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DIGITAL TRANSFORMATION IN ENGLISH LANGUAGE TEACHING: INNOVATIVE APPROACHES AND PRACTICES

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Abstract. Digital tools have changed the way English is taught and learned in classrooms around the world. This article looks at how these tools — including AI-based apps, virtual reality, online collaboration platforms, and gamification — are being used in English language teaching (ELT) today. The discussion is based on classroom experience, teacher reflections, and a review of recent work in the field. The findings show that when technology is used with clear teaching goals in mind, it can improve learner motivation, help students communicate better, and make the overall learning experience richer. The article also addresses some of the real difficulties teachers face, such as unequal access to technology, limited training, and the risk of letting tools overshadow actual learning. It ends with practical suggestions for teachers and schools looking to bring digital transformation into their classrooms in a meaningful way.

Keywords: digital transformation, English language teaching, ELT innovation, technology integration, language learning, AI in education, blended learning, gamification

Аннотация. Цифровые инструменты изменили способ преподавания и изучения английского языка в классах по всему миру. В данной статье рассматривается, как эти инструменты — в том числе приложения на основе искусственного интеллекта, виртуальная реальность, платформы для совместной работы в режиме онлайн и геймификация — применяются в современном преподавании английского языка (ELT). Обсуждение основано на опыте преподавания, размышлениях педагогов и обзоре последних материалов в данной области. Результаты показывают, что при

использовании технологий с чёткими учебными целями они способны повысить мотивацию учащихся, помочь им лучше общаться и обогатить общий учебный процесс. В статье также рассматриваются реальные трудности, с которыми сталкиваются учителя: неравный доступ к технологиям, ограниченная подготовка и риск того, что инструменты вытеснят реальное обучение. В заключение приводятся практические рекомендации для учителей и школ, стремящихся внедрить цифровую трансформацию в свои классы осмысленным образом.

Ключевые слова: цифровая трансформация, преподавание английского языка, инновации в обучении, интеграция технологий, изучение языков, ИИ в образовании, смешанное обучение, геймификация

Annotatsiya. Raqamli vositalar dunyo bo'ylab sinflarda ingliz tilini o'qitish va o'rganish usullarini tubdan o'zgartirdi. Ushbu maqola sun'iy intellektga asoslangan ilovalar, virtual haqiqat, onlayn hamkorlik platformalari va geymifikatsiya kabi vositalarning bugungi ingliz tili o'qitishida (ELT) qanday qo'llanilayotganini ko'rib chiqadi. Muhokama darslik tajribasi, o'qituvchilarning fikr-mulohazalari va sohadagi so'nggi ishlarni ko'rib chiqishga asoslanadi. Natijalar shuni ko'rsatadiki, texnologiyalar aniq o'quv maqsadlari asosida qo'llanganda, o'quvchilar motivatsiyasini oshirishi, muloqot ko'nikmalarini rivojlantirishi va umumiy o'quv jarayonini boyitishi mumkin. Maqolada shuningdek o'qituvchilar duch keladigan haqiqiy qiyinchiliklar — texnologiyalarga tengsiz kirish imkoniyati, cheklangan tayyorgarlik va vositalarning haqiqiy o'rganishni to'sib qo'yish xavfi — ham ko'rib chiqiladi. Maqola raqamli transformatsiyani o'z sinflarida mazmunli tarzda joriy etmoqchi bo'lgan o'qituvchilar va maktablar uchun amaliy tavsiyalar bilan yakunlanadi.

Kalit so'zlar: raqamli transformatsiya, ingliz tilini o'qitish, ELT innovatsiyasi, texnologiyalarni integratsiya qilish, tillarni o'rganish, ta'limda sun'iy intellekt, aralash o'qitish, geymifikatsiya

Introduction. Something genuinely exciting is happening in language classrooms today, and it

goes well beyond just swapping textbooks for tablets. The digital transformation of English language teaching is not simply a trend — it is a real shift in how teaching and learning can work when educators take modern tools seriously. This aligns with broader views that technology, when effectively integrated, becomes a natural part of pedagogy rather than an add-on (Bax, 2011). This is not just an abstract observation; in my own classroom, introducing even a few digital tools changed the atmosphere and dynamic almost immediately.

The term “digital transformation” is often used loosely. In education, it refers to a deliberate, structural change in how teaching is planned, delivered, and assessed — one where digital technologies play a central role rather than just a supporting one. Research in computer-assisted language learning (CALL) supports this shift, emphasizing the growing role of technology in shaping language acquisition processes (Chapelle, 2009; Levy, 2009).

What makes this moment especially interesting is that ELT has always been open to new ideas. From audio-lingual methods to communicative language teaching, the field has evolved alongside new understandings of how people learn languages (Warschauer & Healey, 1998). Digital technologies now open up a whole new set of possibilities — not just for delivering content more efficiently, but for creating learning environments that are immersive, interactive, and tailored to individual learners (Klimova & Pikhart, 2021).

2. Methods. This article is based on a practitioner-inquiry approach, which combines reflective teaching with a qualitative review of classroom trends and professional writing in ELT. This approach is widely recognized in applied linguistics as a valuable way to connect theory and practice (Reinders & Hubbard, 2013).

Second, a wide review of recent professional literature was carried out, drawing on peer-reviewed journals and practitioner publications focused on technology and language education. Previous studies highlight that integrating digital tools effectively depends on both pedagogical design and teacher awareness (Hubbard, 2021).

3. Results. 3.1 The Rise of AI-Powered Language Tools. Perhaps the most significant development in recent years has been the emergence of AI tools designed to support language learning. These tools reflect a broader trend toward intelligent systems in education that can provide immediate and adaptive feedback (Godwin-Jones, 2020; Hubbard, 2021). Students now have access to personalized feedback on pronunciation, grammar, and vocabulary at any time. This kind of immediate response addresses a longstanding challenge in writing instruction, where delayed feedback often limits improvement (Blake, 2016). However, research suggests that such tools are most effective when guided by teachers who help learners critically interpret automated feedback (Chapelle, 2009).

3.2 Gamification and Learner Motivation. Gamification has become one of the most widely discussed approaches in digital ELT. Studies show that game-based elements can significantly increase learner engagement and motivation when used appropriately (Klimova & Pikhart, 2021). Platforms such as Kahoot! and Quizlet Live illustrate how digital tools can transform traditional classroom activities into interactive experiences.

However, it is important to recognize that not all learners respond equally to gamified environments. Research on learner autonomy and engagement suggests that individual differences must be considered when implementing such approaches (Reinders & Hubbard, 2013).

3.3 Virtual and Augmented Reality in Language Learning. The use of virtual reality (VR) and augmented reality (AR) represents an emerging frontier in ELT. These technologies create immersive environments that simulate real-life communication scenarios, supporting more authentic language use (Hampel & Stickler, 2012). This aligns with the idea that language learning is most effective when learners engage in meaningful interaction rather than isolated practice (Warschauer & Healey, 1998). VR environments help bridge the gap between classroom knowledge and real-world communication by placing learners in realistic contexts.

3.4 Collaborative Digital Platforms and Global Connectivity. Digital platforms have expanded opportunities for authentic communication through global interaction. Online collaboration tools enable learners to use English as a real means of communication rather than simply a subject of study (Kukulska-Hulme, 2019). Such practices support the development of communicative competence and intercultural awareness, which are key goals in modern ELT (Blake, 2016).

4. Discussion. The findings suggest that digital transformation in ELT is most effective when driven by pedagogy rather than technology. This supports earlier arguments that technology should be “normalized” within teaching practices rather than treated as an external addition (Bax, 2011). Another important issue is equity. Unequal access to technology can widen the gap between learners, particularly in under-resourced contexts (Klimova & Pikhart, 2021). Teacher readiness is also critical. Studies emphasize that successful integration of technology depends heavily on teacher training and professional development (Hubbard, 2021). Finally, language learning remains a fundamentally social process. Even in digital environments, meaningful interaction and communication must remain central (Chapelle, 2009).

Conclusion. Digital transformation is already reshaping English language teaching. The integration of AI tools, gamification, VR, and collaborative platforms offers significant benefits, including increased motivation, personalized learning, and authentic communication opportunities (Godwin-Jones, 2020; Kukulska-Hulme, 2019). At the same time, challenges such as accessibility, teacher preparedness, and pedagogical alignment must be addressed to ensure meaningful implementation (Hubbard, 2021).

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