

# Examining The Integration Of ICT Tools In English Language Teaching: Comparative Analysis Of High School Teachers' Practices In India And Vietnam

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## **Abstract**

*This study explores the integration of Information and Communication Technology (ICT) tools in English language teaching practices of high school teachers in India and Vietnam. A survey with chart-based responses was distributed to 60 teachers (30 from each country) from nearby districts. The research investigates how teachers utilize ICT tools, their assessment practices, and perceived effects on student engagement and learning.*

*The findings reveal that both countries employ ICT tools, with a focus on social media platforms, language learning applications, and online dictionaries. Vietnamese teachers demonstrated a slightly higher adoption rate, particularly for virtual reality (VR) and augmented reality (AR) technologies. While paper-based assessments remain prevalent, online tools like Google Forms and online assessment platforms are gaining traction. Teachers reported positive perceptions of ICT tools, believing they enhance student engagement and learning outcomes. However, challenges were identified, including limited access to technology resources and a lack of training on effective ICT integration.*

*This study highlights the need for further research to directly measure the impact of ICT tools on student achievement. Additionally, it emphasizes the importance of addressing teacher training needs to unlock the full potential of ICT tools and create more engaging and effective English language learning experiences for students.*

**Keywords:** *ICT tools, Assessment tools, English language teaching, Pedagogical strategies*

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## **I. Introduction**

In an era marked by rapid technological advancements and globalization, the integration of Information and Communication Technology (ICT) tools in education has become increasingly prevalent, offering new avenues for enhancing teaching and learning experiences. Particularly in the domain of language education, where effective communication skills are paramount, the integration of ICT tools holds significant potential to enrich instructional practices and foster students' language proficiency. This research paper delves into the intricate landscape of English language teaching in high schools, focusing on the integration of ICT tools among educators in two diverse socio-cultural contexts: India and Vietnam.

India and Vietnam represent compelling case studies for examining ICT integration in English language teaching, given their distinct educational systems, cultural backgrounds, and technological landscapes. While English language proficiency is recognized as a crucial skill for academic and professional success in both countries, the approaches to language instruction and the utilization of ICT tools may vary considerably. By conducting a comparative analysis of high school teachers' practices, this study seeks to unravel the nuances of ICT integration in English language teaching and shed light on the similarities and differences between the two contexts.

The overarching aim of this research is to investigate the extent to which high school teachers in India and Vietnam integrate ICT tools into their English language teaching practices, as well as the pedagogical strategies employed, challenges encountered, and perceived impact on student learning outcomes. Through a nuanced exploration of these aspects, this study endeavors to provide insights into the current status of ICT integration in English language teaching and offer recommendations for enhancing teaching practices and promoting student engagement and language proficiency in both countries.

By examining the practices of high school teachers, this research not only contributes to the existing

literature on ICT integration in language education but also informs educational policymakers, school administrators, and teacher educators about effective strategies for leveraging ICT tools to enhance English language teaching and learning. Ultimately, the findings of this study aim to foster a deeper understanding of the dynamic relationship between technology, pedagogy, and language education in diverse socio-cultural contexts, paving the way for more innovative and inclusive approaches to English language teaching in the digital age.

## **II. Review Of Literature**

Previous studies have established a strong basis for comprehending the use of Information and Communication Technology (ICT) instruments in English language teaching (ELT), highlighting their capacity to improve student motivation, engagement, and language competency. A number of ICT tools, including interactive whiteboards, instructional websites, and multimedia materials, have been shown to be beneficial in improving student learning outcomes in studies by Ertmer (1999) and Warschauer (1996). These results have been confirmed by Chen and Wang (2008) and Healey and Jenkins (2009), highlighting the advantages of ICT integration in ELT.

Additionally, comparative studies have illuminated the various ICT integration techniques seen in various worldwide educational systems, highlighting the impact of institutional contexts, policy environments, and socio-cultural aspects. The adoption of ICT tools and teacher competencies have varied, according to research by the OECD (2015) and Pelgrum & Law (2003), underscoring the significance of comprehending contextual variables in the implementation of ICT projects. ICT integration methods in education are significantly shaped by socio-cultural and policy issues, as further highlighted by Voogt et al. (2011) and Anderson & Dexter (2005).

In 2020, Badoni, R. P. investigates how social networks (SNs) affect the processes of teaching and learning in educational environments, with a focus on value-based education (VBE). It draws attention to how teaching-learning methodologies have evolved into blended and flip learning environments, which allow for direct communication between educators, parents, students, and administrators. The study determines the fundamental problems influencing real-life experiences in contrast to virtual interactions provided by social networks (SNs) by analyzing the evolving attitude of educators. The results show that social networks (SNs) play a major role in educational processes by offering chances for gaming, collaboration, video-based learning, and ICT tool sharing. Additionally, SNs provide a low-cost means of improving teaching-learning methods globally and overcoming community gaps.

The Global Education Monitoring Report Team and the Vietnam National Institute of Educational Sciences published the report "Technology in Education: A Case Study on Vietnam" by Lê, Anh Vinh, Lurong, Minh Phuong, Đỗ, Đức Lân, Trần, Mỹ Ngọc, and Bui, Thi Dien (2023). This report makes a significant contribution to the ongoing conversation about the role of technology in education, especially in light of national and international efforts to achieve Sustainable Development Goal 4 (SDG 4). In the face of global education system issues, technology presents itself as a critical tool that may be leveraged to improve inclusion, equity, and accessibility in learning settings. The report explores the complex environment of Vietnam's educational system through a thorough analysis, looking at the ways in which technology has been used to address issues in education.

Though there is a lot of material already in existence, there is still a significant study gap when it comes to comparing the ICT integration methods of nations like Vietnam and India. Despite their differing socio-cultural backgrounds and increased emphasis on English language proficiency, few studies have directly compared the methods of high school English language teachers in these two nations.

In this research topic, "Examining the Integration of ICT Tools in English Language Teaching: Comparative Analysis of High School Teachers' Practices in India and Vietnam," attempts to close this gap by offering insightful information about the ICT integration challenges, strategies that work, and similarities and differences between these two nations. We highlight the importance of your research in expanding our knowledge of ICT integration in ELT practices in high schools in India and Vietnam by drawing a connection between it and seek to address a significant gap in the literature by conducting a comparative analysis of it to provide guidance for policy-making, curriculum development, and teacher professional development programs that are specifically suited to the needs and difficulties faced by educators in Vietnam and India. This study will close this research gap and advances the use of English language instruction in a variety of sociocultural contexts, which eventually helps both teachers and students using ICT tools.

## **III. Background For This Study**

In the realm of education, the incorporation of Information and Communication Technology (ICT) tools has become increasingly widespread worldwide, serving as a catalyst for enriched teaching and learning experiences. Specifically, within the domain of English language education, leveraging digital resources holds promise for enhancing student engagement, fostering language proficiency, and equipping learners with skills essential for navigating the digital landscape. In both India and Vietnam, nations marked by vibrant education systems and diverse socio-cultural milieus, the significance of English language proficiency is widely

acknowledged, with concerted efforts made to integrate ICT tools into educational practices. Despite shared recognition of the importance of English language education, unique challenges and opportunities characterize the integration of ICT tools within each country's educational context.

India has undertaken initiatives such as the National Policy on Education and flagship programs like Digital India and SWAYAM to harness ICT for educational enhancement. However, obstacles pertaining to equitable access to technology, digital infrastructure, teacher training, and pedagogical integration persist, particularly in rural and marginalized regions.

Similarly, in Vietnam, strides have been made in ICT adoption in education, supported by initiatives such as the National Strategy on Information Technology Application in Education and Training.

However, there are also issues with making sure that technology is widely available, building teacher competence, and coordinating ICT integration initiatives with instructional strategies that support critical thinking and active learning. This study aims to shed light on the contextual factors influencing ICT adoption and its implications for teaching and learning outcomes through a comparative analysis of ICT integration in English language teaching practices in India and Vietnam. The ultimate goal is to inform policy and practice to improve English language education in both countries.

#### **IV. Objectives:**

- To look into and evaluate how Indian and Vietnamese high school teachers are currently integrating ICT technologies into their English language instruction.
- To investigate how much student learning outcomes in English language competence in both nations are impacted by the use of ICT technologies in English language teaching practices.
- To investigate how well high school instructors in Vietnam and India use assessment tools to give feedback and mediate the relationship between ICT integration and student involvement in English language learning.
- To determine the benefits and drawbacks that educators in Vietnam and India believe come with using ICT tools and assessment instruments for English language instruction.
- To evaluate the difficulties instructors, encounter when incorporating ICT and evaluation tools into their lesson plans and investigate possible solutions.
- To evaluate how using ICT tools affects learning results and student engagement in English language programs, with a particular emphasis on any variations between Vietnam and India.

#### **V. Hypothesis For The Study:**

##### **Hypothesis.1:**

**H<sub>0</sub>:** There is no discernible difference between high school instructors in Vietnam and India in terms of the relationship between the integration of ICT technologies in English language instruction and student learning outcomes in English language competence.

**H<sub>1</sub>:** posits that there exists a noteworthy affirmative disparity in the correlation between the incorporation of ICT technologies in English language instruction and the English language proficiency learning outcomes of students between Indian and Vietnamese high school instructors.

##### **Hypothesis.2:**

**H<sub>0</sub>:** There is no significant difference in the effectiveness of assessment tools in providing feedback between high school teachers in Vietnam and India when it comes to mediating the relationship between the integration of ICT tools in English language teaching and student engagement in the language.

**H<sub>1</sub>:** High school teachers in Vietnam and India have very different levels of success in mediating the relationship between the integration of ICT tools in English language teaching and student engagement in English language learning.

#### **VI. Methodology**

The methodology employed for this study involved conducting an online survey to assess the integration of Information and Communication Technology (ICT) tools in English language teaching practices among teachers in India and Vietnam. A structured questionnaire consisting of 10 questions was developed to gather data on the types of ICT tools used, frequency of usage, pedagogical strategies employed, challenges faced, and perceived impact on student learning outcomes. A purposive sampling strategy was adopted, selecting 30 English language teachers from middle schools to high schools in each country, ensuring representation from various educational levels, including teachers teaching English in grades 11 and 12. Participants were recruited through educational institutions, professional networks, and online platforms, with clear instructions provided regarding the purpose of the survey, confidentiality of responses, and voluntary participation. The survey was administered online using a reliable Google form, allowing participants sufficient time to complete the survey and ensuring access to necessary technological resources and internet connectivity. A descriptive statistical analysis was

conducted to summarize the frequency and distribution of responses, followed by a comparative analysis between responses from Indian and Vietnamese teachers to identify similarities and differences in ICT integration practices. Ethical considerations were considered to ensure compliance with guidelines for research involving human participants, including obtaining informed consent and maintaining confidentiality. The findings of the survey analysis were interpreted in light of the research objectives and literature review, with implications discussed for English language teaching practices, teacher professional development, and educational policy formulation.

### VII. Interpretation Of Data:

#### Demography of teachers-

Country	Gender	Count
India	Male	21
	Female	9
Vietnam	Male	10
	Female	20
Total		60

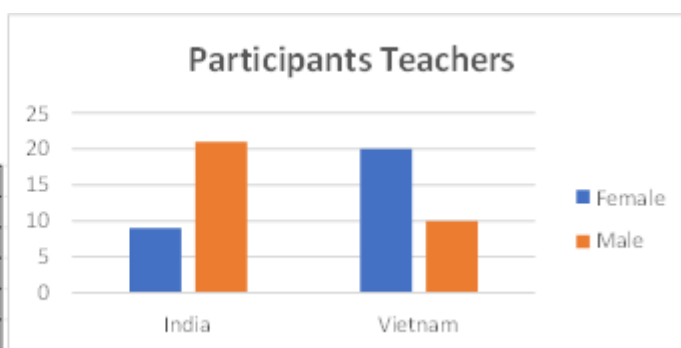


Table-1 Fig -1

Grade Level	India		Vietnam	
	Female	Male	Female	Male
6-8	3	7	1	3
9-10	1	1	0	1
11-12	15	8	1	5
6-10	4	3	-	-
6-12	1	0	-	2

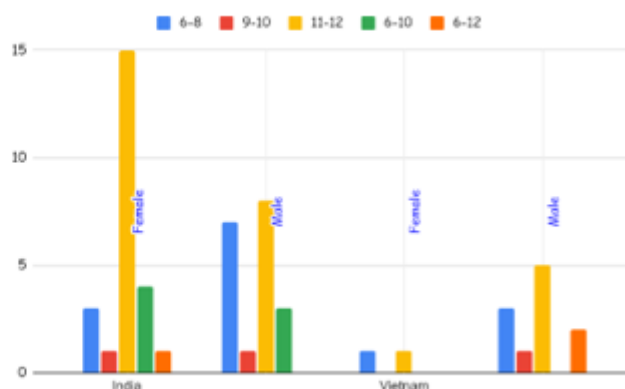


Table-2 Fig -2

#### Current status of ICT tools integration in English language teaching:

ICT tools you currently utilize in English language teaching	Vietnam	India	Number of Responses	% utilization
Interactive Whiteboards (IWBs)	14	14	28	46.70%
Presentation software like PowerPoint	26	8	34	56.70%
Educational websites and platforms	11	7	18	30%
Learning Management Systems (LMS)	9	7	16	26.70%
Educational apps for language learning	8	8	16	26.70%
Audio recording and editing software	24	6	30	50%
Video creation and editing tools	8	3	11	18.30%
Online dictionaries and language learning tools	23	11	34	56.70%
Virtual Reality (VR) and Augmented Reality (AR)	5	2	7	11.70%
Collaboration tools like Google Docs	12	7	19	31.70%
Language learning games and apps	28	14	42	70%
Social media platforms for language learning	19	16	35	58.30%

Table-3

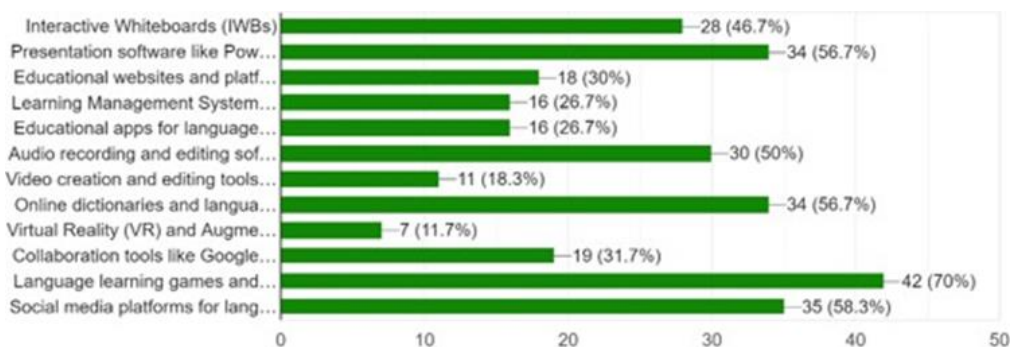


Fig -3

The data chart shows the results of a survey on the use of ICT tools in English language teaching by teachers in India and Vietnam. Here are some of the key findings:

- Overall, Vietnamese teachers reported using ICT tools more frequently than Indian teachers. For all but two of the ICT tools listed (Interactive Whiteboards and Collaboration tools), a higher percentage of Vietnamese teachers reported using them in their teaching.
- The most popular ICT tools among both Indian and Vietnamese teachers were social media platforms, language learning games and apps, and online dictionaries and language learning tools. Over 50% of the teachers from both countries reported using these tools in their teaching.
- Presentation software like PowerPoint and audio recording and editing software were also widely used by teachers from both countries. Over half of the respondents from both nations indicated using these tools.
- Indian teachers appear to make heavier use of collaboration tools than Vietnamese teachers. 31.7% of Indian teachers reported using collaboration tools compared to only 19% of Vietnamese teachers.
- Vietnamese teachers seem to be more interested in using virtual reality (VR) and augmented reality (AR) than Indian teachers. While a small percentage of teachers from both countries reported using VR/AR, a slightly higher percentage of Vietnamese teachers indicated using these technologies.

**Incorporation of ICT tools into English language teaching by teachers:**

Item Response	Vietnam	India	Number of Responses
Rarely	1	1	2
Occasionally	12	15	27
Frequently	15	10	25
Always	2	4	6
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

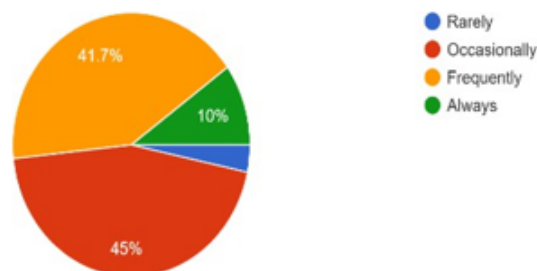


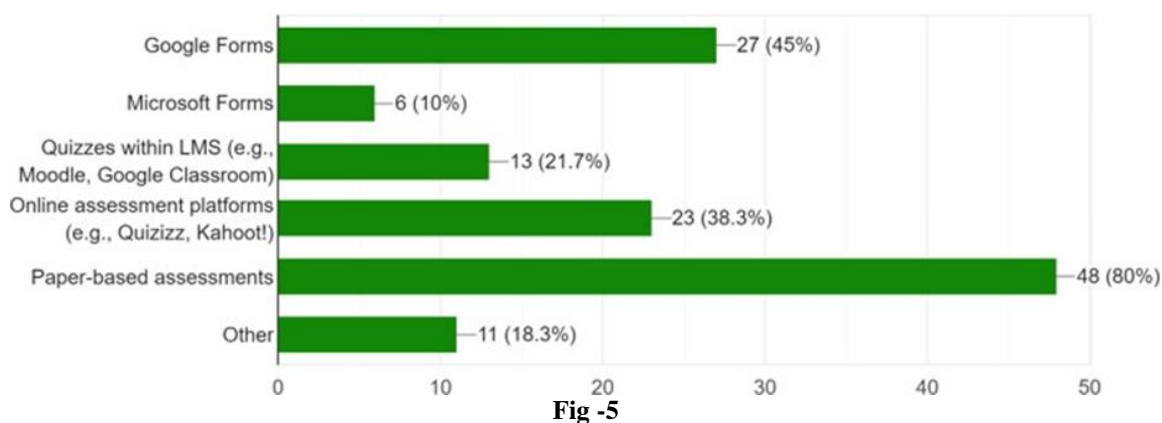
Table-4, Fig -4

The table and chart show how often teachers in India and Vietnam reported incorporating ICT tools into their English language teaching. Indian teachers are more likely to incorporate ICT tools into their teaching than Vietnamese teachers. 20 out of 30 (66.7%) Indian teachers reported using ICT tools frequently or always, whereas only 17 out of 30 (56.7%) Vietnamese teachers did. The most common way to use ICT tools for both sets of teachers is occasionally. Fifteen out of 30 (50%) Vietnamese teachers and 15 out of 30 (50%) Indian teachers reported using ICT tools occasionally.

**Assessment tools to measure students' learning outcomes:**

Tool Name	Vietnam	India	Number of Responses	% utilization
Google Forms	12	15	27	45.0%
Microsoft Forms	3	3	6	10.0%
Quizzes within LMS	8	5	13	21.7%
Online assessment platforms	15	8	23	38.3%
Paper-based assessments	27	21	48	80.0%
other	7	4	11	18.3%

Table-5



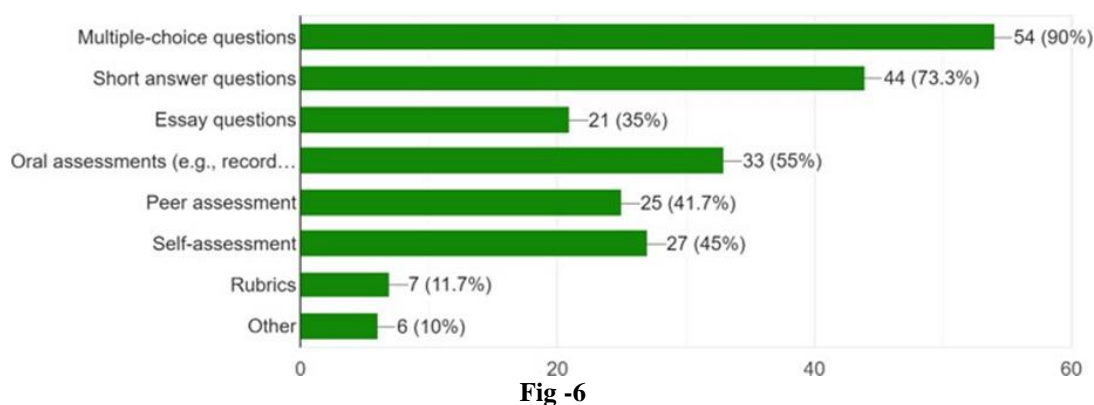
The chart shows how frequently teachers in India and Vietnam reported using ICT tools to measure student learning outcomes, not how often students use the tools.

- The most common tool used by both teachers is paper-based assessments. While the use of online tools is increasing, paper-based assessments are still the most prevalent method with 48 responses (80%) out of 60.
- Google Forms is the most popular ICT tool among teachers. 27 out of 60 teachers (45%) reported using Google Forms. Microsoft Forms trails behind at 10% usage.
- Quizzes within a Learning Management System (LMS) are used by a moderate number of teachers. 21.7% of teachers reported using this tool.
- Online assessment platforms are used by a similar number of teachers to LMS quizzes. 38.3% of teachers reported using online assessment platforms.
- Other ICT tools, which aren't specified in the chart, are used by a small minority of teachers. This category makes up 18.3% of the responses.

**Assessment of students' language proficiency using these tools:**

Assess students' language proficiency tools	Vietnam	India	Number of Responses	% utilization
Multiple-choice questions	25	29	54	90.0%
Short answer questions	21	23	44	73.3%
Essay questions	11	10	21	35.0%
Oral assessments (e.g., recorded presentations, speaking tasks)	16	17	33	55.0%
Peer assessment	13	12	25	41.7%
Self-assessment	13	14	27	45.0%
Rubrics	3	4	7	11.7%
other	2	4	6	10.0%

Table-6



As per the chart observations, frequently teachers in Vietnam and India reported using various assessment tools. Here's a breakdown of what the chart shows for teacher use:

- Multiple choice questions are the most common assessment tool used by teachers in both countries. 54 out of 60 teachers (90%) reported using multiple choice questions.
- Short answer questions are also widely used. 44 out of 60 teachers (73.3%) reported using short answer

questions.

- Essay questions are less common than multiple choice or short answer questions, but still used by a significant number of teachers. 21 out of 60 teachers (35%) reported using essay questions.
- Oral assessments, such as recorded presentations or speaking tasks, are used by about half of the teachers. 33 out of 60 teachers (55%) reported using oral assessments.
- Peer assessment and self-assessment are used by a similar number of teachers. 25 out of 60 teachers (41.7%) reported using peer assessment and 27 out of 60 teachers (45%) reported using self-assessment.
- Rubrics are not widely used by teachers in either country. Only 7 out of 60 teachers (11.7%) reported using rubrics.
- Other assessment tools, not specified in the chart, are used by a small number of teachers. 6 out of 60 teachers (10%) reported using other assessment tools.

**At what extent these ICT tools are effective in evaluating students' language skills:**

Effectiveness of Assessment tools	Vietnam	India	Number of Responses
Yes, very effective	18	20	38
Yes, somewhat effective	12	8	20
No, not very effective	0	1	1
I'm not sure	0	1	1

Table-7

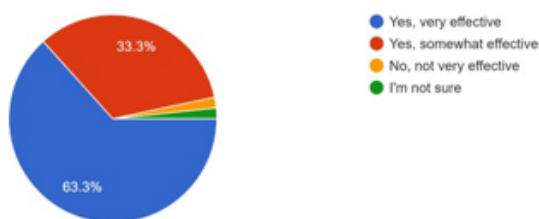


Fig -7

From the graph, the observation about ICT tools for evaluating English skills of students found 63.3% by both country and both are closely agreed on the advantages of technology in evaluation a little more inclination using technology by Indian teacher's comparative to Vietnam. Only 33.3% of teachers from both nations are responding that only digital technology is not the alternative to evaluate the student learning in English.

**Adaptation of assessment tools in teaching methodology of English based on the feedback:**

Adaptation in teaching plan based on feedback from assessment	Vietnam	India	Number of Responses
Adjust lesson pacing	3	3	6
Modify instructional content	2	5	7
Provide additional practice materials	10	8	18
Offer personalized support to students	4	6	10
Collaborate with colleagues to improve teaching strategies	10	6	16
Other	2	2	4

Table-8



Fig-8

It shows how teachers from India and Vietnam adapt their teaching methods based on feedback received from assessment tools.

- The most common way for teachers to adapt their teaching methods is to provide additional practice materials. This was reported by 18 teachers with 10 from India and 8 from Vietnam.
- Another common adaptation is to collaborate with colleagues to improve teaching strategies. This was reported

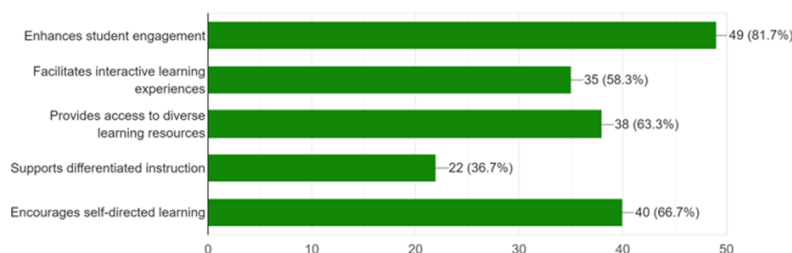


- by 16 teachers, with 10 from Vietnam and 6 from India.
- Adjusting lesson pacing is another strategy used by a moderate number of teachers. A total of 6 teachers reported this, with 3 from each country.
- Modifying instructional content is less common than the previous adaptations, but still used by some teachers. A total of 7 teachers reported this adaptation, with 2 from India and 5 from Vietnam.
- Offering personalized support to students is another adaptation used by some teachers. This was reported by 10 teachers, with 4 from India and 6 from Vietnam.
- Very few teachers reported using other methods not specified in the chart. Only 4 teachers reported this, with 2 from each country.

**Advantages of using ICT tools in English language teaching and learning:**

Opinion: Advantages of ICT tools	Vietnam	India	Number of Responses	% opinion
Enhances student engagement	23	26	49	81.7%
Facilitates interactive learning experiences	18	17	35	58.3%
Provides access to diverse learning resources	19	19	38	63.3%
Supports differentiated instruction	8	14	22	36.7%
Encourages self-directed learning	21	19	40	66.7%

**Table-9**



**Fig-9**

Here are some of the advantages of using ICT tools and assessment tools in English language teaching and learning depicted in data chart.

- Increased Engagement: Both Vietnamese and Indian teachers reported high usage of social media platforms, language learning games and apps, and online dictionaries and language learning tools. These tools can inject fun and interactive elements into the learning process, which can lead to increased student engagement, 81.7% of respondents say ICT tools enhance student engagement.
- Access to Diverse Resources: The chart shows that both sets of teachers make use of online dictionaries and language learning tools. These ICT tools can provide students with a wider range of learning resources than physical textbooks and classroom materials, 63.3% of respondents say ICT tools provide access to diverse learning resources.
- Differentiated Instruction: The chart shows that some teachers reported using collaboration tools. These types of ICT tools can allow teachers to provide differentiated instruction that caters to the individual needs of their students, here 36.7% of respondents say ICT tools support differentiated instruction.
- Self-Directed Learning: The chart shows Vietnamese teachers reported using ICT tools more than Indian teachers, but a significant number of teachers from both countries reported encouraging self-directed learning through ICT tools. These tools can allow students to take a more active role in their learning and set their own learning goals. Around 66.7% of respondents say ICT tools encourage self-directed learning.
- Formative Assessment: The chart shows high usage of online assessment tools and platforms. These tools can provide teachers with immediate feedback on student learning, which can be used to inform instruction and identify areas where students need more help.

**Disadvantages of using ICT tools and assessment tools in English language teaching and learning**

Disadvantages of using ICT tools and assessment tools	Vietnam	India	Number of Responses	% opinion
Requires training and technical support	18	18	36	60.0%
Potential for digital distractions	12	8	20	33.3%
Issues with internet connectivity	20	21	41	68.3%
May not suit all learning styles	8	8	16	26.7%
Limited access to technology for all students	10	18	28	48.3%

**Table-10**



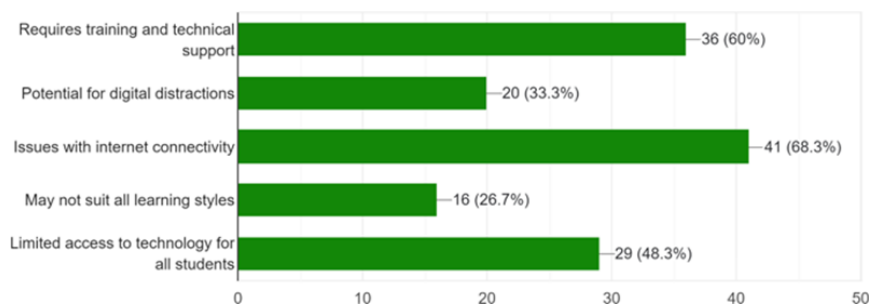


Fig -10

The disadvantages of using ICT tools and assessment tools in English language teaching and learning, as reported by teachers in India and Vietnam ensures as that they:

- Requires training and technical supports since it is the most common disadvantage reported by teachers, with 36 responses
- May not suit all learning styles, reported by 16 teachers.
- Issues with internet connectivity is a big concern for 41 teachers, the highest number for any technical issue.
- Have Limited access to technology for all students reported by less teachers than internet connectivity issues, at 28.

**Challenges you face when integrating ICT tools and assessment tools into your teaching practice**

Challenges in integrating ICT tools	Vietnam	India	Number of Responses	% opinion
Limited access to technology resources	16	21	37	61.7%
Insufficient training on how to effectively use ICT tools	13	13	26	43.3%
Lack of technical support	17	17	34	56.7%
Resistance from students or colleagues	3	5	8	13.3%
Issues with compatibility and interoperability of tools	10	9	19	31.7%
Other	5	3	8	13.3%

Table-11

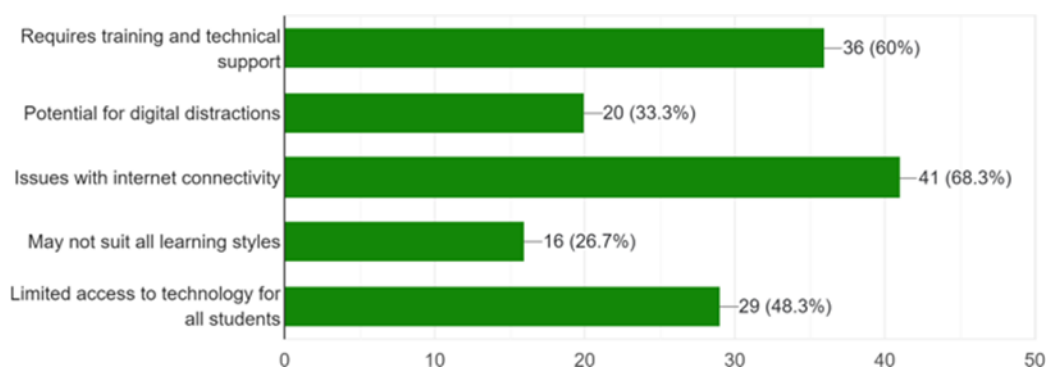


Fig-11

When integrating ICT tools and assessment tools into teaching practice.

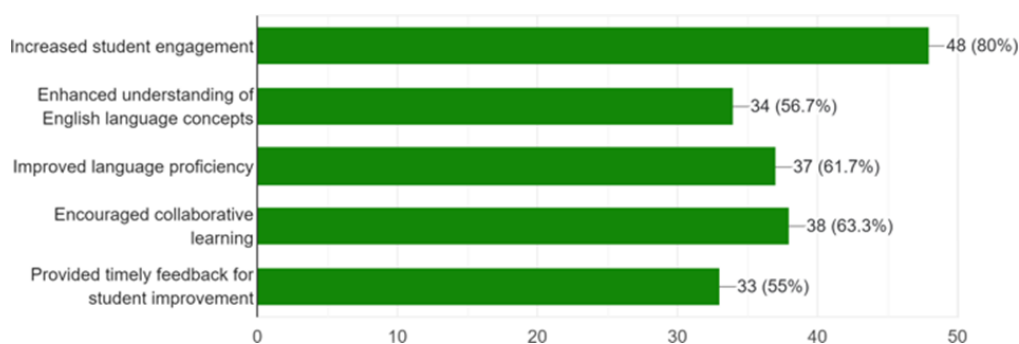
- Limited access to technology resources: This was the most common challenge reported by teachers, with 37 responses (out of 60 total). This could be due to a lack of devices or internet access in schools.
- Insufficient training on how to effectively use ICT tools: This challenge was reported by 26 teachers.
- Lack of technical support: This was reported by 34 teachers. Both a lack of training and technical support can make it difficult for teachers to integrate ICT tools effectively.
- Resistance from students or colleagues: This challenge was reported by a much smaller group of teachers, at 8 totals.

Overall, the data suggests that the biggest challenges for teachers are related to a lack of resources and support. This could be due to a number of factors, such as school funding limitations or a lack of professional development opportunities for teachers.

**Impact of integrating ICT tools to measure students' engagement and learning outcomes in English language classes**

Impact of ICT tools in engagement and assessment	Vietnam	India	Number of Responses	% opinion
Increased student engagement	28	20	48	80.0%
Enhanced understanding of English language concepts	17	17	34	56.7%
Improved language proficiency	17	20	37	61.7%
Encouraged collaborative learning	22	16	38	63.3%
Provided timely feedback for student improvement	18	15	33	55.0%

**Table-12**



**Fig-12**

This shows how teachers from India and Vietnam perceive the impact of ICT tools and assessment tools on student engagement and learning outcomes in English language classes.

- ❑ Increased Student Engagement: A higher percentage of Vietnamese teachers reported that ICT tools increased student engagement in their classes (93.3%) compared to Indian teachers (66.7%). Both sets of teachers reported relatively high positive impacts on engagement.
- ❑ Enhanced Understanding of English Language Concepts: Over half of the teachers from both countries (66.7% in Vietnam and 66.7% in India) felt that ICT tools helped students better understand English language concepts.
- ❑ Improved Language Proficiency: Similar percentages of teachers in both Vietnam (56.7%) and India (66.7%) reported that ICT tools helped improve their students' language proficiency.
- ❑ Encouraged Collaborative Learning: A higher percentage of Vietnamese teachers reported that ICT tools encouraged collaborative learning (73.3%) compared to Indian teachers (53.3%).
- ❑ Provided Timely Feedback for Student Improvement: Over half of the teachers from Vietnam (60%) reported that ICT tools provided them with a way to give students timely feedback to improve, while only 50% of Indian teachers felt the same.

Based on teacher perceptions, the data suggests that ICT tools have a positive impact on student engagement and learning outcomes in English language classes in both Vietnam and India. Teachers report that these tools help students be more engaged, understand concepts better, improve their proficiency, collaborate with classmates, and get timely feedback.

**VIII. Results And Their Significance For Every Hypothesis: In Case Of First Hypothesis:**

- The information shows that high school instructors in Vietnam and India have very different relationships between the use of ICT tools in English language instruction and the learning results of their students' English language competency.
- When compared to Indian teachers, Vietnamese instructors reported using ICT tools more frequently overall, which may indicate a deeper incorporation of technology into their lesson plans.
- Despite this distinction, social networking platforms, applications and games for language learning, online dictionaries, and other language learning resources are the main ICT tools used by both Vietnamese and Indian teachers.

The results indicate that the use of ICT tools improves student learning outcomes in English language proficiency, with a stronger correlation seen between Vietnamese teachers and their Indian counterparts.

**In case of second hypothesis**

- There are differences in the efficiency of assessment instruments in providing feedback between Indian and Vietnamese high school instructors.

Although both nations still use a lot of traditional paper-based examinations, Vietnamese teachers use online assessment tools like Google Forms at a higher proportion.

- Most educators in Vietnam and India use a range of assessment techniques, including oral evaluations, short answer questions, and multiple-choice questions. Though to differing degrees, Vietnamese and Indian educators agree that ICT tools are crucial for giving pupils rapid feedback, even in the face of certain discrepancies in assessment procedures.

The comparative study concludes by highlighting the subtle variations in ICT integration strategies and how they affect the academic performance of students taught by high school instructors in Vietnam and India. These results highlight how crucial it is to take context into account when analyzing the connection between ICT integration and English language instruction methods.

## **IX. Discussion**

This research examined the use of ICT tools and assessment tools in English language teaching among teachers in India and Vietnam. Data was collected through a survey with chart-based responses. Both Indian and Vietnamese teachers reported using ICT tools in their classrooms. Popular tools included social media platforms, language learning games/apps, online dictionaries, and presentation software. Vietnamese teachers appeared to use VR/AR technologies slightly more than their Indian counterparts.

In case of Assessment Practices; Paper-based assessments remained the most common method for both countries. However, online tools like Google Forms and online assessment platforms were gaining traction. Multiple choice and short answer questions were the most frequently used assessment methods, followed by oral assessments and essay questions.

Findings are suggesting that teachers training and Support must be mandatory otherwise a significant challenge for both sets of teachers was limited access to technology resources and a lack of training on how to effectively integrate ICT tools.

Teachers perceived that ICT tools could make learning more engaging for students. This is supported by the high usage of interactive tools like games and apps. There are teachers shown positive impacts on student understanding of English language concepts, language proficiency, and collaborative learning. The Formative Assessment and Online assessment tools could provide teachers with a way to give students more frequent feedback to improve learning.

There are challenges and in access to technology resources and the internet varied between schools. Many teachers reported needing training on how to use ICT tools effectively. In some cases, the data doesn't tell if assessment tools are being used to their full potential to measure student learning.

## **X. Further Scope Of The Study:**

Since this study is carried out on very small size of population in limited English teachers of closed district of the states of India and Vietnam so it will be better to test these findings on a large sample size between the teachers to compare the effectiveness of ICT tools in English teaching. Studies directly measuring the impact of ICT tools on student engagement and learning outcomes are needed. Research on how teachers are using ICT tools and assessment tools in their classrooms would provide valuable insights.

## **XI. Conclusion:**

This study provided initial insights into the use of ICT tools and assessment practices in English language teaching for India and Vietnam. While both countries utilize ICT tools, Vietnamese teachers appear to embrace them slightly more. Paper-based assessments remain dominant, but online tools are gaining traction. Addressing teacher training needs and resource limitations is essential to fully leverage the potential of ICT tools and assessments to improve student engagement and learning outcomes in English language classrooms.

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