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EU DIGITAL LANGUAGE POLICIES IN POLISH HIGHER EDUCATION: E-LEARNING, AI TOOLS, AND THE IMPACT OF DIGITAL PLATFORM REGULATION ON LANGUAGE PRACTICE

***Abstract.** The article examines the implementation of EU digital language policies in Polish higher education through the perspective of e-learning, artificial intelligence tools, and digital platform regulation. It argues that the digital dimension of EU language policy extends beyond multilingualism as a cultural value and includes digital education, digital competences, and equal access to language resources. The analysis shows that e-learning and AI tools enhance personalised learning, rapid feedback, and student autonomy, while also creating risks related to language standardisation, reduced critical thinking, and academic integrity. Particular attention is paid to the impact of platform regulation on access to language resources, algorithmic visibility, and digital communication practices. The study concludes that the effective implementation of EU digital language policies in Poland depends on universities' institutional readiness, teacher training, infrastructure, and clear ethical frameworks for the use of digital technologies.*

***Key words:** EU digital language policies, Polish higher education, e-learning, artificial intelligence, multilingualism, digital platforms, language practices.*

***Капранов Я. Політика ЄС щодо цифрових мов у вищій освіті польщі: електронне навчання, інструменти штучного місця та вплив регулювання цифрових платформ на мовну практику.** У статті проаналізовано імплементацію цифрових мовних політик ЄС у польській вищій освіті крізь призму електронного навчання, інструментів штучного інтелекту та регулювання цифрових платформ. Показано, що цифровий вимір мовної політики ЄС охоплює не лише підтримку багатомовності, а й розвиток цифрової освіти, цифрових компетентностей і рівного доступу до мовних ресурсів. З'ясовано, що e-learning та AI-інструменти розширюють можливості персоналізованого навчання, швидкого зворотного зв'язку й автономії студентів, але водночас породжують ризики стандартизації мовлення, зниження критичного мислення та порушення академічної доброчесності. Окрему увагу приділено впливу регулювання цифрових платформ на доступ до мовних ресурсів, алгоритмічну видимість контенту*

та умови цифрової комунікації. Зроблено висновок, що ефективність реалізації цифрових мовних політик ЄС у Польщі залежить від інституційної готовності університетів, підготовки викладачів, інфраструктури та чітких етичних рамок використання цифрових технологій.

Ключові слова: *цифрові мовні політики ЄС, польська вища освіта, e-learning, штучний інтелект, багатомовність, цифрові платформи, мовні практики.*

Relevance of the Study. In the context of accelerating digital transformation, the European Union's language policy is increasingly moving beyond the traditional understanding of multilingualism as a cultural and educational value and is acquiring a distinct digital dimension. The issue is no longer only the preservation and development of linguistic diversity, but also the creation of conditions under which language education, intercultural communication, and language practices can function effectively in a digital environment. In this context, European initiatives related to digital education, educators' digital competence, digital language equality, and the use of innovative technologies in teaching form a new framework for rethinking language training in higher education institutions [6; 7].

This issue becomes particularly relevant in Polish higher education, which stands at the intersection of several interrelated processes: the digitalization of the educational environment, adaptation to pan-European language and educational benchmarks, the spread of e-learning platforms, and the active introduction of AI tools into language teaching and learning. The Polish context is illustrative because it makes it possible to trace how supranational EU policy and educational benchmarks are localized in real academic practices, changing the forms of language learning, the nature of interaction between teacher and student, and how language content is produced and used in a digital environment [2; 6; 9].

The relevance of the topic is further reinforced by the fact that e-learning and AI tools today affect not only the organization of the educational process but also the very nature of language practice. The use of chatbots, automated writing assessment systems, speech recognition, intelligent tutoring systems, and generative language models changes how written and oral skills are formed, expands the possibilities for individualized learning, enhances student autonomy, and creates new forms of digital language interaction [4; 11; 14; 18]. At the same time, this transformation generates several problems: the risk of excessive dependence on technology, the standardization of speech practices, a reduced role for live communication, and new challenges for academic integrity, critical thinking, and pedagogical control [5; 12; 15; 16].

No less important is the fact that language practice in the digital educational space is increasingly dependent on the conditions under which digital platforms operate. For this reason, platform environment regulation can no longer be viewed

as purely legal or technical. It directly concerns access to language resources, the use of AI services, the protection of personal data, the algorithmic visibility of content, the conditions of multilingual communication, and the ethical boundaries of digital language learning. Consequently, EU regulatory mechanisms aimed at ensuring a safe, transparent, and inclusive digital space also indirectly, but substantially, affect language practices in higher education, determining which tools become available, how they are used, and within what boundaries digital language interaction takes place [10; 14; 15].

At the same time, contemporary studies show that the implementation of EU digital language policies in Polish higher education remains uneven. Despite the growing interest in digital multilingual education, the use of e-learning platforms, and AI solutions, significant barriers remain in practice: insufficient teacher preparation for working with new technologies, a lack of ready-made digital materials for language courses, differences in the level of infrastructural provision across universities, and a gap between policy directives and the actual conditions of classroom and extracurricular work [2; 9; 13]. This means that the effectiveness of digital language policies depends not only on EU strategic documents but also on universities' local institutional capacity to ensure the meaningful, ethical, and pedagogically balanced implementation of digital tools in language teaching.

The relevance of the selected topic is additionally reinforced by its direct connection with the research logic of the Jean Monnet Module ESPERIDTA, with the Digital European Languages strand, which covers issues of digital education, e-learning, digital communication, and the impact of the regulation of digital platforms and social media on language use and dissemination. In this sense, the analysis of EU digital language policies in Polish higher education is not a peripheral topic but an internally justified component of a broader research field focused on integrating EU priorities into Polish education and science in the context of digital transformation.

Thus, despite the EU's active promotion of digital multilingualism, e-learning, AI tools, and the principles of a safe digital environment, the question of how these policies transform language practices in Polish higher education remains insufficiently generalized. It is precisely the contradiction between the strategic ambition of EU digital language policies and the unevenness of their practical implementation in Polish universities that makes this study relevant.

Purpose of the Article. The purpose of the article is to analyse the specific features of the implementation of EU digital language policies in Polish higher education through the prism of e-learning, the use of AI tools, and the regulation of digital platforms, and to clarify their impact on contemporary language practices, language teaching, and digital communication in the academic environment.

The achievement of this purpose involves addressing the following tasks:

- to outline the normative and conceptual foundations of EU digital language policies in the context of multilingualism, digital education, and language training;
- to analyse the specific features of the implementation of these policies in Polish higher education through e-learning platforms and digital educational environments;
- to clarify the didactic potential and the main risks of using AI tools in language learning;
- to determine the impact of digital platform regulation on language practices, access to language resources, and the nature of digital communication in Polish higher education institutions.

EU Digital Language Policies as a Normative Framework for Multilingual Higher Education. In this article, EU digital language policies are understood as a set of strategic approaches, normative benchmarks, and educational solutions aimed at integrating multilingualism, digital education, the development of digital competence among teachers and students, and the creation of conditions for digital language equality in the educational space. In the contemporary European context, language is increasingly conceptualized not only as an instrument of cultural identity or intercultural dialogue, but also as an element of the digital infrastructure of education, academic communication, and transnational interaction. For this reason, EU policies in the field of multilingualism are increasingly intertwined with the broader agenda of digital transformation, which includes e-learning, platform-based learning, digital competences, and AI-mediated forms of language interaction [6; 7].

Several interrelated directions are central to this framework. First, digital education serves as a strategic vector for the modernization of higher education, in which language learning ceases to be merely a classroom practice and shifts to hybrid, distance, and platform-based formats. Second, multilingualism is a foundational European value that, in the digital age, can no longer be supported exclusively by traditional pedagogical means but requires high-quality digital content, language resources, machine-support tools, and well-developed electronic learning environments. Third, teachers' digital competence is particularly important, as it determines whether higher education institutions can transform digital language policy into sustainable pedagogical practice. Finally, the issue of AI in language learning is increasingly part of this same framework, as artificial intelligence tools are already changing the ways of working with text, speech, translation, feedback, and students' language autonomy [6; 11; 17].

In this sense, EU digital language policies cannot be reduced to a list of separate documents. They should be regarded as part of a broader European logic in which the digital transformation of education is combined with support for linguistic diversity, inclusivity, and technological modernization. From this follows an important analytical conclusion: in the contemporary EU, language is increasingly

conceived not as a peripheral component of digital education, but as one of its basic conditions. Accordingly, language policy in the digital era encompasses not only curricula but also platforms, algorithms, access to resources, modes of content use, and the institutional conditions for the functioning of multilingual communication.

The Implementation of EU Digital Language Policies in Polish Higher Education: E-learning, Multilingualism, and Institutional Adaptation. The implementation of EU digital language policies in Polish higher education does not occur through the instantaneous introduction of a single model, but through gradual institutional adaptation in which European normative benchmarks, local educational needs, and the concrete capacities of higher education institutions are combined. Polish universities are increasingly integrating e-learning platforms, LMS systems, digital courses, and distance and blended learning formats into students' language training. This reflects a general tendency to move from the auxiliary use of digital services toward recognizing the digital educational environment as a fully-fledged space for the development of language competences [6].

At the same time, the digitalization of language learning in Poland is closely linked to multilingualism. The issue is not only the teaching of foreign languages as separate disciplines, but also the expansion of access to multilingual academic resources, the use of English-language or mixed-language digital courses, the combination of language training with digital communication and academic writing, and a rethinking of the role of language in the international academic environment. This is one of the important features of the Polish context: digitalization here gradually changes not only the form of language teaching, but also the overall mode of their functioning within the university — from classroom instruction to platform-based academic interaction [2; 6].

However, the transition from policy level to sustainable educational practice remains incomplete. Studies show that a substantial gap persists between EU normative benchmarks and the actual practice of Polish higher education institutions. Some universities demonstrate a higher level of readiness for digital language learning thanks to better infrastructure, organizational support, and experience in implementing online courses. In contrast, others face technical limitations, a shortage of digital materials, a lack of time to renew courses methodologically, and insufficient teacher preparation for working under new conditions [2; 9; 13]. For this reason, EU digital language policies in the Polish academic environment should be analysed not as a completed process of modernization, but as a dynamic, uneven, and often fragmented transformation.

Thus, the implementation of EU digital language policies in Polish higher education is ambivalent. On the one hand, it stimulates the renewal of language education, expands access to content, supports multilingualism, and facilitates the integration of digital learning into everyday academic practice. On the other hand,

the effectiveness of this process depends directly on the institutional capacity of a particular university. It is precisely at this level that one can see whether policy is turning into sustainable pedagogical practice or remains largely a normative declaration.

AI Tools in Language Learning: Didactic Potential and Pedagogical Limitations. A separate analysis of the role of AI tools in language learning is required since they are currently the most visible marker of the profound transformation of digital language education. Above all, this concerns generative systems such as ChatGPT, intelligent tutoring systems, automated writing-checking services, speech recognition tools, adaptive language applications, and other forms of AI support that are increasingly entering the practice of language learning. Their didactic potential is associated with the possibility of personalizing learning, providing rapid feedback, modelling communicative situations, supporting students' independent work, and diversifying forms of work with text and speech [3; 11; 18].

Systematic reviews and empirical studies show that the use of AI tools can positively influence student motivation, writing development, lexical skill development, oral speech, and self-regulated learning. The effect is particularly noticeable when the technology is integrated into clearly designed pedagogical scenarios rather than used as an incidental addition to a course. In this sense, AI opens real possibilities for the modernization of language education, but only if it functions as a didactic instrument rather than an autonomous substitute for the pedagogical process [1; 4; 8].

At the same time, it is precisely here that fundamental pedagogical limitations arise. First, AI may contribute to the standardization of speech and writing when students increasingly work not with language as a space for independent meaning-making, but with technology-generated templates. Second, excessive reliance on digital support may lower the level of critical reflection, weaken the ability to independently formulate thoughts, and create an illusion of competence without deep assimilation of the material. Third, questions arise regarding authorship, academic integrity, and the limits of the permissible use of generative AI in academic writing, translation, and the preparation of oral tasks [5; 12; 15].

For this very reason, a strong analytical position on AI in language education must avoid techno-optimism. AI does not replace language learning as such; rather, it restructures the logic of language learning. The role of the teacher changes: the teacher increasingly acts not as the exclusive source of knowledge, but as a moderator, a designer of learning scenarios, an ethical navigator, and a critical interpreter of results achieved through technology. The very types of language tasks also change, with greater emphasis on checking, editing, comparison, argumentation, reflection on the language product, and the conscious use of AI as an instrument rather than a surrogate for one's own language activity. Consequently, the impact of AI on language practice lies not only in improving the effectiveness of

individual skills but also in changing the very structure of language learning in higher education.

Digital Platform Regulation and Its Impact on Language Practices in Higher Education. Digital platform regulation in the context of language education should be understood broadly as a set of legal, ethical, and institutional mechanisms that determine the conditions of access to digital content, the rules of moderation, the processing of personal data, the transparency of services, the permissibility of using AI applications, as well as the regimes of visibility and dissemination of language content. In the sphere of higher education, this means that platform regulation is no longer limited to general digital policy but directly concerns language learning, academic writing, translation, work with multimodal resources, and the everyday communication of students and teachers in the digital environment.

Norms such as the GDPR, the DSA, and related regulatory approaches indirectly, yet tangibly, affect language practices in higher education. The GDPR provides a framework for the collection, processing, and storage of personal data, which is significant for platforms with learning analytics functions, automated assessment, speech recording, or personalized feedback. The DSA, in turn, is connected to platform transparency, content responsibility, algorithmic accountability, and the reduction of systemic risks, thereby creating a broader context for the use of platform services in language learning. Although these acts are not language-educational documents in the narrow sense, they shape the normative environment in which digital language interaction takes place [10; 14; 15].

In practical terms, this means that platform regulation affects multilingual content, digital language resources, and academic tools not only through service availability but also through the conditions under which they function. The algorithmic visibility of some language resources and the lesser representation of others, differences in the level of support for languages in digital systems, variations in the quality of automated translation or text generation, and questions of service accessibility for different groups of users directly influence how language practices are formed in higher education [7; 10]. Accordingly, the concept of language practice is interpreted broadly in this article: as language learning, writing, oral interaction, academic communication, translation, and the use of AI-mediated tools in a digital environment.

This is precisely the key analytical point of this subsection: digital platform regulation affects not only the technical conditions of access to resources, but also the very regimes of the production, dissemination, and use of language in the academic digital environment. In other words, in contemporary higher education, platform regulation effectively becomes an indirect mechanism of language policy, since it determines how and within what limits language functions in digital

education. For this reason, the impact of EU digital language policies cannot be fully understood without considering the regulatory dimension of platforms.

Student and Teacher Perspectives as an Indicator of the Actual Implementation of Policy. An assessment of digital language policies would be incomplete without considering the positions of the direct participants in the educational process — students and teachers. It is precisely their perceptions, practices, and doubts that reveal whether political benchmarks and normative documents translate into real educational effectiveness. At the level of policy documents, digitalization, AI, and multilingualism may appear to be unambiguously positive directions of modernization; however, at the classroom level, the picture becomes more complex and far more heterogeneous.

Studies of student perspectives show that attitudes toward digital language platforms and AI tools are generally positive, particularly regarding convenience, accessibility, rapid feedback, personalized learning, and the ability to work at one's own pace. In studies on the use of digital and AI tools in language learning, increases in motivation, greater autonomy, and a more positive attitude toward a technology-supported educational environment have been documented [1, 4, 18]. This indicates that digital language policy can be effective if it does not remain an abstract framework but is supported by concrete pedagogical practices.

Teachers' position is more ambivalent. On the one hand, they are generally open to innovation and recognize the didactic potential of new tools. On the other hand, teachers feel most acutely the problems of the lack of ready-made materials, the absence of clear institutional recommendations, the uncertainty of ethical boundaries in the use of AI, and the difficulty of assessing student work in conditions shaped by the spread of generative technologies [2; 9]. In addition, the new digital ecosystem requires from the teacher not merely technical adaptation, but a change in professional role, which is not always supported at the level of university policy.

For this reason, the views of students and teachers are among the most accurate indicators of the actual implementation of EU digital language policies. They make it possible to see not declarative, but actual policy effectiveness – its perception, limits, contradictions, and the conditions of its practical application. If students experience growing autonomy but still need better infrastructure, and teachers support innovation but lack sufficient methodological and ethical guidelines, this means the policy has not yet become fully institutionalized. Consequently, the transition from the policy level to the classroom level is not secondary but a central criterion for assessing the effectiveness of EU digital language policies in Polish higher education.

Conclusions. The analysis carried out provides grounds for arguing that EU digital language policies should be regarded as a multi-level normative and conceptual framework that combines the goals of digital education, support for multilingualism, the development of digital competence, and the technological

modernization of language learning. In the contemporary European context, language increasingly functions not only as a means of cultural and academic communication but also as a component of the digital educational infrastructure. For this reason, EU digital language policies affect not only the content of language training, but also the forms of access to knowledge, the organization of the educational process, and the conditions under which multilingual interaction functions in higher education.

The Polish experience demonstrates that the implementation of these policies has already become a visible part of the transformation of higher education. Above all, this is manifested in the more active use of e-learning platforms, LMS systems, digital courses, and distance and blended learning formats, as well as in the gradual rethinking of the role of multilingualism in the academic environment. At the same time, this process is not uniform. The effectiveness of implementing digital language policies depends to a considerable degree on the institutional readiness of individual higher education institutions, the level of technical provision, the availability of digital resources, and the methodological preparation of teachers. Thus, the Polish case demonstrates not a completed model of digital language modernization, but rather a process of uneven adaptation of European benchmarks to the local academic environment.

A separate conclusion concerns the role of AI tools in language learning. Their use indeed opens new opportunities for personalized learning, rapid feedback, writing support, oral speech development, expanded lexical skills, and strengthened student autonomy. However, AI cannot be interpreted as a self-sufficient means of improving language education. Its impact is contradictory: alongside didactic advantages, there are risks of speech standardization, a decline in critical thinking, superficial assimilation of material, and problems of authorship and academic integrity. In this regard, AI should be viewed not as a replacement for the teacher, but as an instrument that changes the logic of language learning, the role of the educator, and the very nature of language practice in the university environment.

No less important is the conclusion that digital platform regulation has direct significance for language practices in higher education. It affects not only the technical conditions for accessing resources but also the broader regimes governing the production, dissemination, and use of language in the digital academic space. Questions of personal data processing, the algorithmic visibility of content, the accessibility of language services, the transparency of platforms, and the permissibility of using AI applications become part of the real language-educational environment. In this sense, platform regulation appears not as an external legal background, but as a factor that directly shapes the contemporary conditions of language learning, writing, translation, and digital communication.

The analysis of student and teacher views shows that their practical assessments most accurately reveal the actual level of implementation of digital

language policies. Positive perceptions of the convenience, accessibility, and personalization of digital tools are combined with entirely justified concerns regarding the lack of institutional support, ready-made methodological solutions, clear ethical guidelines, and adequate preparation for working with AI. This means that the success of digital language policies is determined not so much by the mere existence of strategic documents or technologies as by the degree to which they are integrated into everyday pedagogical practice.

Thus, EU digital language policies already exert a substantial influence on Polish higher education; however, their implementation remains incomplete and contradictory. For the further effective development of this area, closer coordination between European policy benchmarks and local educational practices, investment in digital infrastructure, systematic teacher training, the development of clear ethical and methodological frameworks for the use of AI, and careful consideration of the regulatory impact of digital platforms on language education are all necessary. It is precisely in this that the practical and scholarly significance of the study of EU digital language policies in Polish higher education lies.

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