International Journal of Pedagogics

VOLUME Vol.06 Issue03 2026
PAGE NO. 383-386
DOI 10.37547/ijp/Volume06Issue03-78

The Role of Interactive Technologies in Enhancing Speaking Skills of Future English Teachers

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Received: 12 February 2026; **Accepted:** 08 March 2026; **Published:** 31 March 2026

Abstract: This article explores the role of interactive technologies in enhancing the speaking skills of future English teachers. In contemporary teacher education, speaking is not merely one of the language skills; it is a core professional competence that enables future teachers to explain ideas clearly, manage classroom discourse, participate in academic communication, and model effective language use for learners. At the same time, the rapid growth of interactive technologies such as Web 2.0 tools, video-based platforms, virtual reality, AI-powered chatbots, and multimedia applications has transformed the ways in which speaking can be taught, practiced, assessed, and reflected upon. This study adopts a conceptual and integrative review approach and synthesizes classical scholarship on speaking and communicative competence with recent studies on digital and interactive technologies in teacher education and language learning. The analysis shows that interactive technologies can improve fluency, pronunciation, confidence, willingness to communicate, self-efficacy, and reflective speaking practice when they are integrated into pedagogy purposefully. The article also argues that future English teachers need not only opportunities to speak through technology, but also the pedagogical competence to evaluate, adapt, and employ such tools in their future classrooms. The study concludes that teacher education programs should systematically integrate interactive technologies into speaking-oriented methodology courses, microteaching, reflection, and assessment in order to prepare communicatively competent and digitally literate English teachers.

Keywords: Future English teachers, speaking skills, interactive technologies, teacher education, communicative competence, digital pedagogy, EFL.

Introduction: In the twenty-first century, the preparation of future English teachers requires a combination of linguistic competence, pedagogical knowledge, digital literacy, and confident oral communication. Among these, speaking plays a particularly important role because teachers constantly rely on oral language in classroom instruction, questioning, explanation, interaction, feedback, discussion, and presentation. Recent research on pre-service teachers and teacher education also shows that communication apprehension, speaking self-efficacy, and technology-related pedagogical competence are closely connected to successful professional preparation.

Interactive technologies have created new possibilities for speaking development in teacher education. Unlike traditional teacher-centered instruction, interactive platforms can provide multimodal input, repeated oral practice, instant or delayed feedback, peer interaction, self-recording, collaborative discussion, and reflective analysis. Recent studies show that tools such as AI-supported speaking platforms, Web 2.0 environments, video content generation, microteaching with video visualization, and virtual reality can improve oral performance, reduce anxiety, and increase learner engagement.

This article examines how interactive technologies can enhance the speaking skills of future English teachers.

The paper is conceptual in nature and aims to synthesize theoretical perspectives and recent empirical findings in order to offer practical implications for English language teacher education.

LITERATURE REVIEW

Speaking Skills and Communicative Competence. Speaking has long been regarded as one of the most demanding productive skills in language learning because it requires learners to use vocabulary, grammar, pronunciation, fluency, interactional strategies, and discourse organization in real time. In teacher education, speaking is even more significant because future teachers must use English not only as learners but also as classroom professionals. Research on pre-service English teachers shows that speaking competence and communication apprehension remain important issues during professional preparation.

Classical scholars provide the theoretical foundation for understanding speaking in language education. Hymes [7] viewed communicative competence as the ability to use language appropriately in social context. Canale and Swain [4] later explained that communicative competence includes grammatical, sociolinguistic, discourse, and strategic components. In current scholarship, this construct is being reconsidered in technology-rich and AI-mediated communication settings, which means that oral competence today increasingly includes digital and mediated interaction skills as well.

Bygate [2], Harmer [6], Thornbury [14], and Richards [13] also emphasized that speaking is not simply the oral production of words; it involves interaction, negotiation of meaning, turn-taking, coherence, appropriacy, and confidence. These insights are especially relevant for future English teachers because they are expected to manage classroom talk, model target language use, and support learners' oral participation.

Many recent scholars argue that interactive technologies are becoming central to teacher preparation. Tondeur, Trevisan, Howard, and van Braak [15] state that pre-service teachers must be equipped with the competencies to teach with digital technologies in an increasingly digital educational landscape. Their updated systematic review shows that effective preparation requires structured strategies rather than isolated exposure to tools.

Oubibi, Fute, Kangwa, Barakabitze, and Adarkwah [11] similarly found in their 2014–2024 systematic review that interactive technologies in teacher education can improve engagement, digital literacy, and teaching efficacy, although outcomes depend greatly on infrastructure, training quality, and policy support. Their study is important because it highlights that technology alone does not guarantee success; teacher readiness and contextual support are essential.

Lin, Chen, Sun, Li, Hui, and Yen [10] showed that microteaching combined with video-visualisation technology, peer review, and self-reflection improved pre-service teachers' self-efficacy and classroom-talk awareness. Their findings suggest that interactive technologies are especially valuable when they help teacher candidates revisit, analyze, and improve their own oral classroom performance.

Recent studies provide strong evidence that interactive technologies can contribute directly to speaking development. Du and Daniel's [5] systematic review of AI-powered chatbots for EFL speaking practice found benefits such as improved speaking outcomes, pronunciation, confidence, engagement, motivation, and reduced anxiety. This indicates that interactive digital dialogue can support sustained oral practice beyond the physical classroom.

Karagöl, Yıldırım Bilgen, and Korkmaz [8] reported that ChatGPT and Yoodli significantly improved pre-service teachers' oral presentation skills and reduced public speaking anxiety in a 10-week mixed-methods intervention. This is especially relevant for future English teachers because oral presentations, public speaking, and classroom explanation are core aspects of their future profession.

Yürük and Yılmaz [18] found that video content generation activities positively affected pre-service English teachers' speaking anxiety, self-efficacy, and willingness to communicate. Their study suggests that creating spoken video content does not merely train language production; it also strengthens confidence and readiness for communication.

Research on Web 2.0 tools also supports this conclusion. A study on pre-service English teachers' speaking assessment literacy found that tools such as VoiceThread, Flipgrid, and PowToon were perceived as practical, innovative, less stressful, and useful for

assessing speaking in digital environments. Participants also believed that such tools could reduce anxiety and make speaking assessment more flexible and detailed.

In addition, Zghoul's [19] study on Flipgrid showed that structured video-based speaking activities improved fluency, vocabulary, pronunciation, and grammar, demonstrating that interactive video response tools can meaningfully support oral language growth.

Virtual reality has also emerged as a promising interactive technology for oral-skill development. Recent research indicates that VR-based language learning environments can enhance oral expression, motivation, contextualized practice, and real-time interactive engagement. Such findings are important for future English teachers because VR can simulate authentic communicative situations that are difficult to reproduce in ordinary classrooms.

METHODOLOGY

This article uses a conceptual integrative review methodology. It synthesizes foundational theories of speaking and communicative competence with recent studies on interactive technologies in language education and teacher preparation. The analysis is qualitative and interpretive in nature. Rather than collecting original experimental data, the paper examines recurring themes in the literature and develops a pedagogical argument about the role of interactive technologies in improving the speaking skills of future English teachers.

RESULTS AND DISCUSSION

One major conclusion from the literature is that interactive technologies expand the quantity and quality of speaking practice. Traditional classroom time often limits individual oral participation, especially in large groups. Interactive tools such as chatbots, video-response platforms, recorded oral tasks, and virtual simulations enable future teachers to practice speaking repeatedly, asynchronously or synchronously, and in different communicative modes. This repeated exposure contributes to fluency, pronunciation, and confidence.

CONCLUSION

The role of interactive technologies in enhancing the speaking skills of future English teachers is increasingly significant. The literature shows that such technologies can expand oral practice, support feedback and reflection, reduce anxiety, increase self-efficacy, and strengthen profession-specific speaking abilities. Tools such as AI-supported applications, video platforms, Web 2.0 environments, and virtual reality provide richer, more flexible, and more engaging opportunities for oral development than traditional models alone.

At the same time, the reviewed studies make it clear that interactive technologies are effective only when they are integrated into a sound pedagogical framework. Therefore, teacher education programs should systematically combine speaking-oriented methodology, reflective practice, digital tools, and communicative pedagogy. In this way, future English teachers can become not only fluent speakers, but also confident, reflective, and technologically competent professionals ready for modern language classrooms.

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