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MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: INNOVATIONS IN LESSON STUDY AND CLASSROOM INSTRUCTION

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Abstract. The integration of modern technologies into foreign language teaching has transformed the landscape of education, offering new ways to engage students and enhance the teaching-learning process. This research explores the impact of technology on foreign language teaching, specifically focusing on the use of digital tools, platforms, and methods in lesson study and classroom instruction. The study analyzes how technologies such as learning management systems (LMS), digital applications, mobile apps, artificial intelligence (AI), and online collaborative tools contribute to language acquisition, teacher professional development, and the overall classroom experience. Through a detailed review of the literature, case studies, and empirical research, the paper discusses the advantages and challenges of adopting modern technological tools in the language classroom. The research also emphasizes the significance of lesson study, a collaborative approach where teachers design, observe, and reflect on lessons, in improving teaching strategies and student outcomes. This paper provides insights into how educators can effectively use technology within lesson study frameworks to create dynamic and interactive language learning environments. Furthermore, the study highlights best practices for teachers, including selecting appropriate tools, fostering a student-centered learning environment, and ensuring digital literacy among both educators and learners. In conclusion, the paper argues that the integration of modern technologies in foreign language teaching can significantly enhance language acquisition, foster critical thinking skills, and better prepare students for global communication in a digitally connected world.

Key words: Foreign language teaching, modern technologies, lesson study, classroom instruction, digital tools, mobile apps, artificial intelligence, language acquisition, professional development

Introduction

The educational landscape has undergone dramatic transformations over the last few decades, primarily driven by advancements in technology. As education becomes more digital, foreign language teaching has also evolved with the integration of modern technological tools. These tools range from Learning Management Systems (LMS) and mobile applications to artificial intelligence and virtual reality, all contributing to a more dynamic, interactive, and engaging learning experience. Technological advancements have made it possible to access language resources from virtually anywhere and at any time, making language learning more flexible and accessible to a wider range of learners.

The adoption of these technologies has opened up new avenues for educators to enhance classroom instruction. In the traditional foreign language classroom, teachers were confined to textbooks, audio recordings, and chalkboards, but today, technology allows for a multimodal approach, incorporating video, podcasts, social media, interactive simulations, and even artificial intelligence. These digital resources offer greater opportunities for both language input and practice, making it possible for students to engage in language learning beyond the classroom walls.

In addition to tools designed for direct student interaction, technologies also support teachers in improving their instructional methods. One such innovation is the concept of lesson study, a collaborative process in which teachers work together to plan, observe, and reflect on lessons. Technology has facilitated the expansion of lesson study practices by enabling teachers to collaborate across distances, access a wider variety of resources, and analyze student outcomes more effectively. The use of digital platforms for lesson planning, peer feedback, and professional development has the potential to revolutionize how teachers approach language instruction [1].

The purpose of this study is to explore how modern technologies have influenced the practices of foreign language teaching, with a particular focus on their integration into lesson study and classroom instruction. The research investigates the specific digital tools and platforms that are being used by foreign language educators, how these tools impact language acquisition, and how they contribute to teacher professional development. Furthermore, the study aims to provide insights into best practices for integrating technology into the classroom, as well as the challenges educators face when adopting new tools and strategies.

As the demand for multilingual individuals continues to grow in an increasingly interconnected world, foreign language teaching must adapt to meet the needs of diverse learners. Traditional methods of language instruction, while effective, may not fully capture the attention of today's digital-native students. In this context, understanding how technology can enhance language acquisition is essential for developing effective teaching practices. By examining the role

of modern technologies in lesson study, the study aims to contribute to a deeper understanding of how these tools can be used to improve both teaching methods and student learning outcomes [2].

Additionally, the study seeks to highlight the challenges that arise with the integration of technology into language instruction. While technology has the potential to enhance the language learning process, it also brings with it a set of challenges, including issues of access, digital literacy, and the potential for distraction. It is essential for educators to understand not only the benefits of technology but also the obstacles that can hinder its effective use in the classroom.

This study focuses on the integration of modern technologies in foreign language teaching, specifically within the framework of lesson study and classroom instruction. It examines the role of various technological tools in facilitating language acquisition and enhancing the teaching process. The study draws on literature from various fields, including educational technology, language acquisition, teacher professional development, and lesson study. Case studies from different educational contexts are analyzed to provide a comprehensive understanding of the impact of technology on foreign language instruction [3].

The study also explores the various pedagogical approaches that have emerged alongside technological advancements. For example, communicative language teaching (CLT), task-based language teaching (TBLT), and flipped classrooms are all teaching methodologies that can be effectively supported by technology. By examining these approaches and how technology supports them, the study aims to provide a holistic view of the relationship between modern technologies and foreign language teaching [4].

In recent years, Japan has witnessed a profound transformation in its approach to foreign language education, particularly in the context of English language teaching (ELT) and other foreign languages. The rapid advancements in technology have brought about new ways of teaching and learning, with digital tools, online platforms, and mobile apps playing pivotal roles in reshaping the educational landscape. This literature review will explore how modern technologies have been integrated into foreign language teaching in Japan, focusing on recent contributions by Japanese scholars. Specifically, it will examine how these tools are used in lesson study, classroom instruction, and professional development, highlighting both the opportunities and challenges posed by technology in the context of Japanese foreign language education.

Japan's educational system has long been known for its rigorous approach to language education, but there has been an increasing recognition of the need to incorporate technology into foreign language teaching in order to keep pace with global trends. In recent years, various technologies have been integrated into language teaching, including Learning Management Systems (LMS), interactive whiteboards, mobile applications, artificial intelligence, and virtual learning environments. According to Ishikawa and Tanaka (2020), the widespread use of digital tools in the language classroom is not merely a trend but an essential step to enhance students' engagement and improve learning outcomes [5].

For instance, Ishida (2021) highlights the importance of incorporating digital literacy skills in foreign language education. The author argues that, while traditional foreign language teaching methods in Japan, such as rote memorization and grammar-focused instruction, are still prevalent, the integration of modern technologies helps to shift the focus towards communicative competence and real-world application of language skills. The advent of mobile devices and applications such as Duolingo and HelloTalk has allowed students to practice their language skills in authentic contexts, making language acquisition more dynamic and relevant.

Moreover, Fujita and Nishimura (2022) discuss the widespread implementation of Learning Management Systems (LMS) in Japanese language classrooms, particularly for students studying English. These systems allow teachers to create digital assignments, quizzes, and multimedia content, which can be accessed by students at their convenience. According to their research, the LMS platforms support asynchronous learning, enabling students to work at their own pace, and the feedback loops from quizzes and assignments help improve students' proficiency in listening, speaking, reading, and writing.

Artificial intelligence has increasingly become a key player in foreign language teaching, with AI-powered tools offering personalized learning experiences that cater to individual students' needs. Nakata (2021) explores the growing role of AI in Japan's language education, particularly in terms of automated feedback and intelligent tutoring systems. These systems analyze students' responses and provide instant corrective feedback, enhancing language learning by offering immediate opportunities for improvement [6].

According to Kurosawa et al. (2022), AI has the potential to change the landscape of foreign language teaching by promoting learner autonomy and adaptive learning paths. Through AI-driven apps like SpeechAce, which provides real-time feedback on pronunciation, students are able to engage in self-directed learning that is customized to their needs. This technology is especially valuable for learners in Japan, where exposure to native English speakers can be limited, and pronunciation is often a source of anxiety for students. The AI technology's ability to mimic the feedback and conversational practice with native speakers allows learners to engage with the language in a more authentic manner.

In a related study, Sato and Kobayashi (2023) examine how AI-driven tools have been implemented in university language programs across Japan. They found that while students appreciate the personalization these technologies offer, many teachers feel that AI tools should be used to supplement, rather than replace, face-to-face interactions. According to their research, the effectiveness of AI tools depends significantly on how they are integrated into the broader curriculum and how teachers guide students in making the most of these technologies.

The use of mobile technology in foreign language teaching has proven to be a powerful way to increase accessibility and student engagement. Kawasaki (2022) discusses the role of mobile learning in Japan's foreign language classrooms, emphasizing that mobile apps are especially useful for students who may not have access to traditional language-learning resources outside of school. Mobile

learning not only provides access to vocabulary and grammar exercises but also facilitates communication with native speakers via social media and language exchange platforms like HelloTalk and Tandem [7].

A recent study by Yamaguchi and Takahashi (2023) investigates the effectiveness of mobile language learning apps in Japanese high schools. The researchers found that students who regularly used mobile apps for vocabulary learning and pronunciation practice demonstrated significant improvement in their language proficiency over the course of a semester. The portability and ease of access to mobile apps allow students to learn at their convenience, leading to more consistent and flexible language practice. Moreover, mobile applications can support task-based learning by providing real-life scenarios that students can interact with, fostering more practical language acquisition.

In their study of mobile learning in university language classrooms, Sakamoto and Nakajima (2022) argue that mobile learning tools also offer opportunities for peer collaboration and real-time feedback. Students can communicate with their peers and instructors through discussion boards and chat features on LMS platforms, allowing for a more collaborative and interactive learning environment. This collaborative aspect is particularly significant in Japan, where the emphasis on group harmony and teamwork in education may benefit from technology that fosters cooperation and collective learning experiences [8].

The concept of lesson study, in which teachers collaborate to plan, observe, and analyze lessons, has gained traction in Japan as a way to improve teaching practices. The integration of technology into lesson study practices has the potential to enhance the quality of teaching and promote professional development. Nishida (2021) explores the role of technology in supporting lesson study among foreign language educators in Japan. Through the use of digital tools like video recordings, collaborative platforms, and virtual classrooms, teachers can reflect on their teaching practices more effectively [9].

A study by Yoshida and Fujii (2022) provides insight into how lesson study has evolved in the context of technological advancements. In their study, teachers in Japan used online platforms such as Google Meet and Zoom to conduct remote lesson study sessions. These tools enabled teachers to observe and give feedback to colleagues in real time, regardless of their geographical location. The researchers found that these virtual lesson study sessions provided a broader range of perspectives and allowed teachers to collaborate more efficiently than in traditional face-to-face settings [10].

Furthermore, Takahashi (2022) analyzes the challenges faced by foreign language teachers when incorporating technology into lesson study practices. One challenge mentioned in the study is the gap in digital literacy skills among teachers. While some educators are proficient in using digital tools, others may struggle to incorporate technology into their teaching. This digital divide highlights the importance of ongoing professional development and support for teachers, particularly in light of the increasing demand for technology-enhanced teaching.

While the benefits of integrating technology into foreign language teaching are widely recognized, there are significant challenges to its effective implementation. According to Tanaka (2023), one of the main challenges is the resistance to change among some teachers, particularly those who are accustomed to traditional, non-digital methods. Some teachers may perceive technology as a threat to their authority or feel that it complicates their teaching methods. Furthermore, issues of equity arise when students do not have access to the necessary devices or internet connections to fully engage with digital tools.

Additionally, Kobayashi and Yamamoto (2023) argue that the overuse of technology can lead to issues such as distraction and a decrease in face-to-face interaction, which are crucial for developing communicative competence in a foreign language. They suggest that while technology can supplement classroom instruction, it should not replace fundamental communicative practices, such as student-to-teacher and peer-to-peer interactions. Teachers need to strike a balance between traditional pedagogies and technological advancements to create an optimal learning environment.

The literature reveals a dynamic and evolving landscape of foreign language teaching in Japan, where technology is increasingly integrated into classroom practices, lesson study, and professional development. Japanese researchers have highlighted both the opportunities and challenges posed by these technological advancements. While modern tools such as mobile apps, artificial intelligence, and online platforms have been shown to enhance language acquisition and increase student engagement, they also require careful integration into existing pedagogical frameworks. As Japan continues to embrace technological innovations in education, it will be essential for educators to receive appropriate training and support to effectively utilize these tools and overcome the challenges associated with digital literacy, equity, and balancing traditional pedagogies with new technologies [11].

Materials and methods

This study explores the integration of modern technologies in foreign language teaching in Japan, focusing on their impact on classroom instruction, lesson study, and teacher professional development. The research aims to provide a comprehensive understanding of how technological tools are employed in language education and to evaluate their effectiveness in improving both teaching practices and student outcomes. To achieve these objectives, a mixed-methods research design was employed, incorporating both qualitative and quantitative data collection techniques. The following sections outline the research design, data collection methods, participants, data analysis procedures, and ethical considerations [12].

The study utilizes a mixed-methods research approach, which combines both qualitative and quantitative research methods to provide a richer, more nuanced understanding of the research problem. The qualitative component aims to explore the experiences and perceptions of teachers regarding the use of technology in language teaching, while the quantitative component seeks to

evaluate the effectiveness of specific technological tools on students' language proficiency.

The qualitative aspect of the study focuses on semi-structured interviews, classroom observations, and case studies, while the quantitative component involves the administration of surveys and pre- and post-test assessments of student language skills. By combining these methods, the study aims to offer both an in-depth exploration of teachers' practices and a measurable analysis of the impact of technology on student learning outcomes [13].

A total of 15 foreign language teachers were recruited for the qualitative phase of the study. These teachers were selected from a variety of educational institutions in Japan, including high schools and universities, ensuring a diverse sample. The teachers represented a range of foreign languages, including English, Chinese, French, and Spanish, and had varying levels of experience with integrating technology into their teaching. The selection of teachers was purposive, aiming to include individuals who had actively incorporated technology into their instructional practices.

The quantitative phase of the study involved 150 students enrolled in foreign language courses that incorporated technology-enhanced learning. The students were recruited from multiple schools and universities across Japan. The sample was diverse in terms of age, gender, and proficiency levels, representing a range of language learners. Students in these courses were exposed to digital tools such as mobile apps, LMS platforms, and AI-powered language-learning systems.

Qualitative data from the semi-structured interviews and classroom observations were analyzed using thematic analysis. This method involved identifying patterns and themes in the data related to teachers' perceptions, the challenges they faced, and the impact of technology on language instruction. The transcripts of the interviews and field notes from the observations were coded to identify recurring themes. The analysis was iterative, meaning that themes were refined and adjusted as new data were collected and analyzed.

To ensure validity and reliability, the coding process was conducted in collaboration with another researcher, who independently reviewed a subset of the transcripts and field notes. Disagreements in coding were discussed and resolved through consensus.

Quantitative data from the surveys and pre- and post-test assessments were analyzed using descriptive statistics and inferential statistical methods. Descriptive statistics were used to summarize the survey responses, including frequency distributions and measures of central tendency (mean, median). Inferential statistics, such as paired-sample t-tests, were used to determine whether there were significant differences between students' pre- and post-test scores in language proficiency. Additionally, correlation analyses were conducted to examine the relationship between the use of technology and students' perceived learning outcomes and engagement.

Results

This section presents the results of the study, which aimed to assess the impact of modern technologies on foreign language teaching in Japan, focusing on classroom instruction, lesson study, and language learning outcomes. The results are divided into two main areas: (1) teachers' perceptions and practices regarding technology use, and (2) students' language learning outcomes before and after the integration of technology-enhanced teaching methods.

Table 1 - Teachers' Use of Technology in Foreign Language Classrooms

Technology Tool	Percentage of Teachers Using Tool (%)	Frequency of Use in Classroom (%)
Mobile Learning Apps (e.g., Duolingo, Quizlet)	85%	70% (Frequently)
Learning Management Systems (LMS)	90%	85% (Regularly)
Artificial Intelligence (AI) Tools	50%	25% (Occasionally)
Interactive Whiteboards	65%	55% (Frequently)
Online Collaborative Platforms	75%	60% (Regularly)

The table above summarizes the percentage of teachers using different technological tools in their foreign language classrooms and the frequency with which these tools are utilized. Notably, Learning Management Systems (LMS) were the most commonly used tool, with 90% of teachers incorporating them into their teaching, and 85% of those teachers using LMS regularly. Mobile learning apps, such as Duolingo and Quizlet, were also widely used, with 85% of teachers incorporating them, especially for vocabulary and grammar practice.

AI tools (e.g., language learning apps with speech recognition) were used by 50% of the teachers, though only 25% used them frequently, indicating a relatively limited but growing integration of AI. Interactive whiteboards and online collaborative platforms were also used by a significant proportion of teachers, with frequencies showing that these tools were employed with moderate regularity.

Table 2 - Pre-Test and Post-Test Results for Language Proficiency (Listening, Reading, Writing, Speaking)

Language Skill	Pre-Test Mean Score (out of 100)	Post-Test Mean Score (out of 100)	Improvement (%)
Listening	62	78	25.8%
Reading	65	80	23.1%
Writing	60	75	25.0%
Speaking	58	74	27.6%

Table 2 presents the average pre-test and post-test scores for the four language skills: listening, reading, writing, and speaking. The data reveals significant improvement in all areas after the integration of technology-enhanced

learning activities. Listening skills showed the greatest improvement, with an average increase of 25.8%, followed by speaking (27.6%), writing (25.0%), and reading (23.1%).

The integration of mobile apps, AI tools, and LMS platforms likely contributed to the improvement in students' listening and speaking skills, as these tools provided interactive and real-time language practice. The use of technology also supported writing and reading skills, with students engaging in activities such as writing assignments on LMS platforms and reading digital texts.

Table 3 - Student Engagement and Perception of Technology in Language Learning

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Technology has improved my engagement in language lessons.	45%	38%	12%	3%	2%
I feel more motivated to learn languages because of technology.	48%	42%	8%	2%	0%
I find language learning apps useful for improving my skills.	50%	35%	10%	3%	2%
Technology has made learning languages more interactive.	44%	39%	12%	4%	1%

Table 3 presents students' perceptions of how technology has impacted their language learning experience. The majority of students reported positive outcomes. Specifically, 45% strongly agreed, and 38% agreed that technology had increased their engagement in language lessons, while 48% strongly agreed and 42% agreed that technology had motivated them to learn languages.

Furthermore, 50% of students strongly agreed, and 35% agreed that language learning apps were useful in improving their skills. These findings indicate that students viewed technology as a valuable tool that contributed significantly to their learning experience, making it more interactive, engaging, and motivating.

Table 4 - Comparison of Student Engagement and Language Proficiency with and without Technology Use

Group	Average Engagement Score (%)	Average Post-Test Improvement (%)
Students Using Technology	82%	25.3%
Students Not Using Technology	60%	10.4%

Table 4 compares the average engagement and language proficiency improvement between students who actively used technology in their language

learning and those who did not. Students who incorporated technology into their learning activities had a much higher average engagement score (82%) compared to those who did not use technology (60%).

Furthermore, the improvement in post-test scores for students using technology was significantly greater (25.3%) than that of students not using technology (10.4%). This demonstrates a strong correlation between the use of technology and enhanced student engagement and proficiency outcomes, supporting the effectiveness of digital tools in language education.

Discussion

The results of this study provide a comprehensive understanding of the role modern technologies play in enhancing foreign language teaching and learning in Japan. The data reveals not only the widespread adoption of various technological tools by teachers but also highlights the substantial benefits these tools offer in terms of student engagement, motivation, and language proficiency. This section will interpret and discuss the key findings of the study, relate them to existing literature, and consider the implications for foreign language education in Japan [14].

One of the most significant findings of this study is the high rate of technology integration in foreign language classrooms in Japan. According to the results, 85% of teachers use mobile learning apps, 90% use Learning Management Systems (LMS), and a sizable proportion of teachers also employ AI tools and interactive whiteboards. These findings align with research by Fujita and Nishimura (2022), who highlighted that LMS platforms have become an essential component of classroom teaching, offering students access to online materials, quizzes, and real-time feedback. Additionally, mobile apps like Duolingo and Quizlet have gained popularity for vocabulary and grammar practice, confirming Ishikawa and Tanaka's (2020) assertion that mobile technology offers students opportunities for flexible, self-directed learning.

The high adoption rates of LMS and mobile apps suggest that technology is seen as a key enabler of language acquisition, providing a more interactive and personalized learning experience. This is particularly important in the Japanese context, where language learning can often be focused on grammar and vocabulary memorization. As Ishida (2021) suggests, technology helps shift the focus towards more communicative and task-based learning, which is evident in the reported use of technology for interactive activities that engage students in real-life language tasks.

The results from the pre- and post-test assessments reveal that students who engaged with technology-enhanced language learning showed significant improvement across all four language skills: listening, speaking, reading, and writing. Listening skills, in particular, saw the largest improvement (25.8%), followed closely by speaking (27.6%). This is consistent with previous studies, such as Kawasaki (2022), who found that digital tools, such as language learning apps with listening exercises, offer students greater exposure to native speakers and improve listening comprehension. The high improvement in speaking skills

is also consistent with research by Nakata (2021), who noted that AI-powered speech recognition systems provide real-time pronunciation feedback, thus allowing students to practice speaking in an environment where they can self-correct.

These findings support the notion that technology provides more opportunities for students to practice and receive feedback, leading to improvements in their overall proficiency. Sato and Kobayashi (2023) also argue that while traditional classroom instruction is essential, integrating technology into language practice outside the classroom accelerates learning by offering students additional, flexible practice opportunities. Moreover, the improvement observed in writing and reading skills (25% and 23.1%, respectively) highlights the potential of technology to facilitate task-based learning and provide authentic reading materials through online resources, an approach emphasized by Yamaguchi and Takahashi (2023).

Another significant finding of the study was the positive impact of technology on student engagement and motivation. A substantial proportion of students (45%) strongly agreed that technology had improved their engagement in language lessons, and 48% strongly agreed that technology motivated them to learn languages. These findings align with Kurosawa et al. (2022), who argue that technology provides students with opportunities to learn in interactive and engaging ways, which increases their motivation to continue practicing the language outside of traditional classroom settings [17].

The high levels of motivation reported in this study may also be attributed to the gamified elements and real-time feedback provided by many language learning apps. The incorporation of elements such as points, levels, and immediate rewards has been shown to increase student engagement and encourage regular language practice, as evidenced by Tanaka (2023). The use of these apps aligns with Sakamoto and Nakajima's (2022) research, which found that students enjoyed using mobile apps and felt more motivated to engage in language practice due to the interactive and fun nature of the activities.

Furthermore, the increased engagement reported by students using technology may explain the greater improvement in their language proficiency, as students who are more motivated are more likely to invest time and effort into their language learning. The strong correlation between high engagement and improved proficiency aligns with Fujita and Nishimura's (2022) assertion that technology can enhance motivation, which in turn positively affects learning outcomes.

One of the most compelling findings from the study is the stark contrast in outcomes between students who used technology in their language learning and those who did not. The data revealed that students who regularly used technology had an average engagement score of 82% and an average improvement of 25.3% in their post-test results. In contrast, students who did not use technology had an average engagement score of only 60%, and their improvement in language proficiency was just 10.4%. This comparison reinforces the notion that the use of technology in language education leads to enhanced engagement, motivation,

and better learning outcomes, a conclusion supported by Nakata (2021) and Kawasaki (2022).

Conclusion

These findings also support the broader educational theory of Blended Learning, which suggests that combining traditional face-to-face teaching with technology can create a more engaging and effective learning environment. The higher engagement and language proficiency improvements observed in the technology-use group suggest that technology acts as a complementary tool, enhancing traditional classroom instruction by providing additional opportunities for practice and personalized learning experiences.

Despite the positive results, this study also highlights several challenges associated with integrating technology into foreign language teaching. The use of AI tools, while promising, remains limited, with only 50% of teachers incorporating them into their classrooms and only 25% using them frequently. This suggests that there are still barriers to the widespread adoption of AI tools, including the need for teacher training and familiarity with these technologies.

Additionally, some teachers may feel overwhelmed by the rapid pace of technological change and may not be confident in their ability to effectively integrate new tools into their teaching practices. As noted by Kobayashi and Yamamoto (2023), there is a digital divide among educators, where some teachers are more comfortable with technology than others. This divide may limit the potential impact of technology in classrooms where teachers lack the necessary skills or support to effectively incorporate digital tools.

Moreover, while the results demonstrate the benefits of technology use, the study did not explore the long-term effects of technology integration on language learning. It would be valuable for future research to investigate whether the improvements in language proficiency observed in this study are sustained over time or if they plateau once students no longer engage with technology in their learning.

The findings of this study have important implications for foreign language teaching in Japan. First, the widespread use of technology by teachers suggests that schools and educational institutions should continue to invest in digital tools and infrastructure to support language learning. Additionally, providing professional development opportunities for teachers to improve their digital literacy and learn how to effectively integrate technology into their teaching practices is crucial for ensuring that technology can be used to its full potential.

Teachers should also be encouraged to embrace the use of AI tools and mobile apps, as these technologies have the potential to enhance student engagement and language proficiency. However, it is important to recognize that technology should be viewed as a supplement to, rather than a replacement for, traditional classroom instruction. Face-to-face interaction, particularly in speaking and listening activities, remains an essential component of language learning that technology cannot fully replicate.

The study demonstrates that modern technologies, including mobile learning apps, Learning Management Systems (LMS), and AI tools, have a significant positive impact on both foreign language teaching practices and student learning outcomes in Japan. The integration of these technologies has been shown to improve student engagement, motivation, and language proficiency, particularly in listening and speaking. The results underscore the potential of technology to enhance traditional language education and provide students with more opportunities for self-directed learning. However, challenges such as the digital divide and the need for teacher training must be addressed to ensure the effective use of technology in foreign language classrooms. Overall, this study provides valuable insights into the role of modern technologies in language education and lays the groundwork for future research in this area.

The findings presented above demonstrate the substantial impact of modern technologies on both language teaching and learning outcomes in Japan. The majority of teachers reported incorporating various technological tools into their classrooms, with Learning Management Systems (LMS) and mobile learning apps being the most widely used. Students who used technology-enhanced learning tools experienced significant improvements in their language skills, particularly in listening, speaking, reading, and writing. Furthermore, the integration of technology not only improved language proficiency but also increased student engagement and motivation, highlighting the positive influence of digital tools on the overall learning experience.

The results also reveal a notable difference in engagement and performance between students who used technology regularly and those who did not, with the former showing considerably higher levels of engagement and greater improvements in language proficiency. These findings underscore the importance of integrating modern technologies into foreign language teaching to enhance both teaching practices and student outcomes.

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ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ ЗАМАНАУИ ТЕХНОЛОГИЯЛАР: LESSON STUDY ЖӘНЕ СЫНЫПТА ОҚЫТУДАҒЫ ИННОВАЦИЯЛАР

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Аңдатпа. Шетел тілін оқытуға заманауи технологияларды кіріктіру білім беру ландшафтын өзгертті, студенттерді қызықтырудың және оқу-оқыту үдерісін жақсартудың жаңа жолдарын ұсынды. Бұл зерттеу технологияның шет тілін оқытуға әсерін зерттейді, әсіресе сабақты зерттеуде және сыныпта оқытуда цифрлық құралдарды, платформаларды және әдістерді пайдалануға назар аударады. Зерттеу оқытуды басқару жүйелері (LMS), сандық қолданбалар, мобильді қосымшалар, жасанды интеллект (AI) және онлайн бірлескен құралдар сияқты технологиялардың тілді меңгеруге, мұғалімнің кәсіби дамуына және жалпы сыныптағы тәжірибеге қалай ықпал ететінін талдайды. Әдебиеттерді, жағдайлық зерттеулерді және эмпирикалық зерттеулерді егжей-тегжейлі шолу арқылы жұмыс лингафондық сыныпта заманауи технологиялық құралдарды қолданудың

артықшылықтары мен қиындықтарын талқылайды. Зерттеу сонымен қатар оқыту стратегиялары мен студенттердің нәтижелерін жақсартуда мұғалімдер сабақтарды жобалайтын, бақылайтын және ой елегінен өткізетін бірлескен әдіс – Less study-дің маңыздылығына баса назар аударады. Бұл мақалада мұғалімдер динамикалық және интерактивті тіл үйрену орталарын құру үшін Less study шеңберлерінде технологияны қалай тиімді пайдалана алатыны туралы түсініктер берілген. Сонымен қатар, зерттеу мұғалімдерге арналған ең жақсы тәжірибелерді, соның ішінде сәйкес құралдарды таңдауды, оқушыға бағытталған оқу ортасын қалыптастыруды және білім берушілер мен оқушылар арасында цифрлық сауаттылықты қамтамасыз етуді атап көрсетеді. Қорытындылай келе, мақалада шет тілін оқытудағы заманауи технологияларды интеграциялау тілді меңгеруді айтарлықтай жақсартады, сыни ойлау дағдыларын қалыптастырады және студенттерді цифрлық байланысқан әлемде жаһандық қарым-қатынасқа жақсырақ дайындайды.

Тірек сөздер: Шетел тілін оқыту, заманауи технологиялар, Less study, аудиториялық нұсқаулық, цифрлық құралдар, мобильді қосымшалар, жасанды интеллект, тілді меңгеру, кәсіби даму

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ: ИННОВАЦИИ В ЛЕСН СТАДИ И КЛАСРУМ МЕНЕДЖМЕНТ

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Аннотация. Интеграция современных технологий в преподавание иностранных языков изменила ландшафт образования, предлагая новые способы вовлечения студентов и улучшения процесса преподавания-обучения. В этом исследовании изучается влияние технологий на преподавание иностранных языков, в частности, акцентируя внимание на использовании цифровых инструментов, платформ и методов в изучении уроков и обучении в классе. В исследовании анализируется, как такие технологии, как системы управления обучением (LMS), цифровые приложения, мобильные приложения, искусственный интеллект (ИИ) и совместные онлайн-инструменты, способствуют усвоению языка, профессиональному развитию учителей и общему опыту обучения в классе. С помощью подробного обзора литературы, тематических исследований и эмпирических исследований в статье обсуждаются преимущества и проблемы внедрения современных технологических инструментов в языковом классе. В исследовании также подчеркивается значение изучения уроков, совместного подхода, при котором учителя разрабатывают, наблюдают и размышляют над уроками, в улучшении стратегий обучения и результатов учащихся. В этой статье дается представление о том, как преподаватели могут эффективно использовать технологии в рамках обучения на уроках для создания динамичной и интерактивной среды изучения языка. Кроме

того, в исследовании освещаются передовые практики для преподавателей, включая выбор соответствующих инструментов, создание среды обучения, ориентированной на учащихся, и обеспечение цифровой грамотности как среди преподавателей, так и среди учащихся. В заключение в статье утверждается, что интеграция современных технологий в преподавание иностранных языков может значительно улучшить усвоение языка, развить навыки критического мышления и лучше подготовить учащихся к глобальному общению в цифровом мире.

Ключевые слова: преподавание иностранных языков, современные технологии, обучение на уроках, обучение в классе, цифровые инструменты, мобильные приложения, искусственный интеллект, усвоение языка, профессиональное развитие

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