

DIFFICULTIES STUDENTS FACE IN LEARNING ENGLISH AND WAYS TO OVERCOME THEM

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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

Принять предложение

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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 приходит 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’rovnoma 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‘lmashlikdan 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.

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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.

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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 talabarlari 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 talabarlari 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 межязыковую интерференцию и смешение схожих грамматических структур. Исследование приходит 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, межязыковое 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 автономию 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‘lmashlikdan 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.

1. Introduction

English has become the dominant language of international communication, science, technology, business, and academia. In Uzbekistan, the importance of English has been officially recognized through national educational reforms aimed at increasing the number of citizens proficient in foreign languages. Universities, in particular, are tasked with producing graduates who can communicate effectively in English, both for academic pursuits and professional success in a globalized labor market. However, despite extensive curricular efforts and increasing investment in English language education, many students still struggle to attain functional proficiency, even after years of formal instruction.

The difficulties experienced by English language learners are multifaceted and deeply intertwined. They include linguistic challenges such as pronunciation, vocabulary, and grammar, as well as psychological factors such as anxiety, motivation, and self-confidence. Sociocultural factors, including limited exposure to native speakers and the absence of an English-rich environment, further compound these challenges. In the Uzbek context, the situation is particularly complex because most learners study English as a foreign language rather than as a second language, meaning they have few opportunities to use it outside the classroom.

Understanding the specific obstacles students face is essential for designing effective interventions. Although general literature on EFL learning is extensive, context-specific

studies focusing on Uzbek university students remain relatively scarce. This study aims to fill this gap by systematically identifying the difficulties faced by undergraduate students at Tashkent Perfect University and proposing pedagogically informed strategies to overcome them. The research is guided by the following questions: (1) What are the main difficulties Uzbek university students experience in learning English? (2) Which factors contribute most significantly to these difficulties? (3) What pedagogical strategies can effectively help students overcome these challenges?

By providing answers to these questions, the study contributes to both theoretical understanding and practical pedagogy. It offers insights that can inform teacher training programs, curriculum development, and classroom practice, ultimately supporting the broader national goal of improving English language proficiency in Uzbekistan.

2. Methods

2.1 Research Design

A descriptive mixed-methods design was used in this study. The quantitative component aimed to identify and rank the most common difficulties faced by students, while the qualitative component explored the underlying causes and contextual factors in greater depth. This combination allowed for a more nuanced understanding of the phenomenon than either approach alone could provide.

2.2 Participants

Ninety-five undergraduate students enrolled in English language courses at Tashkent Perfect University participated in the study. The sample included 52 female and 43 male students, with ages ranging from 17 to 23 years. Their proficiency levels ranged from elementary (A2) to upper-intermediate (B2). Convenience sampling was used to select the participants, and informed consent was obtained from all participants prior to data collection.

2.3 Instruments

Data were collected using three primary instruments. First, a structured questionnaire consisting of 35 items measured students' perceived difficulties in different language skills (listening, speaking, reading, writing), language sub-skills (vocabulary, grammar, pronunciation), and affective factors (anxiety, motivation, confidence). The questionnaire used a five-point Likert scale ranging from 1 (no difficulty) to 5 (extreme difficulty). Second, semi-structured interviews were conducted with 18 students to gather rich qualitative data on their experiences. Third, classroom observations were conducted in six different English classes to document learners' behaviors and challenges in real time.

2.4 Procedure and Data Analysis

Data collection took place over a six-week period during the spring semester of 2025. The questionnaire was administered in print form during regular class time. Interviews were

conducted in Uzbek or English, depending on participants' preference, and were audio-recorded and transcribed. Quantitative data were analyzed using descriptive statistics, including means, standard deviations, and frequency distributions. Qualitative data were analyzed thematically, with codes generated inductively from the transcripts and triangulated with observation notes to enhance reliability.

3. Results

3.1 Linguistic Difficulties

The questionnaire results identified speaking and listening as the most challenging language skills, with mean difficulty scores of 4.21 and 3.98, respectively. Writing followed with a mean of 3.65, while reading was reported as the least challenging skill with a mean of 3.12. Within sub-skills, pronunciation (mean 4.05) and vocabulary acquisition (mean 3.89) emerged as the most problematic areas. Grammar received a moderate difficulty rating (mean 3.54), with students reporting particular trouble with verb tenses, articles, and prepositions. These findings are consistent with previous research on EFL learners in similar contexts and suggest that productive skills are generally more demanding than receptive skills.

3.2 Affective and Psychological Factors

Affective factors emerged as significant contributors to learning difficulties. Anxiety, particularly in speaking situations, was reported by 78% of participants. Many students described feeling nervous when asked to speak in front of the class, fearing negative evaluation by peers and teachers. Lack of confidence was reported by 71% of students, while 64% indicated fluctuating motivation, especially after experiencing repeated communication breakdowns. Fear of making mistakes was strongly correlated with reluctance to participate in classroom activities.

3.3 Sociocultural and Environmental Factors

Interview data highlighted several environmental and sociocultural factors. Limited exposure to authentic English outside the classroom was the most frequently mentioned issue. Many students reported having few opportunities to interact with native speakers or to use English in real-life situations. Some described how their family members or friends did not speak English, leaving them without conversational partners. Additionally, the strong influence of Uzbek and Russian as primary languages in everyday communication reduced the perceived practical necessity of English in daily life, although students recognized its importance for future careers.

3.4 Instructional and Material-Related Difficulties

Several instructional issues were identified. Some students felt that classroom instruction was too focused on grammar rules and translation rather than on meaningful communication. Others reported that textbooks were sometimes outdated or did not reflect contemporary

spoken English. Classroom observations confirmed that many activities were teacher-centered, with limited opportunities for genuine communicative practice. Large class sizes also reduced the amount of individual attention and speaking time available to each student.

3.5 Differences Across Proficiency Levels

The data revealed notable differences in difficulties reported across proficiency levels. Lower-proficiency students primarily struggled with vocabulary, basic grammar, and pronunciation, whereas higher-proficiency students faced challenges with academic writing, idiomatic expressions, and nuanced listening to fast or accented speech. This finding suggests that the nature of difficulties evolves as proficiency develops, and pedagogical strategies must be adapted accordingly.

4. Discussion

4.1 Interpreting the Findings

The results of this study reflect both universal challenges in EFL learning and context-specific issues unique to Uzbek university students. The dominance of speaking and listening as challenging skills aligns with broader research suggesting that productive skills require not only linguistic competence but also pragmatic awareness, cognitive processing speed, and confidence. The high reported levels of anxiety and lack of confidence support the affective filter hypothesis, which posits that emotional barriers can significantly impede language acquisition.

4.2 Strategies to Overcome Difficulties

Based on the findings, several pedagogical strategies are proposed. First, communicative language teaching should be prioritized, with classroom activities designed to maximize meaningful interaction. Role-plays, debates, group discussions, and project-based tasks can transform learners from passive recipients into active language users. Second, the integration of authentic materials, such as podcasts, films, songs, and real-world texts, can enhance listening comprehension and cultural understanding. Third, pronunciation training should be systematically incorporated, using techniques such as minimal pair drills, shadowing exercises, and phonetic awareness activities.

Fourth, anxiety-reduction techniques should be integrated into classroom routines. Creating a supportive, non-threatening environment where mistakes are viewed as learning opportunities can significantly reduce affective barriers. Teachers can use scaffolding, peer support, and gradual exposure to public speaking to build student confidence. Fifth, the strategic use of educational technology, such as language learning applications, online platforms, and virtual exchanges with international peers, can provide additional opportunities for authentic language use beyond the classroom.

Sixth, vocabulary instruction should move beyond rote memorization toward contextualized learning. Techniques such as semantic mapping, lexical bundles, and extensive reading help students learn vocabulary in meaningful contexts. Seventh, learner autonomy should be cultivated by encouraging self-directed learning, goal-setting, and reflection. Finally, teacher training programs should equip educators with the pedagogical tools and digital literacy skills needed to address contemporary EFL challenges effectively.

4.3 Implications for Practice

The findings have several practical implications. Curriculum designers should ensure that English language courses balance the development of all four skills while emphasizing communicative competence. Teachers should be encouraged to adopt learner-centered methodologies and to differentiate instruction based on proficiency levels. Universities should invest in extracurricular activities such as English clubs, conversation cafes, and international exchange programs to provide students with authentic communication opportunities. Policymakers should consider expanding access to native or near-native speakers through programs such as Fulbright English Teaching Assistants or volunteer-based language partnerships.

4.4 Limitations and Future Research

This study is limited by its single-institution sample and its reliance on self-reported data. Future research could expand the scope by including multiple universities, conducting longitudinal studies that track changes in difficulties over time, and using objective measures of proficiency in addition to self-report instruments. Comparative studies across different EFL contexts would also yield valuable cross-cultural insights.

5. Conclusion

The difficulties faced by Uzbek university students in learning English are diverse and interconnected, encompassing linguistic, affective, sociocultural, and instructional dimensions. While speaking, pronunciation, and listening emerged as the most challenging areas, anxiety and limited exposure to authentic English significantly compounded these difficulties. The proposed strategies, including communicative language teaching, authentic materials, technology integration, anxiety reduction, and learner autonomy, offer a comprehensive framework for addressing these challenges. By implementing these evidence-based approaches, educators can help learners overcome obstacles and achieve the level of English proficiency required for academic, professional, and personal success in the global community.

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