

Digital Empowerment: Innovation of Foreign Language Teaching Modes in the New Era

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Abstract: *Against the backdrop of the New Era, digital technology has provided new opportunities for the innovation of foreign language teaching. This paper systematically explores the existing problems in current foreign language teaching modes, the necessity and feasibility of Digital Empowerment, and constructs specific practical paths. The research holds that traditional foreign language teaching has obvious deficiencies, while Digital Empowerment can effectively solve these problems through reconstructing the teaching objective system, building a smart teaching environment, integrating digital resources, innovating teaching methods, and improving data-driven evaluation. Digital Empowerment is not a simple technical superimposition but a deep integration of technology with teaching concepts, content, and methods, ultimately realizing the transformation from knowledge transmission to literacy cultivation. The research results provide a systematic framework and operable paths for the reform of foreign language teaching in the New Era.*

Keywords: *Digitalization; New Era; Foreign Language Teaching Mode; Practical Paths*

1. Introduction

Digital Empowerment refers to endowing educational subjects with new capabilities, resources, and opportunities through the application of digital technology, so as to achieve a fundamental improvement in educational efficiency, and realize the digitalization of learning resources, teaching processes, and assessment and evaluation [1]. In the context of foreign language teaching in the New Era, Digital Empowerment has three core values: first, the technical support value, providing intelligent tools and platforms for teaching innovation; second, the data-driven value, realizing precise teaching and personalized learning; third, the ecological reconstruction value, breaking the constraints of time and space, and building an open, shared, and collaborative new teaching ecology. At present, research on digital foreign language teaching mostly focuses on the application of a single technology, lacking systematic research on the Digital Empowerment of foreign language teaching modes in the New Era, and failing to fully connect the fundamental task of fostering virtue through education in the New Era with the requirements of cultivating core foreign language literacy. Technological innovation is an inevitable choice of the times [2]. This study constructs an innovative framework for the Digital Empowerment of foreign language teaching modes in the New Era from five dimensions: teaching objectives, teaching environment, teaching resources, teaching methods, and teaching evaluation, deepens the understanding of the laws of integration between digital technology and foreign language teaching in the New Era. Through the innovation of digital teaching modes, it breaks the time and space constraints of traditional foreign language teaching, enriches teaching resources, meets students' personalized learning needs, stimulates students' learning interest and initiative, promotes the digital transformation of foreign language teaching in the New Era, and lays a solid foundation for cultivating compound foreign language talents who meet the requirements of the New Era.

2. Existing Problems in Foreign Language Teaching Modes in the New Era

2.1 Teaching Objectives Show an Examination-Oriented Tendency

Teaching objectives are developed around exam syllabi and grading criteria, narrowing language learning down to quantifiable knowledge points such as vocabulary, grammar, and reading. There is a phenomenon of "teaching to the test." This exam-oriented tendency deviates from the essence of language learning. Although students may achieve good exam results, the development of core

competencies such as practical language application ability, critical thinking, and cultural understanding is insufficient. Furthermore, the exam-oriented goal intensifies students' utilitarian learning motivation, weakens their interest and intrinsic motivation in language learning, is detrimental to the cultivation of lifelong learning abilities, and shows a significant gap with the fundamental task of fostering virtue through education.

2.2 Teaching Content Lacks Contemporary Characteristics

Textbooks, as the core carrier of teaching content, fail to promptly reflect contemporary socio-cultural developments, technological advancements, and changes in the international landscape, leading to a significant gap between the teaching content and students' life experiences and cognitive needs. Simultaneously, the integration of major themes such as national strategic needs in the new era, cultural confidence building, and the concept of a community with a shared future for mankind into teaching content is insufficient, failing to fully demonstrate the unique value of foreign language teaching in cultivating national sentiment and international perspective. Additionally, the presentation of teaching content is singular [3], primarily text-based, lacking timely updates and optimization, and deficient in multimodal and interactive content design, making it difficult to stimulate students' learning interest and desire for inquiry.

2.3 Limited Innovation in Teaching Methods

Teachers often play the role of knowledge transmitters in the teaching process, while students are in a passive state of acceptance. Classroom interaction is limited in form, lacking language application and deep thinking in authentic contexts. Although some teachers attempt to introduce new teaching methods, the implementation effectiveness is limited due to a lack of systematic training and effective guidance, often becoming superficial. The integration of teaching methods with digital technology is not deep enough; technological applications mostly remain at the demonstration level, failing to fully leverage the advantages of digital technology in creating authentic contexts, supporting personalized learning, and promoting collaborative inquiry. Teaching methods lack attention to individual student differences, making it difficult to meet the learning needs of students at different levels.

2.4 Teaching Evaluation Emphasizes Summative Orientation

Teaching evaluation primarily uses scores and grades as the main metrics, making it difficult to comprehensively reflect students' development in language ability, learning strategy application, and changes in affective attitudes, among other comprehensive competencies. The evaluation content overemphasizes the memorization and reproduction of language knowledge, with insufficient evaluation of higher-order abilities such as language application ability, critical thinking, and cross-cultural communication skills. The evaluation subjects are singular, predominantly teacher-led, lacking multi-subject participation such as student self-assessment and peer assessment, making it difficult for evaluation to serve its diagnostic, motivational, and improvement functions [4]. Feedback on evaluation results is delayed, preventing students from timely understanding their learning status and existing problems, which is not conducive to the adjustment and improvement of learning strategies.

2.5 Weak Digital Support in the Teaching Environment

There is insufficient provision of digital teaching hardware equipment, lacking basic hardware such as intelligent speech labs, virtual reality teaching equipment, and mobile learning terminals. The coverage rate and equipment integrity rate of multimedia classrooms need improvement. The construction of digital teaching software platforms lags; some platforms have singular functions, only capable of basic resource display and homework submission, lacking core functions such as interactive communication, personalized recommendation, and data analysis. Network infrastructure support is inadequate, with limited bandwidth and poor stability, hindering the smooth conduct of digital teaching activities such as online teaching and interaction. The weak teaching environment restricts the deep integration of digital technology and foreign language teaching.

3. The Necessity of Innovating Foreign Language Teaching Modes through Digital Empowerment in the New Era

3.1 An Inevitable Trend to Adapt to the Digital Transformation of Foreign Language Teaching

Digital technology is profoundly reshaping the educational ecology, promoting comprehensive reforms in teaching concepts, teaching methods, and teaching evaluation. If foreign language teaching adheres to the traditional mode, it will miss a major opportunity to improve quality. Digital Empowerment is not a simple application of technology, but a deep integration of technology and teaching, realizing a fundamental improvement in teaching efficiency. Therefore, promoting the innovation of foreign language teaching modes through Digital Empowerment is not only an inevitable choice to comply with the laws of educational development and seize the opportunities of the times, but also an inherent requirement for foreign language teaching to achieve high-quality development.

3.2 An Effective Approach to Solve the Problems of Foreign Language Teaching Modes

Through digital technology, we can reconstruct the teaching objective system, strengthen the cultivation of language application ability and cross-cultural communication ability; optimize teaching content, enhance the contemporary nature and pertinence of the content; innovate teaching methods, support new modes such as flipped classrooms, project-based learning, and blended teaching; improve the evaluation system, realize process-oriented, multi-dimensional, and intelligent evaluation; and improve the teaching environment, build an intelligent and ubiquitous learning space. Therefore, Digital Empowerment is a fundamental approach to solving existing problems.

3.3 A Core Support to Meet the Demand for Foreign Language Talent Training

Digital technology can break the constraints of time and space, provide students with rich language learning resources and real cross-cultural communication contexts, and expand students' international perspective; through big data analysis and learning path recommendation, personalized learning can be realized to meet the learning needs of different students; collaborative learning and project-based learning in a digital environment can cultivate students' innovative spirit and practical ability. Therefore, only by deeply integrating digital technology with talent training objectives can we cultivate high-quality foreign language talents who meet the needs of the times.

3.4 An Important Measure to Enhance the International Competitiveness of Foreign Language Teaching

Digital technology can quickly narrow the gap with developed countries in terms of foreign language teaching resources, teaching methods, and teaching concepts, and realize the inclusive sharing of high-quality educational resources; Digital Empowerment can promote the localized innovation of foreign language teaching and form a foreign language teaching mode with Chinese characteristics; digital technology can also promote educational exchanges and cooperation, and improve the professional level and international perspective of foreign language teachers. Therefore, promoting the innovation of foreign language teaching modes through Digital Empowerment is a measure to improve the level of foreign language education and enhance international competitiveness.

4. Feasibility of Innovating Foreign Language Teaching Modes through Digital Empowerment in the New Era

4.1 Policy Support Provides a Solid Guarantee for Digital Transformation

The national level attaches great importance to the digital transformation of education, and has issued a series of policy documents to provide a clear direction for the innovation of foreign language teaching. Local education departments have also formulated corresponding supporting policies, providing support in terms of funding investment, infrastructure construction, and teacher training. Policy support also incorporates digital teaching capabilities into the teacher evaluation system to encourage teachers to take the initiative to explore and innovate. This top-down policy promotion has created a good institutional environment for the digital transformation of foreign language teaching, laying a solid policy foundation for the reform.

4.2 Technological Development Provides Strong Support for Digital Empowerment

Artificial intelligence technology provides accurate speech recognition and intelligent feedback for foreign language learning, realizing personalized learning guidance; big data technology collects and analyzes learning behavior data, providing a scientific basis for teaching decisions; cloud computing technology provides a convenient and efficient platform for the storage, sharing, and access of teaching resources; virtual reality and augmented reality technologies can create real language communication contexts, providing students with an immersive learning experience. The maturity and popularization of these technologies have laid a technical foundation for Digital Empowerment to move from concept to practice.

4.3 Resource Accumulation Provides a Solid Foundation for Digital Teaching

Various educational institutions at all levels, publishing houses, and enterprises have developed a large number of digital teaching resources; the National Public Service Platform for Educational Resources and educational resource platforms at all levels have realized the aggregation and sharing of high-quality resources; the quality of resources has been continuously improved, with a number of high-quality online courses and excellent digital resources emerging; the types of resources have developed from single text resources to multimodal resources, which can meet the needs of different learning styles. These accumulations provide rich resources for digital teaching, enabling teachers to flexibly select and apply them according to teaching needs.

4.4 Teachers' and Students' Needs Provide Strong Motivation for Digital Innovation

Digital tools can help teachers achieve precise teaching, reduce the burden of repetitive work, and allow them to focus more on student development and teaching innovation. Digital learning can meet students' needs for independent inquiry, collaborative learning, and personalized development, and stimulate learning interest and initiative [5]. Therefore, teachers are eager to use digital technology to improve teaching effects; students are more eager for flexible, interactive, and personalized learning experiences. The combination of this internal demand and ability improvement has formed a strong driving force for promoting digital teaching innovation.

5. Practical Paths for Innovating Foreign Language Teaching Modes through Digital Empowerment in the New Era

5.1 Reconstruct the Digital System of Teaching Objectives

Taking the cultivation of core foreign language literacy in the New Era as the core, realize the deep adaptation of objectives to digital technology and talent needs. First, anchor literacy orientation and optimize the core of objectives. Break the single examination-oriented goal, materialize the four core literacy of language ability, cultural awareness, thinking quality, and learning ability, integrate the requirements of cultivating digital application ability, and clarify specific objectives for students such as language communication, cross-cultural collaboration, and independent learning in digital scenarios. Second, rely on digital technology to refine hierarchical objectives. Use big data technology to analyze the learning foundation, ability shortcomings, and development needs of students at different levels, formulate differentiated hierarchical objectives, focus on the improvement of language application and digital research capabilities, and ensure the adaptability of objectives. Third, establish a dynamic mechanism to adapt to the needs of the times. Combine the development trend of digital technology and changes in international communication needs, regularly collect teaching feedback and talent market data, dynamically adjust the content of objectives, add objective elements adapted to the New Era, and form a digital teaching objective system of "literacy anchoring, digital empowerment, and dynamic optimization" to provide precise guidance for the development of teaching activities.

5.2 Build an Ecology of Smart Teaching Environment

Integrate hardware, software, and network resources to build a three-dimensional teaching scenario integrating online and offline. First, improve the configuration of hardware facilities and lay a solid environmental foundation. Increase investment in intelligent teaching equipment, fully equip hardware such as intelligent language laboratories, virtual reality teaching training rooms, smart blackboards, and

mobile learning terminals, optimize the functional layout of multimedia classrooms, realize the intelligent transformation of classroom environments, and meet the needs of immersive and interactive teaching. Second, build an integrated platform to strengthen software support [6]. Construct a digital teaching platform integrating functions such as resource sharing, interactive communication, personalized recommendation, and data analysis, connect the whole process of pre-class preview, in-class teaching, and after-class expansion, realize the real-time collection and efficient circulation of teaching data, and support the implementation of online-offline integrated teaching modes. Third, optimize network and security guarantees and consolidate the operational foundation. Upgrade campus network infrastructure, improve network bandwidth and stability, and realize full network coverage in teaching areas; establish data security management systems, standardize the storage and use of student information and teaching data, and create a safe and efficient smart teaching environment ecology.

5.3 Integrate the Digital Teaching Resource System

Break resource barriers and build a high-quality, diverse, and adaptive digital resource supply pattern. First, broaden resource sources and enrich resource types. Coordinate various public teaching resources, absorb high-quality school-based teaching resources, characteristic resources of educational institutions, and international high-quality foreign language resources, covering various types such as courseware, exercises, audio and video, foreign language literature, and cultural materials to meet the needs of the entire teaching process. Second, strengthen the classification and integration of resources to improve adaptability. Sort out resources according to teaching objectives and knowledge points, build basic, improved, and expanded resource libraries, optimize the presentation form of resources in combination with digital teaching scenarios, convert text resources into interactive courseware, and optimize video resources into immersive materials to ensure that resources are adapted to digital teaching modes. Third, establish a co-construction and sharing mechanism to ensure resource vitality. Build regional and inter-school resource sharing platforms, encourage front-line teachers to participate in resource creation, establish resource update and review mechanisms, regularly eliminate outdated resources and supplement contemporary content, and form a digital teaching resource system of "diversified aggregation, classified adaptation, and co-construction and sharing".

5.4 Innovate the Integrated Mode of Teaching Methods

Rely on digital technology to break the limitations of traditional teaching and build an interactive, personalized, and contextualized teaching method system. First, implement online-offline integrated teaching and extend the teaching chain. Guide students to independently learn basic knowledge and watch preview videos through digital platforms before class; adopt interactive forms such as group discussions in class, and carry out real-time testing and Q&A combined with intelligent equipment; assign personalized homework and organize extended learning through online platforms after class. Second, apply immersive and personalized teaching to improve teaching effectiveness [7]. Use virtual reality technology to build real language application scenarios, allowing students to carry out communication practice in simulated scenarios; based on big data and artificial intelligence technology, analyze students' learning behavior data, push customized learning resources, and realize personalized teaching. Third, innovate project-based and collaborative teaching to cultivate comprehensive abilities. Design digital projects such as cross-cultural communication and foreign language research, guide students to carry out collaborative inquiry in groups using digital tools, cultivate students' cooperative ability, innovative ability, and language application ability, and form an integrated mode of teaching methods adapted to Digital Empowerment.

5.5 Improve the Data-Driven Evaluation Mechanism

Break the limitations of traditional terminal evaluation and build a diversified, process-oriented, and precise teaching evaluation system. First, educators should broaden evaluation dimensions to achieve comprehensive evaluation. They should break through the limitation of single score evaluation, include language application ability, cross-cultural awareness, digital skills, and independent learning performance into the evaluation scope, pay attention not only to the results of terminal assessment but also to the progress and literacy development in the learning process, and realize the comprehensiveness of evaluation dimensions. Second, educators should enrich evaluation subjects to improve evaluation objectivity. They should change the pattern of single teacher evaluation, introduce student self-evaluation, peer evaluation, parent evaluation, and expert evaluation, build multi-dimensional evaluation channels with the help of digital platforms, standardize evaluation

standards and processes, and ensure the objectivity and fairness of evaluation results [8]. Third, educators should strengthen data support to achieve precise evaluation. They should rely on digital teaching platforms to collect real-time data such as students' learning time, answer status, interactive participation, and task completion quality, conduct analysis and research through big data technology, accurately locate students' learning shortcomings and weak links in teaching, provide support for teaching optimization and personalized guidance, and form a closed-loop evaluation mechanism.

6. Conclusions

Against the background of the New Era, the innovation of foreign language teaching modes through Digital Empowerment is an inevitable trend of educational development and an important way to improve the quality of foreign language teaching and cultivate new talents of the times. This study analyzes the core problems existing in current foreign language teaching modes, demonstrates the necessity and feasibility of Digital Empowerment, and constructs a five-in-one practical path system of "objective reconstruction, environment construction, resource integration, method innovation, and evaluation improvement". In practice, only by adhering to literacy cultivation as the core, technical empowerment as the support, and practical innovation as the orientation can we continuously improve the foreign language teaching mode in the New Era and enhance the quality of teaching and the effectiveness of talent training.

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