

THE USE OF DIGITAL TOOLS IN TEACHING A FOREIGN LANGUAGE TO FUTURE  
PROFESSIONALS IN INFORMATION AND EDUCATIONAL TECHNOLOGIES

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*This study offers a deep analysis of the use of digital tools in teaching foreign languages to students majoring in information and educational technologies. The research covers both the theoretical base and practical uses of platforms like Google Classroom, Microsoft Teams, Zoom, and Kahoot for blended and fully online learning environments. Conducted as a qualitative practitioner inquiry over three academic semesters, the study monitors how these digital tools affect learner engagement, motivation, language competence, and digital literacy development. It will pinpoint to what extent blended learning models can support effective learner autonomy with individualized pacing and real-world communication skills. The current article also touches on major obstacles—digital inequality, unstable Internet access, and inadequate technical support—and highlights an important continuing need for systematic teacher training so that digital tools are utilized not just efficiently but also meaningfully from a pedagogical perspective. Results indicate that gamified learning through Kahoot improves the retention of vocabulary, lowers learner anxiety, and increases participation. It underlines how important it is to align instructional goals with what technology allows. Without this alignment, there is the risk that digital tools might be used in a superficial way or rather ineffectively. This article concludes by making practical recommendations for educators who are willing to create meaningful language learning experiences supported by technology. The insights below will help learners as future professionals succeed in meeting the demands of digital communication and autonomous lifelong learning. Further research should take place exploring how blended learning models can be adapted from one discipline to another, along with different institutional settings.*

**Key words:** digital tools, language teaching, online education, blended learning, Kahoot, Google Classroom, Microsoft Teams.

**Данилюк Сергій. Використання цифрових інструментів у викладанні іноземної мови майбутнім фахівцям з інформаційних та освітніх технологій**

Ця стаття містить детальне дослідження застосування цифрових інструментів для викладання іноземної мови студентам інформаційних та освітніх технологій. Дослідження висвітлює методологічні засади та практичне застосування таких платформ, як Google Classroom, Microsoft Teams, Zoom, Kahoot у змішаному та суто онлайн навчальних форматах. Воно сприяє якійсь практиці, що проводиться впродовж трьох академічних семестрів, щоб оцінити, як ці цифрові інструменти впливають на зацікавленість і мотивацію студентів, а також на їх мовну компетентність та розвиток цифрової грамотності. У цій статті представлено гібридні моделі навчання, які сприяють самостійності студентів, гнучким крокам та комунікативній практиці в реальному світі. У ній відзначено виклики в цифровій справедливості та технічних труднощах, а також неминучу потребу в навчанні викладачів, щоб забезпечити ефективну інтеграцію цих інструментів. Результати показали, що гейміфікація за допомогою Kahoot покращує запам'ятовування лексики та створює сприятливе навчальне середовище з низькою тривожністю. Відтак, узгодження педагогічних цілей з технологічними можливостями стає найважливішим для запобігання поверхневному використанню цифрових інструментів. Наприкінці статті містяться рекомендації для педагогів, які виступають за продумане, інтегроване цифрове викладання іноземної мови, яке може підготувати майбутніх фахівців до задоволення потреб цифрового спілкування та автономного навчання упродовж усього життя. У подальших дослідженнях необхідно розглянути, чи можуть гібридні моделі навчання масштабувати різні дисципліни та інституційні обставини.

**Ключові слова:** цифрові інструменти, викладання іноземних мов, онлайн-освіта, змішане навчання, Kahoot, Google Classroom, Microsoft Teams.

**Introduction.** Digital technologies have ushered a paradigm shift in education in the 21st century. Higher education has already seen the traditional face-to-face classroom replaced with flexible, digitally mediated milieus, especially in teacher training and IT-related disciplines. This change calls for a reconceptualization not only of the content but also of how foreign languages are taught.

For those students whose majors are information and educational technologies, digital skills become both a goal and a way of learning. They require methodologies that mirror the logic of their future profession: interactivity, autonomy, multimedia integration, and fast access to authentic content. Thus, teaching English or any other foreign language to such learners has to include tools and strategies that conform to their digital expectations.

The COVID-19 pandemic hit like a heavy accelerator of digitalization. Universities were forced to try different formats: synchronous and asynchronous learning, flipped classrooms, hybrid models. Teachers who used to depend on the traditional methods of teaching had to swiftly get used to using Zoom, Microsoft Teams, Google Classroom, and all other new teaching technologies. What was initially perceived as temporary continues to be part of post-pandemic education.

This change has also redefined the type of language skill, it now includes the ability to communicate successfully in digital settings, understand multimedia content and work with different systems. Here, foreign language teaching for upcoming experts in educational and info tech should advance towards a mix model that has been enriched with digital tools supporting communication skills, digital literacy and self-directed learning.

**Materials and methods.** Recent research highlights the major pedagogical value of digital technologies in teaching foreign languages, especially in increasing learner autonomy, motivation, and availability of authentic linguistic materials. Digital tools enable learners to control their own pace of study and provide variation beyond the standard textbooks [1; 2]. Use of such realia-as news from the web, podcasts, and videos-helps to place students within the language as it is used in real life and further enhances competence in communication [3].

Blended learning models mix in-person teaching with online lessons. They are proven to make things more flexible and increase learner participation by offering different ways to present content and interact [4]. For example, Google Classroom helps manage courses easily gives space for thoughts on work done, and keeps related talks going making the learning environment more structured [5]. At the same time, tools like Zoom or Microsoft Teams help show interaction at work and group activities which is important for getting language skills.

Gamification, especially by using platforms like Kahoot, helps make learners more motivated and interested by making their review sessions into a game. This allows active remembering of learned material as well as competitive but friendly learning environments [6; 7]. However, the mere availability of digital tools does not assure successful integration unless there is accompanying thoughtful pedagogical design to avoid superficial engagement and address challenges such as disparities in digital literacy and technical limitations [8; 9].

A qualitative practitioner-inquiry methodology was initiated over three academic semesters (2021–2023) with undergraduate EFL students majoring in information and educational technologies. Results are shared towards an effective blended digital instruction that fosters student motivation, engagement, and academic progress.

Data collection merged various sources to capture complete understanding of the dynamics of teaching and learning. Reflective teaching journals noted pedagogical choices and issues; it will also be used as a means for ongoing self-evaluation and adjustment. Earlier studies have validated that reflective practice based on diaries enhances

the development of lesson plans and awareness of oneself [10]. Learner participation and collaboration were monitored in both asynchronous (Google Classroom) and live (Zoom, Microsoft Teams) meetings. These notes supported a qualitative review of learner engagement actions.

Informal surveys and focus group interviews at the end of each semester captured student comments, providing qualitative feedback on the benefits they perceived and difficulties encountered with the platform [11]. Such findings would triangulate the data source and hence improve validity. Students who took part in the survey were of intermediate English proficiency (B1–B2, CEFR scale). Questions addressed perceived usability for each platform, changes in motivation, and preference between traditional and digital formats. Issues that emerged in focus group discussions-in particular, the technological barriers and adjustment to asynchronous ways of learning-were explored in depth.

The mixed model used asynchronous content delivery and assignment handling with Google Classroom plus real-time talking practice in Zoom and Microsoft Teams. Formative assessment got better with regular Kahoot quizzes made to strengthen vocabulary and grammar learning giving instant feedback and motivating lively involvement.

This multi-faceted methodological approach allowed for a deep evaluation of the pedagogical impact of digital tools in higher education foreign language teaching.

**Discussion.** The use of digital tools in teaching foreign languages for students who are focused on information and educational technologies showed great results in many ways. Throughout three semesters, more than 90% of students took part in live sessions using Zoom and Microsoft Teams; these platforms helped engage them well. This goes with new discoveries that real-time interaction tools boost learner motivation and attendance in online classes.

Comparison showed that Zoom and Microsoft Teams did best for live talk, while people liked Google Classroom for its simple design and central task handling. Younger students (aged 17-19) jumped faster at playful elements and odd formats; older users said at first they liked live teaching best but took in digital tools over time.

Google Classroom worked well not just as a place to store content but also as an active center for turning in assignments, giving feedback, and talking which supports learner independence and flexible pacing. The role of such places in helping learners control their own learning with access at different times and personal feedback is also shown in [12].

Kahoot-based gamification greatly boosted motivation and vocabulary retention. The EFL learners at the intermediate level in [13] who took part in Kahoot outperform their counterparts in the control group on immediate as well as delayed post-test results related to vocabulary. The students described the quizzes as “engaging” and “competitive in a positive way”, which is also a point of view expressed in [8], stating that game-based assessments raise student-attentiveness levels and improve lexical recall. Importantly, the interactive nature of KAHOOT supported lower-anxiety environments that facilitated participation from typically quieter students. Similar results were validated by [7]

where enhanced learner engagement and motivation were witnessed during English speaking classes utilizing online collaborative tools such as Kahoot and Zoom. Better results were seen mostly in speaking fluency and how well people write. Small rooms for talking allowed for semi-private conversations which encouraged taking risks and working with peers. This matches the ideas of Communicative Language Teaching shown in [14], where small-group activities to improve spoken interaction online are supported. Also, task-based voice chatbots like “Ellie” shown in [15] showed high learner interest (about 9.6 turns per talk) and an 88% success rate on tasks showing strong help for improving speaking fluency in EFL situations.

Apart from the language skills, learners acquired core digital literacies and self-directed learning competencies. The exploitation of several platforms and tools nurtured appropriate digital competence for their future professional needs, thus validating the findings in [16] that active use of digital platforms promotes both pedagogical innovation and digital competence. The findings in [17] resonate with the observations on the role of everyday technology-mediated activities in shaping learners’ digital and linguistic practices.

The shift to blended and technology-based teaching also boosted pedagogical innovation. The teachers said that there was a change from lecture-based teaching to helping student-centered activities using multimedia and group tools. This change backs up the opinions in [9]. It is argued that the teacher roles have to change and become more of a guiding role in digitally mediated language learning environments.

But problems kept happening, like some little tech troubles and differences in how much digital know-how the students had. These show the need for ongoing tech help and training in digital skills, as noted in [11]. Also, thoughtful teaching plans were needed to stop shallow use of tech and make sure that digital tools were used in a meaningful way rather than just tacked on.

Thus, the study verifies that thoughtfully integrated digital tools enrich foreign language education for IT Professional students by enhancing engagement, linguistic outcomes, and transversal skills. However, success depends on intentional instructional design and ongoing teacher development supported by strong institutional backing.

**Conclusions.** The use of digital tools in teaching foreign languages for students of information and educational technologies shows clear pedagogical benefits. Google Classroom, Microsoft Teams, Zoom, Kahoot-Student Engagement--Autonomous Learning & Communicative Competence are some of the platforms that have improved student engagement leading to autonomous learning and developing their communicative competence in a technologically enriched environment.

Blended learning formats, combining asynchronous and synchronous instruction, proved effective in accommodating diverse learning styles and allowing for flexibility. The gamified elements increased motivation and participation most significantly from the students who took less active roles in traditional classrooms.

Such approaches will work only if there is not mere availability of technology but thoughtful instructional design, teacher preparedness, and ongoing reflection. Educators should align digital tools with pedagogical objectives and guide students in building both linguistic and digital skills by providing them structured support.

These findings imply that rather digital tools should be treated as main components of modern language education than supplementary, particularly in the professional fields where digital literacy is mandatory. Future research should further explore the role of emerging AI-based language tools for foreign language education. Generative technologies such as AI chatbots, platforms for grammar correction, and real-time translation may personalize the learning process further and also enhance student autonomy.

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