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DIGITAL PLATFORMS FOR FOREIGN LANGUAGE TEACHING: A COMPARATIVE ANALYSIS OF EFFECTIVENESS

The integration of digital technology has transformed foreign language teaching, particularly accelerated by the COVID-19 pandemic. This study compares the effectiveness of Zoom, Microsoft Teams, and Google Classroom in higher education, assessing their role in remote and hybrid learning. The research aligns with the theme of innovative methods in foreign language training. (Balyk & Shmyher, 2016)

Digital learning environments differ fundamentally from traditional classrooms, requiring platforms that support multimedia, interactivity, and collaboration. Effective digital instruction must ensure comprehensible input, meaningful interaction, and active student output. Evaluation criteria include accessibility, interactivity, collaboration, assessment tools, and language-specific resource integration. (Bloshchynskyi, 2017)

Using a mixed-methods approach, the study analyzed survey data from 126 instructors and interviews with 20 specialists over two academic semesters (2023-2024). Platforms were assessed based on five key criteria: (1) accessibility, (2) instructional

versatility, (3) communication facilitation, (4) assessment tools, and (5) integration with language resources. Data analysis was conducted using SPSS and NVivo.

Findings reveal significant differences in platform performance. Zoom excelled in low-bandwidth connectivity (76% satisfaction), Google Classroom in cross-platform compatibility (89%), and Microsoft Teams in institutional integration (82%). Microsoft Teams provided the most effective synchronous instruction (78%), while Google Classroom was best suited for asynchronous learning (84%). Zoom, though effective for live teaching (76%), had weaker asynchronous capabilities (58%). These findings support the conclusion that optimal language instruction requires a balance between synchronous and asynchronous tools. (Hurzhii & Lapinskyi, 2015)

The study highlights the need for a hybrid approach, utilizing multiple platforms based on instructional goals. Future research should explore the long-term impact of platform updates and their influence on teaching effectiveness and student outcomes.

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