

Peace building through digitalized language teaching

Oksana Matsnieva shares her key takeaways from an Erasmus project to promote peace building by helping schools and universities digitalize their language curricula

In January 2026, I participated in Phase 1 of the three-phase professional development programme, *Digital Methods in Language Teaching*. The programme is part of the DigiFLEd Erasmus+ CBHE project and coordinated by Tampere University, Finland (<https://digifled.eu/>).

Phase 1 focused on three main types of digital tools.

1. Tools for fostering speaking and listening skills

- **TTSMaker** (<https://ttsmaker.com/>) enables users to convert written text into natural-sounding audio in multiple languages, with options to adjust speech rate, pitch and voice type as well as to export audio and subtitles. This makes it effective for creating pronunciation models and listening activities.
- In contrast, **TurboScribe** (<https://turboscribe.ai/>) converts audio and video into written transcripts, supporting inclusive education by improving accessibility for learners with hearing impairments, dyslexia or temporary physical limitations. It also offers features such as speaker recognition and multi-language transcription.

The project focused on interactive tools for language learning

2. Tools for teaching lexis, grammar and spelling

- **Educaplay** (<https://www.educaplay.com/>) allows teachers to create interactive games such as quizzes, crosswords and matching activities, promoting engagement through gamification and seamless integration with learning management systems.
- **Flippity** (<https://www.flippity.net/>) makes it possible to transform simple Google Sheets into interactive exercises, including flashcards, quizzes and word games. It supports differentiated instruction by allowing teachers to tailor content to individual learners' levels and provides immediate feedback.

3. Tools for learners with special needs

- **GCompris** (<https://www.gcompris.net/index-en.html>) is particularly helpful for neurodivergent learners and children with special educational needs. It offers a multisensory, game-based environment that reduces anxiety and enhances accessibility, while allowing learners to progress at their own pace.



Wrap up

As a teacher trainer, I've found these tools particularly valuable not only for my own professional practice but also for preparing pre-service EFL teachers. The DigiFLEd project was designed primarily for Ukrainian teachers, who are now forced to teach largely online. But I'm convinced that all the tools can be used profitably by language teachers everywhere.

The tools are especially useful for designing learner-centred lessons



Oksana Matsnieva is Associate Professor in the Department of Foreign Philology and Educational Technologies at the National University of Chernihiv, Ukraine.