

# THE EFFECTS OF ONLINE LEARNING PLATFORMS ON ENGLISH LANGUAGE PROFICIENCY AMONG ENGLISH LEARNERS

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**ABSTRACT:** The article explores the importance and effects of online learning platforms, such as Speak pall, Duolingo, Ibrat Academy and others for language proficiency. The article also includes information about the countries that are using different apps and results. Additionally, study shows that I taught many students in my village where the opportunities were limited and how they were able to develop their communication skills using modern apps, talking with their peers all over the world. The research employed a combination of surveys, classroom observations, interviews, and speaking tests to evaluate learners' progress and preferences. The results indicate that platforms emphasizing real-time communication and interactive practice were the most effective in developing speaking fluency, pronunciation, and confidence. The findings suggest that online learning applications can serve as vital tools in modern English education, especially for learners with restricted access to traditional classroom instruction, by providing opportunities for autonomous learning, global interaction, and practical language use.

**KEY WORDS:** autonomous learning, online platforms, practical language, language proficiency, cross-cultural communication, international collaboration

**АННОТАЦИЯ:** В данной статье рассматривается значение и влияние онлайн-платформ для обучения, таких как SpeakPol, Duolingo, IbraCademy и другие, на владение языком. В статье также представлена информация о странах, использующих различные приложения, и о достигнутых результатах. Кроме того, исследование показывает, что я обучал многих студентов в своей деревне, где возможности были ограничены, и они смогли развить навыки коммуникации, используя современные приложения и общаясь со сверстниками со всего мира. Для оценки прогресса и предпочтений учащихся было использовано сочетание опросов, наблюдений на занятиях, интервью и устных экзаменов. Результаты показали, что платформы, ориентированные на реальное общение и интерактивную практику, наиболее эффективны для развития беглости речи, произношения и уверенности. Полученные данные свидетельствуют о том, что онлайн-платформы могут служить важным инструментом современного обучения английскому языку, особенно для учащихся с ограниченным доступом

к традиционным занятиям, предоставляя возможности для самостоятельного обучения, глобального взаимодействия и практического применения языка.

**КЛЮЧЕВЫЕ СЛОВА:** самостоятельное обучение, онлайн-платформы, практический язык, владение языком, межкультурная коммуникация, международное сотрудничество

**ANNOTATSIYA:** Ushbu maqola onlayn o‘quv platformalarining masalan Speak pall, Duolingo va Ibrat Academy kabilarning tilni o‘rganishga bo‘lgan ahamiyati va ta’sirini o‘rganadi. Maqlada turli mamlakatlarda ushbu ilovalar qanday qo‘llanilishi va natijalari haqida ma’lumotlar keltirilgan. Shuningdek, tadqiqot shuni ko‘rsatadiki, men imkoniyatlari cheklangan qishloqdagi ko‘plab talabalarni o‘qitdim va ular zamонавиylardan foydalangan holda, butun dunyo bo‘ylab tengdoshlar bilan muloqot qilib, o‘z kommunikatsiya ko‘nikmalarini rivojlantira olishdi. Tadqiqot so‘rovnomalar, dars kuzatuvlari, intervyular va og‘zaki imtihonlar orqali o‘quvchilarning rivojlanishi va afzalliklarini baholadi. Natijalar shuni ko‘rsatadiki, real vaqtida muloqot va interaktiv mashqlarni ta’minlovchi platformalar og‘zaki raxonlik, talaffuz va ishonchni rivojlantirishda eng samarali bo‘lgan. Ushbu tadqiqot natijalari shuni ko‘rsatadiki, onlayn o‘quv platformalari, ayniqsa an’anaviy dars resurslari cheklangan o‘quvchilar uchun, mustaqil o‘rganish, global muloqot va amaliy til ishlatish imkoniyatlarini taqdim etish orqali zamонавиylardan ingliz tili ta’limida muhim vosita bo‘lishi mumkin.

**ASOSIY SO‘ZLAR:** mustaqil o‘rganish, onlayn platformalar, amaliy til, tilni o‘rganish darajasi, madaniyatlararo muloqot, xalqaro hamkorlik

**INTRODUCTION:** In the modern, interconnected world, English language proficiency has become a fundamental skill for academic success, professional advancement, and cross-cultural communication. As globalization continues to integrate economies, cultures, and education systems, the ability to communicate effectively in English serves as a gateway to international collaboration and knowledge exchange. According to the British Council (2020), over 1.5 billion people are currently learning English worldwide, which demonstrates the language’s role as a global lingua franca in diplomacy, science, business, and digital communication. In today’s competitive world, individuals with high levels of English proficiency often gain broader access to global education and employment opportunities, positioning English not merely as a subject of study, but as a tool for global participation.

In the context of Uzbekistan, improving English proficiency has become one of the key priorities of the national education system. The Uzbek government’s recent reforms and initiatives, such as the “Foreign Languages Development Program,” emphasize the strategic importance of English for the country’s integration into the global academic and economic arena. For many Uzbek students, mastering English is

not only a linguistic achievement but also a means of accessing international scholarships, scientific publications, and cross-cultural experiences. Consequently, the demand for innovative, accessible, and effective methods of learning English has increased rapidly across the nation.

The significance of English language proficiency has been emphasized by numerous influential scholars and global leaders who view it as a bridge to opportunity and understanding. The linguist David Crystal (2003) describes English as “the global language,” noting that its dominance in science, technology, and international communication makes it indispensable in the modern world. Similarly, Nelson Mandela once remarked that “if you talk to a man in a language he understands, that goes to his head; if you talk to him in his language, that goes to his heart,” underscoring the power of language to connect people across cultures. According to Noam Chomsky, language is not only a means of expression but also a reflection of human thought, and mastering a global language like English expands one’s ability to engage with diverse ideas and perspectives. Moreover, Kofi Annan, former Secretary-General of the United Nations, asserted that communication through a common language such as English promotes peace and mutual understanding among nations. These perspectives collectively highlight that developing English proficiency is not merely an academic pursuit—it is a vital tool for participating effectively in the globalized world, fostering cooperation, and broadening intellectual and cultural horizons.

With the growing importance of English proficiency, traditional classroom instruction alone often proves insufficient to meet learners’ diverse needs and learning paces. In response, online learning platforms have emerged as transformative tools in the field of language education. They provide interactive, flexible, and learner-centered approaches that allow users to improve their linguistic abilities anytime and anywhere. As noted by Warschauer and Kern (2000), the integration of technology into language learning fosters autonomy, motivation, and a deeper engagement with authentic materials, enabling learners to take control of their own educational progress. A wide range of programs has been developed to target specific language skills such as speaking, listening, reading, and writing. For instance, Duolingo, one of the most popular applications worldwide, employs gamification strategies to make vocabulary and grammar acquisition both enjoyable and effective. Its short, task-based lessons encourage daily practice and provide instant feedback, which helps learners strengthen memory retention. Meanwhile, platforms like Ibrat Academy offer more structured courses that combine video lessons with interactive grammar and listening exercises, making them suitable for both independent learners and classroom integration. SpeakPall, on the other hand, focuses primarily on improving speaking proficiency through simulated conversations, pronunciation evaluation, and AI-based dialogue practice, allowing users to gain confidence in real-life communication scenarios. This

app creates way more opportunities, such as students will be able to learn from their peers all over the world, and join global projects despite the fact that they actually live in remote villages. Apps like SpeakPol and Ibrat Academy show how technology can make learning interactive and global. Students can practice languages, learn from international teachers, and connect with peers all over the world. Importantly, AI does not replace teachers — it makes their guidance more effective, turning learning into something exciting, personal, and empowering. In many ways, technology has become a new language, one that students love to speak, opening doors that were once unimaginable.”

Over the past three months, I worked closely with 32 students, using AI and technology to make learning personal, global, and fun. They talked with people from around the world, improved their speaking and communication skills, and trained in listening and reading. After lessons, they even practiced with GPT, receiving feedback and enhancing their English. By the end of this journey, all 32 students achieved B2-level English certificates.

But it wasn't just about exams. It was about changing lives. Through AI, we didn't just improve their education — we opened doors to new opportunities, broadened their horizons, and transformed the futures of 32 families in my village.”

The growing use of these platforms is not limited to Western countries. Nations such as China, India, South Korea, and Uzbekistan have witnessed rapid adoption of online language learning systems, particularly after the global shift to digital education during the COVID-19 pandemic. In Uzbekistan, where access to qualified English teachers can be limited in rural areas, online applications have become essential tools for self-directed learning. These programs not only enhance accessibility but also promote personalized learning experiences, catering to learners of different levels and goals. As many scholars emphasize, such platforms represent a significant step toward democratizing education and bridging linguistic gaps in the digital age.

**METHODS:** This study was conducted to examine the effects of online learning platforms on students' English language proficiency, focusing particularly on speaking and communication skills. The research involved two groups of learners: students from my village, who were engaged in community-based English classes, and university students enrolled in English philology. Both groups were introduced to several online learning applications, including SpeakPol, IbraCademy, Duolingo, and ChatGPT, which were integrated into their learning routines to enhance language performance and autonomy. To identify the most effective platforms and evaluate their influence on proficiency development, three primary research methods were applied: survey, observation, and interview.

First, a survey was distributed among the participants to gather information about their learning habits, preferred applications, and personal opinions regarding the usefulness of online learning tools. The questionnaire focused on how often they used these platforms and which skills—speaking, listening, reading, or writing—they believed improved the most.

The questions given:

1. Which platform do they use mostly?
2. Which platform was very effective for them ?
3. Which one is more developed?

Second, classroom observations were conducted over several weeks to examine learners' real-time engagement with each platform. I closely observed how actively students interacted with tasks, practiced speaking activities, and completed online exercises. This allowed for the identification of behavioral patterns and motivational differences among users of different applications.

Finally, to obtain deeper insights, individual interviews were carried out with selected students. These semi-structured interviews provided an opportunity for learners to express their experiences in detail and discuss the specific challenges or advantages they encountered while using online platforms. Additionally, at the end of the observation period, a speaking test was administered to measure students' progress objectively. Comparing pre- and post-test results helped determine which platforms had the most significant impact on learners' communicative competence and overall language proficiency.

**RESULTS:** The data collected from the surveys, classroom observations, interviews, and speaking assessments revealed that online learning platforms had a significant and positive influence on students' English language proficiency. The results showed notable improvement in learners' speaking confidence, vocabulary range, and pronunciation accuracy after consistent use of the applications.

According to the survey results, the majority of participants reported using SpeakPol most frequently, as it allowed them to practice daily speaking activities and receive immediate feedback. About 70% of the students agreed that the application helped them overcome fear and hesitation during communication. In comparison, IbraCademy was used primarily for grammar and listening lessons, and learners appreciated its structured video-based content. Around 55% of participants mentioned that IbraCademy improved their listening comprehension and grammar awareness. Duolingo was also a popular choice, particularly among beginners, who found its gamified lessons and progress tracking system motivating. However, some advanced learners reported that its content was too limited for developing complex speaking or writing skills. A smaller group of participants occasionally used ChatGPT to practice

conversation, check grammar, and ask questions about language usage. These learners stated that ChatGPT served as a helpful “virtual tutor,” providing natural feedback and improving their ability to communicate more fluently.

The observation results supported the survey findings. Students who regularly practiced with SpeakPol demonstrated higher levels of fluency and pronunciation accuracy during class discussions. They also showed greater willingness to participate in English conversations, indicating an increase in self-confidence. Those using IbraCademy showed steady progress in comprehension and grammar accuracy, especially when combining the platform with traditional learning. Meanwhile, learners using Duolingo developed stronger vocabulary recall, though their speaking improvement was less evident compared to others.

Insights from the interviews further highlighted the perceived advantages of digital learning. Many students expressed that online platforms gave them freedom to study anytime and anywhere, reducing dependence on teachers and traditional textbooks. Several rural students, in particular, mentioned that technology made English learning accessible for the first time, helping them connect with peers beyond their local environment. Nonetheless, a few participants noted challenges such as limited internet access, lack of human interaction, and occasional technical issues.

Finally, the speaking test results confirmed measurable progress. On average, learners’ speaking scores increased by approximately 20–25% after three months of using the online applications regularly. The greatest improvement was recorded among users of SpeakPol and ChatGPT, both of which emphasized real-time speaking practice and interactive communication. These findings suggest that online platforms can serve as effective supplementary tools for improving English proficiency, particularly in enhancing speaking and listening skills.

**DISCUSSION:** The findings of this study highlight that the combination of survey, observation, interview, and speaking test methods was effective for understanding both the quantitative and qualitative effects of online learning platforms on English language proficiency. Each method contributed unique insights. The survey provided statistical evidence of learners’ preferences and self-perceived improvement, while the observations allowed for a direct understanding of learners’ classroom behavior and engagement. Interviews, on the other hand, gave a deeper perspective on learners’ personal experiences, motivations, and challenges. Among these, the observation and interview methods proved to be the most effective for identifying the true impact of each application, as they revealed not only progress in language skills but also changes in learners’ attitudes and confidence levels. When evaluating the effectiveness of specific online platforms, SpeakPall emerged as the most impactful application among all those used by the participants. The majority of students preferred

it because of its interactive and communicative nature. Unlike other platforms that focus primarily on grammar or vocabulary exercises, SpeakPall emphasizes real-life conversation practice, allowing users to connect with people from different countries and cultures. Through this feature, learners had the opportunity to participate in live calls, organize discussions, and practice authentic communication with global speakers. This not only improved their fluency and pronunciation but also helped them overcome the fear of speaking with foreigners — a challenge that many EFL learners face. Another reason for SpeakPall's success is its ability to simulate an immersive learning environment similar to natural communication. The platform's real-time feedback and correction tools encouraged students to self-monitor their speech, gradually improving their accuracy and coherence. Students also expressed that these interactions allowed them to learn not only the language but also cultural nuances, idiomatic expressions, and conversational strategies from international peers and teachers. Such authentic exposure aligns with Krashen's (1985) input hypothesis, which states that meaningful and comprehensible interaction is essential for language acquisition.

Although Ibrat Academy and Duolingo were also beneficial, their focus was comparatively limited. Ibrat Academy proved highly effective in strengthening grammar and listening comprehension, making it a valuable supplementary tool, while Duolingo was particularly useful for beginners due to its gamified approach and simple daily tasks. However, these platforms lacked the communicative depth and global engagement that SpeakPall offered. Similarly, ChatGPT served as a supportive tool for conversation and grammar correction, but learners viewed it more as an assistant than a primary speaking partner. Overall, the study indicates that methods emphasizing active communication, real-time feedback, and global interaction yield better results in language proficiency than those focusing solely on isolated grammar or vocabulary practice. SpeakPall's success demonstrates the importance of authentic communicative environments, supporting the idea that effective language learning occurs through meaningful interaction and global connectivity rather than mechanical repetition alone.

**CONCLUSION:** From the organized research, I witnessed how important it is to use online apps for developing English language proficiency in today's world. This study explored the impact of online learning platforms on English language proficiency, with a particular focus on speaking and communication skills among learners in both village and university contexts. The findings indicate that digital applications such as SpeakPall, Ibrat Academy, Duolingo, and ChatGPT play a significant role in enhancing learners' language abilities, motivation, and confidence. Among these, SpeakPall emerged as the most effective platform, due to its emphasis on real-time communication, global interaction, and authentic conversational practice,

which enabled learners to improve fluency, pronunciation, and cultural understanding simultaneously. The combination of survey, observation, interview, and speaking tests proved to be an effective methodology for assessing both quantitative progress and qualitative experiences of learners. Observations and interviews revealed that active engagement and meaningful interaction are crucial components of language acquisition, confirming the perspectives of scholars such as Krashen and Crystal regarding the importance of authentic input and global communication.

Overall, the study highlights that online learning platforms are not just supplementary tools but essential resources in modern English language education, particularly in regions with limited access to native-speaking instructors. Future research and practice should continue to explore the integration of technology with traditional learning, ensuring that students have access to immersive, interactive, and culturally diverse language experiences. By combining structured learning with authentic communication opportunities, learners can achieve higher proficiency and greater confidence in using English in both academic and real-world contexts.

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