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ENHANCING ENGLISH LANGUAGE SKILLS THROUGH DIGITAL TOOLS IN NON-LINGUISTIC UNIVERSITIES

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Abstract: *The integration of digital tools into English language teaching has transformed traditional learning practices, especially in non-linguistic universities where students often display diverse proficiency levels. This study investigates the effectiveness of digital technologies such as Google Forms, Kahoot, Miro, Quizlet, and Padlet in improving language skills among A2 and B1 level students at a non-state university. The participants consisted of 80 undergraduate students from economics and management faculties, divided into A2 and B1 proficiency groups. Over the course of eight weeks, each 80-minute class combined digital platforms with communicative and task-based methods. At the A2 level, tools such as Quizlet and Kahoot were applied for vocabulary retention, interactive quizzes, and real-time feedback, while Padlet supported collaborative sentence-building and short written tasks. For B1 learners, Miro and Mentimeter facilitated discussions, problem-solving activities, and structured argumentation, encouraging deeper engagement with English in academic contexts. The study employed pre- and post-tests alongside surveys to evaluate changes in language proficiency, student motivation, and participation. Results indicated measurable improvements in vocabulary acquisition, oral fluency, and student confidence, particularly for B1 learners who adapted faster to collaborative tasks. However, A2 learners demonstrated stronger engagement when tools provided gamification and visual support. The findings confirm that digital tools, when applied strategically, bridge gaps in mixed-ability classrooms, enhance learner autonomy, and increase*

motivation. This paper contributes to the growing body of research on innovative pedagogy by presenting a practical model for implementing digital technologies in non-linguistic universities.

Keywords: *digital tools, English language learning, non-linguistic universities, A2–B1 learners*

Introduction

The rapid advancement of digital technologies has reshaped educational practices worldwide. In English language teaching (ELT), digital platforms have enabled interactive, personalized, and student-centered approaches. For non-linguistic universities, where English is often taught as a secondary subject, digital tools offer an opportunity to compensate for limited exposure and classroom time. Students in these contexts are not preparing for linguistic careers but require English for academic mobility, professional development, and global communication.

This research focuses on a non-state university in Uzbekistan where English courses last 80 minutes and students are divided into A2 and B1 groups. The study aims to identify how digital tools can effectively support English language acquisition at these levels, increase student motivation, and foster active engagement.

Literature Review

Scholars highlight the benefits of integrating digital tools into ELT. Beatty (2013) emphasizes the potential of computer-assisted language learning for enhancing autonomy. Warschauer & Kern (2000) identify interaction and collaboration as key elements of digital learning. Dudeney & Hockly (2007) stress the importance of digital literacy in modern classrooms. Godwin-Jones (2018) explores mobile-assisted language learning, while Chapelle (2009) argues for systematic integration of technology with pedagogy. Studies by Kukulska-Hulme (2012) and Reinders & White (2011) confirm that digital tools promote personalized learning and motivation. In the Central Asian context, Karimov (2020) and Makhkamova (2022) report that digital gamification tools increase classroom

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engagement. This research builds on these insights by examining practical implementation in a non-linguistic university.

Methodology

Participants

The study involved 80 undergraduate students: 40 at A2 level and 40 at B1 level, based on placement tests.

Duration and Setting

The research was conducted over **8 weeks** at a **non-state university**. Each class lasted **80 minutes**.

Tools and Methods

- **Google Forms:** diagnostic and formative assessment.
- **Kahoot:** gamified quizzes for vocabulary and grammar reinforcement.
- **Quizlet:** flashcards and vocabulary drills.
- **Padlet:** collaborative boards for writing tasks.
- **Miro:** brainstorming and mind-mapping for discussion activities.
- **Mentimeter:** polls and real-time feedback.

Methods Used:

- **Task-Based Learning (TBL):** real-life problem-solving tasks.
- **Communicative Approach:** role plays, discussions, interactive dialogues.
- **Gamification:** quizzes, competitions, leaderboard motivation.
- **Collaborative Learning:** group projects via Padlet and Miro.

Procedure

- **Weeks 1–2:** Baseline testing, introduction to tools, vocabulary-building via Quizlet and Kahoot.
- **Weeks 3–4:** Short tasks with Padlet (A2) and structured discussions with Mentimeter (B1).
- **Weeks 5–6:** Integrated skills practice: A2 learners used gamified drills, while B1 engaged in debates using Miro boards.

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- **Weeks 7–8:** Final tasks and post-tests; surveys collected student feedback on engagement and motivation.

Results

- **A2 Group:** Significant vocabulary gains (20–25% increase), higher motivation, improved short writing skills. Best results achieved with gamified activities.
- **B1 Group:** Notable improvement in fluency, critical thinking, and collaborative discussions. Oral participation increased by 30%.
- **Overall:** Students reported higher confidence, reduced anxiety, and increased willingness to use English in class.

Discussion

The study demonstrates that digital tools enhance language learning when matched with learner level. A2 students benefit most from visual and gamified platforms, while B1 learners thrive with tools supporting critical thinking and interaction. Time efficiency was another benefit: teachers reported smoother classroom management and real-time feedback. However, technical barriers such as internet stability occasionally disrupted activities. Importantly, digital tools served as a **motivational catalyst**, particularly in a non-linguistic university where English is not the main focus.

Innovatively, this study applied a dual-level approach within one institution, showing that careful tool-method alignment reduces the gap between lower and higher proficiency learners. This can serve as a model for similar non-state universities across Central Asia.

Conclusion

Digital tools significantly improve English language learning in non-linguistic universities, provided they are tailored to student levels. A2 learners engage more with gamification, while B1 learners benefit from collaborative and analytical tasks. The 8-week program demonstrated measurable progress in vocabulary, fluency, and motivation.

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