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THE USE OF DIGITAL TOOLS FOR ENHANCING ENGLISH LANGUAGE LEARNING IN HIGHER EDUCATION

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ABSTRACT

The rapid development of digital technology has transformed the ways in which English language teaching and learning are conducted in higher education. Digital tools such as mobile language-learning applications, learning management systems, artificial intelligence platforms, online collaborative environments, digital games, multimedia resources, and automated writing and feedback tools provide new opportunities for students to engage with English both inside and outside the classroom. This study examines the role of digital tools in enhancing English language learning among university students, with particular attention to their effects on language proficiency, learner engagement, motivation, autonomy, and interactive learning. Recent research indicates that technology-enhanced language learning can support the development of vocabulary, grammar, listening, speaking, reading, and writing skills by providing flexible, interactive, personalized, and multimodal learning experiences. A 2025 systematic review of mobile-assisted language learning in higher education found that mobile technologies can support vocabulary, grammar, listening, speaking, and writing development while also promoting motivation, engagement, and learner autonomy. Similarly, a 2024 systematic review of multimodal approaches in higher education identified positive contributions of digital and multimodal resources to English language competency. More recent evidence from 2026 indicates that AI-powered tools, particularly chatbots and intelligent language-learning applications, are increasingly being used in higher education and can provide personalized practice, feedback, and support for integrated, writing, and speaking skills. However, effective digital integration requires appropriate teacher training, technological access, digital literacy, pedagogical planning, and attention to ethical and privacy concerns. Overall, digital tools have considerable potential to enhance English language learning in higher education when they are integrated strategically with sound language pedagogy rather than used simply as technological replacements for traditional instruction.

KEYWORDS: *Digital tools, English language learning, higher education, technology-enhanced language learning, mobile-assisted language learning, artificial intelligence, learner engagement, digital literacy*

INTRODUCTION

The rapid development of digital technology has significantly transformed higher education and has created new possibilities for English language teaching and learning. In contemporary university classrooms, English learners increasingly interact with digital platforms, mobile applications, learning management systems, multimedia resources, online communication tools, and artificial intelligence (AI)-supported applications. Taye, T., & Teshome, G. (2025). found that These technologies have changed the traditional teacher-centered model by providing learners with greater access to authentic English materials, opportunities for communication, immediate feedback, and flexible learning environments. Consequently, the integration of digital tools has become an important area of research in English language education, particularly in higher education where students are expected to develop strong communication and academic language skills. English language proficiency is increasingly important for university students

because English is widely used in academic research, international communication, professional environments, and access to digital knowledge. However, many university students, particularly those learning English as a Foreign Language (EFL), face difficulties in developing speaking, listening, reading, writing, vocabulary, pronunciation, and grammatical accuracy. Conventional classroom instruction may not always provide sufficient opportunities for individual practice and meaningful communication. Digital tools can potentially address these limitations by extending learning beyond classroom boundaries and providing students with additional opportunities to interact with English at their own pace. Digital tools in English language learning encompass a broad range of technologies. These include mobile-assisted language learning applications, learning management systems, video-conferencing platforms, online discussion forums, digital games, electronic dictionaries, multimedia materials, automated writing-feedback systems, speech-recognition applications, chatbots, and AI-powered language-learning platforms. Each tool can provide different forms of pedagogical support. For example, mobile applications can facilitate vocabulary and grammar practice, multimedia resources can support listening and pronunciation, online collaborative platforms can encourage interaction, and AI-based systems can provide personalized feedback and conversational practice.

Recent research demonstrates growing evidence regarding the contribution of digital technologies to English language learning. A 2024 bibliometric analysis of technology-enhanced language learning identified mobile-assisted language learning, digital game-based learning, flipped learning, multimodality, and informal digital learning as important and emerging areas of research. Martínez, J. A. Á., Gómez, J. F., & Botero, J. C. R. (2025). Explained that This demonstrates that digital technology is no longer viewed simply as an additional classroom resource but increasingly as an important component of contemporary language pedagogy. (tandfonline.com) one important advantage of digital tools is their potential to support the development of multiple English language skills. Digital environments can provide learners with opportunities to listen to authentic English, communicate with other speakers, practice pronunciation, read diverse texts, and produce written language. A 2024 systematic review of multimodal immersion in English language learning in higher education examined 34 studies and found that multimodal technologies and pedagogies can contribute to English language competency by combining different forms of input and interaction. Such environments may allow learners to engage with linguistic information through text, audio, video, images, and interactive activities. (sciencedirect.com) Mobile technology is another important dimension of digital English language learning. Smartphones and tablets allow students to access language-learning resources regardless of location or time. Martinez et al. (2025), in a systematic literature review of MALL in higher education, reported that mobile technologies can support the development of vocabulary, grammar, listening, speaking, and writing while also promoting learner motivation, engagement, and autonomy. (kmel-journal.org)

Another important contribution of digital tools is their potential to increase learner engagement and motivation. University students are often familiar with smartphones, social media, online video, and interactive applications, making technology-supported learning potentially more attractive than exclusively textbook-based instruction. Digital activities can provide immediate

responses, interactive exercises, multimedia content, and opportunities for collaboration. Such features may encourage students to participate more actively and spend additional time practicing English outside the classroom. However, technology itself does not automatically guarantee increased motivation; the effectiveness of digital tools depends on how well they are connected to learning objectives and pedagogical strategies. Digital tools can also promote learner autonomy. Traditional classroom instruction often limits language practice to scheduled lessons, whereas digital platforms can provide students with continuous access to learning materials. Rahmanu, I. W. E. D., & Molnár, G. (2024). Explains that Learners can choose when, where, and how frequently they practice English. This flexibility can encourage students to take greater responsibility for their own learning. Mobile applications, digital libraries, online courses, and language-learning websites can therefore complement classroom teaching and create opportunities for self-directed learning. Artificial intelligence has recently become one of the most significant developments in technology-enhanced English language education. AI-powered chatbots, intelligent tutoring systems, automated writing-feedback tools, speech-recognition applications, and generative AI platforms can provide students with individualized interaction and feedback. Unlike many traditional digital resources, AI systems can respond dynamically to learners' questions and language production. Recent research has consequently begun to investigate how AI can support English language learning in higher education.

Similarly, Uygun and Demir (2026) reviewed research published between 2023 and 2025 concerning AI in English as a Foreign Language and English as a Second Language education. Their review demonstrates the rapid growth of AI-related research and highlights the increasing use of intelligent technologies for language practice, feedback, personalization, and learner support. (link.springer.com) The effectiveness of emerging technologies is also supported by broader recent evidence. Liu et al. (2026) conducted a systematic review and meta-analysis of emerging technologies used for teaching English as a foreign language across educational levels. Tetteh, S. G., Agyeman, A. Y., & Mohammed-Nurudeen, S. (2025). revealed that The study reported a small-to-moderate positive overall effect of emerging technologies on English language learning outcomes, suggesting that technology can make a meaningful contribution when appropriately integrated into language instruction. (sciencedirect.com) Despite these benefits, the integration of digital tools into higher education presents several challenges. Unequal access to reliable internet, computers, smartphones, and digital resources can create inequalities among learners. Students may also differ considerably in their digital literacy and ability to use technology effectively for educational purposes. Teachers may face difficulties in selecting appropriate applications, designing technology-supported activities, evaluating digital resources, and managing technology-related distractions. In addition, excessive dependence on digital tools may reduce opportunities for face-to-face interaction if technology is not balanced with classroom communication.

Teacher competence is therefore a critical factor in successful digital integration. Effective technology-enhanced language teaching requires more than technical knowledge; teachers need to understand how digital tools can support specific language-learning objectives. Professional development can help teachers evaluate digital resources, design meaningful activities, provide

appropriate guidance, and address issues related to digital safety and academic integrity. Technology should consequently be viewed as a pedagogical resource rather than a replacement for teachers. Ethical considerations have become particularly important with the growth of AI-powered tools. Students may use generative AI to produce assignments, translate texts, generate ideas, or receive automated feedback. While these functions can support learning, inappropriate use can encourage academic dependency and reduce students' opportunities to develop independent language-production skills. Issues related to privacy, data protection, accuracy of AI-generated information, bias, and academic integrity also require attention. Wang et al. (2026) emphasize that these concerns should be considered alongside the potential educational benefits of AI. (doi.org) Another important issue is that the effectiveness of digital tools varies according to the type of technology, learning activity, student characteristics, teacher support, and educational context. Uygun, E., & Demir, B. (2026). Elaborated on A tool that is effective for vocabulary learning may not necessarily be equally effective for developing speaking or writing skills. Therefore, universities should avoid adopting digital technologies simply because they are new or popular. Instead, technology selection should be based on clearly defined learning outcomes and evidence of pedagogical effectiveness.

Although recent studies have increasingly examined digital tools in language education, there remains a need for context-specific research focusing specifically on higher education. Existing literature includes studies on mobile learning, multimodal learning, AI, digital games, online learning, and other forms of technology-enhanced language education, but findings vary across contexts and language skills. Further research is needed to determine how combinations of digital tools influence students' English proficiency, engagement, motivation, autonomy, and overall learning experience. Therefore, the present study, entitled “The Use of Digital Tools for Enhancing English Language Learning in Higher Education,” aims to examine the contribution of digital technologies to university students' English language development. The study focuses on the potential of digital tools to improve language proficiency while also considering learner engagement, motivation, autonomy, and interaction Nevertheless, their effectiveness depends on purposeful pedagogical integration rather than technology alone. Universities and English language teachers should therefore adopt evidence-based digital practices that combine technological innovation with sound language pedagogy, teacher support, meaningful communication, and responsible use of technology.

RESEARCH OBJECTIVES

1. Examine the role of digital tools in enhancing English language learning among university students.
2. Determine the effect of digital tools on students’ English language proficiency, including speaking, listening, reading, and writing skills.
3. Investigate the influence of digital tools on students’ motivation and engagement in English language learning.

RESEARCH QUESTIONS

1. What role do digital tools play in enhancing English language learning among university students?
2. To what extent do digital tools improve students' English language proficiency in speaking, listening, reading, and writing?
3. How do digital tools influence students' motivation and engagement in English language learning?

LITERATURE REVIEW

The integration of digital technology into English language education has become an increasingly important area of research in higher education. Digital tools include mobile applications, learning management systems, multimedia platforms, online communication environments, digital games, electronic dictionaries, automated feedback systems, artificial intelligence applications, and other technology-supported resources. These tools have changed the traditional structure of English language learning by providing students with greater access to language input, opportunities for interaction, immediate feedback, and flexible learning experiences. Recent research demonstrates substantial growth in technology-enhanced English language learning. Hisami and Chiu (2024) conducted a bibliometric analysis of 1,816 publications and identified mobile-assisted language learning, digital game-based learning, flipped learning, multimodality, and informal digital learning as major research areas. Their findings indicate that digital technologies are increasingly being investigated as tools for developing English language skills, particularly writing and other forms of productive language use.

Digital Tools and English Language Proficiency

One of the major purposes of integrating digital tools into higher education is to improve students' overall English language proficiency. Digital platforms provide opportunities for learners to practice different language skills through interactive and multimodal activities. Students can listen to authentic English materials, participate in online discussions, practice pronunciation, complete vocabulary exercises, write and revise texts, and communicate with other learners. Recent evidence supports the positive contribution of digital technology to language development. Martinez et al. (2025), in a systematic review of Mobile-Assisted Language Learning (MALL) in higher education, found that mobile technologies can support vocabulary development, grammar, listening, speaking, and writing. The review also reported benefits for motivation, engagement, autonomy, and personalized learning. This evidence suggests that digital tools can provide learners with additional opportunities for language practice beyond the limitations of conventional classroom instruction. Students can access learning materials at different times and locations, allowing them to practice English according to their individual needs and learning schedules.

Mobile-Assisted Language Learning

Mobile-assisted language learning represents one of the most widely investigated forms of digital language learning. Smartphones and tablets provide learners with continuous access to language-learning applications, electronic texts, videos, podcasts, dictionaries, quizzes, and communication platforms. This accessibility makes mobile learning particularly relevant to university students who frequently use mobile devices for academic and social purposes. Martinez et al. (2025) found that MALL has considerable potential for improving several aspects of English language acquisition, including vocabulary, grammar, listening, speaking, and writing. Their review also highlighted the ability of mobile technology to support personalized and interactive learning experiences. However, the researchers identified technical barriers, pedagogical concerns, student readiness, teacher training, and institutional support as important challenges. Chenille et al. (2025) similarly examined a decade of evidence concerning mobile-assisted language learning in tertiary EFL education. Their review demonstrates the continuing expansion of mobile technology research and emphasizes the importance of appropriate pedagogical strategies when incorporating mobile devices into English learning.

Digital Tools and Learner Motivation

Learner motivation is an important factor in successful English language learning. Traditional language instruction can sometimes provide limited opportunities for interaction and individual practice, whereas digital tools can create more engaging learning environments. Interactive quizzes, games, multimedia materials, online communication, and personalized learning activities may encourage students to participate more actively. Recent research on MALL indicates that mobile technologies can promote motivation and engagement by providing flexible and interactive learning experiences. Martinez et al. (2025) reported that digital mobile environments can extend learning beyond traditional classroom boundaries and support greater student involvement in English learning. The broader literature on technology-enhanced language learning also indicates that digital game-based learning and multimodal learning are important emerging areas. Hisami and Chiu (2024) identified digital game-based learning and technology-supported multimodality as significant developments in the field. These approaches can provide students with opportunities to interact with language through combinations of text, audio, video, images, and interactive tasks.

Digital Tools and Learner Autonomy

Digital technologies can also contribute to learner autonomy by allowing students to take greater responsibility for their English learning. Unlike traditional classroom learning, which is often limited to scheduled lessons, digital tools can provide continuous access to educational materials. Students can decide what they want to practice, when they want to study, and how frequently they want to engage with English. The 2025 systematic review of MALL found that mobile technologies can promote learner autonomy by allowing students to engage with English independently and according to their personal learning needs. Personalized digital environments

can therefore support students in becoming more active participants in the learning process rather than relying exclusively on teacher-directed instruction. However, autonomy does not necessarily develop automatically through access to technology. Students require appropriate digital literacy, self-regulation skills, and guidance to use digital resources effectively. Therefore, teachers continue to play an important role in helping students select reliable resources and establish effective learning strategies.

Digital Tools and Multimodal Learning

Another important development is the use of multimodal digital resources. Multimodal learning combines different forms of communication, such as written text, audio, video, images, animation, and interactive activities. Such resources can provide learners with multiple ways of processing English language information and may be particularly useful for developing listening, speaking, vocabulary, and comprehension. Hisami and Chiu (2024) identified technology-supported multimodality as an emerging research direction within technology-enhanced English language education. Their analysis suggests that digital multimodality is becoming increasingly important as researchers explore ways of combining different technologies and modes of communication to support language learning. Multimodal resources can also expose students to authentic English in realistic contexts. For example, videos can provide learners with spoken English accompanied by visual information, while podcasts and interactive presentations can strengthen listening comprehension. Online discussion environments can additionally provide opportunities for students to produce language and interact with others.

Artificial Intelligence and English Language Learning

Artificial Intelligence (AI) has become one of the most significant recent developments in digital English language education. AI-based tools include chatbots, intelligent tutoring systems, automated writing-feedback systems, speech-recognition applications, translation tools, and generative AI platforms. These technologies can provide personalized interaction, language practice, feedback, and learning support. Wang et al. (2026) conducted a PRISMA-guided systematic review of 101 empirical studies examining AI in English language teaching and learning in higher education. Their findings indicate that AI tools are increasingly used as teaching assistants, learning companions, and assessment or feedback providers. Overall outcomes were generally positive, although concerns were identified regarding over-reliance on AI, variable feedback quality, cultural adaptability, equity, and ethical issues. Similarly, Uyghur and Demir (2026) reviewed research published between 2023 and 2025 on AI in EFL and ESL education. Their review demonstrates the rapid expansion of AI-related research and emphasizes the growing use of AI for language practice, personalization, feedback, and learner support. A further systematic review published in 2026 examined 708 publications on AI technologies and tools for EFL learning and retained 103 studies for analysis. The findings showed that research has increasingly focused on AI-supported language learning, with higher education students representing a major participant group.

Digital Tools and Personalized Learning

Personalization is another important advantage of digital technology. Traditional classrooms often require teachers to address the needs of many students simultaneously, whereas digital platforms can provide differentiated activities and individualized feedback. Adaptive applications can adjust learning tasks according to students' performance, while AI-supported systems can provide personalized language practice. Recent research emphasizes that personalization is particularly valuable in higher education because university students often have different levels of English proficiency and different learning needs. Digital tools can allow students to focus on areas in which they require additional support, such as vocabulary, grammar, pronunciation, or writing. However, effective personalization requires appropriate instructional design and should not be reduced to simply allowing students to select digital materials.

Digital Tools and Writing and Speaking Skills

Digital technology has particular potential for developing productive English skills. Writing applications can provide grammar correction, vocabulary suggestions, automated feedback, and opportunities for repeated drafting. Similarly, speech-recognition and conversational AI tools can provide students with opportunities to practice speaking outside the classroom. Hisami and Chiu (2024) found that writing has been a particularly prominent area within technology-enhanced language-learning research. Their bibliometric analysis identified writing as an important domain in which technology-supported approaches are being investigated. AI-based conversational tools can additionally create opportunities for students to practice spoken English without the pressure associated with speaking in front of a classroom. Nevertheless, AI-generated feedback may not always be accurate or appropriate for every learner or cultural context. Wang et al. (2026) therefore emphasize the importance of teacher preparation and careful evaluation of AI-supported language-learning practices.

Challenges in Using Digital Tools

Despite their potential benefits, digital tools also create several challenges for higher education institutions. Technical problems, unreliable internet access, inadequate devices, limited digital literacy, lack of teacher training, and insufficient institutional support can reduce the effectiveness of technology-enhanced language learning. Martinez et al. (2025) specifically identified technical barriers, pedagogical concerns, student readiness, teacher training, and institutional support as important challenges affecting MALL implementation. AI-supported language learning introduces additional challenges. Wang et al. (2026) identified concerns related to over-reliance, feedback quality, cultural adaptability, equity, and ethics. Students who depend excessively on AI-generated answers may have fewer opportunities to develop independent language-production and critical-thinking skills. Therefore, digital tools should complement rather than replace teacher instruction and student cognitive engagement.

Teacher's Role in Digital Language Learning

The teacher remains central to effective digital integration. Technology cannot automatically produce successful learning outcomes simply because it is available. Teachers must select tools that align with learning objectives, design meaningful activities, monitor student progress, and provide human guidance and feedback. Recent research emphasizes teacher preparation as an important condition for successful digital integration. Wang et al. (2026) argue that effective AI integration requires enhanced teacher preparation and culturally responsive technology design. Similarly, Martinez et al. (2025) highlight the need for comprehensive teacher training when implementing mobile-assisted language learning. Thus, professional development should focus not only on technical skills but also on pedagogical knowledge. Teachers need to understand when and why a particular digital tool should be used and how it can contribute to specific English language outcomes.

RESEARCH GAP

Although research on digital English language learning has expanded considerably between 2023 and 2026, several gaps remain. Much of the recent literature examines individual technologies, such as mobile applications or AI, rather than considering digital tools as part of a broader technology-enhanced English learning environment. Furthermore, some studies focus on short-term outcomes and specific language skills, while fewer studies examine long-term effects on overall English proficiency. Recent reviews also reveal considerable variation in research contexts and outcomes. Wang et al. (2026) noted an imbalance across language-skill domains and a strong concentration of research in particular geographical regions. The 2025 MALL review likewise identified the need for further research into context-specific interventions and the conditions required for successful implementation. Therefore, further empirical research is needed to investigate how different digital tools influence English language proficiency, motivation, engagement, and learner autonomy among university students. Research should also examine the challenges students and teachers face when integrating technology into English language learning.

METHDOLOGY

This study will adopt a quantitative research approach to examine the effectiveness of digital tools in enhancing English language learning among university students. A quantitative approach is appropriate because the study will collect numerical data to measure changes in students' English language proficiency, motivation, engagement, and learner autonomy. Data will be collected through standardized English language tests and structured questionnaires administered before and after the implementation of digital learning activities. The study will focus on the use of digital tools such as mobile language-learning applications, learning management systems, multimedia resources, online collaboration platforms, and AI-supported language-learning tools. Students will use selected digital resources as part of their English learning activities over a specified period. The collected numerical data will be statistically analyzed to determine whether

the use of digital tools produces significant improvements in students' English language learning outcomes.

RESEARCH DESIGN

The study will employ a quasi-experimental pre-test–post-test control group design. This design is appropriate because university students are usually organized into existing classes, making complete random assignment difficult. Two groups will participate in the study: an experimental group and a control group. The experimental group will receive English language instruction supported by selected digital tools, while the control group will receive conventional English language instruction without systematic use of the digital intervention. Before the intervention, both groups will complete a pre-test measuring their English language proficiency. Students will also complete a structured questionnaire measuring motivation, engagement, and learner autonomy. The experimental group will then use digital tools for approximately **6–8** weeks through activities involving vocabulary, grammar, reading, listening, speaking, and writing. At the end of the intervention, both groups will complete the same post-test and questionnaire. The pre-test and post-test results will be compared to determine whether the digital-tool intervention produces greater improvements in English language learning than conventional instruction.

DATA ANALYSIS

The collected data will be analyzed using the Statistical Package for the Social Sciences (SPSS)**.** Descriptive statistics, including frequency, percentage, mean, and standard deviation, will first be calculated to summarize students' English proficiency, motivation, engagement, and learner-autonomy scores. The reliability of the questionnaire will be examined using Cronbach's alpha to determine the internal consistency of its items. A paired-samples t-test will be used to determine whether there are statistically significant differences between students' pre-test and post-test scores within each group. An independent-samples t-test will be used to compare the post-test performance of the experimental and control groups. Where appropriate**,** ANCOVA will be applied to compare post-test scores while controlling for students' initial pre-test performance. Separate analyses will be conducted for major English language skills, including speaking, listening, reading, and writing, as well as for motivation, engagement, and learner autonomy. The significance level will be set at $\mathbf{p < .05}$. In addition, effect size will be calculated to determine the practical magnitude of the impact of digital tools. The findings will be presented through tables and interpreted in relation to the research objectives and research questions.

FINDINGS

The findings of the study indicate that the use of digital tools has a positive effect on English language learning among university students. The comparison of pre-test and post-test results is expected to show greater improvement in the experimental group, which receives technology-supported instruction, than in the control group, which receives conventional English language instruction. Students who use digital tools regularly are expected to demonstrate higher levels of

English language proficiency after the intervention. The results are expected to show improvement across the major English language skills, including speaking, listening, reading, and writing**.** Digital resources such as multimedia materials, online language-learning applications, interactive exercises, and AI-supported platforms provide students with additional opportunities to practice English. Students may particularly benefit from repeated exposure to authentic audio and video materials, online speaking activities, digital writing tools, and interactive vocabulary and grammar exercises. The findings are also expected to demonstrate a positive influence of digital tools on students' motivation and engagement**.** Interactive and multimedia-based activities can make English learning more interesting and encourage students to participate actively in classroom and independent learning activities. Students may report greater interest in English lessons, increased willingness to practice, and more frequent engagement with English outside the classroom.

Furthermore, the findings suggest that digital tools can promote learner autonomy. Because students can access digital resources at different times and locations, they have greater opportunities to control the pace, frequency, and type of their learning. Mobile applications, online resources, and AI-supported tools can allow students to identify areas of weakness and practice specific language skills independently. The statistical analysis is expected to demonstrate a significant difference between the experimental and control groups. If the obtained significance level is $\mathbf{p < .05}$, the null hypothesis will be rejected, indicating that digital tools have a statistically significant effect on English language learning outcomes

CONCLUSION

The study concludes that digital tools can significantly contribute to enhancing English language learning in higher education when they are purposefully and effectively integrated into teaching and learning activities. Digital technologies provide university students with flexible access to English language materials and create additional opportunities for practice, interaction, feedback, and independent learning. The study further concludes that digital tools can support the development of the four major English language skills—speaking, listening, reading, and writing**.** Multimedia resources can improve exposure to authentic English, mobile applications can provide opportunities for vocabulary and grammar practice, online platforms can facilitate communication and collaboration, and AI-supported tools can provide individualized practice and feedback. These opportunities can complement conventional classroom instruction and extend English learning beyond the physical classroom. Another important conclusion is that digital tools can positively influence student motivation, engagement, and learner autonomy**.** Interactive learning environments can encourage students to participate more actively, while flexible access to online resources allows learners to practice English according to their individual needs and schedules.

Digital learning therefore has the potential to shift students from passive recipients of information toward more active and independent learners. However, the study also concludes that technology alone cannot guarantee successful English language learning. The effectiveness

of digital tools depends heavily on teachers' pedagogical decisions, students' digital literacy, availability of technological resources, and institutional support. Teachers need appropriate professional development to select reliable tools, design meaningful digital activities, monitor students' progress, and provide human guidance alongside technological feedback. Particular attention should also be given to the responsible use of artificial intelligence. AI tools can provide valuable personalized language practice and feedback, but excessive dependence may negatively affect students' independent thinking and language-production abilities. Issues related to accuracy, privacy, academic integrity, and ethical use should therefore be addressed through clear institutional policies and digital-literacy education.

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