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Integrating Digital Tools into Teaching TOEIC Picture Description Tasks: Practical Application at the University of Danang - Vietnam-Korea University of Information and Communication Technology (VKU)

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Abstract
The study explores the integration of digital tools into teaching TOEIC picture description tasks at the University of Danang - Vietnam-Korea University of Information and Communication Technology (VKU). Adopting a descriptive approach, it presents a practical teaching sequence connecting Listening, Speaking, and Writing through the use of Padlet, Wordwall, Moodle, and Google Forms. The sequence consists of three stages: Building vocabulary and sentence patterns through Listening, developing oral language production through Speaking, and improving grammatical accuracy and sentence construction through Writing. The study illustrates how digital tools can support independent preparation, interactive practice, and individual learning activities while maintaining the importance of classroom interaction. It highlights the value of integrating language input, oral production, and written accuracy within a connected learning sequence. The approach offers practical suggestions for TOEIC-oriented teaching, while further research is needed to evaluate its effectiveness using student performance data and feedback.

Keywords: Digital Tools, TOEIC, Picture Description, Language Production

1. Introduction

Digital tools have become a familiar part of English language teaching, offering teachers different ways to prepare materials, organize classroom activities, and support students' learning. Moodle, Padlet, and Wordwall allow teachers to present learning content and create opportunities for students to practice both inside and outside the classroom. Google Forms can also be used to develop learning materials and organize language activities. However, using digital tools effectively requires more than simply introducing technology into the classroom. Teachers need to consider how each tool can support specific learning objectives and meet the needs of their students.

In TOEIC-oriented English courses, picture description is an important component of Listening, Speaking, and Writing instruction. Although these tasks involve pictures, they require different language skills. In TOEIC Listening Part 1, students listen to four statements and choose the one that best describes a photograph [5]. In TOEIC Speaking Questions 3-4, they describe a picture orally within a limited time. Meanwhile, TOEIC Writing Questions 1-5 require students to write sentences about pictures using given words or phrases [6]. These tasks involve different language processes, from understanding spoken descriptions to producing accurate spoken and written sentences. As a result, teachers need to select suitable teaching activities for each skill rather than using the same approach for all picture-based tasks.

At Vietnam-Korea University of Information and Communication Technology (VKU), Da Nang University, several digital tools including Moodle, Padlet, Wordwall, and Google Forms have been used in English language teaching. These tools provide a practical starting point for examining how technology can be incorporated into TOEIC-oriented teaching. Rather than focusing on the technical features of the tools themselves, it is useful to consider how teachers use them to prepare learning materials, organize activities, support students' practice, and provide feedback.

This article focuses on the use of digital tools in teaching TOEIC pictures description tasks across Listening, Speaking, and Writing at VKU. Drawing on classroom teaching practices, it describes the applications of selected tools and discusses their relevance to the requirements of each task. The article also considers practical benefits and challenges that may arise when

integrating digital tools into classroom instruction. Instead of measuring the effects of digital tools on students' test scores, the study aims to provide a descriptive account of their use in TOEIC-oriented teaching and share practical considerations that may be useful to teachers working in similar contexts.

2. Literature Review

The use of digital tools in English language teaching has been discussed in various studies, particularly in relation to classroom activities, student engagement, and language practice. At the same time, picture description has been examined as a way to develop and assess students' language skills. These two areas provide a useful background for exploring how digital tools can be applied to teaching TOEIC picture description tasks. The following studies offer different perspectives on technology integration and the use of picture-based activities in English language teaching.

Motteram [1] examined the role of technology in English language teaching through a collection of studies and practical examples from different educational contexts. The book discusses how digital technologies can be incorporated into teaching practices to support language learning and create opportunities for classroom interaction. It also highlights the importance of considering teachers' roles, learners' needs, and teaching contexts when introducing technology. Rather than focusing only on the tools themselves, the book draws attention to how they are used in teaching and learning activities. This perspective is relevant to the present study, which examines the practical use of digital tools in TOEIC-oriented teaching at VKU.

Vardhini [2] discussed the use of digital tools in English language teaching, focusing on how technology can support classroom activities and students' learning. The article describes various tools that teachers can use to create interactive exercises, provide learning materials, and offer feedback. It also points out several challenges, including technical requirements, possible distractions, and excessive dependence on technology. The author emphasizes the importance of using digital tools alongside traditional methods rather than replacing them entirely. These ideas are relevant to the present study, particularly in examining how different digital tools are incorporated into TOEIC picture description activities at VKU.

Cochrane [3] introduced a classroom activity that uses photographs from TOEIC Listening Part 1 to encourage students to produce language rather than simply select correct answers. In the activity, students work in groups to create one correct description and three incorrect descriptions for a photograph. Other groups then listen and identify the correct answer. This approach combines listening practice with opportunities for language production and student interaction. The activity provides a useful example of adapting TOEIC picture-based tasks to encourage more active student participation.

Afrizal *et al.* [4] examined students' speaking skills through picture description tasks involving 46 senior high school students. The study assessed their performance in grammar, vocabulary, pronunciation, and fluency. The findings showed differences across these aspects, with pronunciation and fluency identified as areas requiring further attention. The authors highlighted the usefulness of picture description tasks for assessing students' speaking abilities and identifying areas for improvement. Although the study focused on high school students rather than TOEIC learners, it provides a relevant perspective on the language skills involved in picture description, particularly in speaking instruction.

3. Materials and Method

3.1 Materials

The materials used in this study included four digital tools: Moodle, Padlet, Wordwall, and Google Forms. TOEIC-oriented photographs, interactive exercises, listening audio files, and quizzes were used as teaching materials. Students' written responses, video recordings, and online posts were also included as learning products.

3.2 Method

The study adopted a descriptive approach to examining the use of digital tools in teaching TOEIC picture description tasks at VKU. Classroom activities were described and analyzed in terms of their teaching purposes, implementation procedures, and practical applications across Listening, Speaking, and Writing.

4. Results and Discussion

The classroom activities are presented in three connected stages, beginning with Listening to develop students' familiarity with vocabulary and sentence patterns used in picture description, followed by Speaking to provide opportunities for oral language production, and finally Writing to focus on grammatical accuracy and sentence construction. This sequence allows students to build on the language practiced in earlier activities while addressing the specific requirements of each TOEIC task.

4.1 Stage 1: Building a language foundation through Listening

The first stage focuses on helping students develop the vocabulary and sentence patterns needed for picture description. Three digital tools, Padlet, Wordwall, and Moodle, are used to organize learning activities before and during class. The activities follow a sequence from independent preparation to vocabulary practice and listening exercises, providing a language foundation for the Speaking and Writing stages.

Pre-class preparation through Padlet

Before class, students are assigned three self-study tasks on Padlet. First, they explore common types of photographs used in TOEIC Listening Part 1. Second, they identify frequently used sentence patterns for describing people, objects, actions, and locations. Third, they prepare lists of common vocabulary and expressions related to picture description.

Students post their findings on Padlet, allowing their work to be collected and shared in one place. This activity encourages independent learning and gives students opportunities to learn from their classmates' contributions. It also helps them become familiar with the language commonly used in TOEIC picture description tasks before attending class.

Vocabulary practice through Wordwall

After the preparation stage, Wordwall is used in class to help students review and reinforce vocabulary through four activities: Matching Pairs, Matchup, Flashcards, and

Gameshow Quiz.

In Matching Pairs, students work individually to identify pairs of words or phrases with similar meanings by selecting matching tiles. Matchup also focuses on synonyms but requires students to drag and drop words or phrases to their corresponding matches. These activities help students recognize different expressions that convey similar meanings.

Flashcards is used as a whole-class activity to review vocabulary and check students' memory. Each card presents a prompt on one side and the corresponding answer on the other. The teacher encourages students to recall the vocabulary before revealing the answers.

Gameshow Quiz is organized as a group activity in which students answer multiple-choice vocabulary questions under time pressure. This format introduces a competitive element and encourages students to discuss their answers with group members.

Together, these activities provide different ways to practice vocabulary, from individual recognition to whole-class recall and group interaction. Particular attention is given to synonyms and alternative expressions that students may encounter in TOEIC picture description.

Individual listening practice through Moodle

Following the vocabulary activities, students complete individual listening exercises on Moodle. The exercises follow the multiple-choice format of TOEIC Listening Part 1, in which students listen to four spoken descriptions and select the one that best matches a photograph.

Students apply the vocabulary and sentence patterns practiced in earlier activities to identify relevant information about people, objects, actions, and locations. Moodle provides an online environment for organizing the exercises and collecting students' responses, allowing them to practice listening independently.

Overall, the three tools serve different but connected purposes. Padlet supports independent preparation, Wordwall reinforces vocabulary, and Moodle allows students to apply their language knowledge to listening tasks. This sequence prepares students for oral and written picture description activities in the following stages.

4.2 Stage 2: Developing oral language production through Speaking

In-class speaking practice

In class, the teacher first introduces the structure of a picture description and provides useful sentence patterns to guide students in organizing their responses. Students then work in pairs to brainstorm ideas for describing a photograph. They discuss relevant vocabulary, sentence patterns, and the details they want to include in their descriptions. After this preparation, students practice describing photographs individually, following the TOEIC Speaking format of 45 seconds for preparation and 30 seconds for speaking. This activity encourages students to organize their ideas quickly and develop their ability to describe pictures independently without relying on digital tools.

After-class speaking practice through Padlet

Padlet is used to extend students' speaking practice beyond the classroom and encourage independent learning. For this activity, the teacher assigns five photographs as homework, with each photograph presented in a separate Padlet post. Students are required to practice describing the photographs at home, record videos of their speaking performances, and upload each video to the corresponding post. This arrangement keeps the submissions organized by photograph and allows the teacher to review students' responses to the same speaking task.

Unlike in-class speaking practice, where students are expected to respond within a limited time, the homework activity gives them more opportunities to prepare, practice, and improve their descriptions before recording. Students can review the vocabulary and sentence patterns learned in earlier activities, organize their ideas, and practice speaking several times before submitting their videos. They can also watch their recordings to identify aspects of their performance that need improvement, such as pronunciation, fluency, vocabulary use, and sentence organization.

To ensure that students understand the assessment requirements, the teacher discusses and agrees on the assessment criteria with the class before the assignment and announces them in advance. Each submitted video is evaluated on a 10-point scale. For every video receiving a score of 6 or higher, the students earn one positive mark. This system is intended to encourage students to complete the speaking tasks and make an effort to improve their performance. At the same time, the submitted videos provide the teacher with opportunities to assess individual speaking performance and identify common difficulties that may need further attention in subsequent lessons.

Through this activity, Padlet serves not only as a platform for submitting homework but also a tool for organizing regular speaking practice outside the classroom. Combined with pair brainstorming and individual speaking practice in class, the video assignments provide additional opportunities for students to develop their ability to describe photographs independently.

4.3 Stage 3: Improving language accuracy through Writing

The third stage focuses on helping students improve their ability to write accurate sentences describing photographs, following the format of TOEIC Writing Questions 1-5. To save classroom time and reinforce previously learned language, the teacher uses photographs that students have already practiced describing in the Speaking stage. This allows students to focus more on sentence construction, grammar, and appropriate word choice rather than spending time becoming familiar with new pictures. Two digital tools, Wordwall and Google Forms, are used to support interactive sentence writing activities and independent practice.

Interactive sentence writing practice through Wordwall

Wordwall is used to organize three interactive activities: Unjumble, Complete the Sentence, and Spin the Wheel.

In Unjumble, students drag and drop words to rearrange them into grammatically correct sentences describing photographs. This activity helps students review word order and sentence structures commonly used in picture descriptions.

In Complete the Sentence, the teacher provides incomplete sentences and a selection of words, including the two words or phrases specified in the TOEIC Writing task. Students drag and drop the appropriate words into the blanks to form complete and meaningful sentences. This activity allows students to practice using the required words while paying

attention to grammar and sentence meaning.
In Spin the Wheel, students volunteer to spin a virtual wheel to select a photograph. They then write their own sentences describing the selected photograph on the board without being given a sentence framework. This activity gives students opportunities to apply the vocabulary and sentence patterns practiced earlier while allowing the teacher to review and discuss their sentences with the class.
Together, these activities help students move from guided sentence construction to independent sentence production, preparing them for individual writing tasks.

Independent writing practice through Google Forms
Following the Wordwall activities, Google Forms is used to assigne individual picture description tasks in class. Students write their own sentences based on the photographs and the two given words or phrases, following the TOEIC Writing format.
Students complete and submit their responses independently without being able to view their classmates' answers before submission. This arrangement allows the teacher to collect individual responses and review students' ability to construct sentences without relying on others' work.
Overall, Stage 3 builds on the vocabulary and sentence patterns developed through Listening and Speaking. Wordwall provides opportunities for both guided and independent sentence writing, while Google Forms supports individual practice and submission. The activities are designed to help students improve grammatical accuracy, appropriate word choice, and sentence construction in TOEIC picture description tasks.

4.4 Pedagogical Discussion: Connecting input, oral production, and written accuracy
The three stages described above show how TOEIC picture description tasks can be organized into a connected learning sequence rather than taught separately in Listening, Speaking, and Writing. Each stage has a different focus while building on the vocabulary, sentence patterns, and language practice introduced in the previous stages.
In Stage 1, students develop their language foundation through self-study, vocabulary activities, and listening practice. This knowledge prepares them for Stage 2, where they move from recognizing spoken descriptions to producing their own. Pair brainstorming helps students organize their ideas, while individual speaking practice encourages independent responses. Video assignments on Padlet provide further opportunities for students to practice and review their speaking performances outside the classroom.
Stage 3 builds on these activities by using familiar photographs for sentence writing. Having practiced describing the pictures orally, students can focus more on word order, grammatical accuracy, and appropriate vocabulary use. Wordwall activities gradually move from guided sentence construction to independent production, while Google Forms allows students to complete writing tasks individually.
An important feature of this approach is the purposeful use of digital tools. Padlet supports independent preparation and speaking practice. Wordwall reinforces vocabulary and sentence construction, Moodle provides listening exercises, and Google Forms supports individual writing. Meanwhile, face-to-face discussion and speaking practice remain essential, showing that technology can support teaching without replacing direct classroom interaction.
However, implementing this approach requires careful planning. Teachers need to prepare suitable photographs, design activities appropriate to students' language levels, and provide clear instructions. Reviewing video recordings and written responses can also be time-consuming, particularly in large classes. Technical conditions, including access to devices and stable Internet connections, should also be considered.
Overall, this sequence offers a practical way to connect language input, oral production, and written accuracy in TOEIC picture description teaching. Its value lies in how digital tools and classroom activities are combined to help students reuse language across different skills. Further evaluation is needed to determine its effectiveness in improving students' TOEIC performance.

5. Conclusion
This study has presented a practical approach to integrating digital tools into TOEIC picture description teaching at VKU. Rather than treating Listening, Speaking, and Writing as separate skills, the teaching activities are organized into three connected stages. Students first develop their vocabulary and sentence patterns through Listening, then apply this knowledge to oral picture descriptions in Speaking, and finally focus on grammatical accuracy and sentence construction in Writing.
The use of Padlet, Worwall, Moodle, and Google Forms supports different teaching purposes throughout this process. These tools provide opportunities for independent preparation, interactive practice, homework submission, and individual assessment. At the same time, pair discussions and individual speaking activities remain important, highlighting the need to balance technology-supported learning with direct classroom interaction.
The main contribution of this study is to illustrate how familiar digital tools can be combined with classroom activities to create a connected learning sequence across three TOEIC skills. The approach may offer practical ideas for English teachers working in similar teaching contexts. However, as the study focuses on describing classroom practices rather than measuring learning outcomes, further research involving student performance data and feedback would be useful to evaluate its effectiveness and identify areas for improvement.

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