



DOI: <https://doi.org/10.52714/dthu.ajes.32.2042>

Teachers' Perceptions of Using Digital Learning Materials in Teaching Speaking and Listening Skills Based on Speech Etiquette to Grade 2 Students

Ngoc Hien Nguyen^{1*}, and Nguyen-Bich-Thy Bui²

¹Postgraduate, Department of Primary Education, Ho Chi Minh City University of Education, Vietnam

²Department of Primary Education, Ho Chi Minh City University of Education, Vietnam

*Corresponding author (email): nnhiennn01@gmail.com

Article Info.

Received: July 21, 2026

Revised: September 06, 2026

Accepted: September 18, 2026

Keywords

Digital learning materials, grade 2 students, primary education, speaking and listening skills, speech etiquette

Cite

Nguyen, N. H., & Bui, N. B. T. (2026). Teachers' Perceptions of Using Digital Learning Materials in Teaching Speaking and Listening Skills Based on Speech Etiquette to Grade 2 Students. *Dong Thap University Journal Science - Asian Journal of Educational Sciences*, 1(2), 119-133. <https://doi.org/10.52714/dthu.ajes.32.2042>

Abstract

In the context of educational digital transformation, digital learning materials play an increasingly important role in supporting language instruction in primary schools. This study investigates the current use of digital learning materials in teaching Speaking and Listening skills based on speech etiquette to Grade 2 students. A survey was conducted with 150 Grade 2 teachers from public and private primary schools in Ho Chi Minh City, Vietnam. In addition, a semi-structured interview was conducted with 14 teachers. The findings reveal that teachers hold highly positive perceptions of the importance of digital learning materials and frequently integrate PowerPoint presentations, instructional videos, and visual resources into speech etiquette lessons. However, classroom implementation remains limited to teacher-directed activities, while interactive digital resources are used less frequently. Teachers also reported several challenges, including limited instructional time, insufficient digital design skills, a lack of professional training, and difficulties accessing suitable teaching resources. The study highlights the need for systematic professional development and comprehensive multimedia digital learning materials to better support the teaching of speech etiquette.

Copyright © 2026 The author(s). This work is licensed under a CC BY-NC 4.0 License

1. INTRODUCTION

Digital transformation has become a major trend in education systems worldwide, creating new opportunities for improving teaching quality and learning experiences. In Vietnam, the Prime Minister's Project on strengthening information technology application and digital transformation in education and training for the period 2022–2025, with a vision toward 2030, emphasizes the development of digital learning resource repositories and open educational resources to support teaching and learning (Prime Minister of Vietnam, 2022). Similarly, the 2018 General Education Curriculum highlights the integration of technology into teaching practices as an essential means of developing students' competencies and meeting the demands of contemporary education (Ministry of Education and Training, 2018). This highlights that the application of digital technology is an urgent requirement for innovating teaching methods and enhancing the effectiveness and quality of education (Nguyen, 2025).

At the primary level, speaking and listening are fundamental language skills that contribute to students' communicative competence, social interaction, and character development. In the Vietnamese Language curriculum, speech etiquette refers to the appropriate use of language in specific social situations, such as expressing gratitude, apologizing, congratulating others, offering condolences, sharing joy, making requests, refusing, and so on. These communicative acts not only help students interact effectively but also foster respect, empathy, and positive social relationships. Research has shown that the development of oral communication skills during the early years of schooling plays a significant role in later academic achievement and social adjustment (Snow et al., 1998; Mercer & Littleton, 2007).

Second-grade students are at a crucial stage of language development. Although their vocabulary and communicative abilities expand rapidly, they often experience difficulties applying appropriate speech etiquette in different social contexts due to limited linguistic resources and communicative experiences (Bui et al., 2016). Therefore, effective instructional approaches are needed to provide authentic communicative situations and opportunities for practice.

Recent studies have highlighted the potential of digital learning materials (DLM) in language education. Digital resources that incorporate multimedia elements such as images, audio, video, animations, and interactive activities can increase student engagement, facilitate contextualized language learning, and support communication skill development (Sung et al., 2016; Mayer, 2021). In particular, multimedia learning environments have been found to enhance students' motivation and participation in language activities by providing authentic and meaningful contexts for communication.

Despite the growing interest in DLM, existing studies have primarily focused on reading, writing, or general language instruction. Research examining the use of DLM in teaching speaking and listening skills based on speech etiquette at the primary level remains limited, particularly in the Vietnamese educational context. Furthermore, little is known about teachers' perceptions, current practices, and challenges in integrating digital resources into speech etiquette instruction for young learners.

To address this gap, the present study investigates teachers' perceptions and practices regarding the use of DLM in teaching speaking and listening skills based on speech etiquette for Grade 2 students. Specifically, the study seeks to answer the following research questions:

RQ1. What are primary school teachers' perceptions of the importance of using digital learning materials in teaching speaking and listening skills based on speech etiquette for Grade

2 students?

RQ2. How are digital learning materials currently integrated into speech etiquette instruction in Grade 2 classrooms?

RQ3. What challenges do teachers encounter when using digital learning materials, and what are their needs for developing and implementing such resources?

By answering these questions, the study aims to provide empirical evidence for the development of DLM tailored to speech etiquette instruction and offer practical implications for promoting technology-enhanced language teaching in Vietnamese primary education.

2. LITERATURE REVIEW

2.1. Speaking and Listening Based on Speech Etiquette

Speaking and listening constitute the foundation of oral communication and play a central role in children's language development. From the perspective of speech etiquette theory, speaking involves performing communicative actions through language rather than simply producing spoken words (Austin, 1962; Searle, 1969). Listening, meanwhile, is an active cognitive process involving the recognition, interpretation, and evaluation of spoken messages, requiring learners to integrate linguistic knowledge, contextual understanding, and inferential reasoning (Rost, 2011). Effective communication therefore depends on the reciprocal interaction between speakers and listeners within specific social contexts.

Within this communicative framework, speech etiquette refers to socially accepted verbal behaviors used in routine interpersonal interactions, including greeting, thanking, apologizing, requesting, congratulating, refusing, and expressing sympathy. These expressions are governed by cultural conventions, interpersonal relationships, and situational contexts (Brown & Levinson, 1987). In primary education, speech etiquette extends beyond linguistic accuracy to encompass politeness, respect, empathy, and appropriate social behavior. Teaching speech etiquette therefore contributes to the development of communicative competence, social awareness, and character formation.

For young learners, mastering speech etiquette requires repeated exposure to authentic communicative situations where they can practice selecting appropriate expressions according to different social roles and communication purposes (Savić et al., 2025). Teachers can first introduce a communicative situation and model appropriate and inappropriate ways of responding, then guide learners to notice how linguistic choices vary according to the speaker, listener, relationship, and situation. Such awareness-raising activities help learners recognize not only what to say but also when, to whom, and how an expression should be used (Barón et al., 2020). Moreover, role-play is another method for young learners to practice speech etiquette in situations that approximate everyday communication (Schauer, 2022). For example, learners can act out situations involving greeting a teacher, asking a classmate for help, requesting permission, thanking someone, or apologizing for a mistake.

2.2. Digital Learning Materials in Primary Education

DLM have become an integral component of contemporary education, supporting the ongoing transformation from traditional classroom instruction to technology-enhanced learning environments. Since the 1990s, research has consistently demonstrated that integrating technology into teaching can improve students' learning attitudes, academic achievement, and classroom interaction while simultaneously assisting teachers in instructional activities (Sivin-Kachala & Bialo, 1996). More recently, Huertas-Abril (2021) argued that technology should function as a pedagogical tool that supports educational

objectives rather than merely serving as a delivery medium. In language education, digital technologies have facilitated the transition from text-based learning to multimodal learning environments where students construct meaning through multiple modes, including text, images, audio, video, and interactive media (UNESCO, 2023).

The benefits of digital devices and DLM can be considered from both pedagogical and instructional perspectives. Digital technologies can expand learners' access to diverse forms of learning content and provide opportunities for interaction, practice, and flexible participation (Rubert & Mahmud, 2024). Mayer's (2021) also explains how integrating verbal and visual information can support meaningful learning with digital materials. Moreover, Sejdiu (2017) found that multimedia technology provided learners with access to different types of visual and aural language input and supported opportunities to develop listening skills. Digital technologies can also support more flexible learning by allowing educational resources to be accessed and reused across different learning contexts (Tran, 2016; Tran, 2022). In addition, digital resources can facilitate teachers' organization of interactive learning activities and provide learners with opportunities to engage with content through multiple modes (Nguyen et al., 2008). These benefits suggest that digital materials can enrich classroom instruction when they are aligned with learning objectives and students' learning needs.

Nevertheless, the integration of digital devices and DLM also presents important challenges. Bilyalova et al. (2020) emphasized that digital transformation involves not only new opportunities but also risks and concerns associated with the implementation of digital technologies in education. At the classroom level, these challenges may include inadequate technological infrastructure, limited access to appropriate devices or digital resources, insufficient teacher readiness, and difficulties in designing pedagogically meaningful digital activities (OECD, 2023). The effectiveness of DLM may also be reduced when teachers focus on technological features rather than on their instructional purposes (Karppinen, 2005). Consequently, the availability of digital devices or materials alone cannot guarantee improved learning; their educational value depends on the extent to which they are appropriately integrated into teaching and learning processes.

2.3. Digital Learning Materials for Teaching Speech Etiquette

Growing evidence suggests that DLM have particular potential for teaching speech etiquette because they can present language use within concrete social and communicative situations. Multimedia resources (audio, video, animations, interactive exercises, and digital storytelling) enable learners to observe how speakers address others, select appropriate forms of expression, respond to interlocutors, and adjust their language according to communicative contexts.

Several empirical studies have confirmed these benefits in teaching speech etiquette. Muhayyarah et al. (2026) suggests that digital media can support language development and politeness when the learning activities are deliberately designed around communicative objectives. In addition, Gustianti et al. (2026) found that the use of picture storybooks improved elementary students' knowledge of language politeness, highlighting the value of narrative and situational learning materials for developing students' understanding of appropriate language use.

In Vietnam, Le and Phan (2024) applied politeness theories to the teaching of politeness to Grade 2 students through Vietnamese language instruction, emphasizing the importance of contextualized communication activities. In addition, Thach and Nguyen (2024) investigated the current state of communication culture among students in public primary schools in Ho Chi Minh City, highlighting the need to strengthen students' appropriate and culturally

appropriate communication behaviors. However, these Vietnamese studies have primarily focused on speech etiquette, communication culture, and classroom-based instruction, while the development of DLM specifically designed to teach speech etiquette through speaking and listening activities at the primary-school level remains underexplored.

2.4. Objectives of Grade 2 Education on Speaking and Listening

According to the 2018 Education Curriculum for Literature, speaking and listening at the primary level comprise three interrelated components: speaking, listening, and interactive speaking and listening. Speaking requires students to express ideas and feelings clearly and appropriately, while listening involves attentive listening, understanding the main content, recognizing the speaker's emotions, and responding appropriately. Interactive speaking and listening emphasize respectful interaction, turn-taking, and adherence to conversational and discussion rules (Ministry of Education and Training, 2018).

At Grade 2, speaking and listening are developed through three main content strands: storytelling, topic-based speaking and listening, and speech etiquette. Speech etiquette therefore constitutes one specific form of speaking and listening, focusing on the appropriate use of language and communicative behaviors in familiar situations, such as greeting, thanking, apologizing, inviting, requesting, congratulating, comforting, praising, agreeing, disagreeing, and refusing appropriately. These requirements also include appropriate eye contact, tone of voice, gestures, and attentive listening (Le & Phan, 2024).

3. MATERIALS AND METHODS

3.1. Participants

The study involved 150 Grade 2 teachers from public and private primary schools in Ho Chi Minh City, Vietnam. Participants were recruited using convenience sampling. To ensure that the sample was relevant to the research objectives, teachers had to meet the following inclusion criteria: (1) they were currently teaching Grade 2; (2) they had experience teaching Speaking and Listening lessons in Vietnamese Language, including those focusing on speech etiquette such as thanking, apologizing, congratulating, expressing sympathy, refusal, and so on; and (3) they had used or were currently using DLM (e.g., digital images, videos, electronic presentations, e-books, interactive learning resources, or other digital materials) in teaching Speaking and Listening. Detailed information about the participating teachers is presented in Table 1.

Table 1. Information about Teachers Participating in the Survey

Information		Frequency (n = 150)	Percentage (%)
Gender	Male	3	2
	Female	147	98
Qualifications	Bachelor's	138	92
	Master's	12	8
	Doctorate	0	0
Teaching experience	0 – 3 years	51	34
	4 – 6 years	36	24
	7 – 9 years	18	12
	Over 10 years	45	30

Table 1 presents the demographic characteristics of the participating teachers. Of the 150 respondents, the majority were female (98%), reflecting the gender distribution commonly found in primary education. Most participants held a bachelor's degree (92%), while a smaller proportion possessed postgraduate qualifications (8%). In terms of teaching experience, 34% had less than four years of experience, 24% had between four and six years, 12% had between seven and nine years, and 30% had more than ten years of teaching experience. The diversity in teaching experience provides a comprehensive perspective on the use of DLM in teaching speaking and listening skills based on speech etiquette.

3.2. Research Design and Instrument

This study employed a descriptive survey design using a mixed-methods approach to investigate primary school teachers' perceptions and practices regarding the use of DLM in teaching Speaking and Listening based on speech etiquette. The mixed-methods approach was adopted to combine quantitative and qualitative data, thereby providing a more comprehensive understanding of the research problem (Creswell & Clark, 2018). Quantitative data were collected through a questionnaire to examine teachers' instructional practices and perceptions, while qualitative data were obtained through semi-structured interviews to gain deeper insights into teachers' experiences, challenges, and needs in instructional practice (Creswell & Creswell, 2018).

3.2.1. Questionnaire

The primary research instrument was a structured questionnaire developed using Google Forms. The questionnaire was designed based on previous studies on digital learning materials for speaking and listening education (Sejdiu, 2017) and speech etiquette instruction in primary schools (Tran, 2016). These studies informed the development of questionnaire items concerning teachers' use of digital learning materials, instructional practices, and the teaching of speech etiquette in speaking and listening. To ensure content validity, the initial version was reviewed by two experts in primary language education and educational technology. Their feedback was incorporated to improve the clarity, relevance, and comprehensiveness of the questionnaire before administration.

The questionnaire consisted of four sections with a total of 31 items. Section 1 included 5 items examining teachers' perceptions of the importance of digital learning materials in teaching Speaking and Listening based on speech etiquette. Section 2 included 14 items examining teachers' use of DLM, covering the types of digital resources used (7 items) and their integration into classroom activities (7 items). Section 3 included 6 items addressing challenges in designing and implementing DLM. Section 4 included 6 items examining teachers' professional needs for developing and implementing DLM. All closed-ended items were rated using a five-point Likert scale.

3.2.2. Interview Structure

To complement the survey findings, semi-structured interviews were conducted with a purposive sample of participating teachers who voluntarily agreed to be interviewed after completing the questionnaire. The interview questions focused on four main themes: (1) teachers' experiences in teaching speaking and listening based on speech etiquette; (2) their experiences using DLM in classroom instruction; (3) perceived advantages, limitations, and challenges of integrating digital resources; and (4) teachers' suggestions for improving the design and implementation of DLM.

3.3. Data Collection and Analysis

Data collection was conducted over a six-week period from mid-December 2025 to the

end of January 2026. The online questionnaire was distributed via Google Forms to primary school teachers through professional teacher networks and school administrators. Participation was voluntary, and all respondents were informed about the purpose of the study before completing the survey. Informed consent was obtained from all participants, and anonymity and confidentiality were ensured throughout the research process.

After the questionnaire survey, a purposive sample of 15 teachers who agreed to participate in follow-up interviews was selected to provide more in-depth information. Semi-structured interviews were conducted either face-to-face or via online meeting platforms, depending on participants' availability. Each interview lasted approximately 20-30 minutes and was audio-recorded with participants' permission before being transcribed for analysis.

Quantitative data obtained from the questionnaire were analyzed using IBM SPSS Statistics (Version 20). Descriptive statistics, including frequencies, percentages, means (*M*), and standard deviations (*SD*), were used to summarize teachers' responses. Qualitative data from the interviews and open-ended questionnaire responses were analyzed using thematic analysis. Following Braun and Clarke's (2006) six-step framework, the analysis involved (1) familiarizing the researcher with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report.

4. RESULTS

4.1. Teachers' Perceptions of the Importance of DLM in Teaching Speaking and Listening Based on Speech Etiquette

The reliability analysis indicated that the questionnaire scale demonstrated high internal consistency, with Cronbach's alpha coefficient of $\alpha = .91$. The first research question examined teachers' perceptions of the importance of DLM in teaching speaking and listening skills based on speech etiquette for Grade 2 students. As presented in Table 2, teachers demonstrated consistently positive perceptions with mean scores ranging from 4.48 to 4.69 on a five-point Likert scale. These results indicate a strong consensus that DLM play an important role in supporting speech etiquette instruction in primary classrooms.

Table 2. Teachers' Perceptions of the Importance of DLM

No.	Importance of DLM	Mean	SD
1	Digital learning materials improve students' engagement in speaking and listening lessons.	4.63	0.51
2	Digital learning materials help create authentic communication situations.	4.54	0.58
3	Multimedia resources facilitate students' understanding of speech etiquette.	4.48	0.61
4	Digital learning materials increase students' motivation to participate in classroom activities.	4.56	0.55
5	The integration of digital learning materials is necessary in Grade 2 language teaching.	4.69	0.47

Table 2 shows that teachers expressed the strongest agreement with the statement that the integration of DLM is necessary in Grade 2 language teaching ($M = 4.69$, $SD = 0.47$). This finding suggests that teachers no longer view digital resources as supplementary teaching aids but rather as an essential component of effective language instruction. Similarly, teachers strongly agreed that DLM improve students' engagement in speaking and listening lessons ($M = 4.63$, $SD = 0.51$) and that they increase students' motivation to participate in classroom

activities ($M = 4.56$, $SD = 0.55$). Teachers also perceived that digital resources help create authentic communication situations ($M = 4.54$, $SD = 0.58$) and facilitate students' understanding of speech etiquette through multimedia representations ($M = 4.48$, $SD = 0.61$). Although this latter item received the lowest mean score, it remained well above the "Agree" level, indicating broad confidence in the instructional value of multimedia resources.

The interview findings further reinforced the survey results. The interview data revealed two main themes regarding teachers' perceptions of the importance of DLM in teaching speaking and listening based on speech etiquette: (1) making speech etiquette concrete and (2) enhancing students' engagement.

Firstly, teachers emphasized that digital materials helped students understand speech etiquette through realistic and visual examples. Videos and animations allowed students to observe appropriate communication behaviors. For example, teacher 4 said: "*When students watch short conversations, they immediately understand how to greet, apologize, or thank someone appropriately.*" Teacher 9 similarly noted that students could observe "*facial expressions, gestures, tone of voice, and the communication context.*" These responses suggest that digital materials helped make abstract communication rules more concrete.

Secondly, teachers also described digital materials as effective in attracting students' attention and encouraging participation. Visual and interactive resources were perceived as particularly suitable for students. Overall, teachers viewed digital materials as useful for both supporting understanding and increasing students' engagement in speech etiquette lessons.

4.2. The Integration of DLM into Speech Etiquette Instruction

The second research question investigated the extent to which DLM are currently integrated into Grade 2 speaking and listening instruction based on speech etiquette. Overall, teachers reported a relatively high level of technology integration (Overall $M = 4.08$, $SD = 0.78$), suggesting that digital resources have become a common component of classroom instruction. However, the findings also reveal that teachers tend to rely on conventional digital resources rather than more interactive technologies.

Table 3. Teachers' Use of Different DLM

No.	Type of DLM items	Mean	SD
1	PowerPoint presentations	4.73	0.46
2	Instructional videos	4.46	0.67
3	Images and picture cards	4.42	0.64
4	Audio recordings	3.98	0.81
5	Educational games	3.81	0.92
6	Interactive websites	3.42	1.01
7	Online quizzes (Quizizz, Kahoot, etc.)	3.76	0.95

As shown in Table 3, PowerPoint presentations were the most frequently used digital learning material ($M = 4.73$, $SD = 0.46$), followed by instructional videos ($M = 4.46$, $SD = 0.67$) and images and picture cards ($M = 4.42$, $SD = 0.64$). These resources were used consistently because they were readily available, easy to prepare, and aligned closely with the instructional sequence of Grade 2 language lessons. In contrast, teachers reported less frequent use of interactive websites ($M = 3.42$, $SD = 1.01$), online quizzes such as Quizizz and Kahoot

($M = 3.76$, $SD = 0.95$), and educational games ($M = 3.81$, $SD = 0.92$), indicating that technology integration remained concentrated on presentation-oriented resources rather than interactive learning environments.

The interview data provided further insight into teachers' use of DLM and revealed two main themes: (1) supporting authentic communication contexts, (2) barriers to extended digital learning. *Firstly*, teachers valued PowerPoint, videos, and images for introducing realistic communication situations and making speech etiquette more concrete. Teacher 6 stated, "Almost every lesson begins with PowerPoint and short videos because they help students immediately understand the communication situation." Similarly, Teacher 11 noted that pictures and videos helped students observe "facial expressions, gestures, and tone of voice." *Secondly*, teachers reported limited use of interactive websites and games due to unstable Internet connections, limited equipment, and preparation time. They also found digital homework challenging because of differences in students' access to devices and parental support. Therefore, traditional homework was often preferred.

Table 4. Integrating DLM into Classroom Activities

No.	Classroom Activities	Mean	SD
1	Introducing lesson situations	4.58	0.57
2	Presenting communication models	4.37	0.66
3	Listening practice	4.25	0.71
4	Speaking practice	4.06	0.77
5	Role-play activities	3.89	0.84
6	Assessment and feedback	3.54	0.98
7	Homework and independent learning	3.48	1.02

Regarding classroom implementation, Table 4 indicates that DLM were integrated most frequently during the introduction of lesson situations ($M = 4.58$, $SD = 0.57$), followed by presenting communication models ($M = 4.37$, $SD = 0.66$), listening practice ($M = 4.25$, $SD = 0.71$), and speaking practice ($M = 4.06$, $SD = 0.77$). In comparison, digital resources were used less frequently for role-play activities ($M = 3.89$, $SD = 0.84$), assessment and feedback ($M = 3.54$, $SD = 0.98$), and homework or independent learning ($M = 3.48$, $SD = 1.02$). Although the overall frequency of classroom integration remained relatively high (Overall $M = 4.02$, $SD = 0.79$), these findings suggest that DLM continue to be used primarily to support teacher-led instruction rather than learner-centred communication and formative assessment.

Moreover, the interview data revealed three themes regarding using DLM in classroom: (1) supporting lesson introduction, (2) limited use during interactive activities, and (3) challenges with independent learning. *Firstly*, consistent with the highest ratings for introducing lesson situations and presenting communication models, teachers mainly used digital materials to establish communication contexts. Teacher 2 stated, "I usually begin the lesson with a short video so students can observe how people communicate in real situations before practicing the dialogue themselves." *Secondly*, the lower use reported for role-play and assessment was also reflected in the interviews. Teachers explained that these activities required direct observation and immediate feedback. Teacher 8 noted, "Digital tools cannot completely replace teacher feedback in these situations." *Thirdly*, consistent with the lowest rating for homework and independent learning, teachers reported difficulties assigning digital

tasks at home because of differences in students' access to devices and parental support.

4.3. Challenges and Teachers' Needs for Developing and Implementing DLM

For the third research question, the findings indicate that although teachers hold highly positive attitudes toward DLM, they continue to experience multiple barriers related to instructional design, technological competence, and institutional support.

Table 5. Challenges in Using DLM

No.	Challenges	Mean	SD
1	Lack of time to design digital learning materials	4.42	0.66
2	Limited digital design skills	4.08	0.79
3	Insufficient technological infrastructure	3.94	0.87
4	Difficulty finding suitable teaching resources	4.19	0.74
5	Lack of professional training	4.33	0.69
6	Difficulty integrating digital materials into speaking activities	3.75	0.91

As presented in Table 5, the most significant challenge reported by teachers was the lack of time to design digital learning materials ($M = 4.42$, $SD = 0.66$). This was followed closely by the lack of professional training ($M = 4.33$, $SD = 0.69$) and the difficulty in finding suitable teaching resources ($M = 4.19$, $SD = 0.74$). Teachers also reported experiencing limited digital design skills ($M = 4.08$, $SD = 0.79$) and insufficient technological infrastructure ($M = 3.94$, $SD = 0.87$). Although difficulty integrating digital materials into speaking activities received the lowest mean score ($M = 3.75$, $SD = 0.91$), it still represented a considerable challenge for many participants.

Interview findings provided a deeper understanding of these constraints. The interview data revealed three main themes regarding challenges in using DLM: (1) time and preparation demands, (2) limited digital competence, and (3) lack of suitable resources. *Firstly*, teachers reported that developing multimedia materials required substantial time. Teacher 5 stated, "Designing one short lesson with videos, images, and interactive activities often takes several hours." *Secondly*, teachers also identified a need for further training in developing interactive materials. As Teacher 14 explained, "I can use PowerPoint and simple videos, but I have never received formal training on creating interactive digital resources or educational websites." *Thirdly*, teachers found it difficult to locate materials specifically designed for Grade 2 speech etiquette. Teacher 3 noted, "There are many online teaching resources, but very few are appropriate for Grade 2 speech etiquette." Some teachers also mentioned unstable Internet connections and limited equipment as occasional barriers.

Table 6. Teachers' Needs for Developing DLM

No.	Professional Needs	Mean	SD
1	Training on designing digital learning materials	4.77	0.42
2	Ready-made digital teaching resources	4.63	0.51
3	Examples of digital lesson plans	4.58	0.57
4	Technical support from schools	4.50	0.61
5	AI tools for developing learning materials	4.69	0.49
6	Professional learning communities for resource sharing	4.46	0.60

The survey also investigated teachers' professional needs for supporting future implementation. As shown in Table 6, all proposed forms of support received very high ratings, with mean scores above 4.40, demonstrating a strong demand for systematic professional development.

Among these needs, training on designing DLM received the highest rating ($M = 4.77$, $SD = 0.42$), followed by AI tools for developing learning materials ($M = 4.69$, $SD = 0.49$) and ready-made digital teaching resources ($M = 4.63$, $SD = 0.51$). Teachers also expressed strong interest in examples of digital lesson plans ($M = 4.58$, $SD = 0.57$), technical support from schools ($M = 4.50$, $SD = 0.61$), and professional learning communities for resource sharing ($M = 4.46$, $SD = 0.60$). These findings suggest that teachers seek not only technological tools but also comprehensive pedagogical support to integrate DLM effectively into classroom practice.

Furthermore, the interview data revealed three main themes regarding teachers' professional needs: (1) practical training, (2) AI-supported teaching, and (3) collaborative resource sharing. *Firstly*, teachers preferred hands-on training focused on creating digital materials. Teacher 10 stated, *"We need hands-on training where teachers actually create digital materials together instead of only learning theoretical concepts."* *Secondly*, teachers expressed strong interest in using AI to reduce preparation time and develop teaching resources. Teacher 7 noted, *"AI could save teachers a great deal of time by generating lesson ideas, creating communication scenarios, producing illustrations, or designing quizzes."* *Lastly*, teachers also emphasized the value of shared digital resources. As Teacher 1 explained, *"If schools had a shared digital resource library, teachers would not need to design everything from the beginning."*

5. DISCUSSION

The findings suggest that teachers value DLM not only because they increase students' engagement but also because they provide authentic communication models that make speech etiquette more concrete through visual and contextual representations. This may be particularly important for speech etiquette instruction because appropriate communication involves not only verbal expressions, such as greetings, requests, apologies, and responses, but also non-verbal behaviors, including facial expressions, gestures, eye contact, and tone of voice. Digital videos and animations can present these elements simultaneously within realistic communication contexts, allowing students to observe how verbal and non-verbal behaviors are combined in actual interactions. This finding supports Mayer's (2021) Cognitive Theory of Multimedia Learning, which argues that combining verbal and visual information enhances meaningful learning. It also aligns with Rubert and Mahmud (2024), who found that digital technologies promote interactive language learning. Compared with previous studies that examined digital media and language politeness more broadly (Gustianti et al., 2026; Muhayyarah et al., 2026), the present study specifically highlights the use of digital learning materials to support speech etiquette instruction in Vietnamese primary schools.

Although DLM were frequently used, they were applied mainly to introduce lesson contexts and present communication models rather than to support collaborative learning or assessment. This pattern is reflected in the survey results, with teachers reporting higher use for lesson introduction and communication modelling than for assessment and collaborative activities. This finding suggests that technology integration remains largely teacher-centred, with teachers favouring familiar digital tools over more interactive applications. The result is consistent with previous studies showing that teachers tend to adopt technologies requiring minimal changes to existing instructional practices (Bilyalova et al., 2020; Rubert & Mahmud, 2024).

The findings confirm that successful technology integration depends not only on teachers' positive attitudes but also on adequate professional support, preparation time, and technological resources. This finding is consistent with previous studies (Bilyalova et al., 2020; Rubert & Mahmud, 2024). A notable contribution of this study is teachers' strong interest in AI-assisted resource development, suggesting that AI is increasingly viewed as a practical tool for reducing workload and supporting instructional design. This finding highlights the need for future professional development programmes to combine digital pedagogical competence with AI literacy to support sustainable technology integration in primary education.

6. CONCLUSION

This study investigated primary school teachers' perceptions, current practices, challenges, and professional needs regarding the use of DLM in teaching speaking and listening skills based on speech etiquette to Grade 2 students. The findings demonstrate that teachers strongly recognize the pedagogical value of DLM in supporting the teaching and learning of speech etiquette. In particular, these materials can provide students with authentic or simulated communicative situations in which they can observe, identify, and practice appropriate ways of addressing others, responding to interlocutors, expressing opinions, and adapting their language to different communicative contexts. Such digital resources therefore help make speech etiquette more concrete and observable, while creating opportunities for students to develop appropriate communicative behaviors through repeated practice and interaction.

Despite these favorable attitudes, the integration of DLM into classroom practice remains limited. Teachers primarily employ conventional multimedia resources such as PowerPoint presentations, videos, and images to present lesson content and model communication situations, while more interactive digital resources-including educational games, online platforms, and technology-supported assessment-are used less frequently. This indicates that digital technology is currently utilized mainly to support teacher-centred instruction rather than to facilitate student-centred communication and active language practice.

The study also identified several barriers that hinder effective implementation, including limited time for designing instructional materials, inadequate digital design competencies, insufficient professional training, and the shortage of high-quality digital resources specifically developed for speech etiquette instruction. Teachers consistently expressed the need for structured professional development, AI-assisted design tools, ready-made digital teaching materials, and greater institutional support. These findings suggest that successful technology integration depends not only on teachers' willingness to adopt digital resources but also on the availability of systematic support mechanisms that enable sustainable classroom implementation.

The present study contributes to the growing body of research on digital language education by providing empirical evidence from the Vietnamese primary education context, where research on DLM for speech etiquette instruction remains scarce. The findings have practical implications for curriculum developers, teacher educators, school administrators, and policymakers. Curriculum developers should incorporate digital materials that provide contextualized practice of speech etiquette in speaking and listening activities. Teacher educators should train teachers to use videos, audio, and interactive tasks not only to present content but also to help students observe and practice appropriate communicative behaviors. School administrators should provide teachers with sufficient preparation time, technological resources, and technical support. At the policy level, greater attention should be given to

developing curriculum-aligned digital resources and professional development opportunities that support the effective teaching of speech etiquette in primary schools.

Several limitations should be acknowledged. The study was conducted with teachers from one metropolitan area and relied primarily on self-reported perceptions and practices. Future research could incorporate classroom observations, experimental interventions, and student learning outcomes to provide more comprehensive evidence regarding the effectiveness of DLM. In addition, future studies may examine the design, implementation, and evaluation of AI-supported DLM for teaching speaking and listening skills, thereby contributing to more personalized, interactive, and sustainable language learning environments in primary education.

DECLARATIONS

Funding: This research received no external funding.

Institutional Review Board Statement: Not applicable.

Transparency: The manuscript presents an accurate and transparent account of the research and that all essential aspects of the study have been reported.

Competing Interests: Authors have no competing interests.

Authors' Contributions: Research design, Ngoc Hien Nguyen; methodology, Ngoc Hien Nguyen; writing original draft, Ngoc Hien Nguyen; data analysis; Nguyen-Bich-Thy Bui; manuscript preparation, Nguyen-Bich-Thy Bui. All authors have read and agreed to the published version of the manuscript.

Disclosure of AI Use: ChatGPT was used for improving sentence clarity, enhancing transitions between paragraphs, and refining wording for precision and readability.

REFERENCES

- Austin, J. L. (1962). *How to do things with words*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780198245537.001.0001>
- Barón, J., Celaya, M. L., & Levkina, M. (2020). Learning pragmatics through tasks: When interaction plays a role. *Applied Pragmatics*, 2(1), 1-25. <https://doi.org/10.1075/ap.18010.bar>
- Bilyalova, A. A., Salimova, D. A., & Zelenina, T. I. (2020). Digital transformation in education. In Á. Rocha, H. Adeli, L. P. Reis, & S. Costanzo (Eds.), *New knowledge in information systems and technologies* (pp. 265-276). Springer. https://doi.org/10.1007/978-3-030-22493-6_24
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511813085>
- Bui, V. N., Phan, T. H. M., & Nguyen, X. T. (2016). *Primary school psychology*. University of Education Publisher.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications. <https://doi.org/10.1080/15424065.2022.2046231>
- Creswell, J. W., & Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd

- ed.). SAGE Publications.
- Gustianti, A., Syahwardi, S. F., Sugara, U., Intansari, I., et al. (2026). The use of picture storybooks to improve elementary school students' knowledge of language politeness: A quasi-experimental study. *Journal Didaktika Pendidikan Dasar*, 10(1), 373-390. <https://doi.org/10.26811/didaktika.v10i1.2030>
- Huertas-Abril, C. A. (2021). Developing speaking with 21st century digital tools in the English as a foreign language classroom: New literacies and oral skills in primary education. *Aula Abierta*, 50(2), 625-634. <https://doi.org/10.17811/RIFIE.50.2.2021.625-634>
- Karppinen, P. (2005). Meaningful learning with digital and online videos: Theoretical perspectives. *AACE Journal*, 13(3), 233-250. <https://www.learntechlib.org/primary/p/6021/>
- Le, D. D., & Phan, T. T. T. (2024). Applying politeness theories to teaching politeness to Grade 2 students through the Vietnamese language subject. *Educational Equipment Journal*, 1(304), 213-215. <https://vjol.info.vn/tctbgd/vi/article/view/94791/>
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking*. Routledge. <https://doi.org/10.4324/9780203946657>
- Ministry of Education and Training. (2018). *General education curriculum*. <https://moet.gov.vn/tintuc/Pages/CT-GDPT-Tong-The.aspx%3FItemID=8421>
- Muhayyarah, M., Firman, & Guntur, M. (2026). A meta-analysis of the effects of digital media use on language skills and politeness among elementary school students. *Indo-MathEdu Intellectuals Journal*, 7(1). <https://doi.org/10.54373/imeij.v7i1.5071>
- Nguyen, H. C., Ton, Q. B., & Lam, Q. T. (2008). *E-learning, digital learning materials, and the role of digital libraries*. Vietnam National University Press. https://dulieu.itrithuc.vn/media/dataset/2020_08/bai-21.pdf
- Nguyen, T. T. T. (2025). Proposing a procedure for building a digital learning resource repository in teaching grade 8 history at lower secondary schools. *Scientific Journal of Hanoi Metropolitan University, Special Issue*, 318-326. <https://vjol.info.vn/otn/vi/article/view/127908/>
- OECD. (2023). *Digital education outlook 2023: Towards an effective digital education ecosystem*. OECD Publishing. <https://doi.org/10.1787/c74f03de-en>
- Pham, T. T. (2022). Developing digital content and applying it in designing electronic textbooks for primary school students. *Vietnam Journal of Educational Sciences*, 18(5), 26-31. <https://doi.org/10.15625/2615-8957/12210505>
- Prime Minister of Vietnam. (2022). *Enhancing the application of information technology and digital transformation in education and training for the period 2022-2025, with orientation toward 2030*. Government of Vietnam. <https://datafiles.chinhphu.vn/cpp/files/vbpq/2022/01/131-qd-.signed.pdf>
- Rost, M. (2011). *Teaching and Researching: Listening* (2nd ed.). Pearson Education. <https://doi.org/10.4324/9781315833705>
- Rubert, F. F., & Mahmud, M. S. (2024). Maths teachers' readiness towards digital transformation of education in Nabawan. *International Journal of Academic Research*

- in *Progressive Education and Development*, 13(1).
<http://doi.org/10.6007/IJARPED/v13-i1/20506>
- Savić, M., Myrset, A., & Economidou-Kogetsidis, M. (2025). *Researching and teaching speech acts with young L2 learners: Beneath the linguistic surface*. *Multilingual Matters*. <https://doi.org/10.21832/9781800412712>
- Schauer, G. A. (2022). Teaching L2 pragmatics to young learners: A review study. *Applied Pragmatics*, 4(2), 137-158. <https://doi.org/10.1075/ap.00006.sch>
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press. <http://dx.doi.org/10.1017/CBO9781139173438>
- Sejdiu, S. (2017). Are listening skills best enhanced through the use of multimedia technology. *Digital Education Review*, 32, 60-72. <https://raco.cat/index.php/DER/article/view/331016>
- Sivin-Kachala, J., & Bialo, E. R. (1996). The effectiveness of technology in schools: A summary of recent research. *School Library Media Quarterly*, 25(1), 51-57. https://www.ala.org/sites/default/files/aasl/content/aaslpubsandjournals/slr/edchoice/S_LMQ_EffectivenessofTechnologyinSchools_InfoPower.pdf
- Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. National Academies Press. <https://doi.org/10.17226/6023>
- Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, 94, 252-275. <https://doi.org/10.1016/j.compedu.2015.11.008>
- Thach, T. T., & Nguyen, T. Q. M. (2024). The state of students' communication culture in public primary schools in District 8, Ho Chi Minh City. *Journal of Education*, 24(4), 158–162. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/2025>
- Tran, D. Q. H. (2016). Factors affecting the use of e-learning materials in teaching. *Vietnam Journal of Educational Sciences*, 134, 55-58. http://vjes.vnies.edu.vn/sites/default/files/134_11.2016_-55-58.pdf
- Tran, T. N. (2022). Some issues in using multimedia in teaching mathematics at primary schools (2018 curriculum). *Vietnam Journal of Educational Sciences*, 18(5), 35-39. http://vjes.vnies.edu.vn/sites/default/files/khdg_tap_18-so07_nam_2022-35-39.pdf
- UNESCO. (2023). *Global education monitoring report 2023: Technology in education: A tool on whose terms?* UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000385723>