

EXAMINING RECENT TRENDS IN THE DIGITALISATION OF FOREIGN LANGUAGE TEACHING

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Abstract

This paper investigates recent trends in the digitalisation of foreign language teaching, focusing on the impact of technology on language learning. The development of digital tools ranging from language learning platforms, virtual learning, mobile and e-learning, and virtual and augmented reality has dramatically transformed the language teaching and learning landscape in recent times. The COVID-19 pandemic expedited the adoption of digital classrooms, involving synchronous and asynchronous learning modes to enhance accessibility and flexibility. Furthermore, Artificial Intelligence (AI) plays a pivotal role today in language teaching and learning, i.e. adaptive learning, engagement of AI-powered tutors, and automated assessments. Gamification has also proven to be an influential motivating factor, capturing students' interest with game-like features. The paper also investigates innovative teaching methods facilitated through digitalisation, including blended learning, flipped classrooms, and collaborative learning. Despite obstacles, including the digital divide, technological skills, and concerns about data privacy, digitalisation offers significant prospects for advancements in language education. The recent trends are presented with supportive data from secondary sources on how digital tools have been successfully integrated into language teaching and that integrating digitalisation and adapting pedagogical approaches are essential for maximising the benefits of technology in foreign language teaching.

Keywords: Artificial Intelligence, Digitalisation, Foreign Language Teaching, Gamification, Virtual Learning

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Introduction

The rapid advancement of digital technology has revolutionised many aspects of education, including foreign language teaching. Digitalisation in foreign language teaching encompasses many practices, tools, and methodologies that leverage digital technology to enhance learning and teaching experiences. This paper aims to explore recent trends in digitalisation within the field of foreign language education by referring to secondary data and analysing how these innovations are shaping the landscape of language teaching and learning today.

Digital technology has had a profound impact on various fields, including education. One area significantly affected by the increased technology integration is teaching foreign languages. In recent times, there has been a notable shift towards digitalising foreign language instruction, changing the way languages are taught and learned worldwide. Incorporating digital resources and tools into foreign language education has enabled the development of new and creative teaching methods, offering learners fresh opportunities to improve their language skills in more interactive and engaging ways (Bikowski, 2018; Blake, 2016; Beatty, 2013;). The shift towards remote learning during the COVID-19 pandemic increased the use of collaborative learning on digital platforms, promoting virtual communication through peer interaction (Alhumaid, 2020). As technology continues to advance, there is increased potential for Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) to transform language learning further. These technologies promise to create even more immersive and personalised learning experiences, catering to diverse learning styles and needs.

Scholarly work on the digital teaching of languages has been many. Nevertheless, most recent contributions, especially new insights gained after the COVID-19 pandemic, have focused more on individual experiences (Bozkurt & Sharma, 2020; Moorhouse & Wong, 2021). Furthermore, an overview of digital language teaching and learning experiences in a Sri Lankan context has not been addressed extensively except for collaborative and individual Research conducted by a few scholars, i.e. Ariyasinghe and Premawardhena 2023; Saagpakk and Premewardhena 2023, Premawardhena, 2013 – 2024) Thus, this article seeks to address the research question of what the latest developments in the digitalisation of foreign language teaching at large, emphasising meaningful technological progress, educational innovations, and their effects on both educators and learners including Sri Lanka. Furthermore, it is envisaged to provide an overview of these trends and contribute to the ongoing discourse on the future of foreign language teaching in the digital age.

The data for the study were obtained by analysing available studies on digitalisation and the integration of digital tools in language teaching to gain a broad understanding of the recent trends. Related works cited by many scholars were selected for the secondary database covering aspects of the digitalisation of language teaching and experiences from different parts of the world.

Scholarly works on digital language learning in the last few decades have focused on its merits, drawbacks, and challenges. In one of the earlier works, Davies (2002) highlights the significance of integrating Information Communication Technology (ICT) in the language classroom, setting the stage for further Research on the digitalisation of language teaching and innovative teaching methods that promote learner autonomy. Copland, Garton, and Burns (2013) examine the merits of digital language teaching in diverse, multilingual classrooms, pointing out the need for teachers to train them to use digital tools effectively. Dudeney and Hockly (2012) also highlight the need for digital literacy and teacher adaptability in line with the rapidly changing digital landscapes.

Interactive, collaborative learning through digitalisation is another key area of related Research. Dooly and Vinagre (2021) demonstrate how collaboration enhances intercultural competence and language skills through online platforms that bring students virtually together across borders. Similarly, Evans (2009) conducted numerous studies on how digital platforms support communicative language learning, particularly focusing on developing the speaking and listening skills of the learners. Golonka et al. (2012) present a comprehensive review of digital tools in second language acquisition, including mobile-assisted language learning (MALL), social media and virtual environments. They highlight the effectiveness of digital tools in enhancing motivation and active engagement among language learners. Furthermore, Hampel and Stickler (2015) illustrate the pedagogical approaches needed for effective language teaching in digital environments, particularly emphasising multimodal resources that support learners' diverse needs. Many scholars have emphasised a pedagogically sound approach to using digital tools. Hubbard (2017) identifies the evolving role of teachers and learners in the digital era, emphasising the need for educators to identify the advantages and limitations of technology in language instruction. Kern (2015) explores the impact of digital learning on socio-cultural aspects and argues that technology also shapes how language and culture are taught and learned. In a recent study, Namaziandost (2022) looks at the emergence of AI and machine learning in language education. AI-driven platforms, adaptive learning technologies, and virtual assistants are identified as potential tools for providing personalised learning experiences that support enhanced learner autonomy. These advancements have the potential to create a significant impact on how languages are taught and learned in the future. Salaberry (2001) and Selwyn (2007) identify the challenges and limitations of digital language learning, particularly the drawbacks of over-reliance on technology.

Digital learning landscape

The digitalisation of foreign language education has seen a significant rise in the use of Computer Assisted Language Learning (CALL) technologies. CALL includes various digital resources, including language learning software, mobile applications, online material, and interactive multimedia content, all aimed at effective language acquisition and gaining proficiency within a relatively brief time (Bahari & Gholami, 2022; Tafzoli et al. (2019); Reinders, and Hubbard, 2013; Thomas et al., 2012; Levy & Stockwell, 2006). These tools use technology to offer learners instant feedback, personalised learning paths, and a wide range of authentic materials that can be accessed anytime and anywhere (Richards & Rodgers, 2014). The flexibility and convenience provided by CALL have made it a popular option for both formal and informal language learning environments, allowing learners to customise their study experiences according to their specific needs and preferences. Mobile Assisted Language Learning (MALL) applications followed CALL. Due to the widespread use of smartphones and tablets, MALL has become essential to language learning for many students. Numerous features are available in these apps, including grammar drills, pronunciation checks, vocabulary exercises, and even the opportunity to practice real-time conversations with native speakers (Godwin-Jones, 2018). Since MALL is mobile-friendly, it facilitates learning across various contexts and makes it easy for students to incorporate language practice into everyday activities (Ilic, 2022, Fadda & Qasim, 2013; Ishikawa, 2014; Miangah, 2012). Furthermore, gamifying language instruction with MALL applications has been demonstrated to increase learner motivation and engagement by incorporating competition, rewards, and progress-tracking elements.

Virtual Reality (VR) and Augmented Reality (AR) technologies have begun to significantly impact foreign language teaching, in addition to CALL and MALL. Virtual Reality and Augmented Reality provide language learners with authentic opportunities to practice language skills in situational contexts by simulating real-world environments and cultural contexts. For instance, learners can practice

everyday conversation in German by interacting with virtual customers and vendors in a virtual reality simulation of a German market. Such immersion learning environments facilitate language proficiency and cultural competence development in learners, which is an essential component of successful foreign language communication. According to preliminary Research, VR and AR have the potential to significantly increase learner motivation and engagement, which makes them indispensable tools for the future of language teaching and learning.

The development of Massive Open Online Courses (MOOCs) and online language learning platforms has significantly impacted language learning. These platforms give users access to excellent language instruction taught by knowledgeable teachers, frequently for little to no cost. They provide opportunities for social learning through discussion boards, peer reviews, interactive exercises, and structured learning pathways. By removing financial and geographic barriers, MOOCs have provided access to language education and enabled millions of learners worldwide to study languages at their own pace. Since the pandemic disrupted traditional classroom settings and forced both educators and students to turn to digital solutions to continue their studies, online language learning has become even more popular. Massive Open Online Courses (MOOCs) have gained significant attention in the field of language learning due to free or low-cost access to quality language education across borders. Initial scholarly works discuss the potential of MOOCs in transforming language education by reaching a vast and diverse learner population (Sokolik, 2014). MOOCs facilitate flexible learning opportunities, where students have the freedom to work on the course material at their own pace, often accompanied by multimedia resources that enhance language and cultural competence. Nevertheless, arguments on the effectiveness of MOOCs for language learning often point out the weaknesses of large class sizes and lack of personalised feedback. Beaven (2013) identifies the limitations of interaction and feedback in a MOOC, which is crucial for language learners. Although MOOCs offer access to instructional material, they often lack the interpersonal communication needed to develop speaking and listening skills, which are pivotal in language education. Castrillo (2014) and Bárcena & Martín-Monje (2014) highlight the importance of adapting MOOCs to the specific requirements of language learners. They observe that integrating interactive elements such as peer feedback, synchronous communication tools, and gamified tasks is significant for creating more engaging and effective MOOCs. They believe such features can help minimise some of the inherent limitations of the traditional MOOC structure, i.e. the lack of immediate feedback and personal interaction. Martín-Monje and Bárcena (2015) provide further insights into the development and application of language MOOCs (LMOOCs), focusing on the potential for fostering autonomous learning. They argue that LMOOCs when designed with appropriate pedagogy, can offer learners ample opportunities to practice language skills independently. Colpaert (2014) presents a more critical view, arguing that many MOOCs fail to address the linguistic and cultural nuances required for effective language teaching. He believes that MOOCs can be a valuable tool for language exposure but should complement, rather than replace, traditional language learning methods.

The field of language education is starting to change due to the incorporation of artificial intelligence (AI) into foreign language instruction. Personalised learning experiences can be offered by AI-powered tools that analyse learner data and modify content to meet the needs of each individual. Artificial intelligence (AI)-powered language learning systems, for example, can recognise a learner's shortcomings in grammar or pronunciation and offer specific exercises to improve those areas. AI chatbots and virtual assistants can also mimic talks with students, providing immediate feedback and direction. AI is an excellent tool for promoting successful and efficient language learning because it can provide personalised support and feedback.

Thus, it is evident that a number of tools and approaches have had a significant impact brought about by the digitalisation of foreign language instruction, completely changing the way that languages are taught and learnt. These technological developments, which range from CALL and MALL to VR, AR, online platforms, and AI, have increased the potential for language education by providing fresh approaches to engage students and improve language acquisition. It is imperative that educators and researchers keep abreast with the latest technological advancements, critically assess their effects on instruction, and investigate the most efficient ways to incorporate them into language learning in order to optimise the advantages.

Digital Tools in Language Teaching

The resources available for teaching languages have changed over the last few decades, from simple multimedia materials to complex digital platforms providing engaging and dynamic learning opportunities. More dynamic solutions, such as mobile apps, language learning software, and virtual reality environments, have replaced early digital tools, i.e. language learning CDs and basic online exercises (Goodwin-Jones 2016, 2015; Burston, 2015; Beatty, 2013).

Mobile Applications

For language learners, a number of mobile applications, including Memrise, Babbel, and Duolingo, have gained popularity. These applications use Gamification to attract users and provide learning opportunities while on the move. Mobile apps have become a popular tool for both independent learners and language teachers due to their accessibility and convenience (Loewen, 2020; Kohnke, 2020; Nushi & Eqbali, 2017; Burston, 2014; Goodwin-Jones, 2011).

Language Learning Platforms

Platforms like Rosetta Stone and Busuu offer structured language classes with the added benefit of interactive exercises, speech recognition software, and access to native speakers. As supplementary tools, these platforms are more frequently included in formal language education settings and facilitate self-paced study.

Virtual and Augmented Reality

With the ability to create immersive settings where students may practice language skills that simulate real-world situations, Augmented Reality (AR) and Virtual Reality (VR) are becoming vital tools in language education. Today, VR language laboratories and AR-enhanced textbooks offer learners interactive learning experiences that emulate real-life situations. Kruk (2019) examines the potential of AR and VR in language learning, highlighting the merits of these immersive technologies in creating more engaging and interactive environments for learners. He argues that AR and VR offer enriching, contextualised experiences where learners can practice language skills in authentic, simulated settings that enhance both motivation and retention. Kruk also argues that these technologies are able to bridge the gap between traditional language classrooms and real-world communication by providing experiential learning opportunities that were previously difficult to replicate in the language classroom.

Digital Classrooms and Online Language Learning

The COVID-19 pandemic expedited the introduction of online language learning and digital classrooms. Since onsite teaching was impossible, language teachers and learners turned to digital resources for language education.

Numerous scholars have conducted studies on technology and digitalisation in the language classroom, which provide a wide range of perspectives. Beatty (2013) discusses theoretical aspects and practical

applications in a digital classroom. Blake (2016), Boettcher and Conrad (2016), Chapelle and Sauro (2017), Hockly (2015), and Kern (2015) review the use of different technologies in language learning, including digital classrooms and virtual classrooms, their effectiveness, and offer practical pedagogical guidance. Moorhouse and Wong (2021) present the experiences of pre-service teachers on blended and online teaching during COVID-19, providing insight into the use of digital classrooms in language learning. Reinders and Benson (2017) illustrate how digital learning has broken away from the traditional language-learning classroom using digital platforms. Ziegler and Phung (2020) examine interactionist and usage-based studies in online task-based language teaching, highlighting the significance of digital classrooms in facilitating a more effective language learning process.

Facilitating Synchronous and Asynchronous Learning

It is customary that digital teaching combines synchronous (real-time) and asynchronous (self-paced) learning modes, mainly through the use of different learning platforms, including the Learning Management Systems (LMS) of respective institutes of education. Synchronous learning facilitates interactive live teaching and learning sessions provided to the students through a video-conferencing platform, i.e. Zoom, Google Meet, Webex, and Microsoft Teams. Asynchronous learning would entail, for instance, pre-recorded lessons, embedded videos, reading material, online quizzes, tasks to be completed that are related to the topic and discussion forums where each student completes the tasks individually at one's own pace. Anderson and Dron (2011) demonstrate the changes among three generations of distance education pedagogy, including the merits of synchronous and asynchronous learning. When considering the relevant studies, Bernard and Abrami et al. (2004) provide insights into distance education and traditional language classrooms as well as synchronous and asynchronous learning. Martin and Parker (2014), Means, Toyama et al. (2010), and Hrastinski (2008) highlight the merits of asynchronous and synchronous e-learning and respective challenges, while Murphy and Collins (1997), in much earlier work, emphasise the dynamics of synchronous learning, environments by analysing communication conventions in instructional electronic chats. Perveen (2016), in a case study of virtual universities in Pakistan, reviews the impact of synchronous and asynchronous e-learning on language learning. Schullo, Hilbelink et al. (2007) present a comparative analysis of different virtual classroom systems used in synchronous language learning environments. Zhao, Lei et al. (2005) provide a practical analysis of the effectiveness of distance education by analysing various factors that influence the effectiveness of distance education, including synchronous and asynchronous learning methods. Watts (2016) reviews the literature on synchronous and asynchronous communication in distance learning, highlighting the advantages and challenges of the two approaches.

Learning Management Systems (LMS)

In the present context, Learning Management Systems, including Moodle, Canvas, and Google Classroom, have become integral to virtual language teaching and learning. These platforms facilitate the management of relevant courses and modules, content delivery, uploading relevant material and assignments, communication, and assessment, providing a platform for teachers and students to interact. LMS has become indispensable at many educational institutes, providing lesson content and material to learners and the ability to track their progress online, which has become a sustainable solution for efficient paperless communication. Several scholars provide an overview of learning management systems, discussing their merits, drawbacks, and challenges teachers and learners face. Bozkurt and Sharma (2020) review the role of LMS in emergency remote teaching during the COVID-19 pandemic, highlighting the pivotal role played during the overnight shift to online learning. Harrington and Loffredo (2010), Al-Busaidi and Al-Shihi (2010), Selwyn (2007), Dalsgaard (2006), Khan (2005), Koszalka and Ganesan (2004) examine the use of computer technology in university teaching and

learning, including the design, delivery, management and evaluation of LMS in higher education in the backdrop of their widespread adoption.

The Role of Artificial Intelligence (AI) in Language Learning

Artificial intelligence reshapes foreign language teaching through personalised learning experiences, automated assessments, and adaptive learning technologies. Artificial Intelligence (AI) plays a pivotal role today as a transformative tool in language education, facilitating more personalised, adaptive, and efficient language learning experiences (Rahman, 2023). Early studies on AI in language education highlight the role of intelligent tutoring systems (ITS) that offer personalised feedback and error correction in language learning (Heift & Schulze, 2007). More recent works examine the application of AI in MALL, emphasising how AI-powered mobile apps provide real-time language practice and feedback and enhance learner autonomy (Burston, 2015). Since these apps are equipped with natural language processing (NLP) algorithms, the learners are able to engage in language learning in a more authentic and meaningful way. Integrating AI in mobile platforms has revolutionised language learning, making it accessible to a global audience. Similarly, the role of AI in developing speaking and listening skills has been highlighted, particularly through the use of chatbots and speech recognition software. Warschauer and Grimes (2008) illustrate how AI-powered conversational agents can simulate authentic dialogues, allowing learners to practice speaking skills in real-life situations. Furthermore, AI-driven speech recognition technology also provides immediate feedback on pronunciation and fluency, further supporting oral competencies.

The use of AI in adaptive learning environments is another significant trend in language education. Liu and Wang (2021) examine how AI systems track learners' progress and adjust learning content accordingly. These adaptive systems ensure that learners are constantly challenged without feeling overburdened by challenges by the learning content, optimising their learning process based on data analysis and learner behaviour, which makes language learning more efficient and effective by adjusting the content to individual learning styles and needs. Nevertheless, some scholars argue that over-dependence on AI in language education could be detrimental since AI systems may not fully capture the complexities of human language and cultural intricacies (Colpaert, 2016). He argues that teachers need to carefully integrate AI tools, considering the traditional pedagogical approaches, and ensure that technology enhances, rather than replaces, human interaction in language learning.

Adaptive Learning

AI-powered adaptive learning systems design and develop educational content that fits the individual needs of the learners and facilitates personalised learning paths. These systems can assess a learner's strengths and weaknesses and adjust the difficulty levels and the types of exercises accordingly, optimising the learning process. Further, real-time feedback is provided, and the progress of the learner progress can be tracked over time (Liu & Wang, 2021; Hwang & Chang, 2021; Meyer, 2019; Heift & Schulze, 2007).

AI-Powered Tutors and Chatbots

AI-powered tutors and chatbots, i.e. Replika and Google's Meena, simulate conversations with users and provide instant feedback and corrections. These tools are especially beneficial for language learners to practice oral communication and build confidence in language use in real-life situations. By offering users interaction in a non-judgmental environment, AI chatbots help reduce anxiety often associated with speaking in a foreign language (Yang et al., 2022). Furthermore, chatbots allow learners to practice language skills at any given time, making language learning more flexible and accessible (Hong, 2023; Kohnke et al., 2023). Koraishi (2023) argues that AI chatbots can also track the progress of learners

over time, identifying areas of improvement and customising interactions to address specific linguistic challenges. The ability of AI technologies to simulate more natural and contextually appropriate dialogues will further enhance language competence (Kohnke et al., 2023).

Automated Assessment tools

Automated assessment tools use natural language processing (NLP) to evaluate learners' written and spoken language (Griffin & Kahn, 2023; Perdana & Farida, 2019). These tools offer immediate feedback to the learner, which is important for learning, especially in formative assessment (Chen & Cheng, 2023). Moreover, these tools are equipped to analyse the learners' language use patterns and highlight areas for improvement, allowing them to focus on specific skills that need more attention (Kukulska-Hulme & Shield, 2021). As technology advances, these assessment tools become more sophisticated, incorporating machine learning algorithms to strengthen their accuracy and reliability further.

Gamification and Language Learning

Gamification is the application of game-design elements in non-game contexts, and it has become a significant trend in language education. The language learning process has become more engaging and motivating through gamified learning platforms incorporating challenges, badges, leaderboards, and points. Games specifically designed for language learning, i.e. "The Sims" and "Words with Friends", blend entertainment with education, encouraging learners to practice language skills in informal settings. Furthermore, role-playing and simulation games, such as "Minecraft" and "Second Life" have been used in language education to create immersive environments where learners can practice language skills in contexts that represent real-life situations (Chiu et al., 2012).

The impact of digitalisation on language teaching pedagogy

The digitalisation of foreign language teaching and learning has introduced new tools and led to the evolution of pedagogical approaches.

Blended Learning

Blended learning combines traditional face-to-face instruction and a digital learning experience that offers a flexible and personalised approach to language learning (Graham, 2013). This allows learners to benefit from the social interaction of classroom settings while using digital tools to enhance their learning outside the classroom, i.e. through online exercises or multimedia resources (Grgurović, 2017). Studies have demonstrated that blended learning enhances learner engagement and improves language competence by providing opportunities for both synchronous and asynchronous learning (Neumeier, 2005). This approach allows for flexibility in how and where learning takes place, catering to diverse learning styles and needs. It also enables teachers to incorporate digital tools to enhance in-class learning experiences.

Flipped Classroom

The flipped classroom model in language teaching prepares students for the language classroom at home by providing them with new content through digital resources and applying this knowledge in the classroom through interactive activities. This approach in foreign language education reverses the traditional instructional model by having learners engage with content, i.e. videos, readings or other lesson material outside of class, while in-class activities focus on interactive, collaborative learning (Bergmann & Sams, 2012). This method facilitates more active learning in the language classroom, supporting student collaboration and practical language use while promoting learner autonomy (Hung, 2015). Studies highlight the role of flipped classrooms in enhancing learner engagement and better mastery of language skills compared to traditional teaching methods (Turan & Akdag-Cimen, 2020).

Thus, this approach supports student-centred learning, shifting the focus from teacher-centred instruction.

Interactive Collaborative Learning

Digitalisation has facilitated interactive, collaborative learning, where students work online to complete assigned tasks, solve problems, or engage in discussions. Interactive collaborative learning in foreign language education focuses on learner interaction and collaboration through group activities, often facilitated by digital tools and platforms, to promote language learning in social contexts (Dooly & Vinagre, 2021; Dooly & O'Dowd, 2012). This approach encourages peer communication, allowing learners to co-construct knowledge and practice language in meaningful, real-life tasks (Ziegler, 2014). Research shows collaborative learning can enhance language development by increasing learner motivation, communication skills, and cultural exchange (Li & Zhu, 2017). Tools like Google Docs, forums, breakout rooms and digital whiteboards enable real-time collaboration and peer feedback.

Challenges and opportunities in the digitalisation of language teaching

While digitalisation immensely contributes to language education in the present-day context, educators and learners face numerous challenges.

Digital divide

One of the significant challenges is the inequalities in language learning opportunities and accessibility. The digital divide creates a gap between the learners with access to digital technologies and those without or limited access. This divide can create an imbalance in language learning opportunities, especially in underprivileged areas of a country.

Technological proficiency

Language teachers and learners are required to possess a certain level of digital literacy to apply digital tools in language learning effectively. Hence, continuous professional development and digital literacy training are essential to maximise the potential of digitalisation in language education.

Data privacy and security

Using digital tools in language education raises concerns about data privacy and security. Educators and institutions must ensure that they comply with data protection regulations and that learners' personal information is secure.

Opportunities for Innovation

Despite these challenges, digitalisation brings numerous opportunities for language teaching innovation. New technologies continue to emerge, offering exciting possibilities for more personalised, engaging, and effective language learning experiences.

Digitalisation of Foreign Language Teaching in a Sri Lankan context

Several studies on the impact of integrating ICT in the teaching of foreign languages and English as a Second Language (ESL) have been conducted in Sri Lanka over the past few decades. Premawardhena has conducted numerous studies on the teaching of German as a Foreign Language and English as a Second Language in Sri Lanka, including collaborative learning, web-based teaching, virtual teaching as well as CALL in the language classroom (see Premawardhena 2024, 2023, 2022). Studies conducted at the University of Kelaniya bear ample testimony to the digitalisation of language teaching over the years. The ability to connect digitally across borders to enhance language and cultural competence has

been presented in Premawardhena et al. (2024), Saagpakk and Premawardhena (2023), Premawardhena et al. (2023); Premawardhena et al. (2022) where students of several universities across the globe connected online to work together on international projects on language and culture.

Conclusion

Digitalisation in foreign language teaching has transformed how languages are taught and learned, introducing new tools, methodologies, and opportunities for innovation. As is evident in the available secondary literature, the onset of the COVID-19 pandemic and adapting to an unprepared emergency situation that barred physical contact for months revolutionised the way many a subject was delivered, including the teaching of foreign languages. Digital delivery and innovative virtual teaching methods emerged out of necessity and have come to stay despite the pandemic. Engaging in creative and fruitful group activities virtually in breakout rooms confined to one's four walls at home is no longer a fantasy but a reality. While challenges such as the digital divide, technological proficiency, and data privacy remain, the benefits of digitalisation are evident in enhanced engagement, personalised learning experiences, and increased access to language education. As technology evolves, educators need to embrace these changes and adapt their pedagogical approaches to benefit fully from digitalisation in language teaching. Hence, a periodic review of studies conducted in this respect in the future will provide more insights into recent developments and the success of the new digital approaches.

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