

An investigation on the practices and challenges on the utilization of technology to teach English language speaking skills

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ABSTRACT

This study investigates the use of technology in English language learning education, focusing on the practices and challenges faced by teachers and students. The study involved 20 second-year students and 10 English as a foreign language (EFL) teachers at Ambo University. The results showed that teachers rarely use technology, preferring traditional methods of teaching language skills. The study found that EFL teachers have a positive perception of technology's role in language classrooms, but they are not motivated to use it due to students' interest, digital literacy problems, and inadequacy of technologies. Challenges faced by teachers and students include lack of interest, confidence, and time constraints. The findings suggest that universities should provide necessary technology for teachers and students, shift teaching methods from traditionally to technology-oriented, and provide additional training for students to increase their confidence and digital literacy.

Keywords: English speaking skill, technology, language education, digital literacy, teachers' and students' knowledge

INTRODUCTION

The use of technology in teaching English speaking skills has become increasingly common in recent years, with many teachers integrating various types of technologies into their teaching practices. Thus, integration of technology into language education is very essential for English language education. Many educators and researchers are exploring the potential benefits of using various technological tools and platforms in language instruction in different parts of the world. One major benefit of using technology in language education is the potential to create more engaging and interactive learning experiences for students. For example, some teachers use digital recording devices such as smartphones and tablets to record students' speaking performances and provide them with feedback on their pronunciation, intonation, and fluency (Alzahrani, 2019). Other teachers use video conferencing tools such as Skype and Zoom to provide opportunities for authentic and interactive communication with native speakers of English (Bower, 2018). Some teachers also use virtual reality (VR) technology to create immersive and interactive learning environments that simulate real-world situations, allowing students to practice their speaking skills in a safe and controlled environment (Li et al., 2020). Moreover, some researchers have noted that the

type of technology used by teachers may depend on the specific context and goals of instruction. For example, digital recording devices may be more useful for providing individualized feedback, while videoconferencing tools may be more useful for promoting authentic communication and cultural exchange (Bower, 2018). Similarly, VR technology may be more effective for creating immersive and interactive learning environments, while mobile apps may be more effective for providing additional practice opportunities outside the classroom (Zhang, 2013).

Language learning is an active process by which human beings develop their language skills in order to use them effectively in their social life as well as their professional life. Through language learning, people communicate their thoughts, opinions, information, experiences and feelings and learn to understand themselves and understand others. Hence there is a necessity of learning language skills in order to communicate with others in society. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Kuning (2019) stated that English Language is an international language that is dominantly spoken throughout the world out of its native context, and that is why English language is recognized as a lingua franca of the world.

From the above points it is possible to infer that teaching and learning English language needs effective teaching

method as the language is part of our daily life in almost all aspect of human life. In Africa continent English language is serving as an official working language for many nations and it also serving as a medium of instruction and language of diplomacy. Likewise in Ethiopia English language is being taught as a subject beginning from grade one and almost all subjects at high school, preparatory and even at university level are being taught in English Language. Apart from serving as a medium of instruction English is a language of foreign relation and diplomacy in Ethiopia. Of all language skills (listening, reading, speaking, and writing) speaking skill is one way of teaching and learning foreign language; therefore, developing learner's communicative competency in English is very essential.

Kuning (2019) as cited in Shumin (2002) asserts that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language and producing effective speech that is understandable by listener. As the demand for English speaking skills increases day to day, the learners try to concentrate on these skills as communication is the main aspect of the present global market (Nunan, 1999). Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999).

The status of English on the international level is a major factor that contributes to the increase in the importance of English in Ethiopia. In relation to this, English has become an important asset for anyone seeking employment in business, industry or technology in Ethiopia. Following the introduction of the new curriculum in Ethiopia by Minister of Education, English language is being offered for all freshman students for two semesters. This means, communicative English language skill I and communicative English language skill II are the two courses that are designed to teach English language skills at university level. The main aims of those courses are to develop the foreign language skill of students at higher education and to enable students to communicate in English so that they become able to cope with the challenges of higher education and to enroll in different government and private sectors as well.

In this research proposal, there is a need for the development of learners' speaking skills and it has to start from the classroom itself and utilization of technology at university level. Learning a language and getting mastery over speaking skills require regular practice and advanced technological integration to classroom. Hence it is the responsibility of the teachers to use the available technology to teach all the required skills, especially speaking skills, for the learners to develop their communicative competence and make them self-confident. It is also the responsibility of higher officials at university level to adjust the necessary technology to the students and teachers.

According to Sosas (2021) citing Hong (2006) and McDougald (2009) argued that the utilization of available technology in teaching and learning is and essential strategy in the English as a foreign language (EFL) context. Availing the necessary technology to teach EFL especially speaking skills, is boldly recommended by various literatures. The use of computer-mediated communication in teaching

pronunciation and conversation is put forward to improve students' oral skills as it promotes and develops students speaking fluency and accuracy. Therefore, the researcher assumes that EFL teachers still have problems related to limited implementation of teaching English speaking skills and have also limitations in using and integrating various techniques/ strategies of teaching English speaking skills using technology.

Statement of the Problem

The primary issue this study aims to address is the lack of effective integration of technology in the teaching of English-speaking skills in Ethiopian higher education institutions. Despite the established benefits of using technology to enhance language learning, previous research suggests that EFL teachers in Ethiopia do not effectively utilize available technologies when teaching speaking skills.

Existing studies have identified various challenges that hinder the implementation of engaging speaking activities in large classrooms, such as physical constraints and teachers' lack of commitment. However, there is limited research on how technology could be leveraged to overcome these challenges and improve the teaching and learning of English-speaking skills in the Ethiopian context.

Furthermore, while some studies have explored teachers' and students' general perceptions of technology integration in language instruction, there is a need for more in-depth understanding of learners' specific preferences and experiences regarding the use of technology in developing their English-speaking abilities.

By examining EFL teachers' current practices in integrating technology for speaking skill development, as well as students' perspectives on the available technological tools and their impact, this study aims to provide insights that can inform more effective integration of technology in the teaching of English-speaking skills in Ethiopian universities. Addressing this gap is significant, as improving students' speaking proficiency is a critical goal for English language education in the country.

Therefore, this study is different from the above global and local studies in that of the aforementioned researchers mostly focused on the practices, the classroom arrangements, the techniques and challenges used by the teachers. However, this research mainly focuses on the use of technology and EFL teachers' practice of using the technology while teaching English speaking skill. In relation to this, the researchers intended to identify how far teachers facilitate and utilize technology to enhance the learners' exposure and skill of speaking ability using technology.

Thus, in order to successfully address the existed gap the current study attempted to answer the following leading research questions:

1. What types of technologies are utilized by EFL teachers while teaching English language speaking skill?
2. To what extent EFL teachers utilize and integrate technology in their actual classroom practice while teaching English speaking skill?

3. What are the perceptions of EFL teachers towards the role and utilization of technology in teaching English language speaking skill?
4. What are the major challenges that EFL teachers and students encounter in using technology while teaching and learning English speaking skill?

MATERIALS AND METHODS

Research Design

The main objective of this study was to investigate the practice and challenges on the utilization of technology to teach English language speaking skills. To this end, a descriptive case study research design of study was employed because it appears suitable for describing the actual classroom practices English language teachers carrying out when teaching speaking skill by utilizing technology. Thus, research tools such as questionnaires, observation and interviews were used to describe and study the teachers' classroom practices of teaching speaking skills using technology, and challenges they face while using the intended technology. The relevance of this method for such purpose has been confirmed by Best (1977) and Koul (1984).

Research Site

The current study was conducted in Oromia Regional State at Ambo University with particular reference to second year English language and literature students. This research site was purposefully selected as a setting in this study for three reasons. The first one is that, in this university the researcher has observed the existence of the problem as there is still a gap in using technology in language classrooms. Secondly, as to the researcher knowledge no related study is conducted on this area and finally, the researcher is familiar with most of teachers and students in the department of English language and literature. Due to these and other reasons the researcher selected the research site. As a result of this, it helped the researcher to easily assess the resource of the research setting easily that helped the researcher in successfully achieving the objectives of the study.

Participants of the Study

According to the information the researcher obtained from the head department office, there are 20 students who were attending regular program at the department of English language and literature. Whereas, the staff profile researcher got from the department reveals that there were also 40 teachers, and of them only 4 of them have experience of teaching spoken courses like: spoken I, spoken II, and advanced speech. Therefore, from the total population of the students and teachers, all students and 10 teachers were selected as participants in this study. This has been decided based on the fact that students in the department of English language and literature have more experience and exposure of taking spoken English courses, thus they could talk about their teachers practice on the utilization of technology to teach speaking skill, the challenges they encounter and types of technology their teacher employ while teaching them speaking skill. Similarly, because teachers teaching spoken English

courses have a chance of using technology when teaching speaking skill, and that is why 10 teachers who have experience of offering the above courses were selected as participant of this study.

Sampling Techniques

In order to obtain the necessary data for the study, the researcher selected all 20 (100%) students with the help of comprehensive sampling techniques to fill in the questionnaire and also exposed to classroom observation. comprehensive sampling technique was employed because of the fact that this sampling technique allows the researcher to employ all samples because of their number and easy to handle. Therefore all 20 students who were attending the English language and literature department were a sample population in this study. There were around 40 total teachers in the department of English language and literature, and from this some of the literature, linguistics, journalism and TEFL specializations. The researcher of this study decided to select TEFL specialization as participants of the current study due to their background, skill and experience of teaching spoken courses and they are perceived to be relevant source for the study questions. Thus, 10 teachers who have TEFL background were selected using purposive sampling techniques and participated in filling questionnaire, and only 4 teachers from the total 10 based on their direct experience of teaching spoken courses were participated in interview, and also from 4 only one who were teaching spoken course during data collection was participated in the classroom observation.

Data Gathering Instruments

The main aim of the study is to investigate the practice and challenges in the utilization of technology to teach English language speaking skills focusing on second year English language and literature at Ambo University. Teaching speaking skills is a practical classroom activity to which teachers and students devote their time. Therefore, in order to get reliable and plausible data, questionnaires, classroom observations, and interviews were respectively for data collection.

Classroom observation

Observation gives a firsthand account of situations under study; and when combined with other data collecting tools, it allows the researcher for a holistic interpretation of the situations which are being studied. Thus, classroom observations were conducted to see the actual classroom practice of teachers in utilizing technology while teaching English speaking skill and types of technologies frequently employed by EFL teachers while using the possible technologies during spoken English classes. Therefore, classroom observation was one of the data collection instruments in this study. This is because; a descriptive case study like classroom practice of teaching speaking skill using certain strategy should reveal the actual practices taking place in classroom. In this respect, Nunan (1999, p. 96) said

“it is important to realize from the outset that our perceptions about what goes on in the classroom will determine what we see”.

Best and Kahn (2003) on the other hand point out that observation is the earliest and most frequently used data gathering tool and has also been the prevailing method of inquiry to see what goes on in the class. Classroom observations were organized during actual classroom language teaching and learning takes place in all one teacher classrooms for three periods in each class.

In order to do semi structured observation that was made on one EFL teacher class for six weeks while the intended teacher was teaching English speaking skills. The observation was supported by checklist and note taking by observer/researcher. Classroom observations mainly focused on:

- (1) the identification of the possible technology used and how these technologies are used by EFL teachers while teaching spoken English courses and
- (2) challenges EFL teachers and students face while teaching and learning speaking skills using possible technologies.

These were done in order to crosscheck the validity of data obtained from the students' questionnaire and also to get data that might not be got via students' questionnaire and teachers' interview. Classroom observation was conducted after the questionnaires were administered to the teachers and students.

Questionnaire for students and teachers

The advantages of using questionnaires as data collection tools mainly come from the fact that with the help of questionnaires large amounts of data can be collected quickly and economically from a large sample (Krathwohl, 1998). The questionnaire was used in this study in order to get information that cannot be easily obtained through direct observation and interview. According to Selinger and Shohamy (1989), a questionnaire is widely used in second language acquisition research to seek information about certain conditions and practices, in particular to collect data on phenomena which are not easily observed, such as attitudes, self-concepts and preferences. It is also used to obtain background information about research subjects (Koul, 1984). Therefore, based on the objective of the study and the existing literature regarding the utilization and integration of technology the researcher used close ended types of questionnaires. The questionnaire for the data collection was adapted from related literature and from other relevant related studies. The questionnaires were used to collect data about the types of technology used by EFL teachers', attitudes teachers have towards the integration and the role of technology in teaching English speaking skill and challenges they face while using the possible technology.

Teacher's interview

Interview, as the data collection instrument, enables to gather in depth information, free or flexible responses that would not be easy to obtain by other tools (Selinger & Shohamy, 1989). Thus, the interview questions for this study were prepared in such a way that they substantiate data that was obtained through questionnaire and classroom observation. 4 teachers were selected for the interview. The interview questions for teachers were adapted from previous

studies. In doing so not more than 4 semi-structured interview items were prepared for teachers. In order to avoid regression effect that may be projected during classroom observation, interview was conducted after observation.

Validity and Reliability of Data Gathering Instruments

To ensure the validity and reliability of the data gathering instruments, the researcher undertook several steps:

1. **Pilot testing:** The questionnaires were first pilot tested with a small group of 10 participants who were similar in characteristics to the target population. This pilot testing served to identify any ambiguous or unclear questions, as well as to gauge the approximate time required for participants to complete the questionnaires. Based on the feedback and observations from the pilot test, minor wording and formatting changes were made to the questionnaires to improve clarity and flow.
2. **Advisor feedback:** The draft questionnaires were then shared with the thesis advisor for review. The advisor provided feedback on the content, structure, and appropriateness of the questions in addressing the research objectives. Specifically, the advisor suggested rephrasing several questions to be more direct and reducing the number of open-ended questions to make the questionnaires less burdensome for participants. These revisions helped to enhance the content and face validity of the instruments.

Additionally, the observation checklist designed to record teachers' use of technology in the classroom was reviewed by the advisor. The advisor assessed the checklist items to ensure they aligned with the study's focus on technology integration in English speaking skill instruction. Based on the advisor's recommendations, some items were rewarded, and additional spaces were provided for observers to record qualitative notes.

The pilot testing and incorporation of advisor feedback allowed the researcher to refine the data gathering instruments and increase their validity and reliability prior to the main data collection phase.

Data Collection Procedure

In order to conduct this research, data were collected in the following various ways. Firstly, questionnaires was distributed to 20 students in order to get ground information about the extent at which technologies are utilized during speaking skill class, types of technologies utilized and challenges learners faces while using those technology, and then questionnaire was distributed to 10 EFL teachers to identify teacher's perceptions and challenges they face during the implementation of using technology to teach speaking skill. Secondly, classroom observations were held. Finally, semi structured interview for were administered. As aforementioned above, these instruments were adapted and developed based on the information that was elicited from the review of related literature. Furthermore, these instruments are believed to bring clear understanding about the utilization of technology in teaching speaking skills. To avoid any kind of confusion and hesitation that may happen during data collection, the researcher has clearly explained the objective

of the study and direction of the items to respondents before they respond to each question.

Methods of Data Analysis

The data gathered from the questionnaire was analyzed using quantitative methods. The responses were coded and entered into SPSS version 21 for statistical analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to summarize the participants' responses.

For the qualitative data collected through classroom observations and interviews, a thematic analysis approach was employed. The observation notes and interview transcripts were thoroughly reviewed, and the researcher engaged in an iterative coding process to identify recurring themes and patterns.

To ensure the reliability of the qualitative data analysis, the researcher took the following steps:

1. **Inter-coder reliability:** The researcher enlisted the help of a second coder, who was familiar with qualitative research methods, to independently review a sample of the observation and interview data. The two coders then compared their codes and discussed any discrepancies until they reached a consensus on the emerging themes. This process helped to minimize potential biases and strengthen the consistency of the qualitative analysis.
2. **Audit trail:** The researcher maintained detailed records throughout the data collection and analysis process, including the original observation notes, interview transcripts, and the evolving code structure. This audit trail allows for transparency and facilitates the verification of the qualitative findings if necessary.
3. **Member checking:** Following the initial analysis, the researcher shared the identified themes and interpretations with a subset of the interview participants to solicit their feedback and ensure the findings accurately represented their experiences and perspectives.

The combination of quantitative and qualitative analysis techniques allowed the researcher to provide a comprehensive understanding of the integration of technology in English speaking skill instruction, as well as the perceptions and experiences of both teachers and students.

RESULTS AND FINDINGS

This study used three instruments which were questionnaire, classroom observation and Interview. The data gathered using all instruments were analyzed both quantitatively and qualitatively. Questionnaires were administered to 20 English language and literature major students and 10 English language and literature department instructor who have TEFL specialization. Following the questionnaire, classroom observations were conducted and finally interviews were conducted with selected teachers and students. Therefore, data from students' and teachers' questionnaires were analyzed quantitatively using percentage

and mean values and whereas data from classroom observations and interviews were analyzed qualitatively based on the research objectives. The analysis of the data is made according to the objectives or themes of the study or as per research questions formulated. Firstly, data from students and Teachers' questionnaires were presented and followed by the results from classroom observations and interviewees. During analysis of data gathering instruments partial cross reference with all data gathering instruments were made. The results of the study and their interpretations are presented as follows.

What Types of Technologies Are Utilized by EFL Teachers While Teaching English Language Speaking Skill?

Regarding instructors' classroom practice and utilization of technologies to teach English speaking skills, a survey supported by questionnaire prepared in the form of five-point Likert scale were distributed to 20 second year English language and literature students, and the responses they offered were presented and interpreted in **Table 1**.

Table 1 provides descriptive statistics for the types of technologies EFL teachers utilize while teaching English speaking skills. The data is based on responses from 20 participants.

For item number 1, which is about the communication lab, the mean score for this technology is 2.60, with a standard deviation of 0.598. Similarly, out of the 20 participants, 65% of them responded that their teacher sometimes uses a communication lab while teaching English speaking skills.

In their response to item number 2, which is about speech recognition software, the mean score for this technology is 1.00, with a standard deviation of 0.000. All participants (100%) reported that their English teacher never uses speech recognition software while teaching English speaking skills.

Students in their response to item number 3 which is about the Internet indicated that the mean score for this technology is 2.15, with a standard deviation of 0.587. 65% of the participants reported that their teacher rarely uses the Internet, 25% of the participants reported using the Internet sometimes, while 10% reported never using it.

Regarding technology enhanced language learning (TELL) which is indicated on item number 4 the mean score for this technology is 1.60, with a standard deviation of 0.821. 60% of the participants reported that their teacher never uses TELL; while 20% reported that their teacher rarely uses it, and the left 20% reported that their teacher sometimes uses TELL.

Item number 5 indicates student's response on podcasting as a technology to teach English speaking skills. The mean score for this technology is 1.35, with a standard deviation of 0.489. 65% of the participants responded that their English teacher never uses podcasting, while 35% of the respondents responded that their teacher rarely uses podcasting.

Item number 6 is about quick link pen, the mean score for this technology is 1.00, with a standard deviation of 0.000. All participants (100) responded that their teacher never utilizes a quick link pen while teaching English speaking skills.

For item number 7, which is about speech recognition software: The mean score for this technology is 1.00, with a standard deviation of 0.000. All participants (100%) responded

Table 1. Types of technologies that EFL teachers utilize while teaching English speaking skill

No	Items	Descriptive statistics										N	M	STD
		Response												
		Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)				
Types of technologies EFL teachers utilizes while teaching English speaking skills		F	%	F	%	F	%	F	%	F	%			
1	Communication lab	-	-	-	-	13	65	6	30	1	5	20	2.60	.598
2	Speech recognition software	-	-	-	-	-	-	-	-	20	100	20	1.00	.000
3	The Internet	-	-	-	-	5	25	13	65	2	10	20	2.15	.587
4	TELL	-	-	-	-	4	20	4	20	12	60	20	1.60	.821
5	Pod casting	-	-	-	-	-	-	7	35	13	65	20	1.35	.489
6	Quick link pen	-	-	-	-	-	-	-	-	20	100	20	1.00	.000
7	Speech recognition software	-	-	-	-	-	-	-	-	20	100	20	1.00	.000
8	Program of educational satellites	-	-	-	-	-	-	9	45	11	55	20	1.45	.510
9	Blogging	-	-	-	-	-	-	9	45	11	55	20	1.45	.510
10	Video conferencing	-	-	-	-	-	-	-	-	20	100	20	1.00	.000
11	Messages through mobile phones	-	-	-	-	2	10	3	15	15	75	20	1.35	.671
12	CALL	-	-	-	-	-	-	8	40	12	60	20	1.40	.503
	Valid N (list-wise)	20		100% (total percent of collected data)										
	Missed	0		0% (total percent of missed data)										

Note. M: Mean; STD: Standard deviation

that their English teacher never utilizes speech recognition software while teaching English speaking skills.

Item number 8 is about program of educational satellites: The mean score for this technology is 1.45, with a standard deviation of 0.510. 45% of the participants responded that their English teacher rarely uses program of educational satellites. While 55% of the respondents reported that their English language teacher never uses program of educational satellites as a technology to teach English speaking skills.

Item number 9 presents blogging: The mean score for this technology is 1.45, with a standard deviation of 0.510. 55% of the participants responded that their English teacher never uses blogging, while 45% of the participant responded that their teacher rarely uses blogging to teach English speaking skill.

The data on item number 10 indicates data about video conferencing: The mean score for this technology is 1.00, with a standard deviation of 0.000. All participants (100%) responded that their English teacher never utilizes video conferencing while teaching English speaking skills.

Item number 11 also indicates data about messages through mobile phones: The mean score for this technology is 1.35, with a standard deviation of 0.671. 75% of the participants responded that their English language teacher never use messages through mobile phones to teach English speaking skill. Whereas only 15% of participants responded that their teacher rarely uses messages through mobile phones, while 10% of the respondents indicate that their English teacher sometimes uses messages through mobile phones.

Item number 12 shows the respondents responses about computer assisted language learning (CALL): The mean score for this technology is 1.40, with a standard deviation of 0.503. 60% of the participants responded that their English language teacher never utilizes CALL while teaching English speaking skills. While only 20% of the participants responded that their teacher rarely uses CALL as technology to teach English speaking skills.

Overall, the mean scores for most technologies are relatively low, indicating that EFL teachers in this study context do not frequently use technology while teaching English speaking skills. However, there is some variability in the responses, with some technologies being used more frequently than others.

To What Extent EFL Teachers Utilize and Integrate Technology in Their Actual Classroom Practice While Teaching English Speaking Skill?

Students were exposed to a survey questionnaire to rate their level of agreement about the extent at which their EFL teachers utilize and integrate technologies in their classroom practice to teach English speaking skills.

Table 2 shows the results of a survey conducted on students' responses to the extent to which their EFL teachers utilize and integrate technology in their actual classroom practice while teaching English speaking skills. **Table 2** presents descriptive statistics for each item in the survey, including the number of responses, mean values, and standard deviations. To interpret the data, both mean values and percentages of all items were used. The mean values provide an average measure of the students' responses, while percentages show the proportion of students who selected each response option.

On their response to item number item 1 which is about whether the teachers always encourage students to utilize available technologies while teaching and learning English speaking skill, the mean value to this item is 2.20, which falls between "disagree" and "undecided." This was due to 60% of the students responded "disagree," while 30% selected "undecided," and 10% selected "strongly disagree." Therefore, this indicated that EFL teachers do not always encourages students to utilize available technologies while teaching and learning English speaking skill as most of the students disagree to the item.

On item number 2 students were also asked to rate whether their teacher always brings and applies different technologies to class while teaching them English speaking skills.

Table 2. The extent to which EFL teachers utilize and integrate technology in their actual classroom practice while teaching English speaking skill

No	Items	Descriptive statistics										N	M	STD	
		Response					F	%	F	%	F				%
		SA (5)	A (4)	U (3)	D (2)	SD (1)									
	My teacher do the following things while teaching us English speaking skills	F	%	F	%	F	%	F	%	F	%				
1	Always encourages us to utilize available technologies while teaching and learning English speaking skill.	-	-	-	-	6	30	12	60	2	10	20	2.20	.616	
2	Always brings and applies different technologies to class while teaching us English speaking skills.	-	-	6	30	3	15	11	55	20	100	20	2.75	.910	
3	Always took us to language labs while teaching us English speaking skill.	-	-	5	25	-	-	15	75	-	-	20	2.50	.889	
4	Always implementing Google Forms for teaching speaking course.	-	-	-	-	-	-	-	-	20	100	20	1.00	.000	
5	Always motivates us to use any digital language learning tools in and out the class.	4	20	12	60	4	20	-	-	-	-	20	4.00	.649	
	Valid N (list-wise)	20		100% (total percent of collected data)											
	Missed	0		0% (total percent of missed data)											

Note. SA: Strongly agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly disagree; M: Mean; STD: Standard deviation

Thus, the mean value to this item is 2.75, which falls closer to “undecided.” 55% of the students responded “disagree,” while 30% selected “agree,” and 15% selected “undecided.” Therefore, this shows that EFL teachers do not always brings and applies different technologies to class while teaching English speaking skills as the response from students inclined to disagree.

Item number 3 elicited about whether EFL teachers always took students to the language labs or not while teaching them English speaking skill. Based on the data obtained from the student’s questionnaire, the mean value to this item is 2.50, which falls between “disagree” and “undecided.” Similarly, 75% of the students responded “disagree,” while 25% selected “agree.” Thus, this shows that EFL teachers do not take students to language laboratories and expose learners to available technologies.

On item number 4 students were asked to rate their level of agreement about whether their EFL teacher always implementing Google Forms for teaching speaking course. Thus, the mean value to this item is 1.00, which means that all students selected “strongly disagree.” similarly, 100% of the students responded, “strongly disagree.” Therefore, EFL teachers never utilize Google forms as technology to teach English speaking skills.

Item number 5 shows data about whether EFL teachers always motivate their students to use any digital language learning tools in and out the class. Thus, as of data the mean value is 4.00, which is closer to “agree.” 60% of the students responded “agree,” while 20% responded “strongly agree,” and 20% selected “undecided.” Therefore, this indicated that EFL teachers motivate their students to use technologies to learn English speaking skills.

Overall, the results show that the students indicate that their EFL teachers lacks the practice of integrating and utilizing technologies in their classroom practice while teaching English speaking skills. The majority of students disagree or strongly disagree with the statements related to technology integration. However, there is a positive response to the statement related to motivating students to use digital language learning tools.

What Are the Major Challenges That EFL Teachers and Students Encounter in Using Technology While Teaching and Learning English Speaking Skill?

A survey questionnaire was distributed to 20 students to rate their level of agreement about the major challenges that encounter them while using technologies and challenges encountering them while they want to utilize technologies to learn English speaking skills using technologies. The challenges might be from teachers or the students themselves.

There are six items listed in **Table 3**, and for each item, the respondents were asked to rate their level of agreement on a scale of 1 to 5, where 1 represents “strongly disagree” and 5 represents “strongly agree”. To analyze the results, both mean values and percentages were used. The mean values show the average rating for each item, while the percentages show the proportion of respondents who gave each rating.

Table 3 shows the results of a survey on the challenges encountered students while using and trying to use technology to learn English speaking skills.

The first item is about whether the teacher’s level of offering motivation to students to use technology in English speaking skill learning. The mean value to this item is 3.10, indicating that, on average, the respondents were undecided. 50% of the respondents responded “undecided”, 30% responded “agree” and whereas, 20% responded disagree. Therefore, the data obtained shows that students are in dilemma whether the teachers’ motivation is a challenging factor or not, but the data is inclined to most of them feel that the teacher does not motivate them to use technology in learning English speaking skills.

The second item is about whether the respondents’ or students lack digital technology knowledge were a problem to them to use technologies in learning English speaking skills. The mean value to this item is 4.30, indicating that, on average, the respondents agreed. Similarly, 70% of the respondents responded strongly agree, while 10% responded agree, and whereas 20% of the respondents responded disagree to the item. This suggests that most of them do suffer from a lack of digital technology knowledge when learning English speaking skills.

Table 3. The challenges that students encounter in using technology while learning English speaking skill

No	Items	Descriptive statistics												
		Response										N	M	STD
		SA (5)		A (4)		U (3)		D (2)		SD (1)				
F	%	F	%	F	%	F	%	F	%					
1	The teacher does not motivate students (me) to use technologies while learning English speaking skill	-	-	6	30	10	50	4	20	-	-	20	3.10	.718
2	I usually suffered from lack of digital technology knowledge on how to utilize technologies when I learn English speaking skill.	14	70	2	10	-	-	4	20	-	-	20	4.30	1.218
3	I do not like to use any technologies in English class at all	-	-	14	70	-	-	6	30	-	-	20	3.40	.940
4	I like to use any technologies in English class always	-	-	4	20	1	5	14	70	1	5	20	2.40	.883
5	My teacher do not guide me while we are learning English language speaking skills using technologies	16	80	4	20	-	-	-	-	-	-	20	4.80	.410
6	I have lack of confidence and communication through virtual lessons to speak or utter the words appropriately	16	80	4	20	-	-	-	-	-	-	20	4.80	.410
Valid N (list-wise)		20		100% (total percent of collected data)										
Missed		0		0% (total percent of missed data)										

Note. SA: Strongly agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly disagree; M: Mean; STD: Standard deviation

The third item is about the respondents' willingness to use technology in English class. The mean value is 3.40, indicating that, on average, the respondents were undecided. The percentage of those who agreed or strongly agreed is 70%, and 30% disagreeing to the item. This data suggests that a majority of them do not like to use any technologies in English class.

The fourth item is about the respondents' preference for using technology in English class. The mean value is 2.40, indicating that, on average, the respondents disagreed. 70% of the respondents responded disagree, while 20% of them responded agree, whereas 5% of them responded undecided and the rest 5% of them responded strongly disagree. Therefore, the data obtained shows that only minorities of them like to use any technologies in English class always.

The fifth item is about the teacher's guidance during technology-based English speaking skill learning. The mean value is 4.80, indicating that, on average; the respondents strongly agreed that their teachers do not guide them while they are learning English speaking skills using technologies. The percentage of respondents who agreed is 20% and strongly agreed is 80%, which suggests that all of them felt that their teachers do not guide them during technology-based English speaking skill learning.

The sixth item is about the respondents' confidence and communication during virtual lessons. The mean value is 4.80, indicating that, on average, the respondents strongly agreed that they have a lack of confidence and communication through virtual lessons to speak or utter the words appropriately. The percentage of respondents who agreed is 20% and strongly agreed is 80%, which suggests that all of them felt that they have a lack of confidence and communication through virtual lessons.

Overall, the results of the survey suggest that the respondents face several challenges when using technology to learn English speaking skills. The challenges include a lack of motivation from teachers, a lack of digital technology knowledge, a reluctance to use technology in English class, insufficient teacher guidance during technology-based English speaking skill learning, and a lack of confidence and communication during virtual lessons.

What Are the Perceptions of EFL Teachers Towards the Role and Utilization of Technology in Teaching English Language Speaking Skill?

To identify EFL perception towards the role and utilization of technologies to teach English speaking skill a survey questionnaire was distributed to 10 EFL teachers who have specialized in TEFL to rate their level of agreement about the role and utilization of technology in teaching English language speaking skill. There are six items in **Table 4**, and for each item, respondents were asked to rate their level of agreement on a scale of 1 to 5, where 1 represents "strongly disagree" and 5 represents "strongly agree". To analyze the results both mean values and percentages were used. The mean values show the average rating for each item, while the percentages show the proportion of respondents who gave each rating.

Table 4 presents the responses of English language teachers to a set of statements about their perception towards the role and utilization of technology in teaching English language speaking skill. The analysis and interpretation of the response to each item are presented, as follows:

According to the item number, 70% of the teachers responded strongly agreed to the item, 30% also responded agree to the item. Similarly, the mean score for this item is 4.70, indicating a relatively high level of agreement among the respondents. Therefore, the data indicated that teachers surveyed believe that second or foreign language classrooms should have various types of technology.

On item number 2, 70% of the teachers responded agree while, only 30 responded "undecided" to the item. The mean score for this item is 3.70, indicating a moderate level of agreement among the respondents. The obtained data shows that the surveyed teachers believe that teaching English language speaking components will be effective with the use of technology.

In response to item number 3, 60% of the respondents responded disagree while, only 40% responded undecided to the item. The mean score for this item is 2.40, indicating a relatively low level of agreement among the respondents. Therefore, the teachers surveyed do not necessarily agree that they are more likely to use available technologies than teaching language skills without technologies.

Table 4. The perception of EFL teachers towards the role and utilization of technology in teaching English language speaking skill

No	Items	Descriptive statistics												
		Response												
		SA (5)		A (4)		U (3)		D (2)		SD (1)		N	M	STD
F	%	F	%	F	%	F	%	F	%					
1	Second or foreign language classroom should have various types of technology.	7	70	3	30	-	-	-	-	-	-	10	4.70	.483
2	Teaching English language speaking components will be effective with the use of technology.	-	-	7	70	3	30	-	-	-	-	10	3.70	.483
3	I am more likely interested to use available technologies than teaching language skills without technologies	-	-	-	-	4	40	6	60	-	-	10	2.40	.516
4	Language teachers should employ various types of technology in their classrooms.	-	-	8	80	2	20	-	-	-	-	10	3.80	.422
5	I spend more time to teach English more when I can access materials anytime, anywhere, to teach English through technologies.	-	-	8	80	2	20	-	-	-	-	10	3.80	.422
6	Students will learn better if they use various types of technologies in their classrooms.	10	100	-	-	-	-	-	-	-	-	10	5.00	.000
	Valid N (list-wise)	10		100% (total percent of collected data)										
	Missed	0		0% (total percent of missed data)										

Note. SA: Strongly agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly disagree; M: Mean; STD: Standard deviation

Item number 4 also elicited about EFL teachers' level of perception, and 80% of the respondents responded agree and only 20% responded undecided. The mean score for this item is 3.80, indicating a moderate level of agreement among the respondents. Thus, the teachers surveyed believe that language teachers should employ various types of technology in their classrooms.

Item number 5 shows that 80% of the respondents responded agree to the item, and only 20% responded undecided to the item. The mean score for this item is 3.80, indicating a moderate level of agreement among the respondents. Therefore, the collected data shows that teachers surveyed believe that they spend more time teaching English when they can access materials anytime, anywhere, to teach English through technologies.

Item number 6 surveyed EFL teachers' perception towards the role of technologies in enhancing students' language skills. In response to this item 100% of the respondents responded strongly agree to the item. The mean score for this item is 5.00, indicating a high level of agreement among the respondents. Thus, this shows that the teachers surveyed strongly believe that students will learn better if they use various types of technologies in their classrooms.

Overall, the responses suggest that the English language teachers surveyed generally believe that the use of technology in the language classroom is important and effective for enhancing language teaching and learning. However, there is some variability in the level of agreement among the respondents, particularly with regard to their interest in using available technologies over teaching language skills without technologies.

Results of Analysis of Classroom Observation Data

Under this sub-section, the researcher tried to identify the practice and challenges EFL teachers and students encounter to utilize and while utilizing technologies to teach English speaking skill. The data and its analysis are presented in **Table 5**.

As far as the six classroom observations are concerned, **Table 5** shows the classroom observations results made during the actual teaching and learning of speaking skills were held.

On the 1st, 2nd, 3rd, 4th, 5th, and 6th days of the observations, the students were observed as if they were active and ready to utilize available technologies in the class/language lab while learning English speaking skills. In all observation sessions students were observed that they were ready and even have a positive motivation to utilize and go to language lab to learn English speaking skills.

Of all day's observations, the teachers were only seen while using technologies while teaching English speaking skill on 4th day classroom observation. The technology the teacher tries to use were LCD projector and then displayed model pronunciation and public speaking using downloaded podcast from YouTube; However, the teachers were not seen while using and repeating similar activities related to using technologies while teaching English speaking skills on the 1st, 2nd, 3rd, 5th, and 6th days of observation.

The observed data revealed that the language classes are not adjusted with necessary computers and learning equipment for enhancing language skills, there were no internet connection that helped teacher and students to use available online technologies. Of the total six classroom observations, only one day, which was on the 4th day classroom observation that the Internet connection was seen working when the students were taken to the language lab.

There were no observed contemporary and other technologies adjusted and furnished both in the normal classes and language labs. Moreover, the students were not observed while easily using and accessing available technologies as there were no computers and other digital tools ready to learn English speaking skills.

On the 4th and 5th days of observations the teacher was seen only taking students to the language laboratory and on the other days they were not taken to the language laboratory. Similarly, there were no observed technologies like computers, overhead projector, video projector, computerized testing,

Table 5. Checklist for identifying the practice and challenges EFL teachers and students encounter to utilize and while utilizing technologies to teach English speaking skills

No	Observed items	Observed teacher											
		Days											
		One		Two		Three		Four		Five		Six	
Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
5.1	The students are active and ready to utilize available technologies in the class/language lab while learning English speaking skills.	✓		✓		✓		✓		✓		✓	
5.2	The teacher always uses technologies while teaching English speaking skill.		✓		✓		✓		✓		✓		
5.3	The classes are adjusted with different computers adjusted with necessary learning equipment for enhancing language skills.		✓		✓		✓		✓		✓		
5.4	There is available internet in the class to use.		✓		✓		✓		✓		✓		
5.5	The teacher uses internet while teaching speaking skill.		✓		✓		✓		✓		✓		
5.6	Students can access computers easily in their class/university.		✓		✓		✓		✓		✓		
5.7	Technological devices are connected to the internet in every classroom.		✓		✓		✓		✓		✓		
5.8	Technologies (computer, overhead projector, video projector, computerized testing, and smart board) are available in every classroom.		✓		✓		✓		✓		✓		
5.9	There are enough computers for students to use in the class/university.		✓		✓		✓		✓		✓		
5.10	The teacher is always ready to take students to the available language laboratory.		✓		✓		✓		✓		✓		

Note. Y: Yes; N: No

smart board as they were not available in every classroom. The researcher only observed the outdated desktop computer and projector in the classroom that the teacher uses on his 4th day observation. The teacher was using the computer and projector only for the purpose of presenting the lesson theoretically to the students in which the students were passive participant towards creating their own story and dialogues to learn English speaking skills. It was also observed that the available computers were not connected to the Internet as the connection was only Wi-Fi and it was not stable. The computers in the language lab is very few and even it was not functioning, so the computers and other technologies are not available in the University for learning language skills like speaking skills and other skills as well.

Results and Analysis Data from EFL Teachers Interview

Under this sub-section, the four EFL teachers were purposively selected and interviewed to triangulate the data obtained from classroom observations and students' questionnaire towards their practice and challenges they were facing while using and try to use technologies to teach English speaking skills. Therefore, the analysis of the data was presented below.

Interview question number 1: Do you use technology in the English language classroom? If yes, explain what are the benefits your students will get from learning with technology? If not, explain what benefits your students might not get if you teach them without technology?

The EFL teachers to this interview question responded that they don't use technology in the classroom to teach English speaking skills. They reason out that they do not use technology due to the students' digital literacy problems, the absence of technology, or their students and lack of interest in using technology. The teachers also responded that they prefer to use more traditional teaching methods such as role-playing, pair work, group discussions, and oral presentations to teach English speaking skills to solve the problem existed.

However, they responded that they have a good perception that using technologies will provide good pedagogical and

technological skill to the students and the teachers if properly utilized. One of the teachers in his interview responded saying

“if technologies are used in language classroom it could provide several benefits. For example, technology could help create a more interactive and engaging learning environment, provide multimedia materials, and allow for more personalized learning experiences. It could also help to address the students' digital literacy issues and prepare students for the use of technology in their future careers.”

They also responded that due to the absence of various technologies they were not using technologies to teach English speaking skills. They emphasized that they commonly utilize projectors and power point presentation to teach a content of speaking skill less frequently.

Therefore, the teacher's response indicates that they have willingness to use technology in the classroom to teach English speaking skill, and they have a good awareness towards the potential benefits it could provide to their students. However, they have acknowledged that incorporating technology to language education requires skills and interest and availability of resources that could require additional effort and training.

Interview question number 2: Do students use computers and multimedia comfortably when they complete speaking activities?

The EFL teachers clearly responded to this interview question saying that students are not really comfortable using various technologies like computers and other available technologies when they are ordered to do so due to various reasons. Some of the common reasons the teachers responded were students have lack of using digital technology; they are poor in foreign language that minimize the students' confidence from effectively and efficiently practicing speaking skills via different technologies.

One of the teachers responded as

“when I ordered my students to design some dialogue and content using available computers almost all students feel uncomfortable with the task and only very few of them are happy to do the activities, so the teaching and learning count be fair and inclusive by then, so I decided not to order them to do such activity.”

Therefore, this shows that teachers have awareness about the role of technologies in language education; however, they are not committed to use and guide their students to use and develop their technology skills.

Interview question number 3: What do you suggest that teachers should do to promote technologies in the language classroom?

The EFL teachers responded that the teacher should provide guidance and resource to the students, and even if there were no technologies in the classes, they would explore alternative ways of integrating technology in the classroom that are more accessible to the students. For instance, they responded that they might use simple multimedia tools such as audio recordings or short video clips that the students can easily access and use.

Additionally, one of the interview respondents responded as

“the teachers should use technology to provide an interactive and engaging learning environment that enables students to interact with authentic materials and real-life situations.”

Overall, the teacher’s response indicates that they are aware of the students’ limitations with technology and are willing to adapt their teaching methods to meet their students’ needs. They have emphasized the importance of providing a supportive and inclusive learning environment that accommodates all students’ needs and learning styles; however, the teachers were not in a pole position to use possible alternative in their actual classroom practice.

Interview question number 4: What are the challenges you and your students were facing while using technologies or while you were trying to utilize technologies for the purpose of teaching and learning English language speaking skills?

The EFL teachers to this interview question responded that they do not use technology in the classroom, and they face less challenges while they were less frequently using technology. They also responded that they acknowledge that not using technology in the classroom could limit their students’ ability to utilize multimedia materials, interactive activities, and personalized learning experiences, which could impact their learning outcomes.

Regarding this, two of the respondents responded that when they are trying to use technologies to teach English speaking there are various challenges encounter them, and the challenges the EFL teachers responded are summarized, as follows:

- (1) **Technical issues:** Technical difficulties such as Internet connectivity, software malfunctions, and hardware problems disrupted the flow of the lesson and

caused frustration for both the teacher and the students.

- (2) **Digital literacy:** Students who lack digital literacy skills may find it challenging to navigate the technology used in the classroom, which can hinder their ability to participate in speaking activities and engage with multimedia materials.
- (3) **Access to technology:** Most of the students do not have access to technology outside and inside of the classroom, which can limit their ability to practice their speaking skills and engage with online resources. Additionally, as a teacher we need to cover course content within the specific time frame.
- (4) **Time constraints:** Incorporating technology in the classroom can be time-consuming, and they may need to spend additional time preparing lessons and troubleshooting technical issues, so we are not interested to practice technologies in language education classes.
- (5) **Resistance to change:** Most of the students are resistant to change and may prefer more traditional teaching methods over using technology in the classroom.

Therefore, the teacher’s response indicates that they are aware of the limitations of not using technology in the classroom and have adapted their teaching methods to provide a rich and engaging learning experience for their students. Additionally, they acknowledge that incorporating technology could provide additional opportunities for student engagement and active learning, which they would be open to exploring in the future; however, they were not effectively using technologies in EFL English language speaking skills due to various hindering factors.

DISCUSSION

In this section, the data that had been gathered and analyzed were discussed under four major objectives in response to the four basic themes. The major findings of the study were briefly discussed and substantiated by other literature and studies, taking the following key themes of the study into account:

- (1) the kind of technologies EFL teachers use while teaching English speaking skills,
- (2) the extent to which EFL teachers utilize and integrate technology in their classroom practice while teaching English speaking skills,
- (3) EFL teachers’ perceptions towards the role of technology in teaching English speaking skills, and
- (4) challenges that teachers’ and students’ face in using technology while teaching and learning English speaking skills.

The aim of the first research question was to identify the type of technologies EFL teachers use while teaching English speaking skills. The findings of this study revealed that EFL teachers rarely utilize technologies to teach English speaking skills. Only some teachers attempt to use common

technologies like PowerPoint presentation, language lab, and podcasts very rarely. Thus, EFL teachers in this study context do not frequently use technology while teaching English speaking skills. The practice of current study teachers contradicts the idea raised by Alzahrani (2019) and Bower (2018). As they noted that the use of technology in teaching English speaking skills has become increasingly common in recent years, with many teachers integrating various types of technologies into their teaching practices. For example, some teachers use digital recording devices such as smartphones and tablets to record students' speaking performances and provide them with feedback on their pronunciation, intonation, and fluency (Alzahrani, 2019). Other teachers use videoconferencing tools such as Skype and Zoom to provide opportunities for authentic and interactive communication with native speakers of English (Bower, 2018). Some teachers also use VR technology to create immersive and interactive learning environments that simulate real-world situations, allowing students to practice their speaking skills in a safe and controlled environment (Li et al., 2020). However, the finding of the current study contradicts the issues noted above as the teachers in this study context do not use those technologies frequently in their actual classroom practice to teach English speaking skills.

Moreover, some researchers have noted that the type of technology used by teachers may depend on the specific context and goals of instruction. For example, digital recording devices may be more useful for providing individualized feedback, while videoconferencing tools may be more useful for promoting authentic communication and cultural exchange (Bower, 2018). Similarly, VR technology may be more effective for creating immersive and interactive learning environments, while mobile apps may be more effective for providing additional practice opportunities outside the classroom (Zhang, 2013). However, the data in the current study showed that teachers hardly utilize the aforementioned technologies.

The second research question was aimed at finding out the extent at which EFL teachers utilize and integrate technology in their actual classroom practice while teaching English speaking skill. The data gathered from students' questionnaires, teachers' classroom observations and interviews were consistent. The results indicated that an EFL teacher lacks the practice of integrating and utilizing technologies in their classroom practice while teaching English speaking skills. The data also revealed that the teacher motivates the students to use technologies, but not in a consistent manner. Therefore, the practice of the teachers in the current study is inconsistent with the ideas of Gee (2003). According to Gee (2003) the integration of technology into language education has become increasingly prevalent in recent years, with many educators and researchers exploring the potential benefits and challenges of using various technological tools and platforms in language instruction. One major benefit of using technology in language education is the potential to create more engaging and interactive learning experiences for students. For example, digital games and simulations can provide learners with opportunities to practice language skills in a fun and immersive way. Similarly, online discussion forums and chat rooms can facilitate

communication and collaboration among learners, allowing them to practice their language skills in an authentic and meaningful context (Warschauer, 1997). However, the current study teachers led the teaching and learning more in traditional fashion than integrating technologies specified by Gee (2003) and Warschauer (1997).

The third research question was aimed at knowing the EFL teachers' perceptions towards the role of technology in teaching English speaking skills. Regarding this, the literature indicated that the use of technology in language teaching has become increasingly popular, and it has been argued that the integration of technology into language teaching can enhance students' language learning experiences. However, there is still a gap in the literature regarding teachers' perceptions towards the utilization of technologies used while teaching English speaking skills. The data from questionnaire, classroom observations and interview revealed that English language teachers surveyed generally believe that the use of technology in the language classroom is important and effective for enhancing language teaching and learning. The findings of the study support the notion that technology can be a valuable tool in teaching English speaking skills. The EFL teachers in this study viewed technology as a means to enhance their teaching and provide more engaging and interactive learning experiences for their students. Therefore, the current results of the study show more consistency with those of the study conducted by Özkan and Koseler (2018). However, despite the potential benefits of technology integration in language teaching, and a positive perception teachers have towards the utilization of technologies some teachers may face challenges in effectively using technology to teach English speaking skills. For example, some teachers may lack the necessary training and support to effectively integrate technology into their teaching practices (Becker, 2000). Additionally, there may be issues related to access to technology, particularly in developing countries or low-income communities (Warschauer & Matuchniak, 2010). Similarly, the current study data that were obtained from questionnaire, observations and interviews clearly confirms the ideas of Becker (2010), Warschauer and Matuchniak (2010), and Özkan and Koseler (2018). Therefore, the finding of this study is consistent with the aforementioned studies and literatures.

The fourth research question was aimed at finding the challenges that EFL teachers and students face in using technology while teaching and learning English speaking skills. The finding from questionnaire, classroom observations and interviews revealed that both EFL teachers and students face several challenges when using technology to learn English speaking skills. The challenges include a lack of motivation from teachers and students, a lack of digital technology knowledge, a teachers and students reluctance to use technology in English classes, insufficient teacher guidance during technology-based English speaking skill learning, insufficiency of resource and training, lack of student's confidence on how to use communication during virtual lessons. Similarly, there have been several studies that have explored the challenges encountering students and teachers to use technology while teaching English speaking skills. The findings of some studies suggest that EFL teachers still face

challenges in integrating technology into their teaching practices. For example, a study by Kabilan et al. (2010) found that EFL teachers in Malaysia faced challenges in using technology effectively due to lack of training, inadequate resources, and lack of support from school administrators. Moreover, Warschauer and Matuchniak (2010) found that digital divide, which refers to the unequal access to technology and the Internet among different populations is also challenges integrating technologies into education system. This can create disparities in language learning outcomes, as learners who have limited access to technology may not be able to benefit from the same opportunities as those who have more access. The students and teachers in this study context face the same challenges as the finding of the current study is consistent with the above studies.

Another challenge is the need for effective teacher training and support. Teachers who are not familiar with technology may struggle to integrate it effectively into their teaching practice and may need training and support in order to do so (Levy & Stockwell, 2006). However, the finding of this study indicated that the teachers in this study context are not struggling to integrate technologies into English speaking skills education, but they have training gaps. There is a need to ensure that technology tools and platforms are pedagogically sound and aligned with language learning goals. Simply using technology for the sake of using technology may not necessarily lead to improved language learning outcomes (Kessler & Bikowski, 2010). Instead, technology should be used in a way that supports and enhances the language learning process, and that is aligned with best practices in language education.

These claims are in line with the current study finding as EFL teachers and students are facing similar challenges. Additionally, a study by Al-Jarf (2012) found that EFL teachers in Saudi Arabia faced challenges in integrating technology into their teaching practices due to lack of access to technology, lack of technological skills, and lack of support from school administrators. However, the same study also found that EFL teachers who were able to overcome these challenges and integrate technology into their teaching practices reported positive outcomes, such as increased student motivation and engagement. Therefore, teachers, students, university administrators and educational bureaus in this study context should work collaboratively to solve the problems and integrate technology into the education system.

CONCLUSIONS

Based on the collected data, the following conclusions were made.

The main objective of this study was to investigate the utilization of technology to teach English language speaking skills. The data were collected through a questionnaire, classroom observations, and interviews. The results confirmed that the role of technology in teaching English speaking skills can be significant. Technology offers various tools and resources that can enhance learners' speaking skills by providing opportunities for practice, feedback, and interaction with native speakers and other language learners, and to do so,

a great effort is expected from the teacher. However, the data showed that the teachers were not utilizing different technologies to teach English speaking skills, and they were not ready to provide necessary guidance to their students on the way they should utilize technologies for English language learning. The EFL teachers were not observed while using available technologies to teach language skills, and there were no available technologies in the class that can help learners use technologies. Students were not ready to use any technologies in learning English speaking skills, and this might result from a lack of digital literacy, lack of confidence, lack of the Internet, lack of computers and other digital learning tool available for them.

Even though it is clearly mentioned that teacher should utilize and integrate technologies into classroom practice, the current study indicates that the teachers in the context of the current study were not seen in integrating technologies to language education in general and to teaching speaking skills in particular. However, the data indicated that only projectors, power point presentation, and downloaded podcasts were less frequently utilized in the language education class of the current study context. The data also confirmed that the EFL teachers do not motivate learners to utilize technologies; however almost all EFL teachers have a good perception regarding the role of technologies in developing students' language skills and in owing them the contemporary 21st century skills. English language teachers surveyed generally believe that the use of technology in the language classroom is important and effective for enhancing language teaching and learning. However, there is some variability in the level of agreement among the respondents, particularly with regard to their interest in using available technologies over teaching language skills without technologies.

Recommendations

Based on the drawn conclusions, the following recommendations have been made.

1. EFL teachers are required to utilize and integrate various technologies in their actual classroom practice while teaching English language skills in general and speaking skill in particular for the purpose of acquainting learners with the necessary language skills, digital literacy and develop learner's communicative competence.
2. EFL teachers should adjust their time to the extent of practically guiding their student to develop creativity in language classes using any available technologies. Additionally, while teaching speaking skills using some technologies teachers should provide clear instruction, encourage their students, give sufficient time, and help students when they face difficulties on how to use technologies.
3. It was suggested that teachers have to be aware of the challenges they face in using technologies for language education, and help their students develop necessary skills and achieve intended objectives.
4. The university should furnish and adjust classrooms, especially language classrooms with useful computers and digital media to the extent of satisfying learners

desire and teachers need. Teachers should not dominate the classroom with theoretical methods of teaching, rather they should shift their teaching method into technology and creativity method.

5. Teachers should provide necessary training for the students on the way they should utilize technologies for language learning.
6. Finally, the research findings in this paper will encourage an extension of research into teachers' and students' knowledge and understanding of the utilization of technology for language education. A range of conceptualization, rich in detail, is further needed to provide EFL teachers with framework and models that they can follow in their own practical classes. Therefore, this study is not anticipated to make any generalization, so any concerned and interested body can make use of this study as route for further studies and is suggested to contribute a lot.

Study Limitations

1. **Lack of student readiness:** The study revealed that students were not adequately prepared or motivated to use technologies for developing their English-speaking skills, potentially due to a lack of digital literacy and access to necessary tools. This limitation in the student population may have constrained the ability to observe the full impact of technology integration.
2. **Contextual factors:** As the study was conducted within a specific educational context, the findings may not be generalizable to other settings with differing technological resources, teacher training, and student backgrounds. The limited scope of the study setting is a potential limitation.
3. **Lack of longitudinal perspective:** The study provides a snapshot of technology integration at a single point in time. Examining the changes in technology use and its impacts over an extended period could have yielded a more comprehensive understanding of the phenomenon.

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