Review Article

Enhance the Application of Information Technology in Foreign Language Teaching at Ha Long University Today

Vu Thi Bich Thao[1]*, Nguyen Thi Trang[1]
[1]Ha Long University, 258 Bạch Đằng, Nam Khê, Uông Bí, Quảng Ninh, Vietnam

*Corresponding Author
Vu Thi Bich Thao
Ha Long University, 258 Bạch Đằng,
Nam Khê, Uông Bí, Quảng Ninh, Vietnam

Abstract: In the current digital age, information technology has become an indispensable tool in all fields, especially in education. Increasing the application of information technology in foreign language teaching at Ha Long University is becoming an inevitable trend to improve the quality of teaching and learning. The article focuses on analyzing the current status of information technology application in foreign language teaching at Ha Long University, thereby proposing some solutions to contribute to increasing the application of information technology in foreign language teaching in Ha Long University today.
Keywords: Information technology, foreign language teaching.

1. INTRODUCTION

In the context of globalization and deep international integration, foreign languages play an increasingly important role in the development of each individual and society. At Ha Long University, improving the quality of foreign language teaching and learning is one of the key tasks. Applying information technology in foreign language teaching is an inevitable trend, bringing many great benefits, contributing significantly to achieving this goal.

2. CONTENTS
2.1. The role of information technology in teaching foreign languages at universities today

Information technology plays a very important role in foreign language teaching. Here are some ways information technology is changing the way we learn and teach foreign languages:

- **Online learning tools:** Online learning platforms such as Duolingo, Babbel, and Rosetta Stone help learners access lessons anytime, anywhere.
- **Conversation software:** Applications such as Skype, Zoom, and Microsoft Teams allow learners and teachers to connect, chat, and practice languages with native speakers or other learners around the world.
- **Multimedia resources:** Videos, audio, and images make lessons more vivid and create an interactive learning environment. These resources can include movies, songs, and other audio-visual materials.
- **Mobile Apps:** Mobile apps make language learning more convenient as learners can practice vocabulary, grammar, and communication skills anytime, anywhere.
- **Virtual and Augmented Reality:** Virtual Reality (VR) and Augmented Reality (AR) technologies create virtual learning environments where learners can practice language in real-life situations without leaving their homes.
- **Artificial Intelligence and Machine Learning:** AI tools such as chatbots and virtual assistants can help learners practice language and provide immediate feedback.
- **Translation Tools:** Translation tools such as Google Translate help learners understand and learn new words quickly.

Overall, information technology is opening up many new opportunities and improving the efficiency of foreign language teaching and learning.

2.2. Current status of information technology application in foreign language teaching at Ha Long University

Currently, Ha Long University has taken initial steps in applying information technology to foreign language teaching. Some common forms of application include:

➢ *Using teaching support software*: Software such as Rosetta Stone, Duolingo, Quizlet are used to support students in learning vocabulary, grammar, listening and speaking practice.
➢ *Using online platforms*: The school has deployed a number of online learning platforms (LMS) such as Moodle, Google Classroom, allowing lecturers to share documents, exercises, communicate with students and organize online learning activities.
➢ *Using presentation tools*: Lecturers use PowerPoint, videos, images to illustrate lectures, helping students understand and be more interested.

However, the application of information technology in foreign language teaching at the school still has many limitations:

First, the facilities are still lacking. The number of computers and labs is still limited, not meeting the needs of students.

Second, the level of information technology application of lecturers is still limited. Many lecturers have not been properly trained in applying information technology in teaching.

Third, there is a lack of digital content and documents. The number of learning materials and electronic lectures is still small, not diverse and rich.

Fourth, tools and platforms have not been effectively exploited. Many information technology tools and platforms have not been fully exploited to serve teaching and learning.

2.3. Solutions to enhance the application of information technology in foreign language teaching

To overcome the above limitations and improve the effectiveness of information technology application in foreign language teaching at Ha Long University, it is necessary to synchronously implement the following solutions:

Firstly, invest in facilities: Build and upgrade labs, fully equip computers, modern audio-visual equipment. Ensure high-speed internet connection throughout the school.

Secondly, improve the capacity of lecturers: Organize training courses on the application of information technology in foreign language teaching for lecturers. Encourage lecturers to self-study and research to improve their qualifications.

Thirdly, develop digital content and documents: Build a diverse and rich electronic learning document repository, including lectures, exercises, videos, audio. Digitize existing documents, create interactive and attractive electronic lectures.

Fourthly, effectively exploit tools and platforms: Make the most of LMS features to manage classes, assign assignments, and organize online discussions. Explore and apply new online teaching and learning support tools.

Fifthly, enhance cooperation: Cooperate with other universities and educational institutions to share experiences, documents, and technology. Invite experts in information technology and foreign language teaching to exchange and share knowledge.

Sixthly, evaluate and improve: Regularly evaluate the effectiveness of information technology application in foreign language teaching. Collect feedback from lecturers and students to improve methods and tools.

3. CONCLUSION

Enhancing the application of information technology in foreign language teaching at Ha Long University is an important and necessary task. To achieve high efficiency, there needs to be synchronous coordination between leaders, lecturers, and students. With the proposed solutions, we believe that Ha Long University will make significant progress in improving the quality of foreign language teaching and learning, meeting the increasing demands of society.

REFERENCE

- Hubbard, P. (2009). Educating the CALL specialist. *Innovation in Language Learning and Teaching, 3*(1), 3-15.
- Lang, P. (2004). ICT-Integrating computers in teaching. 2004, Frankfurt: Peter Lang.
- Nguyen Van Long. (2016). Application of information technology in foreign language teaching - From international practice to Vietnam, Journal of Science, Vietnam National University, Hanoi, 32(2).
- Nguyen Van Long and Nguyen Van Tuyen, Listening comprehension test designs to evaluate

high school learners' listening skills - A shortcut to English communicative orientation development, trong Conference on English language testing and assessment for school-age learners, Bảo Khâm, Editor. 2014: Hue University of Foreign Languages. p. 74-81.

- Meyer, K. A. (2004). Evaluating online discussions: Four different frames of analysis. *Journal of Asynchronous Learning Networks, 8*(2), 101-114.
- Tomei, L. A. (2003). Challenges of teaching with technology across the curriculum: Issues and solutions. 2003, Hershey: IRM Press.
- Godwin-Jones, R. (1999). Web course design and creation for language learning. *CALICO Journal, 17*(1), 43.