

# Teaching Methods and Digital Tools in Foreign Language Learning

ЖАРИЯЛАНДЫ  
15.12.2025

СІЛТЕМЕ  
<https://bilimger.kz/185860/>

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## **ABSTRACT**

Digital technologies have strongly changed foreign language teaching. Modern classrooms now use interactive tools that help communication, motivation, and personalized learning. However, many teachers still find it difficult to use technology effectively.

This study examines the role of ICT in language teaching and identifies the most useful digital tools for English learners. The review shows that technology increases engagement, gives access to authentic materials, and supports individual learning. It also helps teachers create flexible and interactive lessons. Overall, digital tools improve language outcomes and offer new opportunities for communication. Future research should focus on developing

teachers' digital skills and studying long-term effects of technology in teaching.

## 1. Introduction

This annotation explores the role of digital technologies in foreign language teaching. It examines how online platforms, multimedia tools, and interactive methods influence student motivation, language skills development, and individualized learning. The purpose of the study is to identify the most effective digital tools and explain how they help improve the overall quality of language instruction.

## 2. Methods

A survey of 50 students from the Faculty of Pedagogy and Philology at Arkalyk Pedagogical University was conducted to examine students' experiences with foreign language classes, their motivation levels, and their preferences for teaching methods. The questionnaire consisted of seven structured questions focusing on traditional teacher-centered methods, interactive and student-centered approaches, group work, project-based learning, and the use of digital tools in language learning.

### Survey Questions

1. Which teaching methods do you most often experience in your foreign language classes?

(Lectures, grammar-translation method, group work, mixed methods)

2. How engaging are traditional methods (lectures, grammar translation) for you?

(Likert scale: very engaging → not engaging at all)

3. How often do you participate in group work or collaborative activities in class?

(Very often, often, sometimes, rarely, never)

4. How useful do you find project-based or task-based learning?

(Very useful → not useful at all)

5. How confident do you feel speaking in a foreign language during interactive activities?

(Very confident → not confident at all)

6. How often do you use digital tools (apps, online exercises, videos) to practice a foreign language outside class?

(Every day → never)

7. How motivated are you when your classes use interactive, student-centered methods and digital tools?

(Very motivated → not motivated)

## RESULTS

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The survey revealed a noticeable contrast between the effectiveness of traditional and modern teaching methods. Traditional teacher-centered approaches—such as lectures, grammar explanation, and the grammar-translation method—were seen as less engaging. Around 70% of respondents reported low motivation when the lesson relied primarily on lectures or repetitive grammar tasks.

In contrast, interactive and student-centered methods were highly preferred. Approximately 80% of students indicated that group activities, pair work, project-based learning, and task-based learning significantly improved engagement and understanding. Many students also noted that speaking and collaborative tasks helped them feel more confident when using the foreign language.

Digital tools also played an important role in sustaining motivation. About 65% of the respondents reported that using apps, online exercises, videos, and multimedia platforms made language learning more effective and enjoyable. These tools encouraged independent practice and allowed students to review material at their own pace.

### 4. Discussion

The results show that information technologies greatly improve foreign language teaching and learning. Digital tools help teachers create more interactive lessons and give students better access to the target language. These findings match earlier research that also highlights the positive impact of technology on engagement and communication.

However, the success of ICT tools depends on teacher training. Many teachers still lack digital skills, and some schools have limited internet and devices. Despite these challenges, digital technologies have strong potential to support student-centered learning and long-term language development.

## CONCLUSION

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Information technologies play an important role in modern language teaching. They support communication, increase motivation, and make learning more flexible and personalized. Digital tools also provide access to authentic materials and new opportunities for practice. Future work should focus on improving teachers' digital skills and creating clear models for using technology effectively in language teaching.

**Keywords:** digitaltechnologies; language teaching; ICT tools; online platforms; blended learning;virtual classrooms; interactive methods; e-learning; language acquisition;pedagogy

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**ҚМ АА** Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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