

Application and Research on Foreign Language Teaching in the Context of Digital Transformation

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Abstract: Digital transformation of education is the focus and hot spot of education reform at present, and digital transformation will bring radical changes to the field of education and teaching. Foreign language teaching, because of its special characteristics, can receive more attention and changes, and can produce a process from quantitative to qualitative changes. How to make a good digital transformation of foreign language teaching is very important to promote foreign language teaching methods, innovation and application as well as to explore new teaching modes under digital conditions. Through the introduction of the current background and the research of the current situation at home and abroad, this paper elaborates the significance of digital transformation of foreign language teaching, and introduces the teaching scenarios, teaching contents and teaching forms under digital transformation respectively, and finally summarizes the current opportunities and challenges.

1. Introduction

Informatization and digitization are constantly changing every aspect of people's lives. With the support of technologies such as Internet+, big data, cloud computing, artificial intelligence and blockchain, people's production, life and way of thinking have undergone significant changes, which also profoundly affect the development of the education system. In 2021, Facebook founder Zuckerberg said that the metaverse was the next frontier and officially announced the company's name change to Meta^[1]. Tech giant Microsoft also announced its full-scale entry into the metaverse, and the metaverse concept quickly swept the world. The year 2021 is also defined as the first year of the metaverse by the Internet, which has attracted great interest from governments, technology, finance, education and other fields. This also means that digital transformation has reached a whole new level, and a new digital era has opened up from now on.

Chinese Party Central Committee has made a series of important strategic plans around education modernization, digital China and digital transformation, and the 14th Five-Year Plan and the Long-Range Objectives Through the Year 2035 clearly put forward the following: to accelerate digital development, build a new advantage in digital economy^[2], collaborate To promote digitalization and industrial digital transformation, accelerate the pace of digital society construction, improve the level of digital government construction, create a good digital ecology, and build a digital China. In the future, China will promote the construction of a strong network, accelerate the construction of digital economy, digital society, digital

government, digital transformation of the overall drive production methods, and drive the overall economic development.

In December 2022, CPC Central Committee and State Council issued the Opinions on Building a Data Infrastructure System to Better Play the Role of Data Elements. The Opinions point out that the construction of the data foundation system is related to the overall situation of national development and security. In order to accelerate the construction of the data foundation system, give full play to the advantages of China's massive data scale and rich application scenarios, activate the potential of data elements, make stronger, better and bigger digital economy, enhance the new momentum of economic development, and build a new national competitive advantage, relevant opinions are put forward.

In the field of foreign language education, from education system, organization form, teaching mode and learning paradigms, all of them are facing the challenges of brand new development in the digital era, and it is urgent for universities to carry out digital reform and innovation. How to do the transformation from informationization to digitalization? What are the connotation and core of digital transformation in colleges and universities? The research on these questions will help to explore the essence of digital transformation of colleges and universities and correctly grasp the work focus and practice direction of digital transformation of colleges and universities in the future.

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The Context Of Foreign Language Teaching

Carola Surkamp, Britta Viebrock

The Context Of Foreign Language Teaching:

The Context of Foreign Language Teaching Leon A. Jakobovits, Barbara Gordon, 1974 This book applies sociolinguistics or sociology to the problem of teaching foreign languages. The authors use a method they call Transactional Engineering Analysis employing the findings of sociology to the teaching of the basic skills in language learning. This method uses pattern practices to synthesize the elements of pronunciation, vocabulary and sentence pattern recognition to allow language learners to absorb the rules governing conversational interchanges in the subject language. The appendices include examples of the patterns illustrated in the preceding text.

The Elements of Foreign Language Teaching Walter Grauberg, 1997 This text presents an integrated description of learning and teaching foreign languages in general and French and German in particular. Vocabulary, pronunciation, listening, reading, speaking and writing are discussed with a threefold approach through a linguistic description, an analysis of the learning process and many practical suggestions for teaching.

Teaching English as a Foreign Language Carola Surkamp, Britta Viebrock, 2018-03-24 Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichzeitig ist sie praxisnah, wie theoretisch fundiert. Der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteuren Lehrende und Lernende und mit Blick auf die Teilbereiche der Sprachliteratur und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment Diagnose. Der Band erscheint in zweifarbigem Gestaltung mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen.

This comprehensive introduction presents the fundamental topics and issues of TEFL. Teaching English as a Foreign Language in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents teachers and learners, the chapters outline a variety of content areas, language, literature, cultural issues and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

An Introduction to Foreign Language Learning and Teaching Keith Johnson, 2008 Whilst this text for students presents a range of examples that deal with teaching English as a foreign language, the basic guidelines mean that the book offers a suitable introduction for student teachers of any foreign language.

Practical Approaches to Foreign Language Teaching and Learning Marta Navarro Coy, 2009 What does learning a language involve? Obviously a rapid and definitive answer cannot be provided for this question since the aspects and situations affecting language learning are many and varied. From the role of culture to the use of new technologies in foreign language learning, this work aims to offer its readers some of the current research being carried out in different areas relevant to the topic. A long developing project has become reality thanks to the

work of several researchers who are also experienced teaching professionals In this sense it is worth mentioning that most chapters of the book relate to different aspects of language learning within the classroom context which has resulted in realistic approaches to foreign language learning that can be of great help to those involved and or interested in this field Moreover the clear division into sections allows readers to make their choice on how to proceed with the reading of the book depending on their thematic interests Five sections make up this practical work culture and language learning human resources in language learning language learning strategies language learning software and language learning web

The Concept of Progression in the Teaching and Learning of Foreign Languages Theo Harden,Arnd Witte,Dirk Köhler,2006 Based on the selected proceedings from an international conference Concept of progression in foreign language teaching and learning held in Dublin in February 2004 Cover *The context of foreign language teaching*

Leon A. Jakobovits,1974 *Current Academic Reflections on English Language Teaching in an EFL Setting* İsmail Hakkı Mirici,Hatice Ergül,2024-10-24 With our edited collection learn about the most recent developments and trends influencing English Language Teaching ELT in EFL contexts Aimed at academics practitioners and educators the book explores the contemporary ideas and approaches that are advancing English language instruction today Each chapter provides theoretical foundations and real world applications for improving language acquisition ranging from creative techniques to cutting edge technologies With its global perspective the book caters to English language teachers and scholars worldwide seeking to provide an invaluable tool to adapt to the evolving landscape of language education This collection offers helpful information for addressing local issues or investigating universal pedagogical principles This book is a priceless tool for anyone passionate about English language learning and teaching *Teaching Language in Context* Alice Omaggio Hadley,1993

Seeks to assist readers interested in classroom language learning in the process of clarifying their own beliefs about language teaching and learning **The Foreign Language Educator in Society** Timothy G. Reagan,Terry A.

Osborn,2001-12-01 This text brings together two significant domains of educational practice foreign language education and critical pedagogy linking them in a way that can help foreign language educators develop a critical awareness of the nature purposes and challenges facing foreign language pedagogy Unique among texts in the field this is the first to deal explicitly with the social political ideological and economic aspects of language language learning and language teaching in our society and to connect the practice of foreign language education with these critical and crucial aspects of language and language use The Foreign Language Educator in Society Toward A Critical Pedagogy emphasizes what teachers and future teachers of foreign languages in this country ought to know and understand about language language attitudes practices rights and policy and related issues focuses on helping students to move beyond pragmatic pedagogical concerns to the social and political concerns relevant to their teaching and provides students with the opportunity to develop critical perspectives on the central facets of the language education process Intended for foreign language education programs at both basic and

advanced levels as well as courses in critical pedagogy critical language awareness sociolinguistics and social and cultural foundations of education the text provides helpful pedagogical features to direct the reader in applying the content of each chapter to his or her own context **Handbook of Foreign Language Communication and Learning** Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

Content and Foreign Language Integrated Learning Yolanda Ruiz de Zarobe, Juan Manuel Sierra, Francisco Gallardo del Puerto, 2011 This series promotes specialist language studies both in the fields of linguistic theory and applied linguistics by publishing volumes that focus on specific aspects of language use and provide valuable insights into language and communication research A cross disciplinary approach is favoured and most European languages are accepted

Content-Based Instruction in Foreign Language Education Stephen B. Stryker, Betty Lou Leaver, 1997-09-01 This book offers concrete and practical ideas for implementing content based instruction using subject matter rather than grammar through eleven case studies of cutting edge models in a broad variety of languages academic settings and levels of proficiency The highly innovative models illustrate content based instruction programs for both commonly and less commonly taught languages Arabic Croatian French German Indonesian Italian Russian Serbian and Spanish and for proficiency levels ranging from beginners to fluent speakers They include single teacher and multi teacher contexts and such settings as typical language department classrooms specialty schools intensive language programs and university programs in foreign languages across the curriculum All of the contributors are pioneers and practitioners of content based instruction and the methods they present are based on actual classroom experiences Each describes the rationale curriculum design materials and evaluation procedures used in an actual curriculum and discusses the implications of the approach for adult language acquisition

The Context of Language Teaching Jack C. Richards, 1985-04-26 This is an important collection of papers by a distinguished personality in the field Topics covered include second language acquisition syllabus design methodology and methods listening speaking vocabulary and grammar Issues in applied linguistics are summarised and presented with clarity and their practical implications explored thus making the vital connection between theory and practice in language teaching Language teachers and students of applied linguistics will find this collection contains a wide range of recent work in linguistics presented in a lucid and highly accessible form

New Methodological Approaches to Foreign Language Teaching Thomas H. Schmidt, Laura Torres-Zúñiga, 2017-06-23 This volume explores how the traditional academic disciplines of linguistics translation literature and cultural studies can contribute to or be integrated into the teaching of a foreign language by means of innovative methodologies techniques and instruments The book begins with a selection of essays on applied linguistics that share some significant findings in the context of second or foreign language acquisition It then

examines the ways in which linguistics translation theory literature and cultural studies are brought into the foreign language classroom not just as objects of study but also as vehicles for language learning By presenting studies on four main foreign languages English Spanish French and German the collection offers to the foreign language profession an opportunity for the sharing and comparison of strategies across languages at both the secondary and higher education level The text is a valuable resource for language teachers with a more philologically oriented background who would like to learn how to apply their research knowledge and experience to the design and implementation of new methodological approaches

Second and Foreign Language Learning Through Classroom Interaction Joan Kelly Hall,Lorrie Stoops

Verplaetse,2000-06-01 This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and foreign language pedagogy It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development The volume is distinguished in three ways Following a Vygotskian perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use This breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena The importance of classroom interaction to additional language development is foregrounded The investigations reported in this book are distinguished by their methodological approach Because language learning is assumed to be a situated context sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods The studies focus on interactional practices that promote second and foreign language learning Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective Thus there is a strong need for this volume of studies addressing this area of research Researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant Because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels

The Context of Foreign-language Learning A. J. van Essen,J. P. Menting,T. Heron-Muller,1975 **Objectives for Foreign Language**

Learning Jan Ate van Ek,1986 Brave New Digital Classroom Robert J. Blake,Gabriel Guillén,2020-02-20 Robert Blake now with Gabriel Guillén updates his successful book 1st ed 2008 2nd ed 2013 on how to teach foreign languages using technology Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology focusing on issues specific to FLL or L2 learning and CALL Originally referred to as computer assisted language learning CALL has come to encompass any kind of learning that uses digital tools for language learning This edition reframes the conversation to account for how technology has been integrated into our lives Blake and Guillén address the ways technology can help with L2 how to choose the right digital tools how to use those tools effectively and how technology can impact literacy and identity The book is primed for use in graduate courses terminology is in bold and a comprehensive glossary is included each chapter finishes with a short list of references for further reading on the topic and discussion questions The authors provide short interview videos free via GUP website to enhance discussions on each chapter's topic *The Cultural Context in Foreign Language Teaching* Martin Pütz,1997 The present book is a collection of selected papers held at the 23rd International LAUD Symposium on The Cultural Context in Communication Across Languages 26 31 March 1997 in Duisburg Germany The papers included in this volume highlight several aspects pertaining to the cultural dimension of foreign language teaching and learning The topics covered range from theoretical accounts on text language and culture through to empirically based aspects of non native discourse as well as sociolinguistic and cultural awareness in foreign language teaching Finally the volume brings together contributions from a wide variety of languages and cultural settings The Cultural Context in Foreign Language Teaching will interest students of educational linguistics and language pedagogy intercultural communication and discourse analysis

Unveiling the Energy of Verbal Artistry: An Mental Sojourn through **The Context Of Foreign Language Teaching**

In a world inundated with displays and the cacophony of instant communication, the profound power and emotional resonance of verbal artistry usually disappear into obscurity, eclipsed by the constant onslaught of noise and distractions. Yet, situated within the musical pages of **The Context Of Foreign Language Teaching**, a charming function of literary elegance that impels with raw feelings, lies an remarkable journey waiting to be embarked upon. Composed with a virtuoso wordsmith, this interesting opus instructs readers on a mental odyssey, delicately revealing the latent potential and profound affect embedded within the complicated web of language. Within the heart-wrenching expanse of this evocative examination, we can embark upon an introspective exploration of the book's main styles, dissect their charming publishing model, and immerse ourselves in the indelible impact it leaves upon the depths of readers' souls.

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The Context Of Foreign Language Teaching Introduction

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