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THE ROLE OF DIGITAL TOOLS IN ENHANCING ENGLISH LANGUAGE TEACHING AND LEARNING IN HIGH SCHOOLS

The article investigates the significant role and effective impact of digital technologies on English language teaching and learning, particularly in Armenian high schools. We have primarily focused on increasing the level of speaking and listening skills, as well as vocabulary extension. The study was carried out in several high schools, such as Eurasia International College, Ohanyan Educational Complex, and others. The target groups of the research were 35 teachers and 55 high school pupils with diverse levels of English language skills. The methodological cornerstone of the given study is a qualitative descriptive approach through which data have been obtained. The questionnaire was mostly about how technological tools such as artificial intelligence, gamified platforms, and mobile applications affect language learning. As a result of the research findings, it turned out that the integration of digital tools increased the competency of language learning and student active enrollment in the process. However, there were several challenges available in

the process of IT incorporation, such as ill-prepared teachers, lack of IT competency, and slow internet connectivity. Consequently the study emphasizes the importance of bridging the gap between technology-based methods and pedagogical knowledge to create more dynamic and engaging English language environment.

Key words: Digital tools, English language learning, gamification, artificial intelligence, High school, EFL.

Introduction

Recent technological advancements have significantly transformed education, particularly through technology-enabled learning models that rely on digital tools and the internet as core components. Many researchers highlight the benefits of using digital tools in language education. According to Ahmadi, these tools greatly affect language learning by enabling students to interact with the material more engagingly and autonomously. Students often find new ways to practice their English outside of school. Using apps, playing educational games, or spending time on social media can help them improve without being in a traditional classroom. Because of its flexibility, students can interact with the material in a way that will suit to their personal needs, which often enables them to understand it better and stay interested in learning the language for a longer time (Ahmadi, 2018, p. 116). Pegrum gives much prominence to the aforementioned digital tools in boosting student engagement and supporting individualized learning experiences (Pegrum, 2019, p. 462). Similarly, Garamkhand Surendeleg et al. affirms this perspective by showing that multimedia resources, like interactive videos and audio clips, significantly enhance student participation (Garamkhand Surendeleg et al., 2019, p. 1610). Nevertheless, digital tools offer evident benefits, there are still challenges to be taken into account. In the Armenian educational context, particularly in high schools, both teachers and students face some challenges as well. In this vein, Cox and Graham highlight the possible issues such as limited access to technology and insufficient training for teachers, which might be potential impediment for the productive application of these tools in language education. However, in a considerable number of studies digital tools can greatly enhance the language learning process by giving students more individualized, interesting, and flexible learning possibilities. (Cox & Graham, 2009, p. 5). James Cengiz Gulek and Hakan Demirtas highlight those students from disadvantaged or rural areas often lack the necessary technological infrastructure to fully benefit from these tools. Problems such as outdated devices and poor internet connections prevent many from experiencing the educational advantages digital resources can provide, further widening existing educational gaps (James & Hakan, 2005, p. 16). Additionally, Nouri also underlines the challenge of teacher preparation. Many educators may be familiar with basic technology, but occasionally, particular knowledge is needed to include digital tools into their lessons. Teachers who lack sufficient training could find it difficult to make use of these tools, so reducing the possible advantages for their

students (Nouri, 2016, p. 10). According to Ertmer's study, teachers struggle to keep up with fast-changing technology. The constant development of new tools and platforms might be challenging for educators trying to incorporate these materials into their instruction. This lack of training and support often results in the underutilization of available digital tools, hindering students' experiences in technology-enhanced learning (Ertmer, 1999, p. 2).

To address these challenges educators must to integrate digital technologies with traditional methods, collaborating with ICT specialists to enhance class quality, and consistently pursue training to address these challenges. Students are encouraged to regularly utilize tools such as Duolingo, Cake, and Quizlet to minimize distractions during study sessions. In rural areas, educational institutions and lawmakers must ensure equitable access to equipment, dependable internet connectivity, and technical assistance. Primarily, digital tools ought to augment rather than supplant the essential role of human connection in the educational process.

The aim of this research is to investigate how digital tools enhance English language skills in high schools, examine the challenges teachers and students face when integrating these resources, and assess the impact of gamified learning tools on student engagement and language development.

Theoretical Review

The successful integration of digital tools in language instruction depends on the application of theoretical frameworks since they provide significant viewpoints on how these technologies can improve learning results. Jean Piaget's constructivist theory highlights the importance of engagement by learners in the educational process. To achieve optimal learning, students must engage with the content and develop their comprehension. The interactive environments that digital tools offer enable learners to actively engage in their education, which is consistent with this theory. (Jean Piaget, 1972, p. 284) Furthermore, Mishra and Koehler's TPACK framework offers a whole picture for including technology into classroom environments. This model emphasizes the interaction of three vital types of knowledge: content knowledge (subject matter), pedagogical knowledge (teaching strategies), and technological knowledge (effective technology use). (Mishra & Koehler, 2006, p. 3) Ching, Joyce, and Chin argue that educators proficient in TPACK are better equipped to design lessons that seamlessly weave technology into traditional teaching methods. This integration ensures that digital tools complement rather than replace established pedagogical approaches. (Ching, Joyce, & Chin, 2011, p. 41).

Apart from these frameworks, introduction of activity theory provides another perspective on the purposes of digital tools in the classroom. According to this view, tools are absolutely necessary for human activity and for learning as well. Within the framework of language education, digital tools change the dynamics of the classroom by serving as middlemen between teachers, students, and

instructional materials. (Engeström, 1987, p. 66) These theoretical frameworks are particularly relevant to the context of Armenian high schools, where both students and teachers face specific challenges in integrating digital tools. For example, the constructivist emphasis on active learner engagement highlights the need for digital resources that motivate Armenian students to participate actively despite limited access to technology in some areas. Similarly, the TPACK model underscores the importance of equipping Armenian teachers with not only subject knowledge but also the necessary pedagogical and technological skills to effectively incorporate digital tools into their lessons. Activity theory also helps explain how digital tools can mediate learning interactions in classrooms where resources and infrastructure may vary widely across urban and rural schools. These theoretical models especially fit the situation of Armenian high schools, where both teachers and students face several difficulties, including integrating digital resources. For example, the constructivist focus on active learner participation emphasizes the need of digital tools that motivate Armenian students to participate actively even though certain areas have restricted access to technology. In the same line, the TPACK model emphasizes the need of giving Armenian teachers the required pedagogical and technological tools as well as topic expertise to properly include digital technologies into their classes. Activity theory also clarifies the possibility of digital technology to balance learning interactions in classrooms where the resources and infrastructure could vary greatly between urban and rural institutions.

Identification of the problem

Although technology is widely recognized as a helpful tool in English language learning, many challenges remain in using it effectively in schools. In Armenian high schools, the success of digital tools depends a lot on how students feel about them. Studies show that when students' opinions are taken into account, learning becomes more focused on their needs and works better. (El-Dali, 2015, p. 25) Also, technology gives both students and teachers new ways to improve language skills and fix some problems of traditional teaching. (Gilakjani, 2017, p. 26) However, many teachers are not fully prepared to use digital tools well. For example, a large number of teachers rated their ICT skills as only average, and many had never used these tools before the COVID-19 pandemic. (Dimitrakopoulou, 2022, p. 5) On top of that, problems like poor internet connections and not having enough devices make it hard for both students and teachers to get the most out of technology. This also affects students' motivation and participation during classes. (Dimitrakopoulou, 2022, p. 7) Teachers believe that mixing digital tools with traditional teaching methods and providing better training for both students and educators could help solve these issues and make digital learning fairer and more effective. (Dimitrakopoulou, 2022, p. 11) In summary, while digital tools have great potential, their success in Armenian high schools depends on solving both technical difficulties and improving how teachers and students accept and use technology.

Research Questions

The current study was conducted within the framework of high schools in the Republic of Armenia, particularly at Eurasia College. The study intends to comprehend the ways in which digital technologies impact the development of students' English skills, the challenges that educators have while utilising these resources in the classroom, and the efficiency of gamified learning in raising student motivation and language competency. To achieve these objectives, the research raises three important questions:

What influence do digital tools have on developing English language skills among high school pupils?

What challenges do educators encounter when incorporating digital tools into the language teaching-learning process?

How effective are gamified learning approaches in fostering student engagement and promoting language proficiency development?

The results of this study are expected to offer valuable recommendations for educators at Eurasia College and other Armenian high schools to better integrate technology and enhance English language instruction.

Research Methods

This research is a qualitative descriptive study carried out using surveys among high school teachers and students. The data were gathered through questionnaires via Google Forms, which aimed to capture the real-life experiences and opinions of the participants about digital tools in language learning. The study was limited to middle school grades within the high school system to focus on this specific age group.

Research Participants

The choice of participants was not random; all participants, both students and teachers, were selected based on their workplace and school. The participants were 33 pupils from various schools and grades, mostly from high school: 12 pupils from 11th grade (36.4%), 10 pupils from 10th grade (30.3%), 6 pupils from 12th grade (18.2%), and 5 pupils from 9th grade (15.2%) also participated to expand the scope of the study to some extent and 25 enrolled teachers from different schools of the Republic of Armenia. To enable participants to easily complete the study, the data were gathered in two languages: English and Armenian.

Research Findings

The key focus of the survey was the “correlation” between the development of English proficiency skills and the incorporation of digital tools. It was found that 18 out of 25 teachers (72%) reported that they utilized digital tools during their English lessons the most frequently. The most preferred digital tools among the teachers were YouTube (64%, Kahoot (48%), and Google Classroom (40%).

Additionally, the survey enabled teachers to specify their most preferred digital instrument, which was not included in the questionnaire among indicated suggestions, and several teachers added the following options: Digital Course books (4%), Worldwall.net (4%), and Listen a Minute (4%).

Gathering the students' results, it was detected that 14 students (43.8%) considered the usage of digital tools to be fairly successful in improving their English competency. These results indicate the increasing relevance of digital technologies in contemporary educational practices since their function has become a critical and generally accepted component of English language education. YouTube, Kahoot, and Google Classroom are among the digital tools that instructors are integrating, and their potential to create an interactive and engaging learning environment is crucial for today's students.

To the question (What influence do digital tools have on developing English language skills among high school pupils?), the available data offer valuable insights. Students primarily use digital tools to improve their listening skills (48.6%) and vocabulary (56.7%), both of which are critical for language development. Resources like podcasts, language study applications, and video materials help students to engage in the language. Furthermore, the potential of digital tools to assist in the development of comprehensive language skills is emphasized by their significant use in the areas of speaking (33.3%) and grammar (36.4%). The fact that fewer students utilize digital devices for reading (45.5%) and writing (39.4%) is notable, too, and could suggest that students prefer alternate approaches in these subjects or that digital resources need to be better integrated to support these abilities. All things considered, the findings show that, especially in listening, speaking, and vocabulary, the development of English language competency depends on digital tools. Both teachers and pupils regard these tools as effective and stimulating, emphasizing their significance in modern EFL classrooms. Nonetheless, the less common application of digital tools for grammar, writing, and reading indicates a need for additional investigation and improved incorporation of technology in these aspects. Even if digital tools have been effectively included in English language education, teachers should assess the major challenges they face using these tools in their classes.

In response to the question, (What challenges do educators encounter when incorporating digital tools into the language teaching-learning process?) The majority of teachers (52%) indicated that technological issues are the most prevalent challenge. This implies that a number of elements, including a lack of technical assistance, software faults, and hardware failures, are preventing the effective integration of digital tools in the classroom. The efficacy of technology-enhanced learning can be diminished as a result of inconsistencies, delays in completing. Additionally, 28% of teachers underpinned the fact that they lack resources, meaning they don't have enough access to some effective tools or educational materials that would improve digital learning. Teachers frequently struggle to fully utilize digital tools due to inadequate access to educational

software, instructional materials, and the devices needed for online learning. A minor percentage, 4% of the enrolled participants, mentioned poor internet connection as a challenge, while another 4% reported experiencing no major difficulties with digital tools. In areas of schools with unstable internet infrastructure, even the best digital tools can be rendered nearly ineffective. Slow or inconsistent connections impede lesson delivery, particularly when essential resources like streaming videos, online exercises, or interactive platforms are part of the curriculum. Such technological issues present significant hurdles to educators' efforts to integrate digital tools efficiently into their teaching practices. To better understand the issue from both sides of the classroom, I also asked students a similar question about the challenges they face when using digital tools for learning English. Their answers provided additional insight and allowed for a more complete picture of the situation. The student's replies illustrated several of the challenges encountered by educators. For example, 31.3% of students noted issues with internet connectivity, which is in line with instructor worries. However, the primary obstacle for students was social media distractions, which impacted 43.8% of them and diverted their attention from educational materials. Social media platforms, typically accessed on the same devices utilized for learning, can distract students from their educational activities, thereby diminishing the usefulness of digital tools. This shows the dual character of digital technology: in particular, if it is not under control, it can cause distraction even while it might be a helpful tool for learning. Additionally, 18.8% of pupils noted a lack of motivation as a challenge, and 15% experienced technical issues that impacted their learning. This might indicate a general lack of interest in online learning platforms, especially if the content isn't engaging or interactive enough. Digital tools typically depend on students to be accountable for their education; however, without sufficient motivation or clear structure, students may find it difficult to maintain focus and finish their assignments.

From the positive side of the obtained results, 9.4% of pupils stated not facing significant challenges, signifying that for some, digital tools prove to be an effective resource for language learning. These students might have gained from well-organized online learning settings, clear instructions from educators, or the successful use of interactive platforms that capture their interest and encourage active involvement. This indicates that when digital tools are implemented thoughtfully, they can provide meaningful support for language improvement.

In order to answer the last research question (How effective are gamified learning approaches in fostering student engagement and promoting language proficiency development?), the findings state that gamified learning plays a prominent role in maintaining pupil engagement and developing pupils' skills in the English language. According to teachers, gamified learning is regarded as the most beneficial aspect of English teaching by 56% of the respondents. Teachers regularly utilize programs such as Kahoot and Wordwall to make their lessons more enjoyable and interactive. One teacher expressed the idea that both gamified

learning and interactive tasks have similar benefits, thus making different tools work well together in the classroom. Pupils supported this view with their answers. The most required digital tool feature used to enhance their English learning skill was interactive games (48.5% of pupils). The second most widely used digital tool was engaging exercises (39.4% of pupils), followed by grammar correction tools (30% of pupils) and AI chatbots (27.3% of pupils). Additionally, one pupil mentioned that they frequently just “Google” the information they need, which also highlights the importance of self-access learning. These outcomes confirm the earlier data (section 4.1.1), which highlight the fact that teachers routinely use Kahoot and related apps. Similarly, pupils previously stated that digital tools are generally of great value for learning the language, with 43.8% feeling that the digital tools fully contribute to their learning of English, showing that engagement through gamified tools has an imposing impact. Both teachers and pupils consider gamified learning to be a very effective approach. It increases motivation and engagement while making the learning experience much more entertaining and enjoyable for the pupils. When implemented properly, gamification can change language learning into an activity that pupils look forward to with enjoyment and effectiveness. The results from both teachers and pupils strongly support the notion that gamified learning not only maintains engagement but also significantly enhances language proficiency, confirming its effectiveness as a tool for language learning.

Conclusion

To infer, the research reveals that digital tools are crucial for improving language learning, particularly in listening, speaking, and vocabulary acquisition skills. The most required resources like Kahoot, YouTube, Duolingo, and DeepL are considered sufficiently productive and motivating. Students respond positively to visual and gamified learning environments, leading to higher engagement levels. Teachers report improved student participation in vocabulary and listening practice tasks. Gamified learning techniques, particularly on platforms like Kahoot! and Wordwall, are highly valued both by teachers and students. However, digital resources are not used equally across all language skills, suggesting a need for more effective integration. Challenges include technical difficulties, inadequate resources, and limited training. Professional training and readiness of both teachers and students are essential for successful tool application. Policy support also plays a role in this context, with some schools lacking infrastructure and institutional backing. Overall, digital tools can improve language instruction by adding innovation, diversity, and flexibility when used strategically and with proper training.

Recommendations

According to the research findings and the identified challenges, the following recommendations are provided to improve the integration of digital tools in English language teaching:

For teachers:

Participate in continuous professional development to improve digital competencies and explore new resources.

Implement a blended teaching model that integrates traditional practices with 10- to 15-minute digital activities.

Select tools that encompass all language skills rather than concentrating only on vocabulary and listening.

Collaborate with ICT instructors or colleagues to design lessons that include gamification and interactive features.

Meticulously choose tools to avoid overwhelming lessons with excessive platforms.

Regularly solicit feedback from pupils to improve the use of digital tools.

Encourage flexibility and innovativeness in designing digital lessons, including opportunities for outdoor or informal learning experiences.

For pupils:

Make use of mobile apps like Duolingo, Cake, or Busuu for daily practice in speaking and listening skills. Participate in daily English conversations, whether by recording yourself or chatting with friends.

Utilize social media by following accounts related to English learning on platforms such as YouTube, Instagram, or TikTok. Explore gamified apps and quiz websites to make learning more enjoyable and interactive.

Focus on understanding expressions, idioms, and practical language applications rather than just memorizing vocabulary.

When watching videos, turn on English subtitles or captions to enhance your reading and listening abilities.

Reduce distractions by disabling social media notifications during your study time.

For Schools and Policymakers:

Ensure that every student, particularly those in rural areas, has reliable access to both digital devices and high-speed internet.

Provide continuous professional development for teachers, with a focus on integrating effective teaching strategies alongside the use of modern technologies.

Support the implementation of personalized learning tools that adapt to the individual needs and learning styles of students.

Promote AI and Augmented Reality integration for engaging learning.

Develop systems to regularly evaluate how digital tools are being used in classrooms and measure their impact on student learning outcomes.

To put things in a nutshell, digital tools are becoming essential to English language teaching. These instruments have the potential to substantially improve the quality of education in Armenia when implemented with the appropriate

strategies. The results of the study are linked in this chapter to practical solutions that can be used to solve the problems that have been discovered. By implementing these suggestions, teachers, students, and educational authorities can collaborate to establish a more inclusive and effective learning environment in the future.

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Իրինա Մխիթարյան

Եվրասիա միջազգային համալսարանի Օլրար լեզուների և գրականության ամբիոնի, Երևանի պետական համալսարանի Եվրոպական լեզուների և հաղորդակցության ֆակուլտետի, Հայաստանի պետական տնտեսագիտական համալսարանի Լեզուների ամբիոնի դոցենտ, բանասիրական գիտությունների թեկնածու
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Սիլվա Հայրիյան

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**ԹՎԱՅԻՆ ԳՈՐԾԻՔՆԵՐԻ ԴԵՐԸ ԱՆԳԼԵՐԵՆ ԼԵԶՎԻ
 ԴԱՍԱՎԱՆԴՄԱՆ ԵՎ ՈՒՍՈՒՅՄԱՆ ԲԱՐԵԼԱՎՄԱՆ ԳՈՐԾՈՒՄ
 (ԱՎԱԳ ԴՊՐՈՅՆԵՐԻ ՕՐԻՆԱԿՈՎ)**

Սույն գիտական հոդվածը ուսումնասիրում է, թե ինչպես են թվային գործիքներն ազդում անգլերենի ուսուցմանն ու դասավանդմանը Հայաստանի ավագ դպրոցներում: Հետազոտությունը ուսումնասիրում է տեխնոլոգիաների ազդեցությունը, ինչպիսիք են արհեստական բանականությունը, խաղային հարթակները և բջջային հավելվածները լեզվական հմտությունների ձեռքբերման վրա՝ հատուկ շեշտը դնելով բառապաշարի, ունկնդրման և բանավոր խոսքի հմտությունները լավարկելու վրա: Ուսումնասիրության մեջ տեղի գտած տվյալները հավաքագրվել են ավագ դասարաններում դասավանդող ուսուցիչների և աշակերտների կողմից հարցաթերթիկների միջոցով: Հետազոտության ստացված արդյունքները ցույց են տվել, որ SS ինտերակտիվ գործիքները ներդրումը հանգեցնում է աշակերտների ակտիվ ներգրավվածությանը և լեզվական հմտությունների մակարդակի բարձրացմանը: Այնուամենայնիվ, հետազոտության արդյունքում բացահայտ դարձավ, որ առկա են մի շարք մարտահրավերներ՝ կապված ուսուցիչների SS գործիքներից օգտվելու անբավարար հմտությունների և ինտերնետային վատ կապի հետ: Ուսումնասիրությունը մատնանշում է մանկավարժական իրազեկության և տեխնոլոգիաների վրա հիմնված մոտեցումների միջև փոխազդեցության հույժ կարևորությունը՝ առավել ինտերակտիվ և ներգրավիչ դարձնելու անգլերեն լեզվի ուսուցումը:

Հիմնաբառեր. թվային գործիքներ, անգլերեն լեզվի ուսուցում, խաղայնացում, արհեստական բանականություն, ավագ դպրոց:

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РОЛЬ ЦИФРОВЫХ ИНСТРУМЕНТОВ В ПОВЫШЕНИИ ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ И ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА НА ПРЕМЕРЕ СТАРШИХ ШКОЛ

В данной статье рассматривается, как цифровые технологии влияют на преподавание и изучение английского языка в армянских средних школах. В исследовании изучается влияние таких технологий, как искусственный интеллект, геймифицированные платформы и мобильные приложения, на приобретение языковых навыков, с особым акцентом на лексику, аудирование и разговорную речь. Данные были собраны у преподавателей и учащихся с помощью анкет, и, как показали результаты исследования, рефлексивное внедрение ИКТ приводит к повышению компетентности и высокой вовлеченности учащихся. Однако отвлекающие факторы в классе, недостаточная подготовка преподавателей и плохое подключение к Интернету по-прежнему представляют собой реальные проблемы. Исследование указывает на важность взаимодействия между педагогическим сознанием и технологическими подходами для развития более интерактивного и вовлекающего обучения английскому языку.

Ключевые слова: Цифровые инструменты, обучение английскому языку, геймификация, искусственный интеллект, старшая школа.

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