DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: PEDAGOGICAL INNOVATIONS AND FUTURE PERSPECTIVES

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Abstract. *In recent years, digital technologies have profoundly transformed traditional approaches to foreign language education. The integration of online platforms, artificial intelligence (AI), mobile-assisted learning (MALL), and virtual reality (VR) has opened new pedagogical possibilities and redefined the teacher learner relationship. This study aims to analyze the pedagogical innovations brought by digital technologies and explore their impact on learner engagement, motivation, and autonomy. Using a qualitative and analytical approach based on literature review, the research identifies how technological, pedagogical, and institutional factors influence the effectiveness of digital integration in language teaching. The findings indicate that digital tools enhance learner-centered instruction, provide authentic communication opportunities, and promote self-directed learning. However, challenges such as unequal access, lack of teacher digital competence, and limited methodological support hinder their full potential. The study emphasizes the importance of professional development and pedagogically informed use of technology to ensure sustainable digital transformation in language education.*

Keywords: *digital technologies, language teaching, CALL, MALL, artificial intelligence, pedagogy, teacher competence*

Digital transformation has become a defining feature of modern education, particularly in the field of foreign language teaching. The adoption of technology has reshaped how languages are taught and learned, fostering interactive, flexible, and learner-centered approaches. Researchers such as Warschauer (2013) and Chapelle (2017) highlight that computer-assisted language learning (CALL) supports authentic communication and learner autonomy two key elements in 21st-century education. Likewise, mobile applications, AI, and VR environments have broadened access to linguistic and cultural resources.

This paper employs a qualitative analytical design grounded in an interpretive paradigm. A systematic review of academic publications (2015–2025) was conducted using databases such as Scopus, ERIC, and Google Scholar. A total of 85 studies were reviewed, and 42 were selected based on methodological rigor and relevance. Thematic analysis was used to identify patterns related to pedagogical innovation, learner motivation, and institutional support. The data were interpreted using the TPACK and SAMR models to understand the relationship between technology and pedagogy.

The analysis revealed three main dimensions of digital transformation: 1. Technological - The use of AI, VR, and MALL tools enhances flexibility and personalized learning.

2. Pedagogical - Technology supports learner autonomy and motivation through interactive and communicative tasks.

3. Institutional - Effective implementation depends on teacher digital literacy, training, and supportive policies.

Despite these benefits, the study notes disparities in access, insufficient ethodological training, and overreliance on tools without pedagogical guidance. These issues echo Hockly's (2016) argument that technology alone cannot improve education without sound pedagogical integration.

Digital technologies hold significant potential to enrich foreign language education by making learning more engaging, personalized, and autonomous. However, for technology to truly enhance educational quality, teachers must develop digital literacy, adopt reflective methodologies, and receive institutional support. Sustainable integration requires a balance between innovation and pedagogy, ensuring that technology serves as a tool for meaningful learning rather than a substitute for teaching.

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