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**The Research Laboratory: Languages, Discourse, Civilization, and Literature (LADICIL)
of the Faculty of Foreign Languages - University of Oran 2 –
and
PRFU Team No.: H03L01UN310320230001**

**Organize
NATIONAL CONFERENCE IN HYBRID MODE**



**Integration of Digital Tools in University Teaching of Foreign Languages: Challenges
and Innovations**

At the KHIAT El Ghaouti Auditorium of the Faculty of Foreign Languages.

**Laboratory Director: Prof. DJEBBOUR Oum El Kheir
President of the National Conference: Prof. MOKDAD Zohra Karima**

May 6-7, 2025



Argument

The integration of digital tools in university-level foreign language teaching has marked a turning point in learning methods, offering new opportunities to optimize interaction, personalize content, and enhance accessibility. However, this advancement also presents challenges, such as the need for continuous teacher training and the risk of excessive student dependence.

Several studies have analyzed the impact of technology on language teaching: Escobar Hernández (2021) and Castillejos López (2022) highlight its role in promoting autonomous and collaborative learning, while Moreno Padilla (2019) warns against the risks associated with excessive use.

This national conference will provide a space for exchange and reflection on innovative practices between teachers and students. The event aims to explore the impact of digital technologies—interactive platforms, learning applications, and multimedia resources—on the teaching and acquisition of foreign languages. It will highlight recent advancements in the field, particularly Segura's (2023) work on the evolving role of teachers as facilitators in digital environments, as well as key strategies for effective pedagogical integration.

In conclusion, the integration of digital tools in university-level foreign language teaching presents a valuable opportunity to transform educational processes. It enables students to benefit from a more personalized, accessible, and interactive learning experience. However, ensuring effective implementation requires overcoming several challenges, particularly teacher training and student support to promote a balanced use of these technologies. Without proper guidance, excessive dependence could hinder their critical and creative abilities.

Thus, the goal is not only to identify the best practices and strategies for optimizing their use but also to ensure that technology enhances and complements human interaction in the classroom. With an adapted approach, digital tools can become an essential lever for the future of foreign language teaching in higher education, allowing for a better response to the educational challenges of the XXI st century.

Research Questions

- How can digital tools help students learn foreign languages in a more personalized way?
- What skills do teachers need to effectively integrate technology into foreign language teaching?
- How can we prevent students from becoming overly dependent on digital tools for learning?
- How can we ensure that technology does not replace interaction between teachers and students?
- What are the benefits and challenges of using digital tools in university-level foreign language learning?

Objectives

- Encourage the use of digital tools to personalize foreign language learning.
- Develop the necessary technological skills among teachers for effective foreign language instruction.
- Promote a balance between technology use and human interaction in the classroom.
- Help students use digital tools responsibly and independently.
- Assess the benefits and challenges of digital technologies in university-level foreign language learning.

Thematic Areas

- **Didactics**
 - New didactic approaches based on the use of digital tools.
 - Training teachers and students in the use of digital tools in higher education.
- **History**
 - The impact of digital tools on the teaching and learning of history.
- **Linguistics**
 - Use of digital platforms and resources for studying languages and their structures.
- **Literature**
 - Implementation of digital tools in the teaching and learning of literature.
- **Translation**
 - Exploration of machine translation technologies and their application in university training.

Bibliographic References:

- **books**

- Escobar Hernández, J. C. (2021). *La inteligencia artificial y la enseñanza de lenguas*. Méjico: Editorial Universitaria.
- González, M. (2021). *La educación digital y la enseñanza de lenguas: Estrategias y herramientas para la formación universitaria*. Editorial Educativa, 2ª edición.
- Moreno Padilla, R. D. (2019). *La llegada de la inteligencia artificial a la educación: Nuevas perspectivas y desafíos*. Madrid:Ediciones Académicas.

- ***Scientific journal articles***

- Castillejos López, B. (2022). “Inteligencia artificial y los entornos personales de aprendizaje: Atentos al uso adecuado de los recursos tecnológicos de los estudiantes”. *Revista de Investigación Educativa*, 38(4), 79-92.
- Martínez, T. (2023). “La inteligencia artificial en la traducción: Nuevas herramientas para el siglo XXI”. *Revista de Traducción y Lingüística Aplicada*, 18(3), 112-129.
- Segura, J. M. (2023).” El rol del docente en la era digital: Transformaciones y retos de la enseñanza superior”. *Revista de Pedagogía Digital*, 5(2), 45-60.
- Soto, R. & López, P. (2022).” Plataformas digitales en la enseñanza de lenguas extranjeras: Un enfoque práctico para docentes universitarios.” *Revista de Tecnología Educativa*, 15(1), 21-37.

Master's theses

- Pérez, A. (2020). *Herramientas digitales en el aula universitaria: Un análisis de su impacto en el aprendizaje de lenguas extranjeras*. Memoria de Máster, Universidad de Salamanca.

Guidelines for Participation

- The presentation must adhere to scientific and methodological standards.
- Languages of communication: Spanish, German, English, Arabic, French, and Russian.
- Priority is given to the participation of professors and doctoral students from various specializations (Spanish, translation, and other foreign languages mentioned above).
- Presentation proposals must include the following information:
 - First name, last name, and email address.
 - University.
 - Title of the presentation.



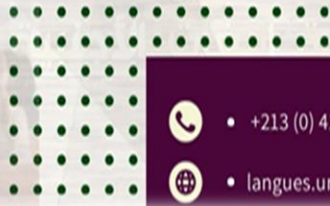
IMPORTANT DATES

Deadline for abstract submission	April 10, 2025, to April 25, 2025
Acceptance	April 28, 2025
Date of the National Conference	May 6-7, 2025

MODE OF PARTICIPATION:

We invite academics, researchers, and students to submit presentation proposals that align with the thematic areas of the conference. Each proposal must include an abstract of 250 to 300 words and five keywords reflecting its content.

Proposals should be sent to: **herramientasinnovadoras25@gmail.com**



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