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

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ABSTRACT

BACKGROUND

The modern education system is undergoing constant transformation under the influence of digital technologies that are being introduced into the learning process. Although digital technologies are widely used in foreign language learning, their advantages are controversial and require further study to determine their applicability. Therefore, the aim of this study was to determine the effectiveness of implementing digital technologies in foreign language teaching methods under experimental conditions at a local educational institution in Ukraine.

MATERIALS AND METHODS

The study used methods of analysis, synthesis, experimentation, testing, surveying, and statistical and graphical comparison.

RESULTS

The study involved 52 first-year students of the Faculty of Education who had taken an optional course in English. Depending on the teaching methodology, the students were divided into two groups: Group I ($n = 26$)—hybrid teaching methodology; and Group II ($n = 26$)—traditional methodology. The testing revealed higher results in writing, vocabulary, grammar, pronunciation, and understanding of the context of video and audio materials, and text in Group I, which used digital technologies (electronic dictionaries, artificial intelligence, online learning applications, video and audio materials). In contrast, Group II showed better results in communication skills and dialogue skills, which were associated with a greater number of tasks involving live communication in the group. The survey results showed higher motivation after the course among students in Group I and a higher level of satisfaction with the course. In contrast, in Group II, the level of motivation after the course decreased, which was associated with a lower level of satisfaction with the course and lower results in acquiring linguistic skills.

CONCLUSION

The results of the study showed the high effectiveness of digital technologies for learning a foreign language, which should be combined with live communication to improve communication skills and the ability to conduct a dialogue. Another positive aspect of digital technologies in foreign language learning was identified as a positive impact on motivation to learn and satisfaction with the course.

Keywords: Hybrid language instruction, Digital tool effectiveness assessment, ChatGPT-assisted language learning, Learner motivation and satisfaction, Communication skill trade-offs

Highlights

- Students taught using a hybrid method combining traditional techniques with digital tools (Group I) showed significantly higher performance in writing, reading, listening, vocabulary, grammar, pronunciation, and understanding video content compared to those taught with traditional methods alone.
- Despite the advantages of digital tools, students in the traditional group (Group II) outperformed in communication and dialogue skills, highlighting the importance of live interaction in language learning.
- Group I students reported increased motivation and greater satisfaction with the English course, while Group II experienced a decline in motivation, indicating that digital integration positively affects student engagement.
- The study concludes that while digital tools significantly improve language acquisition, integrating more live communication tasks into hybrid courses can enhance conversational and dialogue skills, achieving a more balanced and effective learning experience.

Introduction

Digitalization is being introduced in all areas of activity, including education, as a means of accessing new opportunities in the twenty-first 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 toward digital tools and the financial capabilities of institutions.¹ For the most part, teachers do not promote the rapid introduction of digitalization into the educational process, as this requires a change in methodological approaches, although the process of implementing information technologies in education is irreversible.² 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 competencies. 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.

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Literature Review

Digitalization in linguistics has become widespread, which has led to the development of computer linguistics as a separate field that brings together linguists, programmers, mathematicians, and artificial intelligence specialists to create technologies for human-computer communication.³ The evolution of information technology from performing simple tasks 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.

Despite the fact that digital technologies are important in linguistics, they cannot replace natural language, as language develops under the influence of human communication. However, given the prevalence of technology in foreign language learning, it is advisable to use tools that have a positive impact on the learning process. The most common tools for learning foreign languages are machine translation, mobile applications, and electronic dictionaries.

The use of computer-assisted translation is indispensable and widely used by students, pupils, and even professional translators.^{6,7} Machine translation technology has undergone a transformation from a simple digital dictionary capable of translating individual words to hybrid translation, which includes the translation of phrases and individual sentences, taking grammar into account. Although machine translation

technology is even used by professional translators to speed up their work with texts, language teachers are mostly skeptical about this tool and even consider the use of automatic translation to be an example of academic dishonesty on the part of students.⁸ Moreover, teachers emphasize the inability of students to participate in the cognitive process when using an automatic translator, which psycholinguists consider to be the main mechanism for mastering a foreign language.

During the COVID-19 pandemic, online learning platforms gained significant popularity as they were the only way to continue the educational process. However, online learning has shown mixed results in terms of conversational competence, which were due to psychological aspects and the temperament of students who were unable to reach their full potential when communicating through a screen.⁹ Nevertheless, online learning has shown good results among motivated students who were able to access education while balancing work, difficult family circumstances, and health issues.¹⁰ Another positive aspect of online learning during the pandemic has been improved communication between parents and teachers, which has led to a better understanding of students’ needs in terms of teacher-parent collaboration.¹¹

ChatGPT was one of the most notable developments of the last decade, winning over internet users worldwide with its quick response format. Although Google and Bing search engines were popular long before

Table 1 | The application of digital technologies in linguistics

Linguistic Functions	Characteristics	Examples of Programs
Automatic translation	Rule-based translation, statistical machine learning-based translation (comparison of word pairs, individual phrases), hybrid translation, which includes rule-based translation combined with statistical translation	Systran, Trados Studio, OpenLogos, Smartcat, Apertium, Google Translate, iTranslate, Reverso, Bing, ABBYY Compreno, Word Lens, Wordfast, Multitran
Text analysis	Phonetic (analysis of sounds), morphological (analysis of word forms, transition of word forms to lemmas and roots), semantic (determination of the meaning of phrases) syntactic (study of the relationships between words and within sentences), grammatical (analysis of sentences, segmentation of sentences in a text), pragmatic (analysis of the influence of language on communication subjects in context)	Pymorphy, Praat, oTranscribe, TreeTagger, Flex, Bison, Snowball, LanguageTool, Notta, Grammar Checker, OnlineCorrector
Automatic text writing	Selection of information, systematization, syntactic synthesis, morphological synthesis, grammatical formatting of the text according to the plan.	ChatGPT, Copy.ai, Diogenes AI, Gemini, SemSyn Spokesman, LFS, SEO Generator, DRAFTER
Dialogic communication using digital technologies	Speech recognition, turn-taking, dialogue context, speech synthesis.	Voice Materials, Siri, Skyvi, Google Now, S-Voice, TTS systems
Classification of texts	Text categorization, document indexing, document clustering.	Webcat, ABBYY Smart Classifier, uClassify
Analysis of text tone	Identification of the object of tone (the main idea of the text), aspect of tone (characteristics of the object), evaluation of the object and its properties.	Serpstat, Sentializer, SentiWordNet, WordNet-Affect, Google Ads, SenticNet, Semrush, AFINN
Search/extract information	Extraction of named entities, identification of attributes and relationships between them, extraction of events and facts using interactive search templates	Google Search, Wikipedia, Google Scholar, Web of Science, Scopus, GATE, OpenNLP, Eureka Engine, ChatGPT
Technologies for learning foreign languages	Universal apps for learning grammar, vocabulary, colloquial language, apps for acquiring lexical skills, developing grammatical skills, and improving communication skills.	Duolingo, Lingualeo, Lingvist, Easy Ten, Upmind, Memrise, English Phrasal Verbs, Filp and Learn, Color Verbs, Urban Dictionary, Genius, Smigin Travel
Technologies for distance learning	Social networks, messengers, online learning platforms, video materials, films.	Zoom, Google Meet, Moodle, Video Language Learner

Source: Created by the authors based on Vornachev⁴ and Hubbard.⁵

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%
	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%
Learning new words/working with texts	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%	Practice using new words in spoken language	20%
	Practice using new words in spoken language on online platforms such as Duolingo and Siri	20%		
	Practice using new words in written language with the help of ChatGPT and electronic dictionaries	20%	Practice using new words in written language	20%
Communication	Retelling of a text on a given topic	20%	Text retelling on a given topic	20%
	Answers to questions about the text in the group	10%	Answers to questions about the text in the group	20%
	Answers to questions about the text on the Duolingo platform, with the help of voice assistants, and ChatGPT	20%		
	Group discussion	20%	Discussion in the group	30%
	Group discussion on the topic of the lesson	10%	Dialogue on the topic of the lesson	30%
	Dialogue on the topic of the lesson with the help of voice assistants	20%		
Writing	Written answers to questions in a group	10%	Written answers to questions	30%
	Written answers to questions with the option of using ChatGPT, Google Translate, and other electronic assistants	20%		
	Writing an essay on a topic using digital technologies	70%	Writing an essay on a topic	70%

Source: Created by the authors.

Table 3 | Statistical comparison of test results for groups i and ii by learning competencies

	Group 1 N = 26	Group 2 N = 26	t-value	p	Std. Dev1	Std. Dev2	F
Writing	44.7	38.8	4.42	<0.0001	4.96	4.71	19.59
Reading	43.7	40.4	2.43	0.028	3.8	5.03	5.94
Speaking	36.3	41.3	-3.09	0.002	6.26	4.79	9.57
Listening	44.4	38.9	4.16	0.0002	3.26	4.72	17.34
Understanding video content	46.1	39.6	5.49	<0.0001	3.57	4.96	30.22
Pronunciation	45.1	39.2	4.69	<0.0001	4.96	4.28	21.97
Dialogue	36.2	42.5	-3.87	0.0004	5.88	5.26	14.98
Vocabulary	44.9	40.5	3.79	0.0007	3.48	4.86	14.35
Grammar	44.7	39.2	3.81	0.0007	4.96	5.78	14.52

Source: Created by the authors based on statistical calculations.

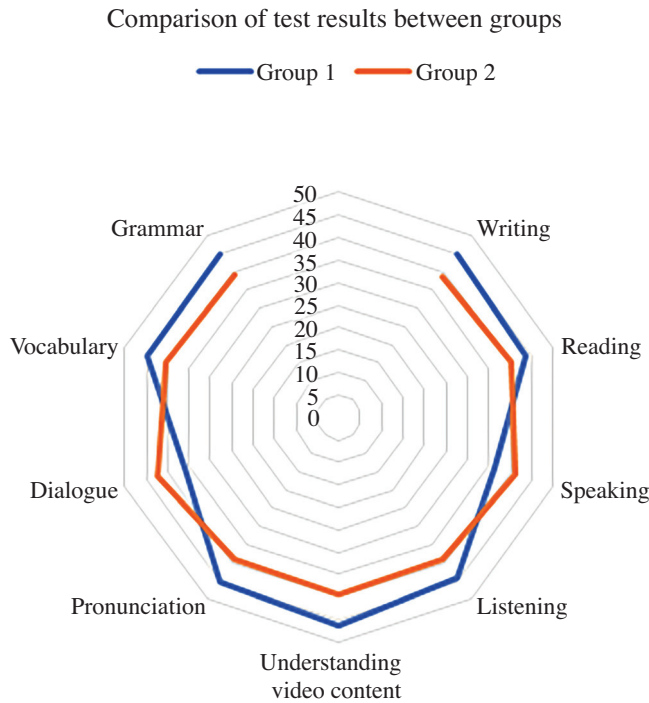


Fig 1 | Graphical comparison of test results between groups
Source: Created by the authors based on statistical calculations

Comparison of motivation and course satisfaction among students of groups I and II

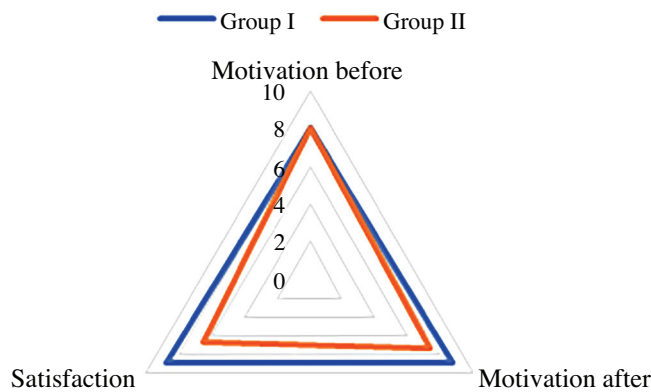


Fig 2 | Comparative analysis of motivation and satisfaction with the English language course among students in Groups I and II
Source: Created by the authors based on a survey

ChatGPT was introduced, it is the quick and concise search results that have become indispensable in today's globalized society.¹² Moreover, texts generated by artificial intelligence are constantly improving and becoming less and less different from those written by humans. However, despite the improvements and authenticity of the writing style using ChatGPT, responses to queries can sometimes be uninformative or incorrect.¹³ The use of ChatGPT in education has sparked perhaps the most heated debate in recent years. Foreign language teachers are largely negative

about the use of ChatGPT by students, as it raises the problem of assessing language skills when checking texts written using artificial intelligence.

Moreover, critics of artificial intelligence express concerns that the use of ChatGPT will put an end to the traditional university system of teaching the humanities and social sciences.¹ The problem of plagiarism is also a concern for the academic community, which has led to additional checks of coursework and research papers for the use of artificial intelligence.¹⁴

Despite the expansion of linguistics through information technology, the latter also has a negative side. In particular, teachers are forced to change curricula, transform methodologies in line with digital technologies, improve digital literacy, and learn how to work with the latest technologies.⁵ This leads to an increased workload for teachers, although with effective teacher training, information technologies are quickly implemented into the educational process.¹⁵ Another aspect is the limited possibilities for semantic and pragmatic analysis, which play an important role in foreign language learning.¹⁶ This is because the cultural characteristics of foreign language speakers are fundamental to effective communication in the multicultural context of today's globalized society.¹⁷ However, this problem can be partially solved with the help of video and audio materials that convey emotions, as well as with the help of native-speaking teachers who can be involved in distance learning.¹⁸

Among the areas of foreign language learning that cannot be replaced by digital technologies, it is worth noting literary and professional language, for which digital tools are of limited use. Literary language is also related to semantics and pragmatic linguistics, as it studies jargon and colloquial language, which is constantly changing under the influence of new trends.¹⁹ Thus, the large number of digital tools in linguistics is not without its drawbacks, so there is a need to identify effective information technologies to improve the quality of education, as well as to transform foreign language teaching methods, taking into account the development of the digital environment.

The aim of the study was to determine the effectiveness of implementing digital technologies in foreign language teaching methods under experimental conditions at a local educational institution in Ukraine.

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, and statistical and graphical comparison. An optional 1-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, general testing was conducted to determine the initial level of English language proficiency (Appendix A). All participants signed a voluntary consent to participate in the study and publish the results while maintaining the confidentiality of personal data. A positive conclusion was received from the University's Ethics Committee regarding the ethics of the planned research. Personal data was stored on secure electronic media with limited access. After the study was completed, all personal data was erased to avoid leakage. All students had a beginner level of foreign language proficiency. The average score was 9.1 ± 4.8 (out of a possible maximum score of 90). To determine the effectiveness of the developed hybrid teaching methodology, students were randomly divided into two groups using the online tool Randomization.com. The groups were homogeneous in terms of age, gender, and initial level of English proficiency (Appendix B). 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 C). 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 D. The testing was conducted by English teachers from the Borys Grinchenko Kyiv Metropolitan University. The reliability of the test was confirmed by a high Cronbach's coefficient of 0.7134 and a positive discrimination index of 0.67. 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" (Appendix E):

- Your level of motivation before taking the English language course?

- Your level of motivation to continue studying English?
- 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 Stata 12.1 software. Groups were compared using Student's *t*-test for homogeneous populations and analysis of variance. The results were considered reliable at a *p*-value of $<0.05^*$. The results of statistical calculations were presented in tables and graphs.

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.

An important element of the hybrid approach to teaching English was the use of a combination of digital tools, such as Duolingo, Google Translate, Reverso, Siri, video and audio materials, and ChatGPT, with traditional teaching methods. The use of information technology accounted for 40% of the tasks for acquiring communication skills, 60% of grammar tasks, 90% of learning new words and working with texts, and 90% of written assignments. A significant advantage of using digital tools was the ability to complete tasks independently, repeat the material studied, and work on mistakes, which ensured an individual approach to learning. The effectiveness of the course using digital technologies was assessed based on the test results presented in Table 3 and Figure 1.

As can be seen from the statistical analysis, the course using the hybrid teaching method showed higher effectiveness compared to the traditional approach to teaching in acquiring writing skills 44.7 ± 4.96 versus 38.8 ± 4.71 ($t = 4.42$; $F = 19.59$), reading 43.7 ± 3.80 versus 40.4 ± 5.03 ($t = 2.43$; $F = 5.94$), listening 44.4 ± 3.26 versus 38.9 ± 4.72 ($t = 4.16$; $F = 17.34$), video comprehension 46.1 ± 3.57 versus 39.6 ± 4.96 ($t = 5.49$; $F = 30.22$), pronunciation 45.1 ± 4.96 versus 39.2 ± 4.28

Table 4 | Comparative analysis of motivation and satisfaction with the training course

	Group I N = 26	Group II N = 26	t-value	p	Std. Dev1	Std. Dev2	P Before/After
Motivation before the start of the English studying course	8.0	8.1	-0.21	0.908	1.35	1.09	$P(I)$ before/after = 0.027*, $P(II)$ before/after = 0.023*
Motivation after the end of the English studying course	8.7	7.4	3.80	0.0007*	1.20	1.36	-
Satisfaction with the English course	8.8	6.6	6.06	$<0.0001^*$	1.25	1.39	-

Source: Created by the authors based on a survey.

($t = 4.69$; $F = 21.97$), vocabulary 44.9 ± 3.48 versus 40.5 ± 4.86 ($t = 3.79$; $F = 14.35$) and grammar 44.7 ± 4.96 versus 39.2 ± 5.78 ($t = 3.81$; $F = 14.52$). On the other hand, communication skills 36.3 ± 6.26 versus 41.3 ± 4.79 ($t = -3.09$; $F = 9.57$) and dialogue skills 36.2 ± 5.88 versus 42.5 ± 5.26 ($t = -3.87$; $F = 14.98$) were higher in Group II, which did not use digital technologies, but instead included more tasks involving live communication in a group.

To determine satisfaction with the course, motivation to learn English before the start of the course, and motivation to continue learning English after the end of the course, a survey was conducted among 52 students in Groups I and II. Students rated each of the above criteria on a scale from 0 to 10 points. The results were evaluated using Student's *t*-test and presented in Table 4 and Figure 2.

As can be seen from the statistical analysis, motivation to learn English did not differ between students in both groups before the start of the English course, 8.0 ± 1.35 versus 8.1 ± 1.09 ($t = -0.21$; $p = 0.908$). However, after the end of the course, the level of motivation to continue learning was lower in Group II, 7.4 ± 1.36 , compared to Group I, 8.7 ± 1.20 ($t = 3.8$; $p = 0.0007^*$). When comparing changes in motivation over time, it was found that the motivation of students in Group I increased after the end of the course from 8.0 ± 1.35 to 8.7 ± 1.20 ($p = 0.027^*$), which may be associated with better test results and a higher level of satisfaction with the course (8.8 ± 1.25 points; $t = 6.06$; $p < 0.0001^*$). In contrast, students in Group II rated the course at an average level of 6.6 ± 1.39 , and their motivation to continue studying in this group decreased from a high level (8.1 ± 1.09 points) to an average level (7.4 ± 1.36 points) ($p = 0.023^*$).

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.²⁰ Despite the fact that, according to the literature, most teachers are skeptical about information technologies, in particular ChatGPT, 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.,²¹ who pointed to the positive role of ChatGPT 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.,^{22,23} who argued that low media literacy leads to a misunderstanding of text content, which increases the risk of manipulation and fraud in the digital environment. Regarding the negative impact of ChatGPT on the reliability of assessment results, Bakhov et al.²⁴ recommend using fuzzy set theory as a means of eliminating random correct answers in pedagogy. Furthermore, research by Raftery²⁵ indicated that high results in online tests using ChatGPT can only be achieved if students correct their answers. Ronan and Schneider²⁶ 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.^{8,27,28} Chen et al.²⁷ also demonstrated the effectiveness of virtual reality in increasing vocabulary. In addition to motivation, satisfaction with learning plays an important role, as initial motivation can change during the learning process, as observed in our study. Namely, there was a decrease in motivation from high to medium in the second group of students during the course, which was associated with an average level of satisfaction with the course and a predominantly average level of achievement of linguistic competencies. The temporal aspect of motivation was emphasized by Smolinska et al.,²⁹ who proved that expectations of quick results have a negative effect on motivation, unlike a focus on long-term prospects.

The results of communication skills and dialogue skills demonstrated the lower effectiveness of the hybrid teaching method, which were at an average level in Group I and lower than the results of students in Group II, who spent more time on live communication in groups. Therefore, to improve the effectiveness of the proposed hybrid teaching method for English language courses, it is advisable to increase the number of tasks that include group communication, discussions, text retelling, and dialogues.

The limitations of the study included the small sample size of students who participated in the experiment, the involvement of students within one local university, the short-term nature of the evaluation of the results, and the self-selection of students. The influence of the teacher was also not taken into account. Therefore, we consider the prospect of further research to expand the geography, sample size, and duration of the study with the possibility of assessing long-term results.

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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Appendix A

Skills	Mark
Writing	10
Reading	10
Speaking	10
Listening	10
Understanding video content	10
Pronunciation	10
Dialogue	10
Vocabulary	10
Grammar	10
Summary	90

Appendix B

	Group I	Group II
Age	18.1 ± 0.51	18.7 ± 0.4
Sex	Male 15.4% Female 84.6%	Male 23.1% Female 76.9%
Pretest results	9.0 ± 4.95	9.3 ± 4.68
Precourse motivation	8.0 ± 1.35	8.1 ± 1.09

Appendix C**Optional course “English, level A2”**

Topic 1. Family and relationships. Present simple. 5 credits.

Topic 2. Food and beverages. Modal verbs. Articles. 5 credits.

Topic 3. Business and occupation. Present continuous. 5 credits.

Topic 4. Transport. Past simple. 5 credits.

Topic 5. Traveling and entertainment. Irregular words. 5 credits.

Topic 6. Nature and environment. Future simple. 5 credits.

Topic 7. Sport and health. Present perfect. 5 credits.

Topic 8. Behavior and personality. Gerund. 5 credits.

Topic 9. Dreams and ideas. Future forms. 5 credits.

Appendix D

	Tests			Questions			Essay	Final Assessment
	N	Mark	Sum	N	Mark	Sum		
Writing	–	–	–	–	–	–	50	50
Reading	10	2	20	3	10	30	–	50
Speaking	–	–	–	–	–	–	50	50
Listening	10	2	20	3	10	30	–	50
Understanding video content	10	2	20	3	10	30	–	50
Pronunciation	10	2	20	3	10	30	–	50
Dialogue	–	–	–	10	5	50	–	50
Vocabulary	10	2	20	3	10	30	–	50
Grammar	10	2	20	3	10	30	–	50

Validity of the test: 2 point for each correct answer (A, B, C, D, E) of the test questions; 1 point for each correct answer (true/false, conformity); Speaking/writing task: 50 points – great text; 40–49 points – good text with minor similar mistakes (articles, pronunciation); 30–39 points – good text with many minor mistakes; 20–29 understandable text with similar major mistakes (wrong tenses, wrong construction of the sentences); 10–19 – hardly understandable text, many mistakes. 1–9 – unclear text, understandable single sentences, many mistakes.

Appendix E

Table A4 Motivation/Satisfaction Scale			
Point	Satisfaction	Motivation	LLOS
1	Very dissatisfied with the language course (the course is incomprehensible and ineffective)	No motivation (lack of completion of tasks without understanding their feasibility, frequent absences of classes)	
2	Dissatisfied with the training course (incomprehensible course, questionable effectiveness)	Practically no motivation (frequent omissions of tasks, frequent absences of classes without good reason)	
3	Low level of satisfaction with the course (the course requires significant changes in the structure of the course and methodology)	Very weak motivation (frequent omissions of tasks, occasional absences of classes)	
4	Low level of satisfaction with the course (the structure or methodology of the course requires significant changes)	Weak motivation (occasional omissions of tasks, occasional absences of classes)	
5	Level of satisfaction below average (the structure and content of the course require refinement)	Level of motivation below average (low desire to complete tasks, occasional absences of tasks)	Extrinsic motivation – motivation to study language for achieving other goals
6	Average level of satisfaction (there are fundamental points of course that need to be changed)	Average level of motivation (completion of tasks without desire)	
7	Sufficient level of satisfaction with the course, there are individual fundamental points of course that could be changed	Sufficient level of motivation (completion of tasks in accordance with the course program)	
8	Generally satisfied with the course, but there are individual fundamental points that could be improved	High level of motivation (completion of tasks with interest)	Intrinsic motivation – high interest in knowledge
9	Satisfied with the course, but there are individual points of course that could be changed	Strong motivation (completion of tasks first with interest)	
10	Very satisfied with the course	Very strong motivation (completion of additional tasks)	