



**THE ROLE OF TECHNOLOGY IN ESP COURSE PRESENTATIONS
AT HANOI METROPOLITAN UNIVERSITY: EVALUATING ITS IMPACT
ON LEARNING OUTCOMES**

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Abstract

This research examines the impact of digital tools on student engagement, confidence, and learning outcomes in English for Specific Purposes (ESP) presentations at Hanoi Metropolitan University (HNMU). A mixed-methods strategy was employed to gather data from 98 final-year students enrolled in various ESP courses, complemented with qualitative observations from students and instructors. The research examines tools including PowerPoint, Canva, Kahoot, Quizziz, and YouTube, assessing their influence on presentation organization, audience involvement, and content transmission. Research indicates that while platforms such as Canva and PowerPoint significantly enhance visual aesthetics and bolster student confidence, interactive tools like Kahoot and Quizziz promote immediate audience engagement. Nonetheless, obstacles were identified, such as technical difficulties and an excessive focus on visual design to the detriment of content depth. The study finds that systematic support can considerably boost the efficiency of ESP presentations through digital media, educating students with vital professional communication skills for many industries.



**VAI TRÒ CỦA CÔNG NGHỆ TRONG CÁC BÀI THUYẾT TRÌNH
TIẾNG ANH CHUYÊN NGÀNH TẠI TRƯỜNG ĐẠI HỌC THỦ ĐÔ HÀ NỘI:
ĐÁNH GIÁ TÁC ĐỘNG ĐẾN KẾT QUẢ HỌC TẬP**

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Tóm tắt

Nghiên cứu này xem xét tác động của các công cụ kỹ thuật số đến sự tham gia, sự tự tin và kết quả học tập của sinh viên trong các bài thuyết trình Tiếng Anh chuyên ngành (ESP) tại Đại học Thủ đô Hà Nội (HNMU). Phương pháp nghiên cứu hỗn hợp được áp dụng để thu thập dữ liệu từ 98 sinh viên năm cuối tham gia các khóa học ESP khác nhau, bổ sung với các quan sát định tính từ sinh viên và giảng viên. Nghiên cứu đánh giá các công cụ như PowerPoint, Canva, Kahoot, Quizziz và YouTube, xem xét ảnh hưởng của chúng đối với tổ chức bài thuyết trình, sự tham gia của khán giả và việc truyền tải nội dung. Kết quả nghiên cứu cho thấy rằng, trong khi các nền tảng như Canva và PowerPoint nâng cao đáng kể tính thẩm mỹ và củng cố sự tự tin của sinh viên, các công cụ tương tác như Kahoot và Quizziz thúc đẩy sự tham gia của khán giả ngay lập tức. Tuy nhiên, cũng có những trở ngại được xác định, chẳng hạn như khó khăn kỹ thuật và sự tập trung quá mức vào thiết kế hình ảnh mà bỏ qua chiều sâu nội dung. Nghiên cứu kết luận rằng hỗ trợ có hệ thống có thể cải thiện đáng kể hiệu quả của các bài thuyết trình ESP thông qua phương tiện kỹ thuật số, giúp sinh viên rèn luyện các kỹ năng giao tiếp chuyên nghiệp quan trọng cho nhiều ngành nghề khác nhau.

1. Introduction

English for Specific Purposes (ESP) is essential for equipping students with the necessary skills for professional communication in specialized domains, including hospitality, tourism, and business. With the ongoing expansion of globalization, professionals must exhibit specialized language skills to engage effectively in these sectors. ESP courses equip students with essential language skills to effectively operate in challenging environments, emphasizing the practical use of English in actual professional settings. At Hanoi Metropolitan University (HNMU), English for Specific Purposes (ESP) courses constitute a vital component of the curriculum for students majoring in English, especially those concentrating on hospitality, tourism, and business disciplines. This research analyzes a cohort of 98 final-year students from the D2020 group, all of whom demonstrate B2 and C1 levels of English proficiency. The students are enrolled in several ESP courses, such as English for Human Resources, English for Event Planning, Intercultural Communication in Business, and Business Correspondence. Each course aims to equip students with the technical vocabulary and communication skills essential for success in professional environments. Student presentations constitute a fundamental element of ESP instruction at HNMU, serving as an essential pedagogical method for evaluating students' capacity to utilize their language skills in professional settings. Presentations allow students to exhibit their comprehension of industry-specific terminology, participate in public speaking, and utilize English fluently and confidently before an audience. These skills are crucial in sectors such as hospitality and tourism, where effective communication is vital for success in global contexts.

In recent years, technology has emerged as a critical component of student presentations.

Tools such as PowerPoint, Canva, and multimedia platforms like YouTube enable students to produce more engaging and dynamic presentations. Interactive tools such as Kahoot and Quizlet facilitate active learning and audience participation, thereby enhancing the overall learning experience. Canva has become increasingly popular among students due to its user-friendly design features and capacity to produce visually appealing presentations without requiring advanced graphic design skills. Despite the extensive utilization of these tools, research on their effects on learning outcomes in English for Specific Purposes (ESP) courses, especially regarding student presentations, remains limited. International studies indicate that technology may enhance student engagement and improve comprehension; however, challenges related to its implementation exist. Factors include excessive dependence on visual aids, technical challenges, and variations in the integration of technology across courses. Additionally, certain students may prioritize the visual appeal of their presentations over the substantive content, potentially undermining their educational experience. In Vietnam, there is an increasing focus on examining the impact of technology on language learning, particularly within English for Specific Purposes (ESP) courses. Current research in Vietnam is limited, primarily concentrating on general English courses instead of English for Specific Purposes (ESP), which involves unique language requirements and professional contexts. This gap underscores the necessity for additional research on the impact of technology in improving the learning outcomes of ESP students, especially regarding their capacity to deliver effective presentations at Hanoi Metropolitan University (HNMU). This research investigates the subsequent questions:

1. *What is the impact of technology utilization in student presentations on engagement and participation in ESP courses at HNMU?*

2. *To what extent does technology enhance comprehension and retention of course material in ESP presentations?*

3. *What challenges do students encounter when utilizing technology in their presentations, and what strategies can be implemented to mitigate these challenges?*

This study aims to assess the impact of technology, specifically interactive tools such as Canva, Kahoot, and Quizlet, on enhancing student presentations and overall learning outcomes in ESP courses at HNMU. The findings will enhance the understanding of technology-enhanced learning in English for Specific Purposes (ESP) and provide practical recommendations for the effective integration of digital tools in future courses. The structure of this document includes five different parts. The context, goal, and research concerns about the use of technology in ESP presentations are described in the introduction. The literature review highlights the advantages and difficulties of technology in ESP by summarizing earlier research. The mixed-method strategy used to gather and examine teacher and student data is described in the methodology. The data on student involvement, technology usability, and difficulties encountered are included in the results. The findings are finally interpreted in the Discussion and Conclusion section, which also discusses the ramifications and suggests future lines of inquiry for ESP technology integration.

2. Literature Review

2.1. Previous Studies

The impact of technology on language acquisition has been thoroughly investigated

globally, particularly in English for Specific Purposes (ESP) programs. Dudeney and Hockly (2012, p. 533) assert that technology facilitates access to authentic resources and interactive learning settings, which can substantially enhance motivation and student autonomy when aligned with educational objectives. Golonka et al. (2014, p. 70) advocate for the integration of technology in English for Specific Purposes (ESP), emphasizing its role in enabling the utilization of professional language within simulated, real-world contexts—an approach that assists students in connecting theoretical knowledge with practical application in domains such as business, tourism, and hospitality. Chappelle (2009, p. 741) asserts that the efficacy of computer-assisted language learning (CALL) tools is contingent upon their deliberate incorporation into the course framework. In the absence of structured direction, pupils may prioritize technological elements over content acquisition. Levy and Stockwell (2013, p. 103) express a similar concern, warning that over reliance on digital aesthetics may undermine learning objectives unless integrated within a robust pedagogical framework. Blake (2013, p. 45) notes that visually oriented tools such as Canva, although beneficial for crafting captivating presentations, may unintentionally cause students to emphasize design over substantive material, thereby reducing the educational merit of their presentations. Li (2020, p. 87) identifies a notable deficiency in international research: the absence of longitudinal studies evaluating the sustainability of technology's influence on language retention and its practical use in professional settings. This underscores an urgent necessity for additional investigation into the lasting advantages of technology in ESP settings.

The incorporation of technology in English for Specific Purposes (ESP) in Vietnam has garnered

academic attention, although research remains relatively recent and frequently constrained in scope. Nguyen & Nguyen (2018, p. 45) note that multimedia technologies, including PowerPoint and YouTube, positively influence student motivation and engagement in English for Specific Purposes (ESP) classes. Students generally exhibit increased confidence and motivation when utilizing these tools. Nonetheless, insufficient technical expertise among certain students can result in inconsistent tool utilization, potentially impacting content quality and presentation efficacy. Pham and Le (2019, p. 105) further investigate the application of specific technologies, such as Canva and Kahoot, in English for Specific Purposes (ESP) courses centered on business English. Their research indicates that Canva's user-friendly interface and adaptable templates facilitate students in creating visually attractive presentations, enhancing their confidence in professional communication contexts. However, they also warn that an excessive focus on design can occasionally detract from content quality, as students may devote disproportionate time to visual aesthetics, neglecting the development of the primary message. Tran (2020, p. 13) articulates these concerns, noting that the majority of Vietnamese research on technology in English for Specific Purposes (ESP) emphasizes short-term outcomes, such as enhanced motivation, rather than long-term skill retention. This gap indicates the necessity for additional study on the enduring impacts of digital tools on learning outcomes in ESP courses within the Vietnamese setting.

2.2. Technology in English for Specific Purposes (ESP) Courses

a. Concepts of Technology and ESP

The incorporation of technology in English for Specific Purposes (ESP) courses has rapidly emerged as a vital strategy for improving learning

outcomes and adequately equipping students for authentic professional communication. English for certain Purposes (ESP) is inherently different from standard English training since it emphasizes specialized vocabulary, contexts, and abilities pertinent to certain domains, like business, tourism, and healthcare. In English for Specific Purposes (ESP) courses, language acquisition transcends fundamental skills and aims at successful communication within specialized fields, where technical and industry-specific terminology is essential (Dang, 2021, p. 33). The utilization of technology in English for Specific Purposes confronts distinct obstacles and requirements that emerge within these specialized educational contexts. Conventional language teaching methods may inadequately address the dynamic and context-specific characteristics of English for Specific Purposes (ESP), while digital tools offer opportunities for contextualized, interactive, and authentic learning experiences that align with students' professional objectives (Nguyen & Le, 2019, p. 32). Instructors can utilize digital resources to present real-world scenarios pertinent to students' desired professions, allowing them to practice and internalize language skills in contexts that replicate their future workplaces.

In ESP, technology serves not just to engage students but also to connect academic language acquisition with practical application. Multimedia technologies and interactive programs enable students to investigate technical language, intricate industry concepts, and professional communication norms inside a regulated yet authentic environment. The experiential component of learning is essential in ESP, as it aids students in developing both linguistic competencies and the confidence and practical communication skills required to operate effectively in their selected professions. Technology-assisted ESP training can markedly

improve language retention and adaptation by immersing students in scenarios they are likely to face in their professions, thus equipping them for real-world issues. Furthermore, technology enables the transformation from a passive to an active learning environment, a change that is particularly advantageous for ESP students. In contrast to conventional English classes, English for Specific Purposes (ESP) necessitates that learners actively interact with specific content, cultivating abilities that enable them to explain, negotiate, and critically evaluate information pertinent to their professional environment. Instruments like Kahoot and Quizziz may transform static lessons into dynamic, interactive experiences that require students to apply their knowledge instantaneously. This transition facilitates active language utilization, which is crucial for students aiming to achieve proficiency in communication within particular professional fields (Pham & Le, 2019, p. 110).

b. Features of the Incorporation of Technology in ESP Courses

Numerous digital tools frequently employed in ESP presentations are esteemed for their particular roles in organizing, engagement, and material dissemination. Canva and PowerPoint effectively enhance the visual quality of presentations, thereby influencing student confidence and audience engagement (Nguyen & Nguyen, 2018, p. 58; Tran, 2020, p. 12). These tools enable students to produce organized, visually engaging presentations that successfully catch and maintain audience attention. Interactive tools such as Kahoot and Quizziz enhance ESP lectures by promoting real-time participation and creating a more dynamic learning experience (Pham & Le, 2019, p. 110). Nonetheless, the utilization of these instruments is accompanied by problems. According to 43% of students,

technical difficulties—such as unreliable internet connectivity—can interrupt presentation continuity, diminishing audience engagement and heightening stress for presenters (Nguyen et al., 2019, p. 46). Moreover, an excessive focus on visual design, especially with tools such as Canva, may undermine content depth, since 40% of students acknowledge emphasizing aesthetics over substance in their presentations (Tran, 2020, p. 13). These findings suggest a necessity for balanced training and systematic assistance, enabling students to employ these technologies efficiently without sacrificing subject depth.

The examined literature highlights the advantages and obstacles of digital tools in improving ESP presentations. Although technology can significantly improve student engagement and presentation quality, it requires structured support for optimal educational benefit. Future study should investigate the long-term effects of these tools on language retention and the development of professional abilities, while also determining optimal procedures for their use across diverse ESP fields.

3. Methods

This research employs a mixed-methods approach to evaluate the influence of digital tools on ESP presentations at Hanoi Metropolitan University (HNMU), integrating quantitative data from structured questionnaires with qualitative data from interviews. The research sought to obtain a thorough understanding of the impact of technology on participation, confidence, and learning outcomes in ESP classes. The research encompassed 98 final-year students from diverse ESP classes, chosen among those studying English for Specific Purposes in fields such as human resources, event organizing, intercultural communication,

and business correspondence. The data gathering period extended from January to May 2024. Participants, predominantly female (85%), were aged between 21 and 23 years and had English proficiency levels ranging from B2 to C1. The organized questionnaire comprised questions on demographics, frequency of technology usage, simplicity of tool utilization, student involvement, learning results, and encountered barriers. Tools like PowerPoint, Canva, Kahoot, Quizziz, and YouTube were analyzed for their influence on presentation efficacy. Students evaluated their comfort and familiarity with each tool utilizing a Likert scale, and the survey examined the extent to which these tools enhanced their comprehension and memory of course material. Semi-structured interviews were conducted with twelve students and three professors to provide qualitative insights. Interviews concentrated on participants' experiences with digital technologies, particular issues faced, and their perspectives on the equilibrium between visual design and content richness. Educators offered further insight into prevalent challenges encountered by students, including technical obstacles and the inclination to emphasize design aesthetics over meaningful learning. The data analysis integrated quantitative descriptive statistics with thematic analysis. Survey data elucidated patterns in technology utilization and engagement, whilst interview responses provided a nuanced perspective on technology's contribution to improving presentation abilities and highlighted repeating themes such as heightened confidence and interactive involvement. Instructors' remarks emphasized the necessity for systematic instruction to assist students in efficiently balancing visual aesthetics with subject profundity. This comprehensive investigation elucidates the advantages and obstacles linked to the utilization of digital tools

in ESP presentations, emphasizing areas where focused assistance could further improve students' professional communication competencies.

4. Results

4.1 Impact of Technology on Student Engagement

The digital tools used by students have greatly increased the level of student engagement in the presentations that are given in ESP classes. It has been determined through a survey that the most widely used tools are PowerPoint (72%) and Canva (88%) respectively. Students are able to produce visually stunning, professional slides that hold audience attention by utilizing the creative freedom of Canva. On the other hand, PowerPoint's familiarity helps students properly organize content. According to the students who participated in the interviews, the professional layouts that Canva offered helped them feel more confident and kept their classmates interested. Kahoot, which was used by forty-five percent of respondents, and Quizziz, which was used by forty percent of respondents, were also popular for introducing gamified features. These tools were especially beneficial in making presentations more interactive. Students frequently used Kahoot quizzes to actively involve their classmates, which assisted them in maintaining their concentration on the most important themes. With its collaborative and real-time editing features, Google Slides was particularly prized in group assignments, where it was utilized by twenty-five percent of the student body. Students expressed their gratitude for the opportunity to collaborate remotely, which not only helped them save time but also ensured that their presentations flowed smoothly.

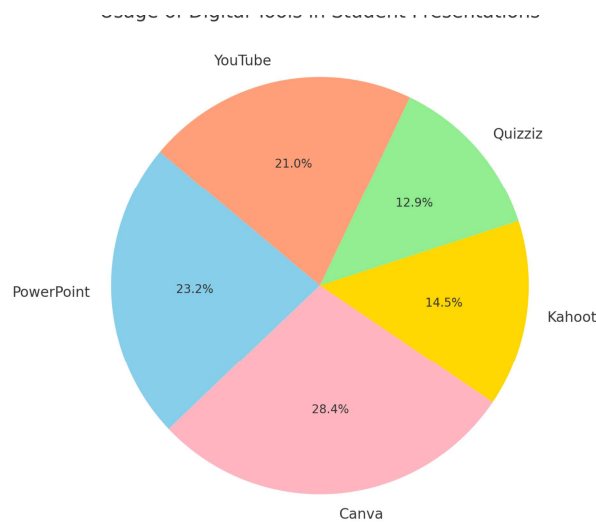


Chart 1: Usage of Digital Tools in Student Presentations

On the other hand, difficulties such as technical problems (identified by 43%) and an excessive focus on visual design (overemphasized by 40%) were observed. Sometimes, students paid an inordinate amount of attention on the aesthetics of the slides, which could have resulted in a reduction in the quality of the material. When it comes to maximizing the educational value of these technologies, both students and teachers have stated that training on how to strike a balance between visual appeal and content would be beneficial. Toolkits such as Canva, PowerPoint, Kahoot, and Google Slides make a substantial contribution to the quality of presentations and the level of participation

in English for Speakers of Other Languages (ESP) classes. Students are able to make good use of these technologies when they are provided with systematic supervision, which guarantees both material depth and visual engagement.

4.2 Ease of Use and Confidence with Technology

The results of a survey reveal that the majority of students perceive important digital tools, particularly PowerPoint and Canva, to be user-friendly. This has a good correlation with the students' feeling of confidence when it comes to giving presentations.

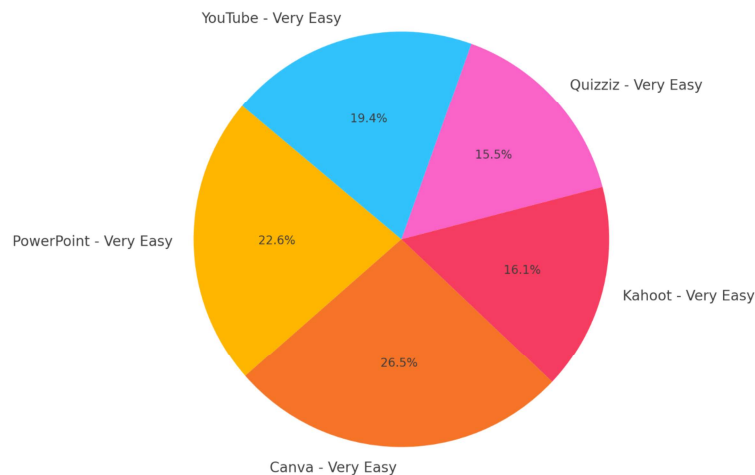


Chart 2: Ease of Use of Digital Tools in Presentations

The chart 2 illustrates that Canva was regarded as “very easy” to use by 82% of students, as shown in the pie chart below. PowerPoint came in second with 70% of students rating it as “very easy.” Sixty-eight percent of students reported having a high level of trust in their ability to use PowerPoint, which was a preferred choice due to its familiarity. During interviews, students mentioned that the user-friendly design of PowerPoint helped them feel less anxious about giving presentations. One student made the following observation: “Using PowerPoint felt natural because I’ve been familiar with it for years.” In addition to receiving the best possible grade for its simplicity of use, Canva was lauded for its extraordinary creative capabilities. Eighty percent of students felt confidence after practicing with the tool since it assisted them in developing visually attractive presentations, despite the fact that several students initially struggled with its complex options. It was said by a student that “Canva made my slides look professional and polished, which boosted my confidence in front of my classmates.” The simplicity of use of interactive applications such as Kahoot and Quizziz was rated “very easy” by fifty percent of students and forty-eight percent of students, respectively.

During interviews, students revealed that although Kahoot’s quizzes were successful in engaging audiences, they occasionally found it difficult to administer live quizzes while they were presenting. According to the words of one student, “Kahoot made the presentation more enjoyable, but it required some practice to use it in a smooth manner.” Students who used Quizziz provided feedback that was comparable, stating that they recognized the need for extra direction in order to make the most of the technology. YouTube, which is predominantly utilized for video

assistance, was regarded as “very easy” by sixty percent of respondents, and sixty-three percent of respondents felt confidence about increasing their content by including videos. The effectiveness of Google Slides, which was praised for its ability to facilitate collaboration in group projects, was highlighted as a technology for which additional training would enable improved utilization. In conclusion, although PowerPoint and Canva make it easier to use and boost confidence, students have voiced a desire for additional assistance in properly using interactive technologies such as Kahoot and Quizziz. It is possible that additional training on these platforms would further enhance confidence and streamline the use of technology in presentations.

4.3 Challenges with Technology Integration

The results of a survey indicate that although digital technologies significantly improve student presentations, they also add a number of special problems that can have an effect on the flow of the presentation as well as the quality of the information. Both technical problems and an excessive focus on visual design were highlighted as the two key obstacles that needed to be addressed. The following pie chart illustrates that 43 percent of students have reported experiencing regular technical issues. These issues were mostly caused by inconsistent internet connections, which caused disruptions to internet-based programs such as Kahoot and YouTube, which require real-time connectivity. Students often reported experiencing stress due to technical difficulties during interviews. A student reported, “The internet connection failed immediately before I was about to begin a Kahoot quiz.” The situation was stressful, necessitating a rapid adjustment of my plan to maintain audience engagement. These experiences underscore the necessity for dependable infrastructure to

facilitate uninterrupted presentations, particularly when utilizing interactive, internet-reliant tools. A notable challenge was the inclination to prioritize visual design over content depth. Approximately 40% of students reported dedicating significant time to Canva for the creation of visually appealing slides, occasionally compromising the development of their primary arguments. A student remarked, “I became so focused on perfecting my

slides that I realized too late I had not adequately practiced my key points.” The excessive focus on aesthetics, although advantageous for engagement, frequently detracted from content preparation, highlighting the necessity for a balanced approach to tool utilization. Instructors supported these findings, suggesting that structured guidance is necessary for students to achieve a more effective balance between design and content.

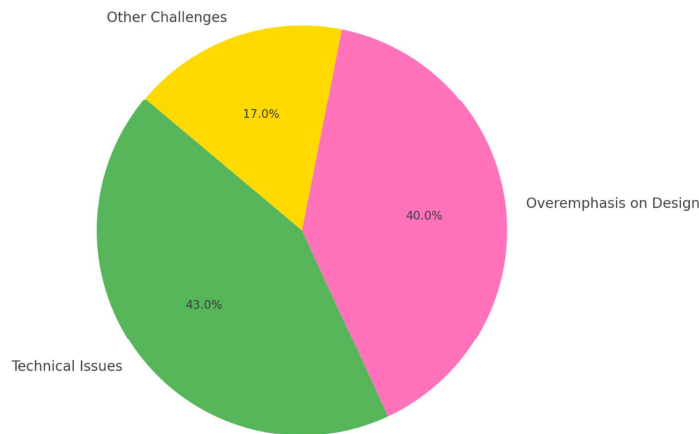


Chart 3: Challenges Faced in Technology Integration for Presentations

An instructor observed that while students invest considerable effort in visuals, they occasionally neglect the substance of their presentations. Additional support in balancing these elements would be advantageous. In conclusion, although technology significantly improves student engagement, issues like technical difficulties and excessive focus on design highlight areas requiring enhancement. Students and instructors indicated that structured training in tool management and content balance could enhance the effectiveness of digital tools in presentations.

5. Conclusion and discussion

5.1 Discussion

This study’s findings demonstrate that technology positively influences engagement and

student confidence in ESP course presentations at Hanoi Metropolitan University (HNMU). Tools such as Canva, PowerPoint, Kahoot, and YouTube facilitate the creation of engaging and polished presentations, thereby improving students’ confidence in content delivery. Survey findings indicate that Canva and PowerPoint were the predominant tools utilized, with 88% and 72% of students employing them, respectively. The flexibility of Canva in design significantly enhanced student confidence, with 80% reporting increased assurance in their presentation skills attributed to the tool’s professional and user-friendly templates. Interviews corroborated these findings, as students indicated that Canva’s refined layouts enabled them to concentrate more on content delivery, confident in the professionalism of their visuals. A student stated, “Utilizing Canva enhanced my confidence

in the professionalism of my slides, resulting in a smoother presentation experience.” The familiarity of PowerPoint was a significant factor, as 68% of students reported high confidence in utilizing the software. Students valued its straightforwardness, observing that it alleviated anxiety during presentations. A student stated, “PowerPoint is straightforward and dependable.” This allowed me to concentrate on my speech instead of being preoccupied with my slides. Interactive tools such as Kahoot and Quizziz enhanced engagement, particularly in classes that benefited from real-time audience interaction. Kahoot, utilized by 45% of students, has been recognized for its capacity to convert presentations into interactive experiences, thereby increasing confidence by allowing students to manage audience engagement. A student remarked, “Kahoot enhanced the interactivity of my presentation, allowing me to maintain the audience’s attention consistently.” Interactivity was particularly emphasized in courses such as Intercultural Communication, where engagement is crucial.

Challenges such as technical difficulties and an excessive focus on design emerged. Approximately 43% of students indicated experiencing technical difficulties, particularly with internet-based platforms such as Kahoot and YouTube. The interruptions affected confidence, necessitating rapid adaptation by students to sustain audience engagement. Furthermore, 40% of students acknowledged an excessive emphasis on Canva’s design features, which compromised the depth of content. A student stated, “I dedicated significant time to designing on Canva, which resulted in reduced preparation regarding the content itself.” The excessive focus on aesthetics occasionally compromised the clarity of content delivery, a concern also highlighted by instructors. Balanced training was recommended to assist students in managing both design and content. To address the identified challenges, practical implications involve implementing balanced training that

enables students to concentrate equally on content and design, thereby reducing undue emphasis on aesthetics. Enhanced technical infrastructure, including more dependable internet access, would mitigate disruptions, facilitating the more effective use of interactive tools such as Kahoot and YouTube. Regular skill-building sessions utilizing tools such as Canva and Google Slides, accompanied by troubleshooting support, would enhance students’ confidence. Instructors should integrate content-driven presentation guidelines to ensure students preserve substance while effectively utilizing the visual capabilities of these tools.

5.2. Conclusion

This study concludes that technology, specifically tools such as Canva, PowerPoint, Kahoot, and YouTube, significantly enhances student engagement and confidence in ESP presentations at Hanoi Metropolitan University (HNMU). Canva and PowerPoint enable students to produce professional, visually appealing, and well-organized presentations, thereby enhancing their confidence levels. Students exhibit increased confidence in presenting their material when their slides are well-organized and visually refined. Interactive tools such as Kahoot enable students to engage their audience actively, promoting a sense of control and competence as they manage audience attention through real-time quizzes and activities. Challenges, including technical disruptions and a preference for design over content depth, indicate areas needing enhancement. Technical difficulties, especially concerning internet connectivity, frequently hinder the utilization of platforms such as Kahoot and YouTube, thereby affecting students’ confidence during live presentations. The focus on aesthetics, particularly with tools such as Canva, can sometimes undermine content depth, as students may allocate considerable time to design at the expense of content development. The challenges underscore the necessity for balanced training and dependable technical support to

optimize the educational advantages of these tools. This study has notable limitations, particularly its concentration on a single cohort at HNMTU, which may not comprehensively reflect the experiences of ESP students in a broader context. Self-reported data obtained from surveys and interviews can introduce subjective biases. Future research may encompass larger and more diverse samples across various institutions, thereby providing a wider perspective on the impact of technology in ESP contexts. Longitudinal studies may investigate the enduring impacts of digital tool utilization on students' confidence and professional communication abilities, particularly within the domains of hospitality and business. Comparative studies across diverse educational settings would yield insights into best practices for technology integration in ESP courses, aiding in the refinement of strategies to enhance student engagement and presentation skills in various learning environments.

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