INTEGRATING EDUCATIONAL TECHNOLOGY TOOLS IN TEACHING ENGLISH SPEAKING SKILLS: A STUDY ON INSTRUCTOR'S PERSPECTIVES AT A UNIVERSITY IN HO CHI MINH CITY

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Abstract. This study investigates instructors' perspectives on integrating educational technology (ed-tech) tools in teaching English-speaking skills to students majoring in English at a Vietnamese university. With the prominence of applying technology in teaching and learning at the tertiary level, it is crucial to explore teachers' perceptions of this tendency. Quantitative and qualitative data from closed and open-ended questionnaires were comprehensively analyzed to explore teachers' responses to the integration of ed-tech tools in speaking instruction. The findings revealed instructors' support for applying technological tools in teaching English speaking skills, especially for engaging students in the pre-speaking stage. However, due to the limited class time and the large class sizes, those tools should be encouraged as a supplement for self-directed learning activities. The study underlines the critical need for comprehensive digital literacy initiatives and facility upgrades to optimize the impact of technology integration on learning outcomes. Furthermore, it proposes directions for future research, including the exploration and evaluation of more effective ed-tech tools specifically designed to cultivate English-speaking skills.

Keywords: ed-tech tools, instructors' perspectives, speaking skills

1. INTRODUCTION

Speaking skills are fundamental for successful communication in education, work, and daily life. Effective teaching methods and supportive learning environments are crucial in the development of language acquisition. A growing trend in language education worldwide, including in Vietnam, is the use of technology in instruction. The rise of AI-powered tools and applications has created a more engaging and meaningful virtual learning environment for language learners. Research supports the positive impact of AI tools in promoting interactive learning for speaking skills (Yingsoon, 2021), and providing opportunities for constructive feedback in English (Madhavi et al. 2023). Additionally, integrating technology into language learning is seen as a valuable solution for students, offering accurate analysis, immediate feedback, and personalized learning (Rusmiyanto et al. 2023). Studies conducted in Vietnam have shown that the utilization of technological tools in language instruction has a positive effect on students' engagement motivation and speaking abilities (Hoang et al. 2020, Nguyen & Nguyen, 2021). This evidence suggests that technology tools have the potential to significantly improve speaking skills in the language learning process.

In the specific teaching context at a university in Ho Chi Minh City, experienced and dedicated instructors employ a wealth of classroom interactive techniques like question-answer, pair-work, group discussion, individual and group presentations, and various home assignments. However, constraints like large-size classes and limited class time challenge instructors to fully engage all students in class activities and provide personalized feedback. Technology presents a compelling solution to bridge this gap and foster a more engaging and supportive learning environment. However, from instructors' perspectives, effective technology integration in educational settings is a complex issue that requires further exploration. The study sought to uncover the answer to the question: What are instructor's perspectives on the application of technological tools in speaking settings? The primary objective of the study is to investigate instructors' perceptions regarding the advantages of technology-based speaking activities and the challenges encountered during the application. By understanding these perceptions, the research aims to bridge the gap between the potential of technology integration and current classroom practices in English-speaking courses.

2. LITERATURE REVIEW

2.1. Technology Integration

The recent developments in information technology are taking language teaching in new directions and digital technology has become a part of modern pedagogy to adopt newer strategies in English language teaching. Dockstader (2008) has defined technology integration as the utilization of technology to improve the educational environment. It supports classroom teaching by creating opportunities for learners to complete assignments on the computers rather than the normal pen or pencil. Educators are increasingly using technology in all aspects of their profession (e.g. creating curricula, classroom instruction, work assignments) (Isman, 2012). In other words, technology integration refers to the way teachers use technology to perform teaching and learning activities more effectively (Galakjani, 2017). Integrating digital technologies in the English language classroom allows for individualization in large classes; facilitates multimodal practice and increases the "fun" factor for learners. The incorporation of digital resources changed instructional activities from a traditional to a learner-friendly environment which supports both teachers and students in a more meaningful situation.

2.2. Integrating Technology in Teaching English-speaking Skills and Teachers' Perspective

Integrating technology into teaching and learning speaking skills brings certain benefits to both language learners and instructors. Outstanding advantages of implementing technological tools in teaching speaking skills have been discussed among researchers (Pensky, 2001; Chapelle, 2001; Thorne, 2003; Warschauer & Healey, 2004, Stockwell, 2013, & Kessler, 2018).

The use of technologies such as videos, games, language learning software, etc., helps students grasp knowledge in a vivid, engaging manner, stimulating their interest and eagerness to learn (Prensky, 2001). Teachers could create a dynamic and engaging learning environment, facilitating students' comprehension of knowledge more easily and effectively. These tools capture student attention and encourage active participation, fostering a more vibrant learning environment.

Technology also allows for diversified teaching methods. According to Warchauer and Healey (2004), educators integrating interactive whiteboards, simulations, and online games into their curriculum cater to different learning styles and keep students interested.

Furthermore, some technologies like language learning software can adjust lesson content to fit the level and the need of each student which enhances personalized learning, and helps them learn more effectively (Chapelle, 2001). Through the application of technology, students have more opportunities for regular practice of speaking skills. Adaptive language learning software can ensure a more effective learning journey where students progress at their own pace and focus on areas requiring improvement.

Additionally, technology empowers learners by promoting self-paced learning. Students can be flexible in their learning space and time through the learning applications (Thorne, 2003). Furthermore, online platforms connect students with native speakers worldwide, enabling them to access input and practice speaking skills at their convenience (Stockwell, 2013). Also, Kessler (2018) emphasized that language teachers today have many interesting options for using technology to enhance language learning procedures.

Technology-integrated language teaching can be inspiring for those who are motivated to experiment with emerging technology; however, teachers lacking strong ICT competencies may struggle to identify appropriate tools for specific language teaching objectives. Voogt et al., (2013) and Rana and Rana (2020) both emphasize the connection between pedagogical content and technological approaches. The success of technology integration in a specific educational context lies in a careful association of content pedagogy and the potential of technology. Therefore, teachers who aim to integrate technology into their practices need to be competent in making their teaching interactive supportive, learner-friendly, and meaningful. Similarly, according to Mertala (2017), to choose and use the right ICT tools at the right time, teachers must be prepared to learn about new tools, design engaging online and offline activities, and effectively guide students' interaction within these digital environments. engagement in online activities. Therefore, teacher training programs that address these skill gaps are crucial for successful technology implementation in educational settings.

In summary, teachers of English found the utilization of technology very helpful in teaching. The significant effects of ed-tech tools include motivating learners, providing formative feedback on their speaking practices, and promoting their self-paced learning. Moreover, incorporating technology in English-speaking classes empowers instructors to diversify their pedagogical approaches and teaching activities. Most of the teachers made the choices of applications based on the regulated environment, the functionality of the tools, teachers'

information technology literacy, the appropriateness of the lesson contents, and the utmost convenience the tools offered (Boonmoh, Jumpakate & Karpklon, 2022).

2.3. Incorporating technology tools in Vietnam to improve speaking skills.

Multiple studies in the Vietnamese context revealed the positive impact of technology integration on students' English speaking skills. Van Vo and Thuy Vo's (2020 research directs the path for utilizing technology across educational levels in Vietnam. Further evidence comes from Nguyen's (2021) large-scale survey of university teachers' perceptions of implementing educational technological tools. Technology personalizes learning which gives students instruction based on their strengths and weaknesses, allowing them to focus on specific areas for improvement. Interactive activities make learning more effective and enjoyable and motivate students to practice more speaking skills. Additionally, technology expands learning resources with great access to authentic materials like news articles, podcasts, and videos. The personalized feedback and instruction from online tutors assist students in enhancing pronunciation and fluency and enable them to focus on areas needing improvement. Online learning platforms offer flexibility, allowing students to practice speaking at their own pace and convenience, regardless of location or schedule. This is particularly beneficial for self-directed learning and improvement of language competencies.

While technology offers a wealth of advantages for teaching and learning speaking skills, educators and learners encounter some challenges in its implementation. Hoang et al. (2023) analyze several potential drawbacks such as unequal access to technology among students in rural areas. Insufficient teacher training creates a gap in enthusiasm and real classroom practices. Without proper guidance, technology use can hinder progress rather than promote it. Furthermore, the variety of features and functionalities of the technological tools could distract students from practicing speaking.

In brief, from the teachers' perspective, the utilization of technology offers positive impacts on the improvement of speaking skills; however, educators must also find a way to mitigate potential challenges. Selecting technologies that are appropriate for students' levels, needs, and learning conditions is crucial for better results in teaching and learning. Integrating technology with traditional teaching methods could facilitate the positive factors of both instructors and learners (Richard & Schmidt, 2014).

3. METHODOLOGY

3.1 Research context and participants

The study was conducted at the Industrial University of Ho Chi Minh City (IUH), specifically within the Faculty of Foreign Languages (FFL). The instructors in the faculty are experienced and dedicated in their teaching and always enthusiastic about supporting students' learning by fostering a dynamic and effective English learning environment through the implementation of innovative and modern teaching techniques, especially in the era of AI-based technology development.

The instructional perspective is provided by eight educators (N=8), who have a Master's Degree in TESOL with experience teaching Speaking 2 and 3 Courses ranging from three to more than twelve years. This group, consisting of six females and two males, offers diverse insights into the pedagogical integration and effectiveness of technology integration in fostering student engagement in speaking courses.

3.2. Research Instruments

To fully explore the instructor's perspectives on applying technology in teaching English-speaking skills, this study employed a questionnaire with a mix of closed and open-ended questions.

The closed-ended questions aimed to explore teachers' perceptions of the benefits and drawbacks of integrating technological tools into teaching activities. The open-ended questions were intended to elicit instructors' experiences on incorporating technological tools in communicating activities in class. The questionnaire for instructors aims to explore instructors' perceptions of the benefits and drawbacks of integrating technological platforms to boost students' engagement in communicative activities in class as well as in their self-regulated learning.

4. FINDINGS AND DISCUSSION

4.1. Demographic Data

The demographic data of this study provides a foundational understanding of the participant's characteristics. Notably, all eight participants (N=8) are currently responsible for teaching Speaking courses at FFL, IUH. This shared professional background allows for a focused exploration of pedagogical approaches within a specific teaching context.

Age Range and Year of Experience

Table 4.1. Age range and Year of experience

Age range	Year of experience	Frequency	Valid Percent	Cumulative Percent
Fewer than 35	From 6 to 10 years	02	25	25
From 36 to 45	More than 10 years	06	100	100
Total		08	100.0	100.0

The data reveals a strong emphasis on experience among the instructors. A substantial majority, representing 75% (N=8) of the sample, boasts more than 10 years of experience in teaching the English language, suggesting a wealth of knowledge and mastery of teaching skills. The remaining two teachers also bring valuable experience, having served in the field for more than 6 years.

Experience with teaching English-speaking skills

Table 4.2. Experience with teaching English-speaking skills

Number of semesters working with teaching English-speaking skills	Frequency	Valid Percent	Cumulative Percent
From 3 to 5 semesters	03	37.5	37.5
More than 5 semesters	05	62.5	62.5
Total	08	100.0	100.0

Table 4.2 provides insights into the instructors' experience in teaching speaking skills. A significant portion (62.5%, or five out of eight teachers) brings extensive experience, having worked with English-speaking classes for more than 5 semesters. The remaining instructors also contribute valuable experience, and others (37.5%), with three to five semesters of teaching English-speaking skills.

Number of English-speaking classes in charge and students' level of competency

Table 4.3. Number of English-speaking classes in charge and students' level of competency

Number of English-speaking classes in charge	Level of students	Frequency	Valid Percent	Cumulative Percent
Fewer than 3 classes	B1	03	37.5	37.5
From 3 to 5 classes	B1	02	25	62.5
More than 5 semesters	B1	03	37.5	100.0
Total		08	100.0	100.0

Table 4.3 reveals the distribution of instructors' course loads for the academic year. the number of in-charge classes in an academic year for each instructor. Nearly half (37.5%) of the teachers managed lighter course loads of fewer than 3 classes. Another quarter (25%) handled between three to five classes. The remaining teachers (37.5%) were responsible for heavier workloads, with more than 5 classes.

Students are expected at around the B1 level according to the CEFR framework, which demonstrates student proficiency at the intermediate level.

4.2. Teachers' perspectives on the benefits of integrating technological tools in teaching English-speaking skills

Table 4.4. Frequency of integrating Technological tools in teaching English-speaking skills

Number of classes integrating Technological tools in teaching English-speaking skills	Frequency	Valid Percent	Cumulative Percent
Rarely (2-3 classes out of 15 weeks of a semester)	02	25	37.5
Sometimes and often (5-10 classes out of 15 weeks of a semester)	05	62.5	89.5
Usually (More than 10 classes out of 15 weeks of a semester)	01	12.5	100

Total	08	100.0	100.0

Table 4.4 explores the use of technological tools in speaking courses. Over half of the participants (62.5%, or five out of eight instructors) frequently integrated technological tools throughout their classes. This demonstrates a strong commitment to innovative teaching methods. Notably, one instructor stood out as a passionate advocate for technology in language learning. However, some instructors (37.5%) still rely on traditional methods and rarely utilize technological tools in their speaking classes.

Types of Technological tools integrated into English-speaking classes

Table 4.5. Common types of technology integrated into speaking classes

	Frequency	**Valid Percent**
Online games (Quizizz, Kahoot, Mentimeter, Bamboozle, etc.)	7	87.5%
Video conferencing (Zoom, MS Teams, Google Meets, etc)	6	75%
Educational apps (Padlet, Flipgrid, Voicetube, Smalltalk, Elsa Speak, Cake, etc.)	4	50%

The chart reveals the most popular technological tools utilized by teachers to enhance their speaking classes. Online games were the most prominent, with 87.5% of respondents (seven out of eight) utilizing platforms like Quizizz, Kahoot, Mentimeter, Bamboozle, etc to engage students. Notably, Quiziz stood out as the most favored choice among these interactive games.

For virtual lessons, video conferencing takes the central stage, with 75% of participants applying platforms such as Zoom or MS Teams to connect with students remotely. Additionally, four instructors frequently incorporate educational apps like Padlet, Flipgrid, Voicetube, Smalltalk, etc into their teaching, demonstrating a commitment to diverse technological support.

The most popular technological tools utilized

Table 4.6. Most popular technological tools utilized in speaking classes

The most frequently used tools	**Frequency**	**Valid Percent**
Quizizz	5	62.5
Kahoot	4	50%
Ms Teams	4	50%
Flipgrid	3	37.5
YouTube	3	37.5
Menti	2	25
Ted talks	2	25
Elsa Speak	1	12.5
Cake	1	12.5

According to the data shown in the table, Quizizz (62.5%) was the most preferred tool for teachers to engage students in warm-up activities. This popularity likely stemmed from its leaderboard feature, gamified vocabulary reviews, and sparking students' competition. While Kahoot offered a similar experience, its limitation made it the second rank with four out of eight respondents. For online classrooms, MS Teams gained first place due to the school's official requirement. However, instructors demonstrate a preference for varied technological integration, with 37.5% frequently utilizing Flipgrid and YouTube videos for additional engagement. Additionally, Menti and Ted talk videos find their place in some instructors' warm-up routines, showcasing a diverse toolkit for fostering student participation.

Purposes for utilizing technological tools in speaking classes

Table 4.7. Purposes for utilizing technological tools in speaking classes

	Frequency	**Valid Percent**
Provide prompts and ideas for speaking tasks	6	75%
Solidify vocabulary related to speaking topics	5	62.5
Require students for more pronunciation practice	5	62.5
Engage students in warm-up activities	5	62.5
Build up a habit of technology use in learning	4	50
Improve students' speaking fluency	3	37.5
Establish a speaking environment in class	1	12.5
Revise the grammatical issues	1	12.5

When it comes to the goals for using these technological tools, instructors reported two primary objectives. First of all, a majority of the instructors (75%) utilize tools such as Quizizz to provide engaging prompts and help students with ideas for speaking tasks. Additionally, 62.5% of responses used apps like Menti, and Kahoot to solidify vocabulary acquisition related to speaking topics. The same percentage of instructors took advantage of videos on YouTube and Ted Talks for pronunciation improvement purposes and engaged students in more interactive lead-in activities at the beginning of the lessons.

Half of the participants find the apps valuable for helping students get familiar and comfortable with the technology. Interestingly, grammar and fluency were not listed as the major focuses for using these tools (only one instructor mentioned them). Similarly, fostering a natural speaking environment was not a primary reason for using apps, as in-class face-to-face communication was generally seen as more effective.

Positive impacts of technological tools in speaking classes

Table 4.8. Positive impacts of technological tools in speaking classes

Positive impacts	Frequency	Percentage
Students engaged more actively in learning activities in class.	7	87.5
Technology tools can make English-speaking lessons more engaging for learners.	6	75%
Technological tools promote personalized learning.	5	62.5
Students practice pronunciation more with these technological tools.	5	62.5
Technology allows for more opportunities for authentic speaking practice.	3	37.5
Technology tools can promote learner autonomy and self-directed learning in speaking practice.	3	37.5
Integrating technology can help learners of different learning styles improve their speaking skills.	3	37.5
Students have more chances for English speaking practice in class.	2	25
Using technology can help teachers provide immediate feedback to learners.	1	12.5
The technological tools have no clear benefits to learning.	1	12.5

The table sheds light on teachers' perspectives regarding the positive impacts of technological tools on in-class speaking practice. A great portion of 87.5 % of instructors agree that the most prominent advantage of utilizing Menti, Kahoot, or Quizizz is the increased student engagement in communicative activities. This translates into a more dynamic and engaging classroom atmosphere. Additionally, these tools as ELSA speak, or Cake allow students to practice pronunciation at their own pace and competency level, as noted by a similar number of participants. Furthermore, half of the participants recognized the potential for personalized learning. Technological tools such as Padlet or Flipgrid empower students to find their paths to self-improvement, directing their learning pace, and commitment to achieve learning goals.

The qualitative data from open-ended questions reveals instructors' in-depth opinions on the authentic materials from online platforms which are valuable for students' progress. They noted that "*watching a video from an online platform like YouTube and Ted Talks is more lively/ vivid compared to traditional reading or listening exercises. This engaging format could naturally improve students' listening ability, pronunciation, and vocabulary exposure."* One instructor also emphasized the broader impact of technology, stating that *"utilizing technology enhances students' language competency."* This sentiment implies the potential of technological tools to support various aspects of language learning.

Students' attitudes toward technology integration in speaking class

Table 4.9. Students' attitudes toward integrating technological tools in English-speaking activities.

	1	2	3	4	5	Mean	Std. Derivation
1. Students were eager and active in engaging in the technological tools.	0	0	2	4	2	4.0	.756
2. Students made great progress after the utilization of technology.	0	0	5	3	0	3.38	.518
3. Students were shy and not active in joining the technology-based activities.	0	1	3	3	1	3.50	.926

4. Students were not familiar with the technological applications.	0	2	2	3	1	3.38	1.061
5. Students were just eager in the first period to use technology, but the lack of instructions and reminders decreased their interest and motivation.	0	0	3	3	2	3.88	.835

From the teachers' perspective, students initially demonstrated a strong positive response to technology integration in speaking classes. A significant majority of the participants (62.5%) agreed with student enthusiasm and active engagement with the use of online gaming tools including Menti, Kahoot, or Quizizz. However, the eagerness appears to be in the short term without ongoing instructions or reminders as reported by five out of eight instructors. Additionally, half of them reported the challenges with students' unfamiliarity with new applications; consequently, they were hesitant to participate in the technology-based activities. Furthermore, the instructors expressed uncertainty about the long-term impacts of technology on speaking skill development. While they acknowledge the effectiveness of technology assistance in warm-up activities and brainstorming ideas for speaking tasks, it is challenging to measure the overall progress students made throughout the semester.

The analyzed data implies that instructors of English-speaking skills were enthusiastic and willing to apply new technology in their classrooms. They showed strong agreement with some prominent benefits of technology integration, especially the engaging learning environment through online gamification in warm-up or lead-in activities. They suggested that technology should be integrated into the pre-speaking stage in which students need to be equipped with input language for speaking tasks. This is in line with findings from Prensky, 2001, and Warchauer and Healey (2004) who emphasized the use of technology stimulates students' interest and engagement.

Personalized learning is another feature of technology integration into speaking courses. As Chapelle (2001) suggests, some technologies like language learning software can adjust lesson content to fit the level and the need of each student which enhances personalized learning, and helps them learn more effectively. However, limited time in class should be for face-to-face or person-in-person communicative activities. Therefore, the instructors recommend applying technological tools in the self-directed learning process to get students engaged more in their self-practice speaking skills. using technology is the flexibility of learning which means students can be flexible in their learning space and time through the learning applications (Thorne, 2003). The application of technology can improve learners' language competencies regarding vocabulary, pronunciation, and speaking fluency. This perception is also suggested by Le and Vo (2014) and Nguyen (2021) as technology provides more access to learning resources of authentic materials like news articles, podcasts, and videos.

Challenges in integrating technological tools in English-speaking activities.

Table 4.10. Challenges in integrating technological tools in English-speaking activities.

Challenges	Frequency	Percentage
Lack of training or support in using technology effectively to teach speaking	7	87.5
Lack of access to reliable technology in the classroom	6	75.0
Time constraints for planning and integrating technology	5	62.5
Concerns about student privacy and online safety	3	37.5
Technical difficulties during lessons	1	12.5

The table reveals the challenges instructors encountered when integrating technological tools into their speaking courses. The most common obstacle for instructors, reported by 87.5% of respondents, is the lack of training or support in effectively utilizing technology for teaching English-speaking skills. This could require both initial training as well as ongoing support in future use. Following closely behind is the difficulty in finding reliable sources and platforms which was reported by six out of eight instructors. Instructors struggle to identify high-quality tools that are appropriate for their specific teaching goals and student needs. Time constraints were another concern among instructors for designing lessons, integrating new technological tools, and timely evaluating students' performance. Worries about student privacy and online safety (mentioned by three teachers) were additional challenges that needed to be tackled to enhance technology integration. Overall, these findings suggest a need for comprehensive support systems to empower instructors to confidently and effectively implement technology in their speaking courses.

An in-depth analysis of open-ended questions reveals instructors' extensive opinions on the more challenging issues of incorporating technology in teaching speaking skills. A recurring theme was the demotivating effect of unreliable internet. Instructors expressed concern that *"students' claim of internet disconnection discourages the usage of technology in the classroom context"*. Another major challenge is the

large size class of around 45 to 50 students. In this context, "*instructors struggle to provide feedback on individual performance using technology, which leads to disengaged learners".* Online safety was another significant concern for some instructors, with one highlighting that *"it can interfere with student's engagement in the activities."* Another teacher advocated more "*face-to-face communication in speaking classrooms rather than the conversation with a machine*" and suggested technology implementation in self-study activities. A blend of technology-assisted self-study and face-to-face communication in speaking classes is crucial, as technology should supplement, not replace interactive conversations. A final point of concern revolved around the difficulty in identifying the appropriate tools due to the mismatch between "*learners' actual competency level and the expected level of the course and curriculum*".

Despite a myriad of advantages of implementing technology in teaching English-speaking skills, educators encounter several barriers in their practices. The prominent obstacle is the lack of training or technical support when implementing technology which indicates more training workshops to equip teachers with strong ICT competencies which is similar to Hoang et al.'s study (2023). Other common barriers include accessibility to reliable technology in the classroom, time constraints for designing teaching activities with integrated technology, and online safety for users.

Potential remedies for technology integration in speaking courses

Table 4.11. Potential remedies for technology integration in speaking courses

	1	**2**	**3**	**4**	**5**	**Mean**	**Std. Derivation**
1. Organizing professional development workshops on utilizing technological tools in teaching, especially focusing on speaking skills.	0	0	2	**4**	2	4.00	.756
2. Organizing sharing sessions on effective teaching approaches and innovative ideas for implementing technology applications from other teachers.	0	0	5	3	0	3.38	.518
3. Establishing the accessibility to appropriate sources and tools for English-speaking activities.	0	1	3	3	1	3.50	.926
4. Upgrading the facilities to meet the demand for technology applications in the classroom (Wi-Fi system, interactive screen, pre-installed software on learning devices, approved accounts for applications, etc)	0	2	2	3	1	3.38	1.061
5. Synchronizing the application of technology tools in speaking classes.	0	0	3	3	2	3.88	.835
6. Providing essential technical support with technical issues in the classroom.	0	0	2	**4**	2	4.00	.756
7. Establishing criteria for evaluating learners' use of technology applications to enhance their self-directed learning.	0	0	2	**5**	1	3.87	.641

The table illustrates the recommendations for maximizing the benefits of technology in speaking classes.

First of all, more than half of the instructors (62.5%) expressed their strong agreement with the initiatives for establishing criteria for evaluating students' frequent use of technology applications to enhance their self-directed learning. As mentioned above in other questions, most instructors claimed that limited time in class did not support the effective utilization of technology in classroom settings, and suggested the implementation of technological tools for self-study time. Four out of eight participants (50%) advocated for the training workshops, and technical support staff as the potential remedies for technology integration initiatives. The training session could help instructors select technology that aligns with students' proficiency levels ensuring their active participation and reducing their frustration. Also, instructors could be more comfortable using the chosen tools and could effectively integrate them into lesson plans which empowers them to provide ongoing guidance and keep students engaged. Teachers should explore platforms with speech cognition features that facilitate personalized feedback for students to improve their English-speaking skills. Another significant number of respondents required synchronization in the application of technology tools in speaking classes to ensure effectiveness among all groups of learners of the same cohorts. Four participants agreed with the necessity of upgrading the facilities to meet the demand for technology applications in the classroom. Some instructors and

students complained that weak access to Wi-Fi and insufficient working internet cables in some classrooms restrain them from utilizing technology in class.

The data is consistent with the in-depth opinions of two other participants suggesting that facilities must be sufficient to implement applications. They also recommended that "*internet connectivity should be stronger*" and "*the school and department need to synchronize technical infrastructure*" to meet the demand for using online platforms in classrooms. Another instructor emphasized that "*There should be workshops as well as demonstration teaching sessions, where teachers confidently integrate technology into their instruction*." This will be the hands-on experience that motivates other teachers to effectively utilize technology in their classes.

Moreover, one teacher supplemented that "*Technology aids significantly in input while speaking is a productive skill that requires much practice to excel*". Therefore, she recommended that "*technology tools should be encouraged for students' self-study*" to accelerate the input knowledge and prepare for the practice tasks in class.

5. CONCLUSION AND RECOMMENDATIONS

Aiming to explore instructors' perspectives on the applications of technological tools for teaching English-speaking skills, the study has explored the consensus among teachers of English regarding the benefits and challenges of technology integration. The group of respondents approved of implementing technology to create an engaging learning environment through online gamification apps. Applying technological tools in the pre-speaking stage benefits students with the necessary input language for speaking tasks. In other words, the use of technology stimulates students' interest and engagement as it enhances personalized learning. Unlike traditional, one-size-fits-all classrooms, technology allows learners to make the option for lesson content relevant to their level and interest, which fosters their language learning journey. Furthermore, the study also highlights the potential of technology to enhance learners' language competencies regarding vocabulary, pronunciation, and speaking fluency and provide more access to learning resources of authentic materials like news articles, podcasts, and videos. However, instructors of English also experienced several obstacles in implementing modern ed-tech tools including technical issues, technology literacy as well as incompatible facilities. To bridge this gap, the research suggests several key recommendations. Firstly, a detailed plan for technology utilization, closely aligned with the curriculum standards is crucial. Technology use should be a core component of teaching and learning programs. Secondly, regular training workshops and ongoing technical support should be provided for teachers to use the technological tools effectively. Finally, the study emphasizes the significant roles of instructors as guides, facilitators, and evaluators - assessing students' proficiency in using technological platforms as valuable learning instruments.

Further studies could be conducted into designing comprehensive frameworks for integrating technological tools in speaking courses as a source of teaching materials for instructors. Additionally, investigating the effectiveness of pedagogical approaches to implementing technology as a self-learning tool for students is significant in enhancing English-speaking education. Finally, it is important to explore the long-term impact of technology on speaking skills development in future research.

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TÍCH HỢP CÔNG CỤ CÔNG NGHỆ GIÁO DỤC VÀO GIẢNG DẠY KỸ NĂNG NÓI TIẾNG ANH: NGHIÊN CỨU TỪ GÓC ĐỘ QUAN ĐIỂM CỦA GIẢNG VIÊN TẠI MỘT TRƯỜNG ĐẠI HỌC Ở TP HỒ CHÍ MINH

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Tóm tắt:

Bài báo nghiên cứu về quan điểm của giảng viên đối với việc tích hợp các công cụ công nghệ giáo dục (ed-tech) trong việc giảng dạy kỹ năng Nói tiếng Anh cho sinh viên chuyên ngành tiếng Anh tại một trường đại học ở Việt Nam. Với xu hướng ứng dụng công nghệ trong dạy và học ở hệ đại học như hiện nay, việc tìm hiểu nhận thức của giáo viên vấn đề có ý nghĩa quan trọng trong thành công của việc ứng dụng. Dữ liệu định lượng và định tính từ bảng câu hỏi đã được phân tích toàn diện để tìm hiểu sâu hơn phản hồi của giáo viên đối với việc tích hợp các công cụ công nghệ giáo dục trong giảng dạy kỹ năng Nói Tiếng Anh. Kết quả cho thấy giảng viên hưởng ứng tích cực việc áp dụng các công cụ công nghệ vào việc giảng dạy kỹ năng nói tiếng Anh, đặc biệt là để thu hút và tăng sự hứng thú của sinh viên trước các hoạt động Nói. Tuy nhiên, giáo viên cũng chia sẻ do thời gian học hạn chế và quy mô lớp học lớn, những công cụ đó nên được khuyến khích sử dụng cho các hoạt động tự học của sinh viên. Nghiên cứu nhấn mạnh sự cần thiết trong việc nâng cao kiến thức về việc sử dụng công nghệ và nâng cấp cơ sở vật chất để tối ưu hóa tác động của tích hợp công nghệ đối với kết quả học tập. Thêm vào đó, bài báo cũng đề xuất các hướng nghiên cứu trong tương lai, như là nghiên cứu đánh giá các công cụ công nghệ giáo dục hiệu quả hơn được thiết kế đặc biệt để trau dồi các kỹ năng nói tiếng Anh.

Từ khóa: công cụ công nghệ, quan điểm của giảng viên, kỹ năng Nói.

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