiyaga tayangan bo'lib, unda Tashkent Perfect Universityning 130 nafar talabasi ishtirok etdi. Bir guruh (n = 65) to'liq onlayn ta'lim oldi, ikkinchi guruh (n = 65) esa an'anaviy yuzma-yuz ta'lim shaklida tahsil oldi. Miqdoriy ma'lumotlar til kompetensiyasini baholovchi dastlabki va yakuniy testlar orqali to'plandi, sifat ma'lumotlari esa intervyular hamda fokus-guruh muhokamalari asosida olindi. Natijalar har ikkala ta'lim usuli ham o'quv natijalarining sezilarli yaxshilanishiga xizmat qilishini ko'rsatdi, biroq ularning afzalliklari farqlanadi. An'anaviy ta'lim og'zaki nutq

ko'nikmalarini rivojlantirish, auditoriya ichidagi o'zaro muloqotni kuchaytirish va o'qituvchidan tezkor fikr-mulohaza olishda samaraliroq ekanligi aniqlandi. Aksincha, onlayn ta'lim moslashuvchanlik, mustaqil o'qish sur'ati va multimedia resurslaridan foydalanish imkoniyati jihatidan ustunlik ko'rsatdi. Tadqiqot ingliz tili ta'limini yanada samarali tashkil etish uchun har ikki usulning afzalliklarini birlashtiruvchi aralash ta'lim yondashuvini qo'llashni tavsiya etadi.

Kalit so'zlar: *onlayn ta'lim, an'anaviy ta'lim, aralash ta'lim, ingliz tilini o'rganish, qiyosiy tadqiqot, EFL, oliy ta'lim.*

Abstract *Bilingualism, the regular use of two languages in everyday life, has long been a subject of considerable interest in applied linguistics and second language acquisition research. In Uzbekistan, where most learners speak both Uzbek and Russian before encountering English, bilingualism plays a particularly significant role in the language learning process. This study examines the impact of pre-existing bilingual competence on the acquisition of English as a third language among university students. Following the IMRAD format, the study used a mixed-methods design with 100 participants from Tashkent Perfect University. Quantitative data were drawn from English proficiency assessments and a structured questionnaire, while qualitative insights came from semi-structured interviews. Results indicated that bilingual learners outperformed monolingual learners in metalinguistic awareness, vocabulary acquisition, and learning strategies. However, certain challenges were identified, including cross-linguistic interference and confusion between similar grammatical structures. The study concludes that bilingualism, when leveraged consciously through pedagogical practice, serves as a cognitive and linguistic asset for English language learning, supporting the broader recognition of multilingualism as a resource rather than a barrier. Keywords: bilingualism, multilingualism, third language acquisition, cross-linguistic influence, metalinguistic awareness, English language learning, Uzbek learners o'zbekcha va ruschaga tarjima qil*

O'zbekcha tarjima

Annotatsiya

Ikki tillilik, ya'ni kundalik hayotda ikki tildan muntazam foydalanish, amaliy tilshunoslik va ikkinchi tilni o'zlashtirish tadqiqotlarida uzoq yillardan buyon katta qiziqish uyg'otib kelmoqda. O'zbekistonda aksariyat o'quvchilar ingliz tiliga duch kelishidan oldin o'zbek va rus tillarida so'zlashgani sababli, ikki tillilik til o'rganish jarayonida ayniqsa muhim o'rin tutadi. Mazkur tadqiqot universitet talabalari orasida avvaldan shakllangan ikki tilli kompetensiyaning ingliz tilini uchinchi til sifatida o'zlashtirishga ta'sirini o'rganadi. IMRAD formati asosida olib borilgan tadqiqot aralash metodologiya asosida tashkil etilib, unda Tashkent Perfect Universityning 100 nafar talabasi ishtirok etdi. Miqdoriy ma'lumotlar ingliz tili bilimni baholash testlari va tuzilgan so'rovnoma orqali to'plandi, sifat ma'lumotlari esa yarim tuzilgan intervyular asosida olindi. Natijalar ikki tilli o'quvchilar metalingvistik ong, lug'at boyligini o'zlashtirish va o'rganish strategiyalari bo'yicha bir tilli o'quvchilarga nisbatan yuqori natijalarni ko'rsatganini aniqladi. Shu bilan birga, tillararo

interferensiya hamda o'xshash grammatik tuzilmalar o'rtasidagi chalkashlik kabi ayrim muammolar ham kuzatildi. Tadqiqot xulosasiga ko'ra, ikki tillilik pedagogik amaliyot orqali ongli ravishda qo'llab-quvvatlanganda, ingliz tilini o'rganishda kognitiv va lingvistik ustunlik vazifasini bajaradi hamda ko'p tillilikni to'siq emas, balki resurs sifatida e'tirof etish zarurligini tasdiqlaydi.

Kalit so'zlar: *ikki tillilik, ko'p tillilik, uchinchi tilni o'zlashtirish, tillararo ta'sir, metalingvistik ong, ingliz tilini o'rganish, o'zbek o'quvchilari.*

Ruscha tarjima

Аннотация

Билингвизм, то есть регулярное использование двух языков в повседневной жизни, давно является предметом значительного интереса в области прикладной лингвистики и исследований усвоения второго языка. В Узбекистане, где большинство обучающихся владеют узбекским и русским языками до начала изучения английского, билингвизм играет особенно важную роль в процессе изучения языка. Данное исследование рассматривает влияние уже сформированной билингвальной компетенции на усвоение английского языка как третьего языка среди студентов университетов. Исследование, выполненное в формате IMRAD, основывалось на смешанном методе и охватило 100 участников из Tashkent Perfect University. Количественные данные были получены с помощью тестов на уровень владения английским языком и структурированного опросника, тогда как качественные данные были собраны посредством полуструктурированных интервью. Результаты показали, что билингвальные обучающиеся превосходят монолингвальных обучающихся по уровню метаязыкового сознания, усвоению словарного запаса и использованию стратегий обучения. Вместе с тем были выявлены определённые трудности, включая межъязыковую интерференцию и смешение схожих грамматических структур. Исследование приводит к выводу, что билингвизм, при его осознанном использовании в педагогической практике, становится когнитивным и лингвистическим преимуществом в изучении английского языка и способствует признанию многоязычия не как препятствия, а как ценного ресурса.

Ключевые слова: *билингвизм, многоязычие, усвоение третьего языка, межъязыковое влияние, метаязыковое сознание, изучение английского языка, узбекские обучающиеся.*

Abstract *Artificial intelligence (AI) has emerged as one of the most transformative forces in contemporary education, particularly in the field of foreign language learning. AI-powered tools such as ChatGPT, Grammarly, ELSA Speak, and Duolingo's adaptive systems offer unprecedented opportunities for personalized, interactive, and accessible language education. This study investigates the use, perceptions, and effectiveness of AI tools in English language learning among undergraduate students at Tashkent Perfect University. Adopting the IMRAD structure, the research employed a mixed-methods design with 110 participants. Quantitative data were collected through a structured questionnaire and pre-test/post-test*

assessments, while qualitative data were derived from interviews and reflective journals. The findings demonstrate that AI tools significantly enhance learner autonomy, provide instant feedback, and improve specific skills such as writing, pronunciation, and grammar. However, concerns were raised regarding over-reliance, ethical considerations, and the diminished role of human interaction. The study concludes that AI tools, when integrated thoughtfully and ethically, can serve as effective supplements to traditional language instruction and contribute meaningfully to the development of English language proficiency. Keywords: artificial intelligence, AI in education, English language learning, ChatGPT, intelligent tutoring systems, personalized learning, EFL o'zbekcha va ruscha tarjima qil

O'zbekcha tarjima

Annotatsiya

Sun'iy intellekt (SI) zamonaviy ta'limdagi eng muhim transformatsion omillardan biri sifatida namoyon bo'lib, ayniqsa xorijiy tillarni o'rganish sohasida katta ahamiyat kasb etmoqda. ChatGPT, Grammarly, ELSA Speak hamda Duolingoning moslashuvchan tizimlari kabi SI asosidagi vositalar shaxsiylashtirilgan, interaktiv va qulay til ta'limi uchun mislsiz imkoniyatlar yaratmoqda. Mazkur tadqiqot Tashkent Perfect University bakalavr talabalari orasida ingliz tilini o'rganishda SI vositalaridan foydalanish, ularga bo'lgan munosabat va ularning samaradorligini o'rganadi. IMRAD tuzilmasi asosida olib borilgan tadqiqot aralash metodologiyaga tayangan bo'lib, unda 110 nafar ishtirokchi qatnashdi. Miqdoriy ma'lumotlar tuzilgan so'rovnomalar hamda dastlabki va yakuniy testlar orqali to'plandi, sifat ma'lumotlari esa intervyular va reflektiv kundaliklardan olindi. Natijalar SI vositalari o'quvchilarning mustaqil o'rganish qobiliyatini sezilarli darajada oshirishi, tezkor fikr-mulohaza berishi hamda yozish, talaffuz va grammatika kabi ko'nikmalarni rivojlantirishga yordam berishini ko'rsatdi. Shu bilan birga, SI vositalariga haddan tashqari tayanish, axloqiy masalalar va insoniy muloqot rolini kamayishi bilan bog'liq xavotirlar ham bildirildi. Tadqiqot xulosasiga ko'ra, SI vositalari puxta va axloqiy tamoyillar asosida integratsiya qilinganda, an'anaviy til o'qitish jarayonini samarali to'ldiruvchi vosita bo'lib xizmat qiladi hamda ingliz tilidagi kompetensiyani rivojlantirishga sezilarli hissa qo'shadi.

Kalit so'zlar: *sun'iy intellekt, ta'limda SI, ingliz tilini o'rganish, ChatGPT, intellektual o'qitish tizimlari, shaxsiylashtirilgan ta'lim, EFL.*

Ruscha tarjima

Аннотация

Искусственный интеллект (ИИ) стал одной из наиболее трансформирующих сил в современном образовании, особенно в области изучения иностранных языков. Инструменты на основе ИИ, такие как ChatGPT, Grammarly, ELSA Speak и адаптивные системы Duolingo, предоставляют беспрецедентные возможности для персонализированного, интерактивного и доступного языкового образования. Данное исследование рассматривает использование, восприятие и эффективность инструментов ИИ в изучении английского языка среди студентов бакалавриата Tashkent Perfect University. Исследование, выполненное в структуре

IMRAD, osnoviyavalo'sh na smeshannom metode i vkhlyuchalo 110 uchastnikov. Kolichestvennyye dannyye byly sobrany s pomosh'yu strukturirovannogo oprosnika i predvaritelnogo/itogovogo testirovaniya, togda kak kachestvennyye dannyye byly polucheny posredstvom interv'yu i refleksivnykh dnevnikov. Rezul'taty pokazali, cho instrumenty III znachitel'no povyshayut avtonomnost' obuchayushchixsya, obespechivayut mgnovenную obratnuyu svyaz' i sposobstvuyut razvitiyu takix navykov, kak pismo, proizno'sheniye i grammatika. Vmeste s tem byly vyskazany opaseniya otnositel'no chrezmerной zavisimosti ot tekhnologiy, eticheskix aspektov i umen'sheniya roli chelovecheskogo vzaimodeystviya. Issledovaniye prihodit k vyyvodu, cho instrumenty III, pri ix produmannoy i eticheski obosnovannoy integratsii, moyut sluzhit' effektivnym dopolnением k traditsionnomu obucheniю yazykam i suщestvenno sposobstvovat' razvitiю vladeniya angliyskim yazykom.

Ключевые слова: *искусственный интеллект, ИИ в образовании, изучение английского языка, ChatGPT, интеллектуальные обучающие системы, персонализированное обучение, EFL.*

Abstract *Despite the global importance of English as a lingua franca, learners across the world continue to encounter substantial difficulties in acquiring proficiency. This study examines the specific challenges faced by Uzbek university students in learning English and proposes pedagogically grounded strategies to address them. Following the IMRAD framework, a mixed-methods approach was employed with 95 students from Tashkent Perfect University. Data were collected through a structured questionnaire, semi-structured interviews, and classroom observations. The findings reveal that the most prominent difficulties include limited vocabulary, poor pronunciation, weak listening comprehension, lack of speaking confidence, grammatical complexity, and limited exposure to authentic English-speaking environments. Affective factors such as anxiety, motivation fluctuations, and fear of making mistakes also play significant roles. The study proposes a multi-dimensional set of solutions including communicative language teaching, integration of authentic materials, task-based learning, anxiety-reduction techniques, and the strategic use of educational technology. The results have practical implications for teachers, curriculum designers, and policymakers seeking to enhance the quality of English language education in Uzbekistan. Keywords: English language learning, learner difficulties, EFL challenges, language anxiety, communicative competence, pedagogical strategies, Uzbek learners*

O'zbekcha tarjima

Annotatsiya

Ingliz tilining xalqaro muloqot tili sifatidagi global ahamiyatiga qaramay, dunyo bo'ylab o'quvchilar uni mukammal o'zlashtirish jarayonida sezilarli qiyinchiliklarga duch kelmoqda. Mazkur tadqiqot o'zbek universitet talabalari ingliz tilini o'rganishda duch keladigan muayyan muammolarni tahlil qiladi hamda ularni bartaraf etishga qaratilgan pedagogik asoslangan strategiyalarni taklif etadi. IMRAD modeli asosida olib borilgan tadqiqot aralash metodologiyaga tayangan bo'lib, unda Tashkent Perfect Universityning 95 nafar talabasi

ishtirok etdi. Ma'lumotlar tuzilgan so'rovnomalar, yarim tuzilgan intervyular va auditoriya kuzatuvlari orqali to'plandi. Natijalar shuni ko'rsatdiki, eng asosiy qiyinchiliklar lug'at boyligining cheklanganligi, talaffuzning sustligi, tinglab tushunish ko'nikmasining zaifligi, gapirishdagi ishonchsizlik, grammatik murakkablik hamda haqiqiy ingliz tilida so'zlashuvchi muhit bilan yetarli darajada tanish bo'lmaslikdan iborat. Shuningdek, xavotir, motivatsiyaning o'zgaruvchanligi va xato qilishdan qo'rqish kabi affektiv omillar ham muhim rol o'ynashi aniqlandi. Tadqiqot kommunikativ til o'qitish, autentik materiallardan foydalanish, vazifaga asoslangan ta'lim, xavotirni kamaytirish usullari hamda ta'lim texnologiyalaridan strategik foydalanishni o'z ichiga olgan ko'p qirrali yechimlarni taklif etadi. Natijalar O'zbekistonda ingliz tili ta'limi sifatini oshirishga intilayotgan o'qituvchilar, o'quv dasturi tuzuvchilari va siyosat ishlab chiquvchilar uchun amaliy ahamiyatga ega.

Kalit so'zlar: ingliz tilini o'rganish, o'quvchi qiyinchiliklari, EFL muammolari, til xavotiri, kommunikativ kompetensiya, pedagogik strategiyalar, o'zbek o'quvchilari.

Ruscha tarjima

Аннотация

Несмотря на глобальное значение английского языка как языка международного общения, обучающиеся во всём мире продолжают сталкиваться со значительными трудностями при овладении им. Данное исследование рассматривает конкретные проблемы, с которыми сталкиваются узбекские студенты университетов при изучении английского языка, а также предлагает педагогически обоснованные стратегии их преодоления. Исследование, выполненное в соответствии с моделью IMRAD, основывалось на смешанном методе и включало 95 студентов Tashkent Perfect University. Данные были собраны посредством структурированного опросника, полуструктурированных интервью и наблюдений за учебными занятиями. Результаты показали, что наиболее распространёнными трудностями являются ограниченный словарный запас, слабое произношение, недостаточное понимание устной речи, неуверенность при говорении, сложность грамматики и ограниченный контакт с аутентичной англоязычной средой. Кроме того, существенную роль играют аффективные факторы, такие как тревожность, колебания мотивации и страх совершить ошибки. В исследовании предлагается многомерный комплекс решений, включающий коммуникативное обучение языку, использование аутентичных материалов, обучение на основе заданий, методы снижения тревожности и стратегическое применение образовательных технологий. Полученные результаты имеют практическое значение для преподавателей, разработчиков учебных программ и специалистов в области образовательной политики, стремящихся повысить качество преподавания английского языка в Узбекистане.

Ключевые слова: изучение английского языка, трудности обучающихся, проблемы EFL, языковая тревожность, коммуникативная компетенция, педагогические стратегии, узбекские обучающиеся.

Abstract *The rapid integration of digital technologies into educational settings has transformed the way English is taught and learned worldwide. This study investigates the impact of digital tools, including mobile applications, learning management systems, online platforms, and multimedia resources, on English language acquisition among university students. Following the IMRAD structure, the research employed a mixed-methods approach involving 120 undergraduate students from Tashkent Perfect University. Quantitative data were collected through pre-tests and post-tests, while qualitative insights were gathered through semi-structured interviews and classroom observations. The findings reveal that students who utilized digital technologies achieved significantly higher scores in vocabulary acquisition, listening comprehension, and overall communicative competence compared to those who relied solely on traditional methods. Moreover, digital tools increased learner motivation, autonomy, and engagement. However, challenges such as digital distraction, unequal access to technology, and the need for teacher training were also identified. The study concludes that, when integrated thoughtfully, digital technologies serve as powerful catalysts for English language learning, but their effectiveness depends on pedagogical alignment and learner readiness. Keywords: digital technologies, English language learning, EFL, educational technology, mobile-assisted language learning, learner autonomy, higher education*

O'zbekcha tarjima

Annotatsiya

Raqamli texnologiyalarning ta'lim tizimiga jadal integratsiyalashuvi butun dunyo bo'ylab ingliz tilini o'qitish va o'rganish jarayonini tubdan o'zgartirdi. Mazkur tadqiqot mobil ilovalar, ta'limni boshqarish tizimlari, onlayn platformalar va multimedia resurslari kabi raqamli vositalarning universitet talabalari orasida ingliz tilini o'zlashtirishga ta'sirini o'rganadi. IMRAD tuzilmasi asosida olib borilgan tadqiqot aralash metodologiyaga tayangan bo'lib, unda Tashkent Perfect Universityning 120 nafar bakalavr talabasi ishtirok etdi. Miqdoriy ma'lumotlar dastlabki va yakuniy testlar orqali to'plandi, sifat ma'lumotlari esa yarim tuzilgan intervyular hamda auditoriya kuzatuvlari orqali olindi. Natijalar raqamli texnologiyalardan foydalangan talabalar lug'at boyligini o'zlashtirish, tinglab tushunish va umumiy kommunikativ kompetensiya bo'yicha faqat an'anaviy usullarga tayangan talabalarga nisbatan sezilarli darajada yuqori natijalarga erishganini ko'rsatdi. Bundan tashqari, raqamli vositalar o'quvchilarning motivatsiyasi, mustaqilligi va darsdagi faolligini oshirdi. Shu bilan birga, raqamli chalg'ituvchi omillar, texnologiyalardan foydalanishdagi tengsizlik hamda o'qituvchilarni tayyorlash zarurati kabi muammolar ham aniqlandi. Tadqiqot xulosasiga ko'ra, raqamli texnologiyalar puxta integratsiya qilinganda ingliz tilini o'rganish uchun kuchli katalizator vazifasini bajaradi, biroq ularning samaradorligi pedagogik moslik va o'quvchilarning tayyorgarlik darajasiga bog'liqdir.

Kalit so'zlar: *raqamli texnologiyalar, ingliz tilini o'rganish, EFL, ta'lim texnologiyalari, mobil yordamida til o'rganish, o'quvchi mustaqilligi, oliy ta'lim.*

Ruscha tarjima

Аннотация

Быстрая интеграция цифровых технологий в образовательную среду существенно изменила процесс преподавания и изучения английского языка во всём мире. Данное исследование рассматривает влияние цифровых инструментов, включая мобильные приложения, системы управления обучением, онлайн-платформы и мультимедийные ресурсы, на усвоение английского языка студентами университетов. Исследование, выполненное в соответствии со структурой IMRAD, основывалось на смешанном методе и охватило 120 студентов бакалавриата Tashkent Perfect University. Количественные данные были собраны с помощью предварительного и итогового тестирования, тогда как качественные данные были получены посредством полуструктурированных интервью и наблюдений за учебными занятиями. Результаты показали, что студенты, использовавшие цифровые технологии, достигли значительно более высоких результатов в усвоении словарного запаса, понимании устной речи и общей коммуникативной компетенции по сравнению с теми, кто полагался исключительно на традиционные методы обучения. Кроме того, цифровые инструменты способствовали повышению мотивации, автономности и вовлечённости обучающихся. Вместе с тем были выявлены такие проблемы, как цифровые отвлекающие факторы, неравный доступ к технологиям и необходимость подготовки преподавателей. Исследование приходит к выводу, что при грамотной интеграции цифровые технологии становятся мощным катализатором изучения английского языка, однако их эффективность зависит от педагогической согласованности и готовности обучающихся.

Ключевые слова: цифровые технологии, изучение английского языка, EFL, образовательные технологии, мобильное обучение языкам, автономность обучающихся, высшее образование.

1. Introduction

The twenty-first century has witnessed an unprecedented transformation in education, driven largely by the rapid expansion of digital technologies. English, as the global lingua franca, has become a critical skill for academic success, professional advancement, and intercultural communication. In countries such as Uzbekistan, where English is taught as a foreign language (EFL), educators are continually seeking innovative approaches to overcome the limitations of traditional, teacher-centered classrooms. Digital technologies, ranging from mobile applications and online platforms to artificial intelligence-driven tutors, have emerged as transformative tools that can enrich the learning experience and provide personalized pathways for language acquisition.

The integration of digital tools into English language teaching is grounded in well-established theoretical frameworks. Constructivist learning theory emphasizes that learners actively construct knowledge through interaction with their environment, and digital technologies offer rich, multimodal environments that support such interaction. Sociocultural

theory, particularly Vygotsky's notion of the Zone of Proximal Development, also aligns with technology-enhanced learning, as digital tools can scaffold learners' progress beyond what they could achieve independently. Furthermore, the concept of mobile-assisted language learning (MALL) has gained considerable traction, demonstrating how smartphones and tablets enable ubiquitous, learner-centered language practice.

Despite these advantages, the actual impact of digital technologies on English language learning remains a subject of ongoing investigation. While numerous studies have reported positive outcomes, others highlight significant concerns, including superficial engagement, digital distraction, and the digital divide. In the context of Uzbek higher education, where English language proficiency is a national priority, empirical evidence on the effectiveness of digital tools is still limited. This study seeks to address this gap by examining how digital technologies influence the English language proficiency, motivation, and engagement of university students in Tashkent.

The primary research questions guiding this study are as follows: (1) To what extent do digital technologies enhance English language proficiency among university students? (2) How do digital tools affect learner motivation and engagement? (3) What challenges do students and teachers encounter when integrating digital technologies into English language learning? By addressing these questions, the study contributes to the growing body of literature on educational technology and offers practical recommendations for educators and policymakers in similar EFL contexts.

2. Methods

2.1 Research Design

This study adopted a mixed-methods research design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the impact of digital technologies on English language learning. The quantitative component involved a quasi-experimental pre-test/post-test design with control and experimental groups, while the qualitative component included semi-structured interviews and classroom observations. The mixed-methods approach was chosen because it allows for triangulation of data, thereby strengthening the validity and reliability of the findings.

2.2 Participants

The study involved 120 undergraduate students enrolled in English language courses at Tashkent Perfect University during the 2024-2025 academic year. Participants were aged between 18 and 22 years and represented intermediate (B1) to upper-intermediate (B2) proficiency levels according to the Common European Framework of Reference for Languages (CEFR). The participants were divided into two groups: an experimental group (n=60) that received instruction supplemented with digital technologies, and a control group (n=60) that followed traditional classroom instruction without significant digital integration. Random assignment was used to minimize selection bias.

2.3 Instruments and Materials

Several digital tools were integrated into the experimental group's instruction, including Quizlet for vocabulary practice, Duolingo and Memrise for self-paced learning, Google Classroom as a learning management system, YouTube and TED-Ed for authentic listening materials, and Zoom for synchronous online discussions. Data collection instruments included a standardized English proficiency test covering vocabulary, grammar, listening, and reading, a 25-item motivation questionnaire adapted from established scales, and an interview protocol with open-ended questions exploring students' experiences and perceptions.

2.4 Procedure

The intervention lasted 12 weeks. Both groups received four hours of English instruction per week. The experimental group used digital tools both in class and for homework assignments, while the control group used printed textbooks and traditional exercises. Pre-tests were administered in the first week, and post-tests were given in the final week. Interviews were conducted with 20 randomly selected students from the experimental group, and classroom observations were carried out four times throughout the semester.

2.5 Data Analysis

Quantitative data were analyzed using SPSS version 26. Paired-samples t-tests were used to compare pre-test and post-test scores within each group, while independent-samples t-tests compared the gains between the two groups. Descriptive statistics were calculated for the motivation questionnaire. Qualitative data from interviews and observations were analyzed using thematic analysis, with coding performed independently by two researchers to ensure inter-rater reliability.

3. Results

3.1 Improvement in English Proficiency

The post-test results revealed a statistically significant difference between the two groups. The experimental group showed a mean improvement of 18.4 points (from 62.3 to 80.7 out of 100), whereas the control group improved by only 9.2 points (from 61.8 to 71.0). The independent-samples t-test indicated that this difference was statistically significant ($t=6.21$, $p<0.001$). The effect size, measured by Cohen's d , was 1.13, indicating a large practical effect. Vocabulary acquisition and listening comprehension showed the most substantial gains in the experimental group, suggesting that digital tools are particularly effective for these skill areas.

3.2 Motivation and Engagement

The motivation questionnaire results indicated that students in the experimental group reported significantly higher levels of intrinsic motivation, self-efficacy, and engagement compared to the control group. On a five-point Likert scale, the experimental group's mean score was 4.32, while the control group's mean was 3.41. Students reported that the gamified elements, immediate feedback, and multimedia content made learning more enjoyable and meaningful. Additionally, 85% of experimental group participants stated that they continued using the digital tools outside of formal class time, indicating a notable increase in learner autonomy.

3.3 Qualitative Findings

Thematic analysis of interview data revealed five major themes: (a) increased accessibility and flexibility, as students appreciated being able to learn anytime and anywhere; (b) personalized learning experiences, as adaptive applications adjusted to individual proficiency levels; (c) enhanced motivation through gamification, as features such as points, badges, and leaderboards stimulated competitive and self-improvement drives; (d) exposure to authentic English, as YouTube videos and podcasts provided real-world language input; and (e) challenges, including digital distractions, unstable internet connections, and occasional technical difficulties.

3.4 Classroom Observations

Classroom observations confirmed the questionnaire and interview findings. Students in the experimental group displayed higher levels of participation, collaborated more actively in pair and group work, and demonstrated greater willingness to use English spontaneously. The teacher's role shifted from a traditional lecturer to a facilitator and guide, which appeared to create a more student-centered learning environment. However, observations also revealed instances of off-task behavior, with some students using their devices for non-academic purposes during class.

4. Discussion

The findings of this study clearly indicate that digital technologies have a significant positive impact on English language learning at the university level. The substantial improvement in proficiency scores within the experimental group supports earlier research suggesting that digital tools enhance language acquisition by providing rich input, immediate feedback, and opportunities for repeated practice. The large effect size obtained in this study suggests that the integration of digital technologies is not merely a supplementary aid but a transformative pedagogical strategy that can substantially accelerate language learning.

The increase in motivation and engagement observed among students in the experimental group is particularly noteworthy. Motivation is widely recognized as a critical factor in second language acquisition, and the gamified, interactive nature of digital tools appears to address motivational challenges that often plague traditional EFL classrooms. The high rate of voluntary, out-of-class use of digital tools also indicates that these technologies foster learner autonomy, a key competency for lifelong language learning.

Nevertheless, the study also identifies important challenges that must be addressed. The issue of digital distraction emerged as a recurring concern, suggesting that successful integration of technology requires clear classroom management strategies and digital literacy training. The digital divide, manifested through unequal access to reliable internet and modern devices, also poses a significant equity issue, particularly in developing contexts. Furthermore, teachers must receive adequate training to integrate digital tools pedagogically rather than treating them as mere add-ons.

These findings have several implications for English language teaching in Uzbekistan and similar contexts. First, university administrators should invest in robust digital infrastructure

and provide students with equitable access to learning technologies. Second, professional development programs should be designed to help teachers move beyond technical familiarity toward pedagogically informed integration of digital tools. Third, curriculum designers should incorporate blended learning models that strategically combine traditional and digital methodologies to maximize learning outcomes.

This study has certain limitations. The 12-week duration may not capture long-term effects, and the sample, drawn from a single institution, may limit the generalizability of the findings. Future research should explore longitudinal effects, investigate specific subgroups of learners, and compare the impact of different types of digital tools across diverse cultural and educational settings.

5. Conclusion

Digital technologies, when integrated thoughtfully into English language teaching, exert a powerful and beneficial impact on student learning outcomes. The present study demonstrates that university students who engaged with digital tools achieved significantly higher gains in proficiency, motivation, and engagement compared to those who relied on traditional methods alone. While challenges such as digital distraction and unequal access remain, the overall evidence strongly supports the strategic integration of digital technologies into the EFL curriculum. As Uzbekistan continues to prioritize English language proficiency as a national developmental goal, embracing digital pedagogies will be essential for preparing students to thrive in an increasingly globalized world.

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