A REFLECTION ON DIGITAL TOOLS IN EFL SPEAKING CLASSES

Ha Thi Le[1]

Abstract: This paper reflects on three digital tools, namely Flipgrid, Jamboard, and Poll Everywhere, in English as a Foreign Language (EFL) speaking classrooms against the backdrop of the COVID-19 pandemic. It proposes the potential benefits and challenges associated with integrating these tools into language instruction, drawing on the author's personal experiences and observations. Regarding the impact of these tools on students' speaking proficiency, engagement, and overall learning experience, the paper also considers teachers' perspectives on usability and effectiveness in promoting interactive and collaborative speaking activities. The integration of Flipgrid, Jamboard, and Poll Everywhere positively influences students' speaking performance, motivation, and active participation, fostering a communicative learning environment. However, challenges such as technical issues, training requirements, and pedagogical integration should be addressed for successful implementation. The author emphasizes the need for continued exploration and research in the field of digital tools in EFL education to further enhance language learning outcomes and prepare students for the digital age.

Keywords: Digital tools, speaking classrooms, speaking skills, interaction, feedback

[1] Lac Hong University, Dong Nai, Vietnam, Email: hale@lhu.edu.vn

1. Introduction

The integration of digital tools in language classrooms has gained considerable attention in recent years, offering new opportunities to enhance teaching and learning practices. In the context of English as a Foreign Language (EFL) speaking classrooms, digital tools hold significant potential for promoting interactive and engaging speaking activities. This research article investigates the implementation of three specific digital tools – Flipgrid, Jamboard, and Poll Everywhere – in EFL-speaking classrooms and explores their impact on students' speaking proficiency, engagement, and overall learning experience.

Digital tools offer unique features and functionalities that can enrich speaking activities and foster language development. Flipgrid, a video-based platform, allows students to record and share short video responses, enabling interactive communication and collaboration (Kleftodimos & Triantafillidou, 2023). This tool encourages learners to express their ideas and opinions authentically and dynamically, promoting fluency and confidence in spoken English. Jamboard, a collaborative whiteboard tool, provides a shared space for learners to engage in visual and interactive activities (Kang, 2022). Students can collaboratively create mind maps, diagrams, and presentations, promoting critical thinking skills and facilitating meaningful discussions. The interactive nature of Jamboard stimulates student engagement and participation, contributing to the development of speaking proficiency. Poll Everywhere, a real-time polling and audience response system, encourages active participation and engagement in the speaking classroom (McKeeman & Oviedo, 2013). By using Poll Everywhere, teachers can pose questions, and students can respond instantly using their devices. This tool facilitates class discussions, allows for anonymous responses, and provides immediate feedback, enhancing learner involvement and promoting interactive speaking practice.

The benefits of integrating these digital tools into EFL-speaking classrooms are multifaceted. Firstly, they provide opportunities for authentic communication. Engaging in real-life, video-based interactions through Flipgrid enables learners to practice speaking skills in a context that closely resembles real-world communication (Green & Green, 2018). The platform allows for synchronous and asynchronous discussions, offering flexibility and fostering collaborative learning. Secondly, digital tools facilitate learner autonomy and personalized learning experiences. Jamboard, for instance, empowers students to actively participate in the creation of visual materials, promoting ownership and engagement in the learning process (Kang, 2022; Stafford, 2022). Learners can collaboratively construct visual representations of their ideas and thoughts, encouraging creativity and critical thinking. Furthermore, the integration of these digital tools supports formative assessment and feedback. Flipgrid, with its video recording and commenting features, enables teachers to provide timely and specific feedback on students' speaking performance (Agan et al., 2019; Innes, 2020; Johnson & Skarphol, 2018; McLain, 2018; Miller et al., 2020; Stoszkowski et al., 2021). The ability to review and reflect on their videos allows students to self-assess their speaking skills, leading to improved accuracy and fluency.

Despite the numerous benefits, challenges and considerations must be addressed for the successful implementation of these digital tools in EFL-speaking classrooms. Pedagogical integration is crucial to ensure that the tools align with instructional goals and objectives (Knezek & Christensen, 2016). Teachers need to design speaking activities that effectively utilize the functionalities of Flipgrid, Jamboard, and Poll Everywhere, maximizing their potential to promote language development and meaningful interaction. Additionally, technological considerations, such as internet connectivity and access to devices, need to be taken into account to ensure a seamless implementation of these tools (Biancarosa &

Griffiths, 2012). Furthermore, ongoing assessment and evaluation of the effectiveness of these tools are vital to inform pedagogical practices and make necessary adjustments (Ndukwe & Daniel, 2020).

In conclusion, the integration of digital tools, specifically Flipgrid, Jamboard, and Poll Everywhere, in EFL-speaking classrooms has the potential to enhance language learning outcomes by promoting authentic communication, fostering learner autonomy, and facilitating formative assessment. This research article aims to investigate the impact of implementing these tools on students' speaking proficiency, engagement, and overall learning experience. The study also aims to explore the teacher's perceptions regarding the usability and effectiveness of these tools in EFL-speaking classrooms. Therefore, the article recommends sound strategies and resources to create a preferable learning environment that offers students more opportunities to interact, give feedback and practice their speaking skills in synchronous and asynchronous settings.

2. Description of the terms

2.1. Digital facilitation tools

Not to mention support learning, digital tools are defined in this study as the learning transformation and how people interpret that learning process (Säljö, 2010). The use of technology has shifted the teacher-centered to learner-centered methods while regarding teacher roles as mentors, coaches, and facilitators for fostering an active learning process to make local and global future-ready learners. Applying technology in English language teaching has benefited teachers and learners considerably. In collaborative approaches, education tools are vital in teaching and learning English because they enable the increasing influence of language perception outside the classroom from all learners. Utilizing digital tools can provide authentic language materials, improve students' literacy level in

online communication, encourage students to interact with the outside world, promote a positive learning atmosphere, and let both teachers and students work efficiently. In the past, students mainly depended on teachers who delivered them knowledge. However, open access to online resources enables them to be independent in their learning (Markauskaite & Goodyear, 2009).

Regarding two-way communication, Moore (1989) identified different interactive angles in a language classroom that a teacher should care about, including learner-content, learner-learner, and learner-instructor interaction as Table 1 shows. As history goes by, blended classrooms and video-based discussion boards have positively impacted learners by increasing their language ability and peer feedback. Besides allowing asynchronous flexibility, video-based discussion boards promote contextual features, emotion, and individual personality (Mahmoudi & Gronseth, 2019). Having been utilized heavily since the outbreak of COVID-19, online interactive tools are instructions delivered on a mobile device to support teaching and learning. The combination of face-to-face and online learning has been applied in many educational settings, especially in English teaching and learning professions.

Table 1: Activities used for different types of interaction

Types of interaction	Activities	Tools	Stage
Learner-Content Interaction(Moore, 1989)	multimedia, activities, assignments, self-assessments, projects	Google Jamboard (https://jamboard.google.com/)	Pre-speaking
Learner-Learner Interaction(Moore, 1989)	peer evaluation, games, competitions, discussions, presentations	Flipgrid (https://info.flip.com)	While- or Post-speaking

Types of interaction	Activities	Tools	Stage
Learner-Instructor Interaction(Moore, 1989)	various communication channels, course announcements, generalized feedback on activities or assignments	Poll Everywhere (https://www.polleverywhere.com) School Moodle platform as Picture 3 shows	While- or Post-speaking

2.2. Digital tools in teaching speaking skills

Undoubtedly, digital tools have been incorporated into teaching speaking synchronously in my classes in light of interaction and feedback. Teachers should be encouraging, tolerant, well-prepared, sympathetic, and patient when giving feedback to students because receiving that from teachers and their classmates will push them to meet communicative goals (Swain, 2000). Over the last decade, I have developed my philosophy of positive energy, respect and support, participation, and communication in the classroom, which will tackle such problems as speech anxiety, low self-esteem, and less confidence among English learners when learning speaking skills (Arifin, 2017). Digital tools have been shown to enhance speaking fluency, promote authentic communication, foster creativity and critical thinking, and encourage student engagement and participation (Stoszkowski, 2018; Cherrez, 2019). Understanding the potential of these digital tools in the classroom can inform pedagogical practices and contribute to the effective development of speaking skills.

3. Activities

Teachers necessarily innovate their teaching methodology in the digital transformation era. Planning steps are essential to facilitate meaningful course interaction and participation from learners. From

my experience, carefully planning my lesson ensures that I demonstrate EdTech tools and the e-Learning platform at the beginning of the course and that my tech-savvy students can practice with their attempts at the hands-on activity. Besides the course introduction, a short description of the tools to students will teach them how each digital platform can assist them with their English speaking performance; when providing the content related to the lesson, both in-person and online classes.

4. Google Jamboard and learner-content interaction

Jamboard, a cloud-based virtual whiteboard, is one of the products developed by Google, which provides an interactive forum-based learning context to serve business and education purposes. Excluding traditional classroom settings, the tool enhances online collaboration that encourages the element of social constructivism (Harasim, 2018), especially in brainstorming ideas or teaching vocabulary in pre-speaking lessons. In Picture 1, after titling and framing the board, instructors can copy the link and enable participants to use a pen, erase, select, add sticky notes, add images, circle, insert a text box, and use a laser to highlight an object. At the end of the activity, teachers can download each Jamboard as PDF documents or copy Jam links to insert into LMS lessons concerning controlling access for viewing or editing. Students can conveniently gain access from a PC, a laptop, or a mobile device via an app with constructive engagement in future Jams (Sweeney et al., 2021).

Procedure to teacher:

1. Creating a Jam on Google (Picture 1)

2. Setting up the Jam

3. Copying and putting the link in LMS, Google Classroom, Google Meet, or Zoom meeting platform

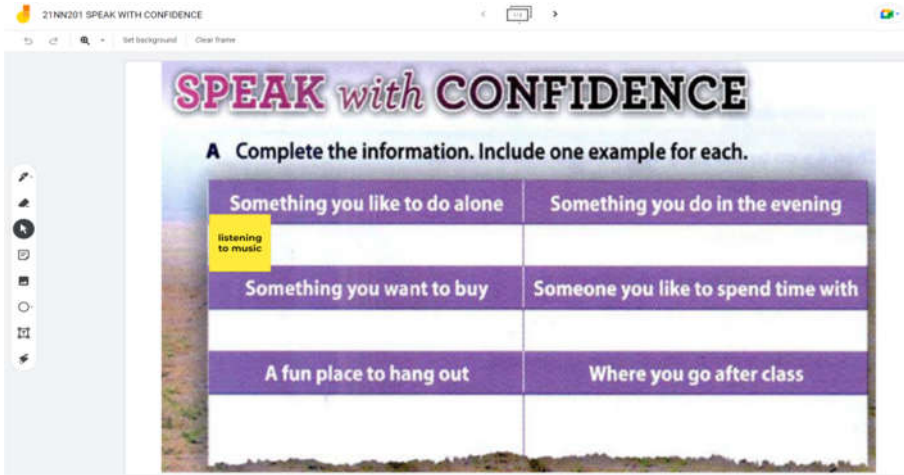4. Checking students' work (Picture 2)

Figure 1: A Jamboard example from Speaking 1 course - Before

Figure 2: A Jamboard example from Speaking 1 course – After

In Figure 1, I designed the board by selecting a suitable image related to the topic and posting it as a background. After students worked with the board, they brainstormed diverse ideas about their hobbies. This activity happened before students participated in the speak-with-confidence section in pairs to complete the information in the Jamboard by adding a text box in each column: *something you like to do alone, something you like to do in the evening, something you want to buy, someone you like to spend time with, a fun place to hang out, where you go after class*. Students collaborated to propose at least one idea and add a text box to the Jamboard to suit the requirements. Their speaking activity afterward was much easier because they had sufficient language to express their viewpoints.

5. Flipgrid and learner-learner interaction

Flipgrid (recently Flip), an online video platform, is a free product from Microsoft that enables educators to manage video discussions. In teaching English, teachers use this digital tool for synchronous and asynchronous collaborative learning experiences; hence students get access from a PC, a laptop, or a mobile device via an app or a website. Flipgrid was discovered to be easy to use in this study, which was also discovered by Faramarzi, Tabrizi, and Chalak (2019), who noted that learners were happy with this tool since it is user-friendly and appropriate to be used to teach speaking skills. Besides, Flipgrid enables teachers to create a collaborative platform with topics, responses, comments, and grids. Not inconsequentially, students considered Flipgrid a beneficial tool that positively impacted their English speaking and listening skills (Mango, 2019). Students boost their confidence with the magic of Flipgrid's creativity by referring to the transcript of the speech thanks to artificial intelligence.

Additionally, this platform encourages students to record and check their work until they feel satisfied (Ahmad & Lidadun, 2017). Besides, by asking students to watch videos from their classmates and give feedback on their speaking performance, they can improve their oral skills by observing other learners' performance and eventually designing their talk to meet the instructor's requirements. Another paper researched by two Vietnamese teachers also indicated that utilizing Flipgrid in teaching and learning English helps learners of the English language in the research context reduce their speaking anxiety (Tuyet & Khang, 2020). Additionally, this online video discussion platform does stimulate the learners to reflect, collaborate, and be independent in their learning based on many hours of engagement. My students found it interesting to record their videos until they felt satisfied before submitting them on Flipgrid. With low-level learners, they are comfortable practicing, recording, and polishing their work many times before importing the video to Flipgrid anywhere, anytime.

Procedure to teacher:

1. Setting up a Flipgrid account as an educator

2. Creating a Flipgrid group - a learning community

3. Setting up the grid

4. Adding the students

5. Creating topic(s) for assignment

6. Creating a social community to support technological issues for students

7. Sharing the group to invite participants to post and view content in your group

8. Watching your students' creativity and giving constructive feedback

Procedure to students:

1. Signing up for Flipgrid (for new users) on a web browser or mobile application

2. Setting user name with a specific number as shown in the subject mark sheet (Number First name-Last name-Middle name _ your class, following your teacher's instruction: 01 Huyen-Hoang-Thi-Thanh_21AV111)

3. Following the guidelines and topic requirements from the teacher

4. Recording video (with filters if needed)

5. Reviewing video (adding a cover image or video description)

6. Posting quality videos on the Flipgrid group created by the instructor

6. The e-Learning platform, Poll Everywhere, and learner-instructor interaction

Research studies on the use of learning management systems (LMS) in language learning have proved to be effective in boosting

academic achievement (Wajeha, 2013), promoting confidence during virtual interactions (Dang & Robertson, 2010), and motivating new teaching strategies (Ulla et al., 2020). Moodle is the LMS developed by the School's IT staff in 2015 as Picture 3 shows. This learning environment enables teachers to perform such activities as uploading course materials, designing quizzes, collecting assignments, and creating forums to announce important information to learners in specific classes.
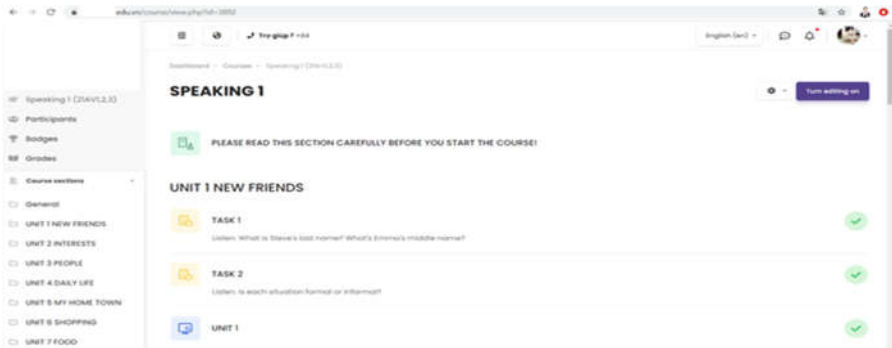
Figure 3: An LMS Speaking course

In my speaking class, after creating a Flipgrid course or a survey link for any speaking class, I always insert the link into the class forum on the e-Learning system to announce the platform to students and ensure that it is well-informed to every participant. In case students struggle with logging in or whatsoever, the instructor will be able to support them in time through a social community support platform on Facebook. As a teacher, I aim to motivate my students' learning progress during the LMS completion and participation, bringing about endless English-speaking opportunities for personal and professional development. The theory of conscious learning happens at this moment when learners immerse in the learning progress.

Regarding Poll Everywhere, Marashi and Eghtedar (2021) demonstrated that the Poll Everywhere (PollEv) tool helps to add "metacognitive support" to engage students and hone their

communication skills. When students actively participate in the learning journey, they will boost their engagement and maintain optimal academic performance. My students found these interactive responses on PollEv engaging, especially the compliments or suggestions presented in those collaborative word clouds. Therefore, teachers should create an enjoyable learning atmosphere for their students in both online and in-person learning.

Procedure to teacher:

1. Setting up a PollEv account as an educator

2. Creating a PollEv folder for each class

3. Going to Activities

4. Clicking More and choosing Presentation feedback or choosing your category

4. Naming the survey title

5. Selecting the question type and formatting the title for each question

6. Looking through the questions again

7. hitting Create button

8. Copying response embed script to clipboard and posting into the forum on e-Learning class

Table 2: Creating a Presentation feedback survey

No.	Question types	Titles
1	Multiple choice (5-Point Likert Scale options)	*How would you rate the content?* *How would you rate the presenter?* *What did you like most about this session?*
2	Open-ended text	*What did you like most about this session?* *How would you improve this session?*
3	Word cloud	Formatting the title

No.	Question types	Titles
4	Q&A	Formatting the title
5	Clickable image	Uploading your image
6	Ranking	Formatting the title

The E-Learning platform in my school's learning management system hosts such discussion forums after I inserted the PollEv links so that students can give constructive feedback to themselves and their peers after their talks. For each presentation, I offer a unique opportunity for students to share and be willing to listen to different opinions from their classmates and teacher, thus improving their speaking skills.

7. Reflection

This article aims to highlight the value of utilizing digital facilitation tools in teaching careers, particularly in the context of synchronous and asynchronous learning environments. These tools offer user-friendly, convenient, and efficient ways to enhance students' lifelong learning skills, with a particular emphasis on communication skills in English. The study conducted by Marashi and Eghtedar (2021) demonstrated the effectiveness of using the Poll Everywhere tool in adding metacognitive support to engage students and improve their English speaking abilities. Additionally, Google Jamboard was found to be beneficial in promoting online collaboration, aligning with the principles of social constructivism (Harasim, 2018), particularly in activities such as brainstorming ideas or teaching vocabulary in pre-speaking lessons. Another valuable tool, Flipgrid, was highlighted for its ability to boost students' confidence and creativity by providing speech transcripts through artificial intelligence (Mango, 2019). When implementing these interactive digital tools, teachers must prioritize student talking time and approach their coaching role with patience, creating an enjoyable and effective learning experience for developing speaking skills.

Teachers should prioritize demonstrating the use of digital tools, including Flipgrid, Jamboard, PollEv, or Learning Management Systems (LMS), to students at the beginning of the course. While Pothier (2021) exemplified a low barrier to accessing Jamboard in an academic Librarianship Review at the University of New Hampshire, students need to receive step-by-step instructions on how to use Jamboard to ensure credibility and prevent unintended erasure of classmates' work. In this regard, educators should equip themselves with technical skills, teaching strategies, and relevant knowledge to confidently integrate this educational tool into their classes. Reflecting on past learning experiences, as suggested by Bakala et al. (2022), students can share their prior knowledge or relevant experiences on Jamboard before the teachers deliver their lectures. In my speaking lessons, students engage in brainstorming activities before collaborating in pairs or groups. This approach saves time and provides students with ample language input. By visualizing their classmates' ideas on the Jamboard during speaking activities, students effectively communicate in English, drawing inspiration from the suggested ideas. This knowledge-sharing activity on Jamboard positively impacts students' speaking abilities, leading to an overall improvement in their English proficiency (Kang, 2022). Mehdiyev (2020) further supportsed this claim, stating that university students experienced increased engagement and motivation in interactive activities facilitated by Jamboard, resulting in enhanced English-speaking competencies. They were motivated to take ownership of their speaking competence by actively contributing to Jamboard, aligning with the principles of self-determination theory (Ryan & Deci, 2000).

Another valuable aspect of these facilitation tools is their potential for incorporating mental health check-in modules. In my speaking class, I found it beneficial to conduct activities using PollEv at the beginning of the lesson or Jamboard preferably at the end, to gauge the participants' mood during the learning process. I

encouraged students to express their emotions through the addition of relevant images or GIFs, initiating discussions around their feelings, as demonstrated in Picture 4. This practice fosters a positive teacher-student bond and creates a comfortable and understanding atmosphere in the speaking lesson. Interestingly, a study conducted by Stafford (2022) in Australia defines the concept of a Jamboard Mood check-in page and illustrates how students can insert images that represent their emotions throughout the week. Furthermore, Sweeney et al. (2021) investigated undergraduate medical students at Queen's University Belfast and found that practical activities on Jamboard captured their attention more than any other modules.

The incorporation of mental health check-in modules through these digital tools not only provides an opportunity for students to express their emotions but also emphasizes the importance of well-being in the learning process. By acknowledging and discussing their feelings, students can feel supported and understood, creating a conducive environment for effective communication and language development. This approach aligns with the growing recognition of the role of social-emotional learning in education and its impact on student engagement and success (Elias, 2019). Moreover, the use of visual elements such as images and GIFs allows for non-verbal communication and adds a creative dimension to the check-in process. It enables students to communicate their emotions more effectively and provides a platform for meaningful conversations. This visual component has been found to enhance engagement and increase participation in mental health check-ins (Stafford, 2022).

Overall, integrating mental health check-in modules through PollEv and Jamboard offers a valuable opportunity to prioritize students' well-being and create a supportive learning environment. By acknowledging and addressing their emotions, educators can foster a sense of belonging and encourage open communication. Additionally, the use of visual elements adds an engaging and creative element to

the check-in process. The positive response from students, as seen in the study by Sweeney et al. (2021), highlights the potential impact of incorporating practical activities on Jamboard. As educators, it is essential to recognize and cater to the holistic needs of students, promoting their mental well-being alongside their language development.
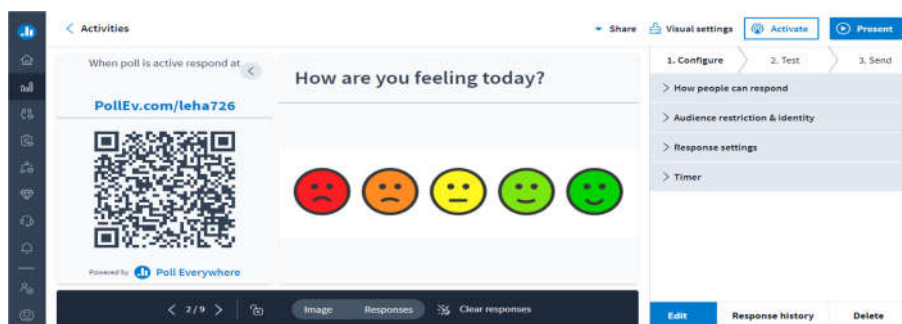
Figure 4: PollEv mood-check activity

Flipgrid offers teachers the opportunity to promote collaborative learning experiences among students (Agan et al., 2019). In my English-majored speaking class, I have utilized Flipgrid as a facilitation tool, starting with a trial video activity on the first day of the course where students introduce themselves briefly, ensuring that they have followed the session requirements. This activity allows for feedback from both the teacher and classmates, enabling students to make improvements until they are satisfied with their videos. This process is significant as Shin and Yunus (2021) highlighted that students who find Flipgrid useful tend to gain optimism in using the tool, boosting their confidence and reducing anxiety when practicing English. Similarly, McLain (2018) conducted research at Global Business and Technology Hankuk University of Foreign Studies and observed the positive impact of Flipgrid in terms of user-friendliness and increased student talking time during English-speaking assignments.

To ensure an effective and organized Flipgrid experience, three essential rules should be followed. Firstly, students need to carefully

adhere to the instructions provided in class, incorporating the specified language and adhering to the prescribed length and content requirements. Additionally, students should set a username with the assigned number indicated on the mark sheet, enabling the numerical expression of Flipgrid results on a Microsoft Excel file. Secondly, the policy prohibits the capture and posting of images from Flipgrid practice videos on social media platforms. Violations of this policy may result in disciplinary measures imposed by the lecturer. By strictly adhering to these regulations, all students can have pleasant experiences creating and submitting their videos as responses. Finally, students have ample opportunities to earn bonus points by posting quality videos on Flipgrid or providing constructive feedback in the comments section. These guidelines and rules establish a framework for a productive and respectful Flipgrid environment, where students can actively engage with the platform, improve their speaking skills, and contribute to the learning community. By following these protocols, educators can ensure that Flipgrid is utilized effectively, providing a supportive and encouraging space for students to showcase their language proficiency and receive valuable feedback.

In addition, as part of the course, each student is required to create a reflective video sharing their perspectives on three secrets to becoming cooperative and active learners, which align with the student-centered approach. The response to this task is not based on right or wrong answers. Each student submits their video and provides constructive feedback on other students' talks, focusing on vocabulary and grammar, pronunciation and fluency, interactive communication, and task accomplishment, accounting for 30%, 30%, 20%, and 20% of the assessment criteria, respectively. These evaluation criteria are derived from the Assessment Rubric for Speaking 1, which is used to grade the end-of-term Speaking test and was developed by the Head of the Skill Section at the Faculty of English Language in my School. By utilizing the assessment rubric from the beginning of the course, I

ensure that my students are aware of the specific language areas they need to focus on when speaking and presenting. This approach keeps them informed and motivated to continuously improve their language skills. Moreover, it aligns with my teaching philosophy, emphasizing both professional development and language proficiency among my students. By implementing this reflective video activity and incorporating the assessment rubric, students are encouraged to take ownership of their learning and become active participants in their language development. The combination of self-reflection, peer feedback, and clear assessment criteria provides a comprehensive framework for students to evaluate their progress and identify areas for improvement. This approach fosters a growth mindset and promotes a deeper understanding of the language learning process, ultimately contributing to their overall development as effective communicators.

The use of Learning Management Systems (LMS) in teaching and learning English speaking skills has garnered significant attention in educational research. Multiple studies have highlighted the benefits of integrating LMS platforms in language learning contexts. According to a study by Truong (2021), two-thirds of students at Van Lang University favored using Moodle, an LMS platform, for teaching and learning English speaking skills. The study emphasized the effectiveness of LMS in facilitating communication between teachers and students, providing course materials, and offering valuable educational resources. This finding aligns with the notion that LMS platforms enhance accessibility and convenience for learners (Crompton, 2013). Moreover, research by Hu et al. (2016) examined the impact of LMS on language learning outcomes and found that students' speaking skills significantly improved when LMS was utilized in the instructional process. Similarly, Holubz (2018) conducted a study exploring the use of LMS in an English as a Second Language (ESL) context and concluded that LMS platforms positively

influenced students' speaking proficiency and confidence. In addition to improving speaking skills, LMS can streamline the assessment process. As noted by Dalziel et al. (2015), LMS platforms offer efficient mechanisms for delivering speaking assessments, providing timely feedback, and enabling students to monitor their progress. This aspect of LMS aligns with the principle of timely and constructive feedback in language learning (Lemoncello, 2015). The integration of LMS in language learning environments also facilitates collaborative learning. A study by Richards (2015) demonstrated that LMS platforms enhance student collaboration, engagement, and interaction, leading to improved speaking skills. In summary, the use of Learning Management Systems in teaching and learning English speaking skills has shown positive effects on various aspects of language learning. These include improved communication, accessibility to resources, streamlined assessment processes, and enhanced collaboration. The findings of these research papers support the utilization of LMS platforms as effective tools for enhancing English-speaking skills in educational settings.

While digital tools in teaching and learning speaking skills have shown numerous benefits (Harasim, 2018; Mango, 2019; Marashi and Eghtedar, 2021), they are not exempt from encountering certain challenges. Several factors hinder students' ability to effectively use these tools, including issues related to pedagogical integration, internet connectivity, teachers' technological proficiency, and technical difficulties. Firstly, it is crucial to consider appropriate pedagogical integration for the successful implementation of digital tools. Hakim (2020) emphasized the need for aligning the use of digital tools with instructional goals and objectives in language classrooms. Teachers must ensure that these tools are integrated in a way that enhances the development of speaking skills, rather than becoming distractions. Santos and Castro (2021) further highlightedthe importance of providing adequate training and support for teachers to effectively integrate digital tools into their pedagogical

practices. Moreover, teachers' technology proficiency plays a significant role in the successful use of digital tools. Without proper training, teachers may struggle to utilize these tools to their full potential or encounter difficulties in managing technical issues that may arise. Falloon (2020) stressed the need for ongoing assessment and evaluation of the integration of digital tools to ensure they meet the needs and preferences of both teachers and learners. Additionally, the time factor is another significant constraint. Students who are not familiar with using digital tools may require additional time to adapt and become proficient in their use. To address this, both professors and students need prior training and support to effectively use these digital platforms. By addressing these challenges and taking necessary actions to assist students in resolving their issues, the wider use of digital tools in ESL instruction can be promoted. Stakeholders need to be aware of the difficulties students face when utilizing these tools to practice their English. By providing training, supporting, and addressing technical issues, the potential benefits of digital tools in teaching and learning speaking skills can be fully realized.

The insights of this article have important implications for administrators, EFL teachers, and learners involved in English language speaking skills development. Firstly, for tertiary administrators, it is crucial to address the issue of unstable internet connections on campus. Ensuring a stable and reliable internet connection is essential to facilitate the effective implementation of digital tools. Secondly, teachers play a key role in the successful integration of digital tools. It is important for teachers to consistently introduce new digital tools and provide clear instructions to students on their usage. By guiding students on how to effectively utilize these tools, teachers can ensure that they become a valuable platform for both practice and assessment. Furthermore, the article aligns with Weare's (2019) perspective on mindful teaching and learning. Teachers must have confidence in their learners' abilities and create a safe and comfortable learning environment. By fostering an atmosphere where students feel supported and

encouraged, they are more likely to be productive in their English speaking skills development. Mistakes and constructive feedback play a vital role in the learning process, allowing students to learn from their errors and improve their speaking skills. Overall, administrators should prioritize addressing internet connectivity issues, teachers should provide consistent guidance on digital tool usage, and fostering a safe and supportive learning environment is essential for successful English-speaking skills development. By implementing these recommendations, administrators, teachers, and learners can enhance the effectiveness of digital tools in language learning.

8. Conclusion

There is no perfect pedagogical tool for every speaking class because of the diverse backgrounds in this ever-changing world. The article aimed to present the implementation of digital facilitation tools and mood checks in the EFL speaking lessons; in synchronous and asynchronous settings to boost students' speaking capabilities. The combination of interactive tools and e-Learning adequately supplies teachers and students with a feasible environment to accelerate online and hybrid learning engagement combined with speaking skills development. These platforms effectively serve institutional training purposes and help students practice to meet English language proficiency standards after graduation in general and improve their speaking skills in particular. Besides, these tools enable learners to use the English language outside the classroom and learn from others through constructive feedback. Therefore, implementing digital tools in speaking classrooms significantly impacts teaching styles and learning strategies. Both teachers and learners should acknowledge the different roles taken in each stage of each speaking lesson to ensure the feasibility of these tools in boosting their foreign language learning. Further self-reflection may be needed to investigate the effectiveness of applying these tools in the EFL-speaking classroom and if students consider using them after finishing their studies.

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