

# Application of Digital Technology in English Teaching in The 4.0 Era at University of Finance and Marketing

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**Abstract:** *The use of technology in language teaching and learning has grown increasingly important. The rise of the fourth industrial revolution prompts language teachers to investigate the use of technology in language instruction. The purpose of this qualitative study is to discover language teachers' readiness and desire to use digital technology in their language learning classrooms. The study included a total of twenty English teachers at Faculty of Foreign Languages (FFL) in University of Finance and Marketing (UFM). The information was gathered through a semi-structured interview. The results suggest that 65 percent of language teachers employed digital technology in their classrooms, whereas 35 percent used the traditional method (not using technology in language teaching and learning). Furthermore, the data highlights instructors' barriers to employing technology in language teaching classrooms, such as inadequate school digital technology resources, time-consuming digital technology preparation, and teachers' technological illiteracy. These data lead to the conclusion that language teachers require more government attention in order to implement a language class based on digital technology.*

**Keywords:** *Digital technology, language teaching, industrial revolution 4.0 era*

## 1. Introduction

The globe is undergoing a technological transition in this period. This is a difficulty that the people must deal with. In some ways, the digital era's rapid transformation helps. One of them is in the field of education. Technology is having an increasing impact on education all across the world. Students are forced to compete against one another in order to overcome the disruption. They are at the forefront of a technological transformation known as Industry 4.0. Education 4.0 is a new approach that is based on the idea of learning by doing. Bughin, J., Hazan, E., Lund, S., Dahlström, P., Wiesinger, A., & Subramaniam, A. (2018) argue that it is critical to ensure that future workers are not only well-versed in developing technology, but also develop transdisciplinary abilities that will allow them to think critically. Era 4.0 stresses innovation that prioritizes interpersonal relationships.

In the digital age, teachers must devise some effective and efficient strategies for imparting knowledge. They are supposed to include technology or the internet into their teaching learning process. Teachers play a critical role in integrating digital technology into the teaching and learning process. They alter the traditional teaching learning procedure into a class that is packed of technology

in the digital world. A few years ago, teachers taught using traditional methods. Bullard, J. (2009) suggested that the curriculum be freed from the dominance of old behaviorist approaches and that a cognitiveconstructivist approach be brought to the system, which is now an internationally accepted and rapidly developing model in educational institutions. They must now incorporate technology into the instruction. For instructors and students, technology today includes cellphones, tablets, laptops, and computers. Technology makes it easier to expand one's knowledge base. It has the potential to improve pedagogical outcomes.

The rapid progress of technology has changed the work culture of instructors. The active learning process in the classroom is enhanced by the Electronic communication devices such as computers, laptops, mobile phones, the global communication system, the Internet, and other technologies such as video and audio conferencing, videotelephony, webcasts, and chat rooms have become an integral part of language instruction, with their widespread use in education, as well as other public domains, steadily increasing. As a result, technology-based learning, defined as the process of learning via the use of electronic technology, has evolved and significantly aided language learning, making it no longer

primarily a task for native speakers restricted to the usual learning setting of the school. It has enormous educational potential both inside and outside the classroom because it allows students to easily access a variety of instructional materials via various educational platforms, as well as exposure to native speakers' lessons and tutorials and participation in a variety of online courses.

It is a difficult task for both students and teachers to learn a new language. Students require extra motivation and willingness to study a new language because they are new learners. As a result, teachers must assist them by employing interactive and engaging media and instructional techniques. As a result, using digital technology in language learning has more advantages in terms of achieving language learning acquisition. In addition, the use of technology to support the learning process has become a prerequisite.

This research looks into the use of technology in language instruction. It elucidates the situation and obstacles faced by teachers when using digital technology in the teaching and learning process. Its goal is to uncover language teachers' readiness and desire to incorporate digital technologies into their teaching and learning processes. It also recognizes the challenge posed by technological advancement.

## 2. Literature review

### 2.1. Digital Technology in Language Teaching

Many parts of technology are changing as a result of advancements. We must follow that trend in education. The employment of technology in education has had an impact on the educational system's quality. Levy, M. (2010) argued that teachers must gain information and abilities in order to live and, more importantly, to communicate the finest possible knowledge to their students. Teachers must be proficient in the use of digital technologies in order to teach. It is predicted that adopting digital technology will make the class more active and allow them to expand their knowledge.

Technology is transforming the way language teachers teach and language learners learn, and as a result, it is becoming a more important part of curriculum implementation Warschauer, M., & Meskill, C. 2000 . Shymlee, Solanki D. 2012 further emphasizes the need of language teachers being aware of the most up-to-date and

greatest equipment, as well as having a complete understanding of what is accessible in any given setting. Multimedia Technology can help teachers deliver more colorful and engaging lessons. Levy, M. (2012) identifies five levels of technology help for language teaching:

a. On a physical level, with devices like cellphones, digital cameras, laptops, and tablets.

b. The management level, which includes learning management systems (LMSs) that allow a language course to be administered, delivered, tracked, and reported on.

c. Application software, such as word processors, email and chat clients, social networking sites, and blogs.

d. The resource level, which contains authentic materials including online newspapers, periodicals, language teachers, and learner-focused websites.

e. The component technology level, which includes things like spell checkers, grammar checkers, computerized dictionaries, and other aids.

In this situation, technology provides students with substantially more information than is already available. As a result, students will be more engaged in learning as a result of technology.

### 2.2. Industrial Revolution 4.0 Era

The fourth industrial revolution is referred to as Industry 4.0. For all businesses, it is commonly referred to as a dynamic transition. Countries must no longer be limited behind their borders, but must instead become global citizens. People in our day must think critically in order to develop problem solvers who can effectively interact in a global environment. To be in the midst of the industrial revolution, those individuals must be well-educated. People will be required to be trained and use technology in the future. This type of thinking is reflective as well as transdisciplinary. Schools must immediately redefine themselves. They must adapt to the demands and have the responsibility to break free from their shells, hermetic environments, and endeavor to provide as many possibilities as possible for students to be prepared for future careers. In addition, in the new era of industry 4.0, the fourth industrial revolution has influenced the education process. This new era will require teachers to evolve in a variety of ways. They must also learn how to use technology in the classroom.

### 2.3. Methodology of the study

This is a descriptive qualitative method. There were a total of 20 English teachers at FFL in UFM for the attendance. The data for this study was gathered through questionnaires and interviews. To arrive at the final result, the data was evaluated qualitatively and quantitatively.

### 2.4. Results

The purpose of this study is to determine whether or not teachers are ready and willing to use digital technology in language instruction. Questionnaires and face-to-face interviews were used to gather information. There are two primary data points based on the data. Teachers' readiness and obstacles in using digital technology.

#### \*Teachers' Readiness in Using Digital Technology

According to the results of questionnaires, most teachers are not yet ready to use digital technology in their language teaching in the classroom. The majority of them state that they are not yet prepared to use digital media in the classroom. According to the result, 65 percent of 20 English teachers said they are not prepared to use digital media. The remaining 20% of teachers are ready to use digital media in the language classroom, while 8% are unsure. The information presented above demonstrates that teachers are not yet prepared to use digital technologies.

The reasons why most teachers do not use digital technology in the language classroom are also revealed in this research. Teachers and students are expected to be ready for the digital era in the same way they were in the industrial period.

#### \*Teachers' Obstacles in Using Digital Technology in Language Classroom

According to the data, the majority of instructors cite three major barriers to employing digital technology in language teaching: limited school digital technology resources, time-consuming digital technology preparation, and teachers' technological illiteracy.

The first and most significant barrier is their low opinion of school amenities. They suggest that the government give an internet connection, an LCD screen, and computers for both teachers and students at the university. It means they'll need to update their school infrastructure to accommodate their desire to teach language using digital technology. Then, some

teachers say that employing digital technology takes up too much time, which causes them to have more difficulty instructing. They believe it will be tough to discover materials that can be used with digital technology.

### 3. Conclusion and suggestion

The study's findings suggest that most teachers are not prepared to use digital technology in language classrooms due to difficulties such as limited school digital technology resources, time-consuming digital technology preparation, and technological illiteracy among teachers.

As a result, they continue to use traditional teaching methods rather than digital technology in their classrooms.

According to the findings of the study, the government should invest in better educational facilities to aid in the enhancement of teaching. In addition, teachers benefit from digital technology training, which expands their language teaching knowledge.

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