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USING TECHNOLOGY TO TEACH SPEAKING SKILL ONLINE DURING TIME OF COVID-19 OUTBREAK IN VIETNAM- FACTS AND RECOMMENDATION

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Abstract:

This paper highlights the findings of a study which was undertaken in the University of Foreign Language Studies, the University of Danang, Vietnam. The participants were 5 teachers aged 35 to 48 at university. This qualitative study aims to explore teachers' issues and challenges towards the use of technology in online teaching of speaking skills to the students. Data collected from reflection notes and interviews were analysed using Activity Theory (AT). Activity Theory was employed as the framework for guiding the study to unpack the process owing to the fact that the whole system of Activity Theory would help to uncover the use of technology in the teaching context. From Activity Theory analysis, a variety of issues and challenges that teachers had to handle when using ICT in their teaching of speaking skills were located. These issues and challenges are of different components in the Activity System including Subjects, Tools, Rules,

Community and Division of Labour. All of these components are tightly related to one another and affect the whole context of the integration of ICT of the teacher participants. In order to better the situation, the study provided recommendations each field of the component and it could be concluded that so as to successfully integrate technology into online teaching of speaking skills in particular and in language teaching in general, a whole Activity system must get involved, including the teachers themselves, the courses they are in charge of, and in a broader context the Leaders, including the Rectors, the MOET and relevant authorities.

Introduction:

English has become popular because of the fact that more people use English as a foreign language than English as a second language, but second language speakers do outnumber those using English as their native, or first language (Claudia, Steil& Todesco, 2004).In addition, the integration of ICT in education has developed. In reality, ICT can help to provide a dynamic and proactive teaching-learning environment (Arnseth and Hatlevik, 2010). This is because modern technology offers many tools that can be used in classrooms to improve teaching and learning quality (Bruniges, 2003; Bingimlas, 2009). Furthermore, ICT has the potential to prepare students for life in the twenty-first century (Ghavifekr & Rosdy, 2015). Rathnesean et al. (2013)even claim that traditional teaching and learning methods, which dismiss the practice of communication and application skills, are considered to be obsolete. When Covid-19 outbreak first happened in Vietnam at the beginning of the year 2020, nearly every school was locked down and during that time, every method of teaching online or supporting online teaching were made use of in a massive manner (Carey, 2020). This study would investigate the use of technology in teaching speaking skills at Department of English, University of Foreign Language Studies (UFL), the University of Danang (UDN) to better understand the real circumstances of online teaching with the use of technology. By uncovering that context, it is hoped that concrete mitigating steps can be taken to improve the quality of teaching.

Review of Literature:

Technology in Language Teaching:

In terms of ICT integration in English learning, on the one hand, Collis and Moonen (2001) divide the integration of ICT into three groups, namely 'learning resources' including educational software, online resources, and video resources. 'Instructional organisation of learning' refers to software and technology tools for lecturing in the classroom, and 'communication' consists of email systems and websites offering communication options. On the other hand, New Media Consortium (2005) claims that technological areas contribute to the field of education as follows. The first one is Extended Learning, in which traditional teaching and learning is enhanced through new communication tools which mean that the process of teaching and learning is not confined to the classroom setting but to a communicative platform that facilitates collaborative discussion, exchange of opinions, and critical thinking (Cheng, 2012). The second area is called Ubiquitous Wireless where there is the rapid penetration of wireless networks (Jung, 2006) which can foster students' flexibility in learning via the use of their portable or mobile devices. The third one is Intelligent Searching which allows learners to search, organize, and retrieve data in a more effective way (Dang & Nguyen, 2014). And the last one is Educational Gaming, which is made up of games and simulations which are supposed to have beneficial effects on motivation, communication, critical thinking, and problem solving skills (Jung, 2006).

Thanks to its various and extensive applications, ICT can be an effective medium for language teaching (Dang, 2013). More specifically, in language teaching and learning, there are many different ways of ICT integration including using it as a location and retrieval tool (Davies & Hewer, 2012), an interaction tool (Newhouse, 2002), a teaching tool (Peeraer & Van Petegem, 2012) and a material creation tool (Rendall and Davies, 2012).

Location and retrieval tool: Scrimshaw (2004) suggests that teachers should search the Internet for available learning materials to support their preparation and teaching. With the help of the Internet, teachers can access different types of digital resources such as e-books, photos, audio and videos (Kirkwood & Price, 2013).

Material creation tool: ICT tools help teachers create customised learning materials from digital resources accessible on the internet (Lewis & Goodison, 2004). According to Aydin (2013), word processing and presentation applications are popular tools. Word processors can help teachers design different types of activities for language practice, and presentation software helps make attractive resources for the whole class to focus on (Rendall & Davies, 2012). Besides, other authoring programs such as Hot Potatoes and TaskMagic provide templates for teachers to create activities involving gap-filling, re-ordering, matching exercises and interactive games (TaskMagic, 2020; Half Baked Software, 2020). In addition, audio and video editing tools (e.g.MP3 Shine Soft Cutter and Joiner, 2020) help teachers to record and makes changes to audio and video files, such as splitting them into smaller pieces or merging them into a larger file, adjusting voice speed and creating sound/video effects (Dang, 2013).

Interaction tools: Sarmento (2005)holds the viewpoint that ICT supports human-computer interaction. This refers to the relationship between technologies, their uses, and users' purposes. With the help of ICT, students can choose their own time and place of study as well as their desired pace of learning (Griffin, Mitchell & Thompson, 2009).

Teaching tools: With the presence of a computer connected to a data projector to show materials that teachers have prepared in advance, classroom teaching can be facilitated (Peeraer & Van Petegem, 2012). These kinds of facilities can support teacher-student interaction or student-student interaction (Newhouse, 2002).

English Speaking Skills and the Integration of ICT in Teaching Speaking Skills in Teachers' Professional Development

i. English Speaking Skills:

Globalisation has put the world in a state of perpetual transition where independence and competitiveness have created a need for proficiency in a common language in order to enable sustainable development and the easy exchange of information (Wall, 2009). Wardrope (2002) claims that proficiency in speaking and listening are two of the core skills required today. However, learning to speak in a second language is often judged to be the most vital of the language skills (Garbati & Mady, 2015). In fact, numerous foreign language students have difficulties to speak in a foreign language. Sasayama (2011) argues that language learners do not feel that their language knowledge has been proceduralised or automatised and thus the processing of the language consumes a greater amount of their attention to task content, and

language forms become difficult to achieve.

There are different definitions of speaking. According to the Oxford English Dictionary, speaking is 'the action of conveying information or expressing one's feeling in speech'. Brown (1994) states that speaking is a process of conveying meaning. Meanwhile, in the "Sil International Report" (1999), it is stated that speaking is an orally productive skill. Sharing the same opinion, Nunan (2003b) believes that speaking includes a systematic verbal utterance to convey meaning. Lawtie (2007) also supports that speaking is a skill, which should be mastered. Besides, Widdowson (2001), Brown (1994) and Lawtie (2007) all note that speaking is fundamental to communication. In terms of clarifying the components, speaking is identified as a complex skill which includes at least these significant components: Comprehension, Grammar, Vocabulary, Fluency and Pronunciation (Thornbury, 2005;Mazouzi, 2013). Henceforth, to master speaking skills at first students need to have a definite vocabulary to utter their ideas, thinking and feelings (Quach, 2014). Furthermore, H.V. Nguyen, (2013) and Quach (2014) hold the viewpoint that the necessity of grammar in speaking is obvious. According to these two researchers, without grammar, even though students get enough vocabulary, they can hardly produce the proper sentences without the ability to arrange words as well as use tenses. In addition, fluency can be defined as the ability to speak fluently and accurately (Quach, 2014). Accompanying other components, the less pauses, "ums" and "errs" in speech, the easier it is for listeners and speakers to communicate and understand each other (H.V. Nguyen, 2013). Besides, the most important aspects of pronunciation such as stress, rhythm and intonation should receive high priority (Brown, 1994). Once the students master these components, they can ensure comprehension in speaking, avoiding misunderstandings between speaker and listener much more easily (Rahman, 2010). Indeed, speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Hughes, 2002).

Additionally, a study of Bailey (2006) points out that learning to speak is harder than the other skills, as speaking happens in real time and there is no time for editing and revising what one wished to say (Bailey, 2006). Being a demanding task, Muanjayanah (2004) discusses four problems of speaking which are more likely to be encountered as follow.

i.   Inhibition: Learners are inhibited about speaking in class as they are usually worried or feel shy about making mistakes.
ii. Nothing to say: Many learners are not capable of speaking claiming that they can't think of anything to say.
iii. Low or uneven participation: particularly in large classes and where a few students are dominating the discussion.
iv. Mother tongue use: Learners find it natural and effortless to use the mother tongue whenever possible in class.

ii. ICT Integration in Teaching Speaking Skills:

ICT integration has a great influence on learners' speaking ability inside and outside the classroom (Toumi, 2015). According to Toumi (2015), visual aids are effective tools in presentations for speakers because they give them something to refer to in order to preserve the act of interacting and make it more organised. Thanks to visual aids, speakers can feel more

relaxed as they shift audience's eyes from time to time to focus on the video aid. Besides, with the use of video-taping that presentation provides, teachers can reach remarkable success in oral expression (Kitao, 1998; Grant, Moss & Epps, 2010). With the help of loudspeakers in overcrowded classes, all students are able to grasp what the teachers say. Although oral expressions are normally taught in small groups, when this is not possible the teachers have to use loudspeakers to be active to make all students comprehend (Toumi, 2015). Moreover, teachers can make use of images or videos through projectors and computers so that students are given chances to discuss what they get from them, or the teachers can distribute activities through computers and make students express themselves (Kitao, 1998; Thomas & Keinders, 2010).

In terms of language environment, Heppell (1993) and Petterson (2004) believe that reshaping the delivery of instruction is supposed to be a scenario where ICT alters the learning environment and the learners. Besides, Widayanti (2009) suggests that ICT can help enable students to design in ways that demonstrate perspective difficulties to create in classroom spaces that reveals new ways of seeing and teachers can even incorporate story treatments into science using multimedia to enrich and stimulate better learning outcomes (Williams, 1999; Nation & Newton, 2009).

Activity Theory

According to Hardman (2005), there are limitations in the previous research into how ICT is used in schools including: (i) they fail to account for the teachers' epistemic assumptions regarding the novel technology, (ii) they lack a sufficient understanding of the social, historical and contextual structures that inhere in their class, and (iii) they do not deal with the relationship between tools within their context of use. Besides, research on developing teachers' ICT integration cannot be studied in isolation but it must be studied within the learning environment and the broader context in which it is situated (Lim, 2002). In reality, Activity Theory has been successfully used to analyse successes, failures and contradictions in complex situations without reductionist simplifications (Engestrom & Escalante, 1996; Miettinen, 1998). Moreover, in the context of technology use, Activity Theory allows us to move away from a technocentric perspective, or from the computer to its bigger context as Kaptelinin and Nardi (2006) argue. According to Kaptelinin (1996), Activity Theory is useful as a lens to analyse the activity of an organisation that involves computer uses. From an Activity Theory perspective, Bannon and Kaptelinin (2000) suggest that the computer is simply another tool meditating the interaction of humans with their environment. In terms of education, Activity Theory can facilitate an understanding of how technological advances influence change (Bellamy, 1996). Gay and Bennington (2001) add the idea that Activity Theory helps draw attention to the dialectical process by which consciousness, learning, and development simultaneously shape and are shaped by technology.

According to Hardman (2005), the basic unit of analysis for Activity Theory is an activity system which refers to a group of people, who share a common object (or problem space) and who use tools to act on that object, transforming it. Besides, Object refers to the objective of an activity as well as the product(s) toward which the activity is directed. The objective is then transformed into outcomes with the help of meditating artefacts, referring to Tools. In Figure 1, the object is represented as a circle indicating that this space is subject to change and is in a state of flux, making it difficult to pin down (Hardman, 2005). This author also maintains that

relationships in this system are driven by rules, which both afford and constrain behaviour. Rules are the norms and sanctions that specify and regulate the expected correct procedures and acceptable interactions among the participants (Cole & Engerstrom, 1993). Division of labour within the system describes both a horizontal division among community members, as well as a vertical division between power- and status-holders which then can be understood as related to power within and between systems (Hardman, 2005). All of these are described in Figure 1.
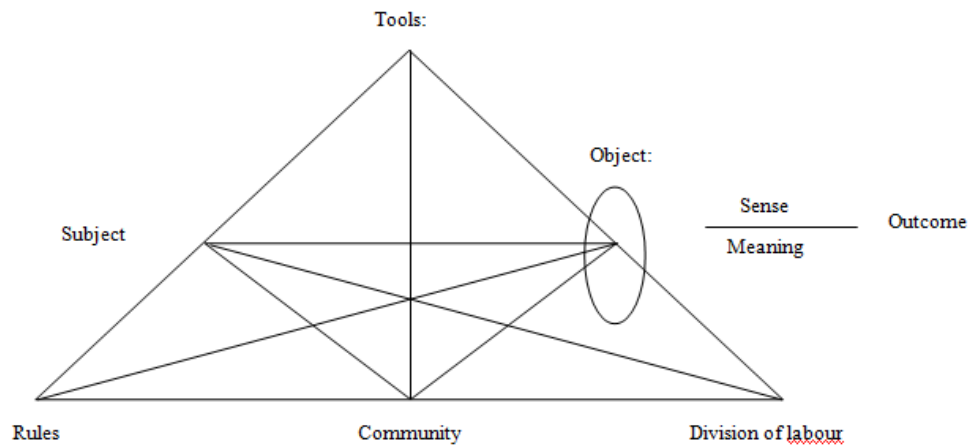

Figure 1: An Activity System

Source: Adapted from 'Activity Theory as a Framework for Understanding Teachers' Perceptions of Computer Usage at a Primary School Level in South Africa' by Hardman (2005).

Within these dimensions, Kuuti (1996) maintains that the relationships between subject and object are meditated through Mediating Artefacts; subject and community is meditated through rules; and object and community is meditated through division of labour. The Activity Theory components are in continuous interaction during the activity process and create the contexts including deliberate actions that develop the objectives (Sam, 2012).

Taking all these into consideration,   this study aims to examine the use of technology in teaching speaking skills of teachers at Department of English, University of Foreign Language Studies, the University of Danang using Activity Theory as the underlying theoreoticalframework of this study. The following research questions were used to guide this study**:**

- What are the issues and challenges faced by teachers while applying technology into teaching speaking English speaking skills?
- What are the suggestions given by the teachers to overcome these issues and challenges?

Methods:

The methodology selected for this study is case study, which refers to an empirical inquiry developing an in-depth understanding of a real-life phenomenon (Yin, 2009). In case study, the researcher seeks to develop an in-depth, multi-faceted understandingof the case by collecting multiple forms of data (Creswell, 2012). Cohen, Manion, and Morrison (2011) hold the viewpoint that in a research, the situations are changing all the time instead of keeping fixed and

they are all affected by the. Also, according to these authors, with the help of case studies, researchers could observe effects in real contexts; henceforth, context is a powerful determinant of cause and effects as well (Cohen et al., 2011).

In this case study, the study was built up on a combination of different sources of qualitative data including participants' written documents and participants' interviews. The case in this study was organised for 20 teachers at Department of English, UFL, UDN during 3 months of online teaching. All of these 20 teachers have at least one Master Degree of Arts and their major is teaching English as a second language. The data was achieved during the time of the study by means of interviews and reflection notes. Interviews in this study were conducted in order to reflect emotions and experiences, and explore issues with a greater focus; and reflection notes are for studying issues that have developed over a specific period of time (Denscombe, 2004).

Findings:

Research question one:
Activity Theory would be used to analyse the two sources of this study according to its components to identify issues and challenges that teachers at Department of English, UFL, UDN had to cope with when teaching online during the time of Covid-19 outbreak in the first six months of the year 2020.

Issues and challenges related to "Subjects"
The teachers in this study encountered difficulties due to low competence in using technology, limitedtechnology facilities.
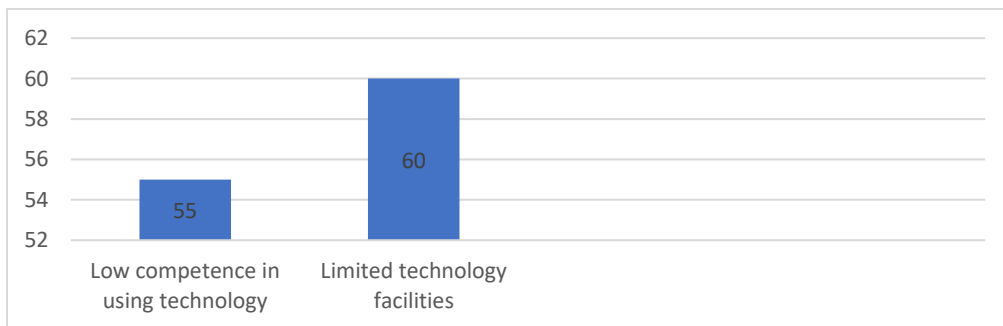
Figure 2 shows the result obtained from the interview.

Figure 2: Issues and Challenges Related to the Subjects of the Activity System

As shown in Figure 2, 11 teachers had low competence in using technology in their online teaching. Besides, 12 teachers complained that they did not have enough facilities to use technology for their online teaching.

With reference to the data got from the reflection notes, there were not many differences. Some illustrations taken directly from reflection notes of the teachers were as follows.

'The major problems are lack of competence, lack of confidence, issues of Internet connection.'.' (Teacher 14)

'Second, the teachers' computing skill is limited. They find it difficult to deal with technical

problems happening during the time they teach with little technical support. Third, the Internet connection is sometimes broken down. This cause problems when the teachers teach the lessons online.' (Teacher 9)

'We are English teachers. When our computer is broken, we always feel embarrassed.' (Teacher 17)

Issues and challenges related to "Tools"

Regarding Tools, the teachers in this study had issues and challenges related to unstable internet connection and facilities for using technology in online teaching.

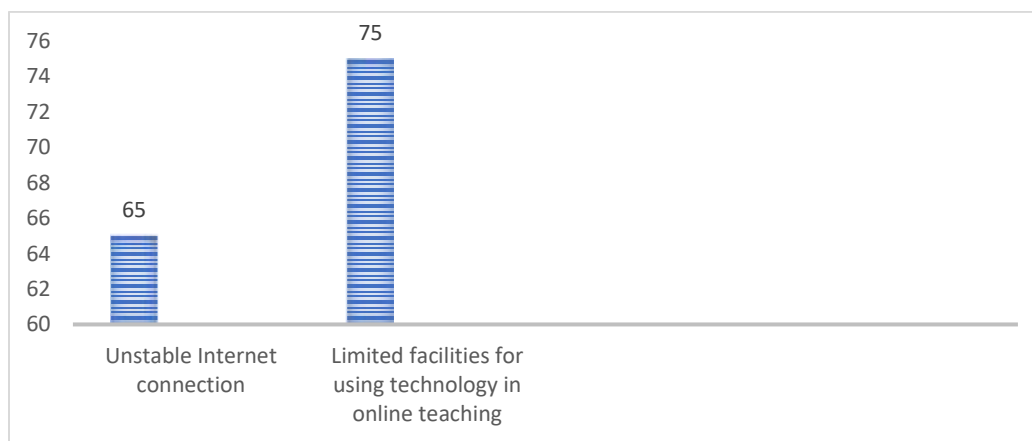Figure 3 shows the results obtained from the survey.

Figure 3: Issues and Challenges Related to the Tools of the Activity System

As shown in Figure 3, the results from the interviewdisclosed that 13 teachers had problems with unstable Internet connection and 15 teachers did not feel pleased with the facilities they had in their hand for using technology in online teaching. The software that the teachers had was almost the free or trial versions and they did not have many functions.

Findings from the reflection notes show similar results. Below are some illustrations of this.

'It's frustrating when the network is problematic.' (Teacher 7)

'And the internet connection is not good at all, it interrupts all time. We need better and stronger internet connection.Besides, we do not have budget to purchase authorized software to use, for example Zoom. It is really a nuisance.' (Teacher 10)

'In the actual context of Vietnam, the integration of ICT also has some challenges. Firstly, the intellectual level of our population is still low, especially in the field of information technology. So, the integration of ICT would be careful. We are still an underdeveloped country, our infrastructure is still poor and backward, the dissemination of ICT needs a plan and a synchronization. When the quality of infrastructure, especially of internet connection, is not good, it will affect the quality of teaching and learning.' (Teacher 17)

Issues and Challenges related to "Rules"

In terms of rules, problems with social rules and regulations and oversized classes were those of issues and challenges that the teachers had to cope with.
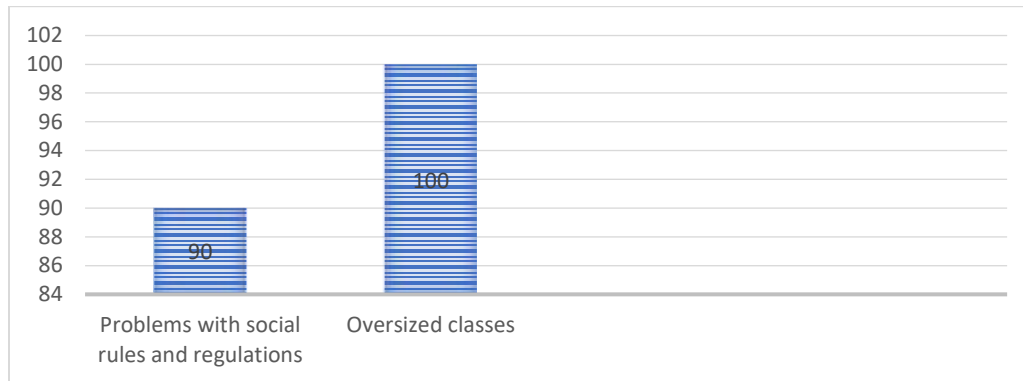
Figure 4 shows the results obtained from the interview.

Figure 4: Issues and Challenges Related to the Rules of the Activity System

As shown in Figure 4, nearly almost teachers, i.e. 18 ones, had problems with the rules at their schools as they had to use both asynchronous system like Moodle and an online foundation like MsTeam or Zoom for their online teaching. 100% teachers complained about oversized classes.

Findings derived from the reflection notes also show similar results. Below are some illustrations to illustrate this.

'During time of Covid 19 outbreak, I felt quite nervous but I had to follow the rules of the university. I had to invite some staff to my class. Besides, I had to schedule my class so that they could follow my teaching. I also had to record my teaching. There are too many things I had to remember. It's quite tiring.' (Teacher 8)

'Moreover, there are too many students in my class, so it is very hard for me to give all of them chances to practice speaking in class.' (Teacher 12)

 'I myself sometime felt tolerant when applied ICT in my classrooms. I often had troubles in managing such classes. Plus, large-sized classes and poor technology were problematic to me. I often felt frustrated when there existed technological problems.' (Teacher 19)

Issues and challenges related to Community:

The teachers in this study had to complain about the lack of support from technical staff at the university.

Figure 5 shows the results obtained from the interview.

Figure 5: Issues and Challenges Related to the Community of the Activity System

As shown in Figure 5, 15 teachers faced problems because they could not get the support from technical staff at the university.

Findings obtained from the reflection notes yield similar results. Below are some illustrations for this.

'One more disadvantage is I hardly have proper technical assistance when needed as our technician is always busy.' (Teacher 11)

'Besides, I also need the help from school a lot. These are my problems when applying ICT in my teaching. Anytime I have technical issues, I don't usually get right help and the technician does not specialize in ICT, so he can't help me much. In fact, we need more qualified technicians at school.' (Teacher 2)

Issues and Challenges related to "Division of Labour"

With regards to the Division of Labour, the teachers in this study had limited choice of what to teach.

Figure 6 shows the result obtained from the survey.

Figure 6: Issues and Challenges Related to the Division of Labour of the Activity System

As shown in Figure 6, 14 teachers had problems because they had limited power in deciding what teach.

Findings from the reflection notes show similar results. Below are some illustrations for this.

'I have to strictly followthe curriculum. It is very hard for me, especially in the time of Covid=19 outbreak.' (Teacher 6)

'I could not choose what I think is suitable for students to teach.' (Teacher 19)

Research question two:

In this part, Activity Theory was used again to identify the suggestions to better the circumstances. With reference to the "Subject" of the Activity System according to the transcript from the interviw, 15 teachers wished they could have had have more effective training on using technology in education. 14 teachers recommended selfmanaging the facilities and resources available.. This is similar to the teachers mentioned in their reflection notes. Below are some illustrations for this.

'We need effective training that matches with our teaching situation.'(Teacher 16)

'Teachers need to manage within their own ICT facilities as waiting for MOET budget is quite a long time but it is really hard for us as our ICT ability is quite limited.' (Teacher 17)

In terms of "Tools"of the Activity System, 16 teachers expressed have stable Internet connections. This could be seen in the reflection notes of the teachers as follows.

'Teachers should be sponsored to have better Internet connection ' (Teacher 5)

'There should be a special network of Internet connection for teachers to use for their online teaching.' (Teacher 18)

Next, relating to the "Rules" of the Activity System, 17 hoped to have 'open' curriculum so that they could have more power when choosing what to teach while 20 teachers desired to have smaller size classes. Furthermore, 16 teachers wished that they would not have to follow strict rules of the university about teaching online. This is similar to the teachers mentioned in their reflection notes. Below are some illustrations for this.

'If only the rules about teaching online were not so strict. We really feel tired of them.' (Teacher 15)

'I do wish I could choose what to teach. There are so many interesting materials for students but I have to strictly follow the curriculum which is sometimes out of date.' (Teacher 20)

Regarding the suggestions relating to "Community" and "Division of Labour" in the Activity System, the requirement for better ICT facilities was again emphasised. All of the 20 teachers urgently needed authorised software so that they could fully exploit the usage for their teaching. 14 teachers required to have qualified technicians and better help line. 18 teachers need more

support from relevant organisations and authorities to better their teaching conditions.. This is similar to the teachers mentioned in their reflection notes. Below are some illustrations for this.

'Whenever I have technical issues related to the university's Moodle system, I hardly seek for help. So we need more qualified technicians in the help line.' (Teacher 16)

'To better the situation, we need big help from different authorities.' (Teacher 1)

Discussion and Implications:

There are a variety of issues and challenges that teachers had to handle when using ICT in their teaching of speaking skills. This is quite in line with what Huynh et al. (2018) and Anh (2018) claim about the teaching context of such a developing country like Vietnam. With the help of Activity Theory, all of these issues and challenges were revealed in the context of technology use with different components in the Activity System including Subjects, Tools, Rules, Community and Division of Labour. All of these components are tightly related to one another and affect the whole context of the integration of ICT of the teacher participants. For those of the Subjects, it is hard for any organisation, including the Ministry of Education and Training (MOET), to solve all of these issues quickly with reference to this part, as its budget is limited (Anh, 2018). Instead, the MOET and its relevant authorities should set up more professional learning community centres for teachers so that they can have a safe and conducive environment to improve their own knowledge (Vescio, Ross & Adams, 2008; Nirmal, 2016; Lee & James, 2018). Besides, teachers should seek sponsorship from different organisations, such as Parents' Associations or local companies, to have the necessary ICT facilities for their teaching. In terms of those relating to Tools, the MOET is the key figure in facilitating the use of ICT at schools. Therefore, MOET needs to be more efficient in allocating their budget particularly towards the provision and maintenance of ICT facilities to needy schools (Anh, 2018). Besides, the Rector at each school should not passively wait for the budget from the MOET, but he/she should call for more budget from different sponsors in his/her area to improve his/her school facilities in order to enhance the teaching and learning environment. In addition, local organisations such as Parent Teacher Associations could play an effective role in supporting ICT facilities for teachers by raising funds or calling for donations from local companies. Regards to those of Rules, there should be an annual or biannual meeting on the curriculum so that there would be an adaption to meet the needs of both teachers and students. The size of classes cannot be reduced immediately due to the current situation of a developing country like Vietnam (MOET, 2017). However, the Rector of each school should make good use of apprenticeship training from different universities in Vietnam every year to support teachers in their classes so that the burden due to oversized classes could be reduced (Education Law, 2017). In respect of Community, it is the responsibilities of the MOET, the Rector and relevant authorities to build up a network for teachers in order for them to share experiences and learn more knowledge. This could be done via professional learning community centres, as mentioned in the previous section. Besides, the teachers themselves could even use the social networks that they are currently using, like Facebook, in order to create their own group for their teaching purposes. In addition, the leaders should have a policy of hiring/recruiting well-qualified technicians to work at schools to support teachers. As for the teacher participants, they themselves should make more attempts to explore freely available social media and learning platforms such as Facebook or Blogs to share their ideas and experiences while waiting for the MOET to provide a more professional network. As a

matter of fact, social networks in Vietnam are quite popular with different professional groups including ELT (English Language Teaching) Vietnam group, TESOL (Teaching English to Speakers of Other Languages) group, VietCALL group and so on. These groups are ideal places for teachers of different levels to exchange ideas and interests. Besides, each school should have a more effective policy in recruiting technical staff to meet the needs of teachers. Due to limited budget, most schools usually sought out ICT-competent staff from other departments to take care of ICT facilities in their schools.

Lastly, in relation to the "Division of Labour", the MOET should allow teachers more flexibility in deciding what and when to teach as long as they can cover the curriculum required for the semester. This will enable the teachers to be more independent in catering to the needs of their students and to incorporate ICT in their classes when appropriate.
In short, in order to successfully integrate technology into online teaching of speaking skills in particular and in language teaching in general, a whole Activity system must get involved, including the teachers themselves, the courses they are in charge of, and in a broader context the Leaders, including the Rectors, the MOET and relevant authorities.

Limitations of the Study and Conclusion:

It is acknowledged the study had several limitations. First, the sample was small due to fact that the limited number of the teachers who taught speaking skills at the university during the time of Covid 19 outbreak. Second, the study only focused on university levels, hence the findings were limited in scope. Future research with diverse contexts and more types of schools would be able to yield richer and deeper findings.

From the discussion, it is clear that the teachers themselves will not be able to make the best use of technology in educationwithout the help and support of others in the education system which includes the teaching context of their classes, their schools, their Rectors and the relevant authorities. This has been discovered through the lens of the Activity Theory. As a consequence, in order to bring the best effects to teachers in terms of integrating technology into their teaching, a whole broad system including different components at different levels should be considered, In other words, the teachers will not operate well and achieve good results without the correlational support of the other components in the systems.

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