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Sincerely,
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Editor-in-Chief

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Digital Transformations in Learning: New Approaches to Teaching Foreign Languages in the Modern Educational Environment

Abstract

The modern education system is continuously evolving under the influence of digital technologies. While such technologies are widely applied in foreign language instruction, their effectiveness remains a subject of debate. This study aimed to evaluate the effectiveness of digital technologies in foreign language teaching. A total of 52 first-year Education students enrolled in an optional English course participated in the research. They were divided into two groups: Group I (n = 26) was taught using a hybrid methodology incorporating digital tools, and Group II (n = 26) used a traditional approach. Research methods included analysis, synthesis, experimentation, testing, surveying, and statistical comparison. Group I, which employed digital technologies such as electronic dictionaries, AI tools, language learning apps, and multimedia materials, demonstrated higher results in writing, vocabulary, grammar, pronunciation, and comprehension. Group II showed better communication and dialogue skills, likely due to more in-person interaction. Survey data revealed higher motivation and satisfaction in Group I, while Group II reported lower motivation and satisfaction after course completion. The findings suggest that digital technologies are highly effective for foreign language learning, particularly in enhancing motivation and core language skills. However, to foster communicative competence, they should be integrated with live interpersonal interaction.

Keywords: Teaching methods; digitization; education; foreign language; effectiveness.

1. INTRODUCTION

Digitalization is being introduced in all areas of activity, including education, as a means of accessing new opportunities in the 21st century. The use of information

1. INTRODUCTION

Digitalization is being introduced in all areas of activity, including education, as a means of accessing new opportunities in the 21st century. The use of information technologies for learning foreign languages varies across educational institutions of different accreditation levels and countries, in particular due to teachers' attitudes towards digital tools and the financial capabilities of institutions (Salleh & Di Biase, 2021; Xulu, 2024). For the most part, teachers do not promote the rapid introduction of digitalisation into the educational process, as this requires a change in methodological approaches, although the process of implementing information technologies in education is irreversible (Hellmich, 2019). However, in addition to the advantages of using digital tools for learning, there are disadvantages related to the security of the digital environment, academic misconduct, and student engagement in learning. The wide choice of information technologies and their high cost necessitate the search for the most effective tools that would facilitate the acquisition of language competences. Although many technological tools are currently used in linguistics, the

scientific community continues to debate the impact of digitalization on knowledge acquisition, motivation, and student satisfaction with the learning process. That is why determining the effectiveness of information technology implementation in foreign language learning is important and timely.

2. LITERATURE REVIEW

Digitalization in linguistics has become widespread, and the range of technologies is constantly expanding. This has led to the development of computer linguistics as a separate field, which brings together linguists, programmers, mathematicians, and artificial intelligence specialists to create technologies for human-computer communication (Ahmad et al., 2025). The evolution of information technology from performing simple to multiple tasks for foreign language learning has led to the emergence of advanced tools with a wide range of functions. Table 1 presents the main linguistic functions performed by digital tools.

Table 1. The application of digital technologies in linguistics

Linguistic functions	Characteristics	Examples of programs
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3. METHODS

To achieve this goal, the following tasks were set: to develop an English language course using information technologies in the educational process; to inform and engage students in taking this course; after completing the course, to conduct testing to determine the effectiveness of the hybrid teaching methodology (with the implementation of digital technologies); to conduct a survey to identify student motivation and satisfaction with the course; to evaluate the results. The study used

methods of analysis, synthesis, experimentation, testing, surveys, statistical and graphical comparison. An optional one-year English language course was developed for students with a basic knowledge of English (A1 level). The study involved 52 first-year students of the Faculty of Education of the Borys Grinchenko Kyiv Metropolitan University, who agreed to participate in the study and publish the results. The average age of students was 18.4 ± 0.6 years, 80.7% were women and 19.3% were men. Before the start of the course, testing was conducted to determine the initial level of English language proficiency. All students had a beginner level of foreign language proficiency. To determine the effectiveness of the developed hybrid teaching methodology, students were randomly divided into two groups: Group I consisted of 26 students who used digital technologies in the course, and Group II consisted of 26 students who studied English using traditional methods. The course program was the same for both groups (Appendix A). At the end of the course, comprehensive testing was conducted to determine proficiency in writing, reading, speaking, listening comprehension, watching videos, pronunciation, dialogue skills, vocabulary, and grammar. The maximum number of points for each competency was 50. Scores from 20 to 30 points were considered low, from 40 to 50 points were considered average, and above 40 points were considered high. The test key is provided in Appendix B. The testing was conducted by English teachers from the Borys Grinchenko Kyiv Metropolitan University. To avoid bias, written and oral responses were independently evaluated by three teachers.

The student survey included three questions: "Please rate on a scale of 1 to 10":

- 1) Your level of motivation before taking the English language course?
- 2) Your level of motivation to continue studying English?
- 3) Your level of satisfaction with the English language course?

The rating scale included high (8–10 points), medium (5–7 points), and low (<5 points) levels. Statistical comparison of the test and survey results was performed using STATA12.1 software. Groups were compared using Student's t-test for homogeneous

4. RESULTS

To determine the effectiveness of digital technologies in foreign language learning, an English language course was developed using different methodological approaches: hybrid (group I), which combined traditional teaching methods with digital technologies, and traditional (group II), which included only traditional methodological approaches. A comparison of the teaching methodologies used in groups I and II is presented in Table 2.

Table 2. Comparison of foreign language teaching methodologies in groups I and II

Skills	Hybrid teaching methodology (Group I)	% of tasks	Traditional method (Group II)	% of tasks
Grammar	Explanation of the topic	20%	Explanation of the topic	30%
Learning new words/working with	Completing practical tasks in a group	20%	Completing practical tasks in a group	50%
	Independent study using online platforms such as Duolingo and English Grammar Practice	60%	Independent completion of tasks by students in a group and homework	20%
	Translation of new words using electronic dictionaries Google Translate, Reverso.	15%	Translation of new words with the help of the teacher.	20%
	Learning the pronunciation of new words using voice translators in electronic translators	15%	Working on the pronunciation of new words	20%
	Identifying new words in the text using Duolingo, listening to audio files, watching videos	20%	Practice determining the meaning of new words in a text	20%
	Practice using new words in oral communication in a group	10%		

5. DISCUSSION

According to the results of the experiment, which included a course of English language study using different methodologies, testing, and student surveys, the best results were achieved in Group I compared to Group II in terms of video content comprehension, pronunciation, writing, listening, vocabulary, grammar, and reading comprehension. These results were obtained through the use of a wide range of digital technologies in Group I, which allowed for an individual approach to foreign language learning and were convenient and interactive. The positive impact of digital technologies in blended learning, which corresponded to an individualized approach to learning and ensured the flexibility of learning materials, was also demonstrated by the authors in the study by Zubtsova et al. (2024). Despite the fact that, according to the literature, most teachers are skeptical about information technologies, in particular ChatGTP, its use for acquiring writing skills, text comprehension, and vocabulary expansion has yielded positive results. This may indicate the development of critical thinking skills when using artificial intelligence in foreign language learning. Similar conclusions were demonstrated in a study by Vebibina et al. (2025), who pointed to

the positive role of ChatGTP in the development of critical analysis and digital competence, which in turn contributes to the employment of students in the IT industry. The importance of developing critical thinking was emphasized by Akimova et al. (2022a; 2022b), who argued that low media literacy leads to misunderstanding of text content, which increases the risk of manipulation and fraud in the digital environment. Regarding the negative impact of ChatGTP on the reliability of assessment results, Bakhov et al. (2021) recommend using fuzzy set theory as a means of eliminating random correct answers in pedagogy. Furthermore, research by Rahty (2023) indicated that high results in online tests using ChatGTP can only be achieved if students correct their answers. Ronan and Schneider (2023) argued that artificial intelligence performs well on simple foreign language exam tasks and phonetic transcription analysis, but is less effective at analyzing morphemes and phrases.

Another positive aspect of implementing digital technologies in the foreign language course methodology was the high level of motivation and satisfaction with the course demonstrated by the students in Group I after completing the training course. Numerous studies also demonstrate the positive impact of digital technologies on motivation (Chen et al., 2021; Lee, 2021; Jolley & Maimone, 2022). Chen et al. (2021) also demonstrated the effectiveness of virtual reality in increasing vocabulary. In addition to motivation, satisfaction with learning plays an important role as initial

6. CONCLUSION

The results of the study proved the higher effectiveness of the hybrid method of teaching a foreign language course with the comprehensive use of digital technologies, which was manifested in higher results in writing, pronunciation, listening, vocabulary, grammar, and understanding of video content and texts in Group I. On the other hand, communication skills and the ability to conduct a dialogue were higher in group II, which used traditional teaching methods. To this end, it is advisable to improve the proposed hybrid foreign language course by increasing the number of tasks involving live communication. Another positive aspect of the introduction of digital technologies was the increase in motivation among students in Group I and a higher level of satisfaction with the foreign language course compared to students in Group II, who took an English course using traditional teaching methods.

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- The title is not specific at what learning should be accommodated.
- You may clearly elaborate the abstract with the research context, research design/method, data collection and analysis.
- One of the keywords is "digitization". Please check it for the correct one.
- Please be consistent with the use of American English or British English.
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- In the section of Results, Table 2 should be moved to the method section as the research or teaching procedure. As this paper explicitly does not provide one/two



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Dr. Tri Wintolo Apoko, M.Pd.
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Dear Dr. Tri Wintolo Apoko, M.Pd.,

On behalf of *Studies in English Language and Education* (SiELE) journal management, I am pleased to confirm your appointment as one of the Reviewers for our journal.

Thank you for reviewing the following article, entitled:

*Digital Transformations in Learning: New Approaches to Teaching
Foreign Languages in the Modern Educational Environment*

We look forward to your continuous contribution to advancing the journal's goals, vision, and quality.



Prof. Dr. Yunisrina Qismullah Yusuf
Editor-in-Chief

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Hereby acknowledge the contribution of

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