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Instructors' Perspectives on Integrating Technology in English Speaking Instructions

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 integrating 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 to supplement 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 future research directions, including exploring and evaluating more effective ed-tech tools specifically designed to cultivate English-speaking skills.

Online Profile

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