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INTEGRATION OF PROFESSIONAL EXPERTISE AND DIGITAL SOLUTIONS FOR EFFECTIVE LANGUAGE COMMUNICATION IN FOREIGN LANGUAGE TEACHING

INTEGRAÇÃO DE EXPERTISE PROFISSIONAL E SOLUÇÕES DIGITAIS PARA UMA COMUNICAÇÃO LINGUÍSTICA EFETIVA NO ENSINO DE LÍNGUAS ESTRANGEIRAS

INTEGRACIÓN DE LA EXPERIENCIA PROFESIONAL Y DE SOLUCIONES DIGITALES PARA UNA COMUNICACIÓN LINGÜÍSTICA EFICAZ EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS

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ABSTRACT: In the context of educational digitalization, ensuring effective development of foreign language communicative competence for modern intercultural and virtual communication has become increasingly important. This study examines how digital tools, when combined with teacher expertise, influence the teaching of English and German in higher education. Using a comparative experiment and quantitative analysis based on CEFR criteria, the research shows significant improvement in the experimental group that used virtual reality, telecollaboration, adaptive platforms, and multimodal tasks. Interactive communication increased by 29.7%, speaking by 20%, and listening by 20.1%, indicating greater confidence and intercultural competence. The findings confirm the effectiveness of an integrated digital approach when supported by teachers' methodological flexibility and digital literacy. Practically, the study offers strategies for blended learning, enhanced student motivation, and teacher professional development. The results can inform updates to educational programs, strengthen intercultural components, and support innovative foreign-language teaching models in higher education.

KEYWORDS: Communicative competence. Digital technologies. Foreign language teaching. Teacher's professional expertise. English.

RESUMO: No contexto da digitalização da educação, garantir o desenvolvimento eficaz da competência comunicativa em língua estrangeira para a comunicação intercultural e virtual moderna tornou-se cada vez mais importante. Este estudo examina como as ferramentas digitais, quando combinadas com a experiência do professor, influenciam o ensino de inglês e alemão no ensino superior. Utilizando um experimento comparativo e análise quantitativa baseada nos critérios do Quadro Europeu Comum de Referência para Línguas (CEFR), a pesquisa demonstra uma melhoria significativa no grupo experimental que utilizou realidade virtual, telecolaboração, plataformas adaptativas e tarefas multimodais. A comunicação interativa aumentou 29,7%, a expressão oral 20% e a compreensão auditiva 20,1%, indicando maior confiança e competência intercultural. Os resultados confirmam a eficácia de uma abordagem digital integrada quando apoiada pela flexibilidade metodológica e pela literacia digital dos professores. Na prática, o estudo oferece estratégias para o ensino híbrido, o aumento da motivação dos alunos e o desenvolvimento profissional dos professores. Os resultados podem fundamentar atualizações de programas educacionais, fortalecer componentes interculturais e apoiar modelos inovadores de ensino de línguas estrangeiras no ensino superior.

PALAVRAS-CHAVE: Competência comunicativa. Tecnologias digitais. Ensino de línguas estrangeiras. Experiência profissional do professor. Inglês.

RESUMEN: En el contexto de la digitalización de la educación, garantizar el desarrollo eficaz de la competencia comunicativa en lengua extranjera para la comunicación intercultural y virtual contemporánea se ha vuelto cada vez más relevante. Este estudio examina cómo las herramientas digitales, cuando se combinan con la experiencia del docente, influyen en la enseñanza de inglés y alemán en la educación superior. Mediante un experimento comparativo y un análisis cuantitativo basado en los criterios del Marco Común Europeo de Referencia para las Lenguas (MCER), la investigación demuestra una mejora significativa en el grupo experimental que utilizó realidad virtual, telecolaboración, plataformas adaptativas y tareas multimodales. La comunicación interactiva aumentó un 29,7%, la expresión oral un 20% y la comprensión auditiva un 20,1%, indicando mayor confianza y competencia intercultural. Los resultados confirman la eficacia de un enfoque digital integrado cuando está respaldado por la flexibilidad metodológica y la alfabetización digital del profesorado. En la práctica, el estudio ofrece estrategias para la enseñanza híbrida, el aumento de la motivación estudiantil y el desarrollo profesional docente. Los hallazgos pueden fundamentar la actualización de programas educativos, fortalecer los componentes interculturales y apoyar modelos innovadores de enseñanza de lenguas extranjeras en la educación superior.

PALABRAS CLAVE: Competencia comunicativa. Tecnologías digitales. Enseñanza de lenguas extranjeras. Experiencia profesional del docente. Inglés.

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INTRODUCTION

In the modern era of digital transformation, education is undergoing profound changes that affect not only the content of learning but also the mechanisms of pedagogical interaction. The field of foreign language teaching is particularly sensitive to these changes, where communicative competence is becoming not just one of the learning outcomes, but a key skill for integrating a personality into a globalized intercultural environment. With the constant development of digital technologies, the question of how to combine pedagogical expertise with the capabilities of digital tools to ensure effective learning of foreign languages, in particular English and German, is becoming more and more relevant, taking into account the changing needs of the generation of digital learners.

Modern research confirms the high efficiency of using multimodal platforms, simulation environments, and adaptive content, but the question remains about the consistency of these tools with the real needs of students and the professional readiness of the teacher to use them (Zhou & Divekar, 2025; Kim et al., 2024; Nami, 2023b). A review of the scientific literature shows a growing interest in the problem of digital foreign language teaching (Lai, 2024; Emir & Yangın-Ekşi, 2024), in particular in the context of developing communicative competence as the ability to interact effectively in real and virtual intercultural environments. A number of studies describe the benefits of specific digital practices, such as telecollaboration (Emir & Yangın-Ekşi, 2024), VR environments (Hayes et al., 2021), or instant feedback platforms (Duran, 2024).

However, most studies remain fragmented, focusing either on the tool or on a specific component of language competence. There are insufficient empirical studies that would assess the complex impact of digital pedagogy in combination with the teacher's professional expertise on the formation of students' holistic foreign language communicative competence. The relationship between pedagogical flexibility, digital literacy and the effectiveness of foreign language acquisition remains a gap; the mechanisms of influence of digital environments on students' interpersonal communication and language confidence have not been studied enough. There is also a demand for practical recommendations on how to organize the educational process, where digital tools are used not as a supplement, but as a tool for achieving pedagogical goals, integrated into the overall methodological system.

In view of the above, the aim of the study is to examine the impact of the combination of digital technologies and teacher's professional expertise on the formation of foreign language communicative competence of students in the process of learning English and German. The objectives of the study are: to characterize the components of professional expertise that contribute to communicative development; to identify the most effective digital tools; to analyze empirical data on the dynamics of students' language skills in different learning environments;

to develop practical recommendations for integrating digital technologies into the educational process (Nami, 2023c).

LITERATURE REVIEW

In the modern scientific literature, there is a steady trend towards the integration of digital technologies into the process of teaching foreign languages, in particular English and German, to develop communicative competence. Research results confirm the effectiveness of multimodal tasks, online platforms, simulation environments, and personalized learning strategies (Zhou & Divekar, 2025; Kim et al. 2024; Hayes et al., 2021). The works of Cirocki et al. (2024) and Erazo (2025) emphasize the importance of creating digital learning materials that meet the principles of sustainable and innovative learning, as well as considering the features of distance, blended and hybrid forms of education. Researchers emphasize the importance of teaching expertise, including both subject matter and digital training, as a key condition for an effective learning environment (Duran, 2024; Nami, 2023b; Bouherar & Salem, 2025; Msuya & Abdala, 2025).

At the same time, approaches to the development of intercultural communication and emotional resilience of students through telecollaboration, virtual reality (further – VR)/ augmented reality (further – AR) scenarios, and autonomous learning are relevant (Emir & Yangin-Ekşi, 2024; Tai, 2025; Sun & Medic, 2021; Lai, 2024).

Some studies focus on the impact of cognitive-linguistic approaches, critical thinking, and the development of oral communication skills in an integrated content and language environment (Lai, 2024; Li & Chan, 2024; Nieto Moreno de Diezmas, 2021; Prošić-Santovac & Savić, 2022). Hamied (2022) analyzes the political challenges of language education in multilingual regions, and Kavoshian et al. (2022) investigates the role of mobile social networks in teacher professional development. The positive impact of digital tools on students' motivation, autonomy, and academic performance is also noted, as confirmed by Batsurovska et al. (2021), Islam and Stapa (2021), Li and Peng (2024), and Nami (2023a, 2023c).

The results of these studies demonstrate that the use of multimodal resources, virtual platforms, and interactive exercises significantly enriches learners' experience and contributes to the formation of language confidence. Taken together, the current scientific literature offers a comprehensive approach to the development of communicative competence in the digital age that combines pedagogical excellence, technological innovation, and intercultural sensitivity.

It is worth noting the contribution of studies on the specifics of English as a language of instruction and the effectiveness of language training in a multifunctional educational space.

For example, Bouherar and Salem (2025) study the practical aspects of introducing English as a language of instruction in higher education, focusing on the challenges and potential of sustainable development. The analysis of the low level of oral English proficiency among students in private higher education institutions in Asia is revealed in the study by Islam and Stapa (2021), which substantiates the need to use authentic digital practices to overcome the language barrier. The importance of adaptive learning content for ensuring dynamic progress in the acquisition of communication skills is emphasized, while Batsurovska et al. (2021) focus on the introduction of media education technologies in preparing bachelors for effective communication in the digital environment.

Thus, all sources demonstrate a multidimensional vision of the problem of developing communication competence in the context of digitalization. However, the issues of empirical comparison of the effectiveness of specific digital tools and a systematic description of the mechanisms for integrating a teacher's digital expertise into intercultural language teaching remain insufficiently addressed.

RESEARCH METHODS

The materials and methods of the study are based on a real experimental study conducted in the spring semester of 2025 at the State University of Telecommunications (Kyiv). The study involved 68 higher education students enrolled in the Philology (Germanic Languages and Digital Technologies) program and studying English or German as a first or second foreign language.

To achieve the goals, two equal groups were formed: a control group (n=34), which used traditional teaching methods, and an experimental group (n=34), which purposefully integrated digital tools, including virtual communication rooms, interactive educational platforms, multimodal tasks, simulation games, and telecollaboration projects.

The level of communicative competence was assessed at the beginning and end of the semester using the adapted CEFR scale (Common European Framework of Reference for Languages), which covered speaking, listening, writing, and interactive interaction. Empirical data was collected through comprehensive testing of language skills (monologue and dialogic speech, written tasks, audio tasks), as well as a survey of students with open and closed questions about their experience of using digital tools in learning.

Quantitative analysis of changes was conducted by calculating the average scores in each group before and after the experiment, as well as using percentage increases according to the formula: $\Delta\% = ([\text{result after} - \text{result before}] / \text{result before}) \times 100\%$.

RESEARCH RESULTS

In the context of digitalization of education, the formation of communicative competence of foreign language learners, in particular English and German, acquires new content and technological dimensions. Many studies confirm that digital tools, such as platforms for synchronous and asynchronous interaction, multimodal materials, and elements of artificial intelligence, contribute to increasing students' speech activity, autonomy, and critical thinking (Zhou & Divekar, 2025; Nami, 2023a). Communicative competence in the modern sense includes not only language skills, but also the ability to interact in an intercultural environment, solve problems, and adapt speech to the context. Lai (2024a) study proved that the application of a constructivist approach with the use of digital technologies, including visual and audio elements, increases the effectiveness of oral communication in primary school students, which can be applied to teaching German.

The professional expertise of the teacher, which covers both subject matter and digital competence, is a key factor in the effective development of communication skills. Kim et al. (2024) showed that personalized autonomous learning supported by a teacher ensures an increase in English proficiency and improves students' psycho-emotional state.

Particular importance is attached to telecollaboration practices (Emir & Yangın-Ekşi, 2024), which allow students to simultaneously develop linguistic and intercultural competence through interaction with native speakers. In this context, the use of virtual environments, in particular VR and XR technologies, has proven to be effective, as they contribute to a high level of student engagement in simulated language interaction (Hayes et al., 2021; Zhou & Divekar, 2025).

The field of German language teaching is also witnessing an active integration of digital tools. For example, the development of digital didactic materials for German as a foreign language lessons contributes to the creation of an adaptive learning environment that meets different levels of language proficiency and learning styles (Nami, 2023b; Marchenko et al., 2025). Thus, modern research confirms that the combination of digital technologies and professional teacher expertise creates a powerful environment for the development of communicative competence of English and German language learners. The main trends are the personalization of learning experience, the use of telecollaboration, VR technologies, and multimodal task design, which are aimed at bringing the learning process closer to real-life communication situations.

One of the key factors that directly affect the quality of communicative competence development in the process of learning English and German is the professional expertise of the teacher. It includes not only in-depth knowledge of philology, but also pedagogical skills, digital literacy, the ability to adapt methods to the needs of the digital learner generation, and

the ability to organize a communicative learning environment. Table 1 summarizes the main components of a teacher's professional expertise that contribute to the development of communicative competence in the context of digitalization of education.

According to the analysis, effective teaching of English and German in the context of digital transformation requires a comprehensive professional expertise of the teacher, which combines methodological flexibility, digital skills and a clear understanding of the needs of the modern learner. It is this multidimensional training that provides the conditions for the targeted development of communicative competence close to the real conditions of language interaction.

Table 1

Components of a teacher's professional expertise for the development of students' communicative competence in teaching English and German

Component of professional expertise	Content and characteristics	Examples of implementation in teaching English/German
Linguistic and methodological competence	Knowledge of modern methods of teaching foreign languages, including the communicative approach	Integration of Content and Language Integrated Learning (further – CLIL), Task-Based Language Teaching (further – TBLT), debate techniques
Digital pedagogical literacy	Ability to use digital tools for the development of speech and interaction	Use of online platforms (Padlet, Edmodo), interactive quizzes, VR scenarios
Intercultural competence	Ability to shape linguistic behavior in the context of a foreign language culture	Use of authentic materials, TV collaborations
Reflexivity and adaptability	Ability to revise learning strategies depending on results and feedback	Formative assessment, adaptive lesson planning
Ability to facilitate the learning process	Creation of conditions for active participation of students in dialogues, projects, situational games	Teaching through case methods, role-playing games, simulations

Note. Created by the author based on Kim et al. (2024), Duran (2024), Emir and Yangın-Ekşi (2024), Lai, (2024), Zhou and Divekar (2025).

In today's educational environment, digital technologies play a key role in the development of language skills, particularly in the context of teaching English and German. Online, blended and distance learning open new approaches to organizing language interaction, allowing for an authentic, interactive and adaptive environment. As can be seen from Table 2, digital tools support various aspects of communicative competence, including listening, speaking, reading, and writing, and contribute to the development of language confidence and intercultural awareness.

As the analysis shows, digital technologies create conditions for the comprehensive development of language skills, providing flexibility, individualization and access to an authentic language environment. Their integrated use allows to increase students' motivation, intensify their communication activities and develop practical skills of foreign language communication in realistic and intercultural situations.

In the process of digitalization of language education, there is an urgent question not only of the theoretical justification of the effectiveness of digital tools, but also of their real effectiveness in developing students' communicative competence. In order to obtain empirical evidence of the effectiveness of digital practices in teaching English and German, an experimental study was conducted at the State University of Telecommunications (Kyiv) during the spring semester of 2025.

Table 2

Opportunities of digital technologies in the development of language skills in teaching English and German

Digital tool/technology	Purpose of use	Examples of students' speech results
Online video communication platforms (Zoom, Teams)	Development of oral communication, participation in virtual discussions	Improving spontaneous speaking, ability to conduct a dialog
Multimodal tasks (videos, podcasts, interactive texts)	Development of listening skills, content interpretation	Improving understanding of authentic speech
Cloud-based collaboration services (Google Docs, Padlet)	Written interaction, cooperation in project activities	Development of academic writing, ability to argue
Platforms with adaptive feedback (Kahoot!, Quizlet, Socra-tive)	Strengthening vocabulary and grammar, instant assessment	Improving language accuracy, self-control
VR/AR environments, simulation programs (AltspaceVR, MondlyVR)	Modeling authentic communication situations	Activation of communicative behavior in different contexts
Teleconferences and telecollaborations	Development of intercultural communication through contact with native speakers	Increasing confidence in oral communication, intercultural competence

Note. Created by the author based on (Zhou & Divekar, 2025; Emir & Yangın-Ekşi, 2024; Hayes et al., 2021; Nami, 2023b; Lai, 2024; Kim et al., 2024).

The study involved 68 higher education students majoring in Philology (Germanic Languages and Digital Technologies) who study English or German as a first or second foreign language. Two groups were formed: a control group (n=34), which was taught using traditional technologies, and an experimental group (n=34), which was purposefully integrated into the learning process using digital tools (virtual rooms, interactive platforms, adaptive exercises, simulation games, and telecommunication projects).

The level of communicative competence was assessed at the beginning and end of the semester using the adapted CEFR scale, which took into account the following components:

- Speaking (ability to conduct a dialog, build an argument);
- Listening (understanding of authentic speech in various formats);
- Writing (structured, lexical and grammatical accuracy, content);
- Interactive interaction (reaction in a communicative situation, interpersonal communication in real or virtual space).

The data was collected in two ways:

- Comprehensive testing of speech skills, including written works, audio tasks, oral monologues and dialogues (Appendix A);
- Student questionnaires (with open and closed questions about the perception of digital tools, subjective assessment of confidence in communicating in a foreign language) (Appendix B).

The average scores of each group before and after the experiment were used for quantitative analysis. The percentage increase was calculated using the formula:

$$\Delta\% = ((\text{Post score} - \text{Pre score}) / \text{Pre score}) \times 100\% \quad (1)$$

Table 3 below shows the comparative results of both groups.

Table 3

Dynamics of the development of communication competence in applicants (in points on a 100-point scale and as a percentage of growth)

Component of competence	Control group ($\Delta\%$)	Experimental group ($\Delta\%$)	Growth, points
Oral communication	62,1 → 63,5 (+2,3%)	61,8 → 74,2 (+20,0%)	+12,4
Listening skills	60,4 → 62,2 (+3,0%)	65,1 → 75,6 (+16,1%)	+12,2
Writing	64,8 → 66,3 (+2,3%)	65,1 → 75,6 (+16,1%)	+10,5
Interactive interaction	58,9 → 60,5 (+2,7%)	59,2 → 76,8 (+29,7%)	+17,6
General level	61,5 → 63,1 (+2,6%)	61,7 → 74,9 (+21,4%)	+13,2

Note. Created by the author based on the results of the study, consistent with the approaches Zhou and Divekar (2025), Emir and Yangın-Ekşi (2024); Lai (2024), Hayes et al. (2021).

The data obtained show a statistically significant improvement in the results of students who studied with the active use of digital tools. The largest gains are observed in the category of interactive interaction, which indicates the important role of digital environments in building language confidence and communicative flexibility.

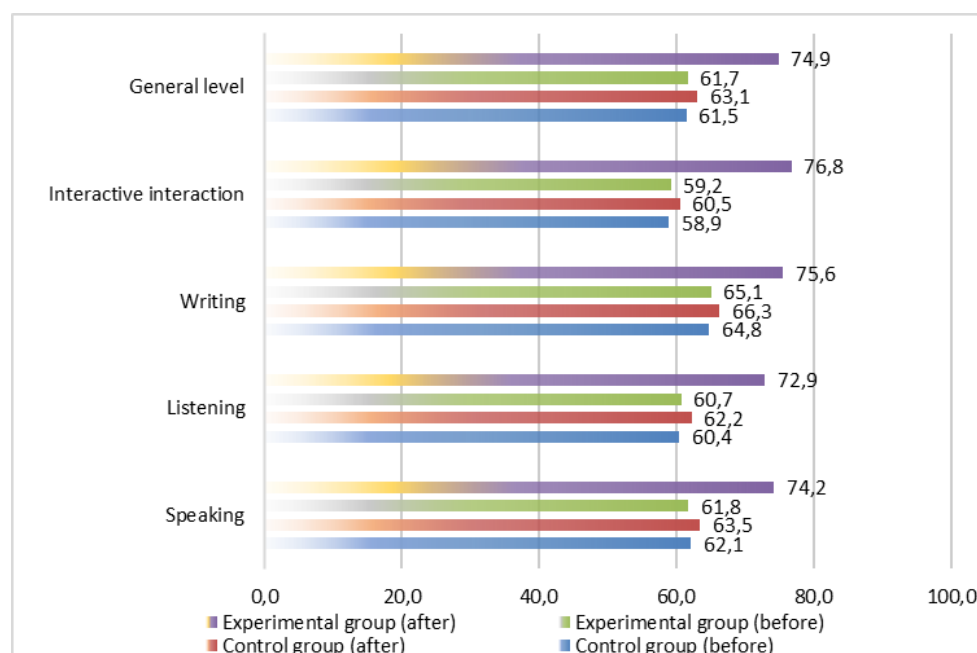
At the same time, even such basic skills as writing and listening are significantly improved with access to adaptive and multimodal digital content. The study conducted a comparative analysis of the levels of students' communicative competence in the control and experimental groups before and after the introduction of digital tools in foreign language teaching. Figure 1 shows the results of the assessment of the main components of communicative competence in both groups.

The analysis of the data shows a slight increase in the control group—within 1.5-2.7 points (i.e. up to 3% increase), which confirms the limited effectiveness of traditional teaching methods without the use of digital technologies. Instead, the experimental group showed a significant increase in results: the greatest improvement was recorded in the interactive interaction component (+17.6 points, +29.7%), which is a direct result of the use of VR/AR tools, telecollaboration platforms, and online collaborative tasks.

A noticeable increase was also found in the areas of speaking (+12.4 points, +20.1%) and listening (+12.2 points, +20.1%), which is due to the use of multimodal tasks and authentic content. The overall level of communicative competence in the experimental group increased by +13.2 points (or +21.4%), which confirms the effectiveness of a comprehensive digital learning strategy. Thus, quantitative data shows the positive impact of digital technologies on the dynamics of foreign language learners' language skills development.

Figure 1

Dynamics of learners' communicative competence indicators in the control and experimental groups before and after the experiment



Note. Created by the author.

In the context of the digital transformation of education, the task of ensuring a high level of students' readiness for effective communication in English and German in real and virtual environments is of particular relevance. The comprehensive integration of digital technologies and teacher's professional expertise into the educational process requires a systematic approach that includes methodological, technical, motivational, and organizational components. Table 4 provides practical recommendations for such integration with examples of application and expected results.

Table 4

Practical recommendations for the integration of digital technologies and teacher's professional expertise in the development of foreign language communicative competence

Recommendation	Example of implementation	Expected result
Implement multimodal digital platforms for the development of oral and written communication	Using Padlet, Edublogs, Wake-let to create visual-text posts and dialogues	Increase in expressiveness and structured speech, intensification of communication
Use the formats of telecollaboration and digital partnerships	Online projects with partners from other countries through eTwinning, Tandem or Zoom-meetings	Increase intercultural competence and confidence in communication

Integrate simulation environments and VR scenarios into the educational process	Language VR sessions in MondlyVR, virtual debates in Gather.Town or AltspaceVR	Simulate a real language environment, develop flexible speech strategies
Engage students in digital assessment with automatic and personalized feedback	Use of Quizlet, Socrative, Google Forms with individualized comments	Increasing motivation for self-analysis, development of autonomy in language self-improvement
Create conditions for teachers' professional development in the field of digital pedagogy	Series of trainings, microlearning courses with a focus on tools for blended learning	Increasing the level of digital literacy of teachers, increasing methodological adaptability

Note. Created by the author based on Nami (2023b), Emir and Yangın-Ekşi (2024), Kim et al. (2024), Zhou and Divekar (2025), Duran (2024).

The proposed recommendations are based on the results of the analysis of modern educational practice and empirical research data. Their implementation allows to ensure the integration of digital technologies into the system of professional training of applicants, increase the effectiveness of the development of communicative competence, promote intercultural understanding and expand the possibilities of adaptive foreign language teaching.

DISCUSSION

The study found that the integration of digital tools into teaching English and German significantly increases the level of learners' communicative competence. The largest increase was demonstrated in the aspect of interactive interaction (+29.7%), which is consistent with the findings of Zhou and Divekar (2025), who emphasize the effectiveness of XR environments for modeling authentic communication situations. Significant improvements were also recorded in the speaking and listening categories, which supports the hypothesis that multimodal tasks and telecollaborations are highly effective (Lai, 2024; Emir & Yangın-Ekşi, 2024).

The results obtained are generally in line with Kim et al. (2024), who emphasize the role of personalized autonomous learning in increasing language confidence and overall proficiency. At the same time, studies by Hamied (2022) and Islam and Stapa (2021) emphasize that the introduction of digital technologies alone is not a guarantee of improved performance if it is not accompanied by systematic teacher support, a high level of digital pedagogical literacy, and consideration of the cultural context. In this aspect, the study confirmed the importance of the teacher's professional expertise as a mediator between the digital resource and the learner, which is consistent with the arguments of Nami (2023b) and Batsurovska et al. (2021).

Instead, the position of Sun et al. (2021) on the effectiveness of wiki platforms as the main means of language interaction was not confirmed in our study, as the best results were

achieved in conditions of high immersion in the virtual environment, rather than in written collaboration formats. This may be due to the age characteristics of the sample or to preferences for communication methods that are more inclined to oral than written interaction. In turn, Lai (2024, 2024a) and Marchenko et al. (2025) emphasize that effectiveness depends on the precise methodological design of digital tasks, which once again confirms the importance of pedagogical reflection in the process of their application.

Thus, the results obtained not only confirm the hypothesis of the effectiveness of digital technologies in the development of communicative competence but also expand the understanding of the mechanisms of their impact with professional support. At the same time, the study has certain limitations, particularly the sample size, the duration of the experiment and the lack of differentiation by the levels of language proficiency of the learners. Further research should focus on studying the long-term impact of digital practices, as well as on developing a system of professional development for teachers in the context of digital pedagogy.

CONCLUSION

The results of the study demonstrated new opportunities for the purposeful use of digital technologies for the development of communicative competence in learning English and German, which opens up prospects for a deeper rethinking of the role of the teacher as a digital facilitator of intercultural interaction.

The novelty lies in the empirically proven effectiveness of combining virtual environments, telecollaborations, and adaptive multimodal tasks in one educational design that ensures not only the growth of language skills but also increased confidence in communication. In practice, this allows us to optimize teaching approaches to teaching foreign languages in a digital environment, especially in a blended or distance format.

The study revealed certain limitations: the limited duration of the experiment, the lack of deep differentiation of participants by their initial level of proficiency in and the focus on only one educational institution. Nevertheless, the data obtained showed a clear positive trend and confirmed the feasibility of an integrated approach to the digitalization of language teaching.

Further research should focus on the long-term impact of digital strategies on maintaining the achieved level of language competence, as well as on the development of models of professional development for teachers capable of effectively combining digital and methodological expertise. Particular attention should be paid to the issues of ethical interaction in the online environment, as well as the formation of critical thinking in the context of intensive digital communication.

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APPENDIX A

Tasks of comprehensive testing for the development of language skills

1. Oral speech (monologue).

Task:

Record a video response lasting 1.5-2 minutes in English (or German) on the topic:

“The role of digital tools in modern education / Die Rolle digitaler Werkzeuge in der modernen Bildung”. When answering, follow the logic of the presentation, use examples from your own experience, and use coherent means of speech.

2. Dialogic speech (interactive situation)

Task:

In pairs with a classmate (offline or via Zoom/Teams), discuss the situation:

“You and your colleague are preparing an online language lesson. Decide which tools to use and why. / “Sie und Ihre Kollegin bereiten eine Online-Sprachstunde vor. Entscheiden Sie, welche digitalen Werkzeuge Sie verwenden und warum”. The duration of the dialog is 3-5 minutes. After the discussion, upload the recording to the learning platform.

3. Listening (understanding authentic speech)

Tasks:

Listen to a podcast (2 minutes) on a platform [e.g. BBC Learning English or Deutsch Welle] about digital literacy in learning.

After listening, complete the task:

- Identify the main idea of the text.
- Fill in the table with 3 details that you remember.
- Write 2 questions about the content of the podcast.

4. Writing (structured essay or letter)

Assignment:

Write a short essay (150-180 words) in English or German on the topic:

“Digital tools that help me communicate more confidently in a foreign language / Digitale Werkzeuge, die mir helfen, selbst in einer Fremdsprache zu kommunizieren” appreciate at least two tools you have used with examples.

APPENDIX B

Questionnaire to assess the impact of digital tools on the development of communicative competence

Questionnaire (anonymous). The purpose is to find out the students' experience and attitude towards the use of digital tools in learning English/German.

Please select the correct answer or make a short comment.

1. Please rate your confidence in communicating in a foreign language before the experiment:

☐ Very low ☐ Low ☐ Medium ☐ High ☐ Very high

2. What digital tools have you used while studying this semester (you can choose several)?

☐ Zoom/Teams ☐ Padlet ☐ Quizlet/Kahoot! ☐ Moodle/Google Classroom VR/AR programs
☐ Other (please specify): _____

3. Did these tools help you to understand a foreign language better by listening?

☐ Yes ☐ Partially ☐ No

4. To what extent did digital tasks contribute to your active speaking in a foreign language?

(Please rate from 1 to 5, where 1 means not at all, 5 means very much):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. Write briefly about which digital tool has been most effective for you and why (2-3 sentences):

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