

ERROR ANALYSIS AND STRATEGIES FOR IMPROVING ENGLISH LANGUAGE PROFICIENCY IN INTERNATIONAL STUDENTS FROM TURKEY AND PAKISTAN STUDYING IN TASHKENT THROUGH ONLINE TOOLS

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Annotation: *This study investigates the English language learning experiences of international students from Turkey and Pakistan, studying in academic lyceums in Tashkent. The focus is on understanding common errors in English grammar and usage at the intermediate level (B1) and identifying the causes behind these errors. Additionally, this article explores the role of online teaching tools and digital platforms in improving learners' proficiency in English, particularly in areas like tense usage, article application, and pronunciation. Through the use of interactive grammar exercises, language apps, and speaking practice platforms, the study suggests ways to support learners in overcoming grammatical challenges and achieving greater fluency in English.*

Keywords: *English language learning, international students, grammar errors, tense usage, article application, digital platforms, online teaching tools, fluency, error analysis*

Annotatsiya: *Ushbu tadqiqot, Toshkentda akademik litseylarida o'qiyotgan Turkiya va Pokistondan kelgan xalqaro talabalarining ingliz tilini o'rganish tajribalarini o'rganadi. Tadqiqotning asosiy maqsadi, ingliz tili grammatikasidagi umumiy xatolarni va ularning sabablari haqida tushuncha hosil qilish, xususan, o'rta darajadagi (B1) talabalar orasida. Bundan tashqari, ushbu maqolada, ingliz tilida tushunish va ishlatishda xatolarni kamaytirish va talabalarni grammatikani to'g'ri o'rganishda yordam berish uchun onlayn o'qitish vositalari va raqamli platformalarning roli o'rganiladi. Interaktiv grammatik mashqlar, til o'rganish ilovalari va so'zlashuv mashqlari platformalaridan foydalanish orqali, tadqiqot talabalar uchun grammatik xatolarni yengib o'tish va ingliz tilida yanada yuqori darajadagi ravonlikka erishish yo'llarini taklif qiladi.*

Kalit so'zlar: *Ingliz tili o'rganish, Xalqaro talabalar, Grammatika xatolari, Zamon qo'llanilishi, Artikllarni qo'llash, Raqamli platformalar, Onlayn o'qitish vositalari, Ravonlik, Xato tahlili*

Аннотация: *Данное исследование изучает опыт обучения английскому языку международных студентов из Турции и Пакистана, обучающихся в академических лицеях в Ташкенте. Основное внимание уделяется анализу типичных ошибок в английской грамматике и употреблении на уровне B1, а также выявлению причин этих ошибок. В статье также рассматривается роль онлайн-учебных инструментов и цифровых платформ в улучшении языковых навыков студентов, особенно в таких областях, как использование*

времен, применение артиклей и произношение. С помощью интерактивных грамматических упражнений, языковых приложений и платформ для практики разговорной речи, исследование предлагает способы поддержки студентов в преодолении грамматических трудностей и достижении более высокой беглости речи на английском языке.

Ключевые слова: изучение английского языка, международные студенты, грамматические ошибки, использование времен, применение артиклей, цифровые платформы, онлайн-учебные инструменты, беглость речи, анализ ошибок

INTRODUCTION

Learning English as a second language presents numerous challenges, particularly for international students who are not immersed in an English-speaking environment. The students studying in Tashkent, hailing primarily from Turkey and Pakistan, face unique difficulties as they acquire English at the intermediate (B1) level. These students, who have diverse linguistic backgrounds, often experience errors in grammar, tense usage, and pronunciation. This article aims to explore these errors, their causes, and propose solutions through online teaching tools and digital platforms, which can help international students refine their language skills and enhance their overall proficiency.

Learner Profile:

This study focuses on a group of international students from Turkey and Pakistan, who are currently studying in Tashkent. These students, aged between 14 and 16 years old, are enrolled in various academic lyceums, including the International House Academic Lyceum. Most of these students have been learning English for several years but still encounter difficulties at the B1 (Intermediate) level.

These students use English as their primary means of communication outside their home language (such as Turkish, Urdu, Pashto, or Punjabi), especially in academic settings. While they practice English daily in their school life and social interactions, they face linguistic challenges, particularly in grammar, tense usage, article application, and fluency. Many of these students express a desire to improve their English proficiency, not only for academic success but also as a means of enhancing their future opportunities in international education and career prospects.

Despite their motivation, these learners often struggle with grammatical accuracy, especially in the use of tenses and articles, and in constructing more complex sentence structures. These challenges are attributed to various factors, including interlingual transfer, overgeneralization of grammar rules, and limited contextual practice [2][3].

Error Analysis:

Through an analysis of the written and spoken English of international students from Turkey and Pakistan studying in Tashkent, several key grammatical errors were identified:

- **Tense Usage:** Students frequently confuse **Present Perfect** and **Past Simple** tenses, particularly in spoken English. This is often due to the lack of equivalent

tenses in their native languages, making it difficult for them to understand when to use each tense [4].

- **Article Usage:** Many students, particularly those whose first languages (e.g., Urdu, Pashto, Turkish) do not have articles, struggle with the correct use of articles ("a," "an," and "the") [5].

- **Sentence Structure:** Many students tend to favor simple sentence constructions and have difficulty forming compound or complex sentences. This limitation affects their ability to express ideas more clearly and formally in written and spoken English [6].

- **Pronunciation and Fluency:** Fast-paced, colloquial speech in movies and real-life conversations can be challenging for students, and many of them struggle with pronunciation and comprehension when faced with rapid speech [7].

Causes of Errors:

Several interrelated factors contribute to the errors in students' English usage:

- **Interlingual Transfer:** Many international students face challenges due to differences between English and their native languages. For example, students whose first languages lack the concept of the Present Perfect tense (as in Turkish and Urdu) may default to using the Past Simple instead [4].

- **Overgeneralization:** Students often overgeneralize grammar rules, particularly in the case of verb forms (e.g., applying "-ed" to irregular verbs). This is a common phenomenon in second language acquisition when learners apply familiar rules to unfamiliar contexts [8].

- **Limited Contextual Practice:** Although students practice grammar in isolation (e.g., in worksheets), they lack sufficient practice in real-world contexts where they must apply these grammar rules dynamically. This is particularly true for articles and verb tenses, where students may not be able to distinguish which form to use based on the context of a sentence [6].

- **Pronunciation Issues:** Students who are learning English in an environment where it is not their first language may struggle with rapid, natural speech. The presence of non-native speakers in their environment also limits their exposure to native-level pronunciation and fluency [7].

Recommendations for Improvement (Linked to Online Teaching and Tools):

To address the identified challenges and improve the English proficiency of international students from Turkey and Pakistan studying in Tashkent, the following online teaching tools and strategies are recommended:

Interactive Grammar Practice:

Online platforms like **Grammarly**, and **Kahoot!** provide interactive grammar exercises that can help students target specific errors, such as tense usage and article application. These platforms offer immediate feedback, allowing students to identify and correct mistakes in real time.

- **Grammarly** offers real-time writing suggestions for tense consistency, article usage, and verb forms.



• **Kahoot!** allows for fun, gamified quizzes that reinforce grammar concepts such as verb tense distinction.

Tense Mastery through Language Apps:

Apps like **Duolingo**, **Babbel**, and **Busuu** offer structured lessons that focus on tense usage. These platforms allow students to practice tenses like the Present Perfect and Past Simple through contextual exercises.

• **Duolingo** is particularly useful for practicing the correct use of tenses in sentences.

• **Babbel** provides interactive lessons on both grammar and contextual usage of tenses.

Virtual Speaking and Pronunciation Practice:

Students can use **italki**, **HelloTalk**, or **Tandem** to practice speaking with native speakers, which will help them develop fluency and improve their pronunciation.

• **italki** provides one-on-one lessons with professional tutors who can correct pronunciation and grammatical errors.

• **HelloTalk** and **Tandem** allow students to engage in informal conversations with native speakers, offering practical experience in using English in daily life.

5.4. Collaborative Writing Using Online Tools:

Platforms like **Google Docs** and **Padlet** can facilitate collaborative writing exercises, where students can practice writing more complex sentences and paragraphs with real-time feedback from peers or teachers.

• **Google Docs** allows for group writing projects where peers can edit and comment on each other's work, fostering collaborative learning.

CONCLUSION

International students from Turkey and Pakistan studying in Tashkent face numerous challenges in their English language acquisition, particularly in grammar, tense usage, and pronunciation. However, the use of online teaching tools and digital platforms can significantly enhance their learning experience. By providing targeted practice, real-time feedback, and interactive exercises, these tools can address the specific challenges faced by learners and offer support that complements traditional classroom instruction. In an increasingly digitalized world, integrating these tools into the learning process is essential for improving the English proficiency of international students.

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