CURRENT SITUATION AND BENEFITS OF APPLICATION OF INFORMATION TECHNOLOGY TO FOREIGN LANGUAGE TEACHING AT UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION - THAI NGUYEN UNIVERSITY

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ABSTRACT

In the era of information technology boom, the application of information technology to all fields is an inevitable. This is the general trend for bringing information technology into foreign language teaching in foreign language training programs in universities and high schools in Vietnam. There are huge benefits of applying technology in this area. However, the application of information technology at University of Economics and Business Administration – Thai Nguyen University still faces many limitations and difficulties in improving teaching quality. This article covers these issues.

Keyword: information technology, foreign language teaching

1. BENEFITS OF APPLYING INFORMATION TECHNOLOGY TO TEACHING

Information technology has been contributing to help teachers innovate teaching methods. Currently, many advanced teaching devices have been introduced and encouraged to use in foreign language classes in universities and even general classes. Some modern foreign language teaching facilities are projectors, Video players, VCDs, DVDs, televisions, computers, networks ... The reality shows that teachers easily improve teaching quality and create a highly interactive learning environment through the application of these technologies in teaching.

1.1.Electronic lesson plans

Today, the concept of electronic instruction is no longer unfamiliar to the teacher. Computers have become a powerful tool to help teachers design lessons and easily impart knowledge. Lectures on computers become more vivid and help teachers save more time than traditional teaching methods with chalk and blackboard. By just a “click”, the lecture with vivid images and sound attracts the attention and excitement of learners. E-lesson plans give teachers more time to ask questions and create activities during the class. In this aspect, it cannot be denied the effectiveness of technology application in imparting knowledge.

1.2. Teaching support softwares and websites

The application of countless softwares and websites such as Hot potatoes, Movie maker, and Quizizz has created favorable conditions for teachers to compile flexible lessons through designing exercises to stimulate learners to actively participate in the lecture. In addition, teachers can directly exploit the endless resources available on the Internet to put in the lecture and explain the questions of learners through videos shown directly on the Internet in the classroom. The introduction of films into a number of subjects helps to create a truly effective language environment to help learners access language and knowledge through real-life situations. However, this is only possible when the classroom is equipped with a projector and connected to the network.

1.3. Games

There is no denying the important role of websites in giving learners easy access to abstract concepts and definitions. Therefore, teachers can put games into the lecture to create a comfortable and exciting learning environment. Games can be used to develop all four language skills for students: Listening, Speaking, Reading and Writing. There are also games to develop vocabulary and improve pronunciation. Games can be applied to teach learners at different levels. Online language games
create an enjoyable learning environment that increases the interest of learners.

Lots of language practice games, grammar structure games, vocabulary games and pronunciation games bring high efficiency in teaching practice in language, grammar, speaking, pronunciation. It can be said that bringing games into teaching will help learners develop many skills that traditional teaching methods cannot.

2. ACTUAL SITUATION AND LIMITATIONS OF THE APPLICATION OF INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE TEACHING AT UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION – THAI NGUYEN UNIVERSITY

Currently, there are 5 classrooms equipped for foreign language teaching with white boards, projectors and speakers. Moreover, all the classrooms are equipped with Internet connection so that teachers and students can easily have access to the huge source of information on the Internet. However, because there are about 30 classes of English in each term, so 5 classrooms is not enough in comparison with the demand of teaching and learning English.

Along with the development of information technology and social needs, classrooms with chalk and board will not be able to help students improve their skills and absorb the vast amount of knowledge in a short period of time. This can only be done with the great help of IT tools for language teaching. In addition, the renewal of the learner-centered teaching method requires foreign language classrooms to be equipped with projectors and sound systems.

In fact, in teaching and learning, the support of a computer system and projector will help students have the opportunity to access the subject in an easy and effective way. In addition, watching movies about real situations is one of the effective methods that can increase learners’ motivation, one of the determining factors of their language learning success. At the same time, they help and encourage learners to maintain their learning and interest in learning. Additionally, they also help teachers create contexts where language practice environments are useful and easy to understand for learners.

3. CONCLUSION

From the above reality, university should focus on upgrading and equipping classrooms towards reaching the standard of foreign language classrooms in order to improve the quality of teaching most effectively. The fact that there are not sufficient foreign language classrooms has caused many difficulties for teachers when digital lectures have been carefully compiled and meticulously. Therefore, students find it very difficult to acquire knowledge of the subjects and develop effective presentation skills. In addition, teachers feel passive and take time in imparting knowledge.

REFERENCES