

PRESENTATION TITLE

No. 2018

TA THI THANH HUYEN

Application of Information Technology in Online English Language Teaching at Tan Trao University

Ta Thi Thanh Huyen - Tan Trao University
Email: icystar150884@gmail.com, Tel: 0978090131
Bui Thi Lan- Tan Trao University
Email: Builan.ngoaingu@gmail.com, Tel: 0333103938

1. Introduction

The rapid advancement of information technology has fundamentally reshaped both teaching practices and approaches to foreign language learning. Marc Prensky (2001) describes today's students as "digital natives," who grow up immersed in technology and thus demonstrate strong abilities to access and process information efficiently. Meanwhile, Massive Open Online Courses (MOOCs), first launched in 2006, grew into a mainstream learning model by 2012. The integration of technology into English language teaching has expanded dramatically, especially during and after the COVID-19 pandemic, enabling the implementation of the principle of "school closures without learning disruption." Al-Kamel (2018) notes that digital platforms allow teachers to provide more effective, personalized support tailored to individual learners' needs, making English learning more accessible and diverse. Interaction between teachers and students is also critical to instructional quality, particularly for developing learners' communicative competence. Orhan and Sahin (2016) add that technology fosters collaborative learning, reinforces a learner-centered approach, and builds greater learning autonomy. Sharndama (2013) further highlights that multimedia resources effectively capture attention and improve knowledge retention. Against this background, this study introduces four practical, free, and user-friendly tools—Padlet, Kahoot, H5P, and Flipgrid—which support lesson design and assessment, create engaging learning materials, and significantly boost interaction and participation in online English classes.

4. Methodology

This study uses synthetic research methods:

- Document analysis: Synthesize domestic and international studies on ICT in language teaching, features of the four digital tools, and related empirical research.
- Pedagogical analysis: Evaluate the functionality, suitability, and implementation process of each tool for different English language teaching activities.
- Synthesis of empirical evidence: Combine results from recent domestic studies to assess effectiveness of the tools in Vietnamese higher education contexts.

6. Implications

For Teachers

- Master tool usage skills and integrate them appropriately with lesson goals, rather than applying them mechanically.
- Combine different tools to suit activity types: use Padlet for collaboration, Kahoot for review, H5P for multimedia lessons, Flipgrid for speaking.

For Universities & Educational Institutions

- Organize regular training and workshops on digital tool application for language teaching.
- Improve technical infrastructure and support resources for online teaching.
- Build shared digital resource libraries for teachers to reference and reuse.

For Learners

- Develop basic digital skills to proactively participate in interactive online activities.
- Take initiative in self-study and peer interaction via digital platforms.

7. References

- Al-Kamel, M. (2018). *The positive effect of ICT on English language learning and teaching*. Retrieved July 30, from https://www.researchgate.net/publication/329572075_The_positive_Effect_of_ICT_on_the_English_Language_Learning_and_Teaching
- Dang Hoang Anh & Tran Thi Thuy Trang (2021). The effectiveness of using Padlet to support students at Bac Kan College in improving English pronunciation. *Thai Nguyen University Journal of Science and Technology*, 226(18).
- Tran Ngoc Anh, Doan Van Nam, Cu Thi Ngoc Hoa, Doan Thi Dung, Tong Thi Lan Chi, & Y Cuor Bkrong (2022). The current use of online interactive tools in virtual classes by lecturers of the Faculty of Foreign Languages at Tay Nguyen University. *Journal No. 42*, February 2022, Tay Nguyen University.
- Ministry of Education and Training Vietnam (2021). *Training materials on information technology skills for online and television-based teaching*.
- Tran Ngoc Duc, Le Thi Huong Giang, & Le Thi Huong Thao (2022). Evaluating the effectiveness of using Padlet in online foreign language teaching. *Language & Life Journal*, 4(321).
- Ha Thi Huyen (2020). The use of Kahoot in reviewing English vocabulary and grammar. *Lexicography & Encyclopedia Journal*, 3(65).
- Feldman, R., & Zucker, D. (2002). *Teaching and Learning Online: Communication, Community, and Assessment*. University of Massachusetts.
- Orhan, G., & Sahin, I. (2016). ICT applications in English teaching: A literature review. *The Eurasia Proceedings of Educational and Social Sciences*, 4, 579–581.
- Marc Prensky (2001). Digital natives, digital immigrants. *On the Horizon*, 9 (5), 1–6.
- Nguyen Thi Mien, Nguyen Thi Hong Tuyen, Bui Thi Nguyen, & Dinh Thi Thu Huyen (2019). *on ICT Applications in Education and Training*, Hoa Lu University, Ninh Binh
- Applying Flipgrid to develop speaking skills for students at Hoa Lu University. *Proceedings of the Conference* .

2. Research Questions

1. What are the features and appropriate application scenarios of Padlet, Kahoot, H5P, and Flipgrid in online English language teaching?
2. What positive effects do these digital tools have on learner interaction, engagement, and language skill development?
3. What challenges remain in applying these tools, and what solutions are needed to improve implementation effectiveness?

3. Theoretical Framework

- Digital Natives Theory (Prensky, 2001): Today's learners grow up with technology, so they have high adaptability and capacity to process digital information.
- ICT in Language Teaching (Al-Kamel, 2018): ICT expands learning resources, supports personalized instruction, and enhances teaching and learning quality.
- Learner-Centered & Collaborative Learning (Orhan & Sahin, 2016): Technology promotes autonomy, self-directed learning, and peer collaboration.
- Online Learning Classification (Feldman & Zucker, 2002): Online learning includes synchronous (real-time interaction) and asynchronous (flexible time) modes, both supported by digital tools.
- Gamification in Education: Game-based activities increase motivation, active participation, and knowledge retention.

5. Key Findings

Tool	Core Functions	Main Applications
Padlet	Virtual multi-format board (Wall, Grid, Canvas, Timeline...); supports text, images, audio, video	Pronunciation practice, discussion, reading/writing tasks, collaborative learning
Kahoot	Game-based quizzes, surveys, live ranking; individual/team modes	Vocabulary/grammar review, knowledge assessment, quick comprehension checks
H5P	Create interactive videos, drag-and-drop tasks, memory games, hotspots	Interactive lessons, multimedia comprehension, engaging exercises
Flipgrid	Short video discussion platform; auto-captions; peer feedback	Speaking practice, presentations, role-plays, self-expression

Padlet: 71.9% of students prefer using it; post-test pronunciation scores improved significantly; 90% report enhanced autonomy, 94% note more diverse learning forms. Teachers confirm it diversifies activities (86.66%) and is easy to use (88.89%).
Kahoot: Students rate it highly for engagement (Mean = 4.27/5) and effective review (Mean = 4.16/5); used by 54.5% of surveyed foreign language lecturers.
H5P: Supports flexible interactive multimedia; recommended to transform static materials into engaging content for better focus.
Flipgrid: 98% of students are satisfied; 82.4% practice speaking more frequently; learners feel more confident and less anxious when speaking English.

- Increase motivation and active participation; enable flexible anytime-anywhere learning.
- Support personalized instruction, instant feedback, and peer knowledge sharing.
- Develop all four language skills, especially speaking and interaction.

7. References

11. Sharndama, E. (2013). Application of ICTs in teaching and learning English (ELT) in large classes. *Journal of Arts and Humanities*, 2(6), 34–39.
12. Nguyen Thi Thanh Huyen et al. (2021). *Training materials on information technology skills in online and television-based teaching*. Ministry of Education and Training Vietnam.
13. Kurt Lewin (2013). *Principles of Topological Psychology*. Read Books Ltd.
14. Nguyen Van Toan (2022). Applying Flipgrid to develop students' speaking skills: Suggested activities and pedagogical considerations. *Proceedings of the National Conference on Foreign Language, Linguistics, and International Studies in Vietnam*.
15. Nguyen Vo Phuong Thanh (2019). The application of Kahoot in foreign language teaching. *Proceedings of the Scientific Conference of the Faculty of Oriental Studies*, HUFLIT, Ho Chi Minh City.