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SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES-ENGLISH

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Analysis of Technology Integration in the EFL Teaching Process during Speaking Practices in a 10th-grade Class at a Public School in Guayaquil, 2026-2027

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CERTIFICATION

We certify that this research project was presented by **Jácome Loja Sandra Paola as** a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy.**

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This thesis is dedicated, above all things, to God, who has guided every step of this journey and given me the strength to reach this point. To my beautiful mother, who since I can remember has instilled in me the love of learning and the value of education, and who has been my greatest example of dedication. To my siblings, for their constant support and for always believing in me. To all the important women in my life, my aunts and my grandmother, who inspire me deeply with their strength and wisdom, and who have shaped who I am today. To my pets, Rain and Kenshi, for their quiet, unconditional company during the hardest and the happiest moments of this process. To June, who was there through most of my academic journey, thank you for your presence and support. To my friends, for making this journey lighter, and especially to Gema F., who I met along the way and with whom I built a friendship I know will last well beyond university. And finally, to my grandfather Juan, who I think of every day and who holds an enormous place in my heart. Even though he is watching over me from above, I know he was, and always will be, by my side.

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ABSTRACT

Given the rapid digitalization of the education process in Ecuador and the need for oral communication skills, the following research paper addresses the lack of empirical research related to the use of technology in teaching EFL classes. The current qualitative case study focuses on the implementation of educational technologies in EFL speaking practices in the 10th grade of a public school in Guayaquil. The goal of the present case study is to analyze the existing pedagogical practice, identify the barriers that influence its effectiveness, and find a feasible technological solution. Using data collected from lesson observations, an interview with a teacher, and a review of the curricula, the analysis found that there is an excessive use of passive multimedia and numerous structural barriers, such as a shortage of time and problems with connectivity. Triangulation of the three types of data was used to strengthen the reliability of the results. Teachers prefer to use one-sided, receptive technologies like video and podcasts because of the reduced number of English class hours per week and the lack of internet connectivity and appropriate equipment. In order to address these issues, the current study suggests a platform called SpeakBridge, which aims at maximizing the efficiency of class time and developing students' oral proficiency using interactive tools. SpeakBridge combines a homepage, a set of speaking tasks, and templates that are readily usable by teachers depending on the time frame at their disposal. Thus, the current study adds value to the field of EFL education and policy making with regards to technology-assisted development of speaking skills.

Kewords: Educational technology, EFL speaking skills, digital tools, oral proficiency, Curriculo priorizado, qualitative case study, SpeakBridge

INTRODUCTION

In response to contemporary educational mandates emphasizing digital competencies and communication frameworks (such as Ecuador's Currículo Priorizado con Énfasis en Competencias Comunicacionales, Matemáticas, Digitales y Socioemocionales), the integration of educational technology in foreign language classrooms has shifted from an optional enhancement to an administrative necessity. However, transitioning national policy into daily classroom practice introduces significant operational friction. Structural shifts (such as tight instructional schedules) often force educators to condense instructional execution, frequently leading to the underuse of interactive platforms and a reliance on passive multimedia or traditional grammar-translation methods. This case study examines how technology is integrated into 10th-grade English as a Foreign Language (EFL) speaking practices at a Public School in Guayaquil, investigating the balance between passive and active tool usage, operational hurdles, and pedagogical strategies.

PROBLEM STATEMENT

At the macro-educational level, the systemic integration of educational technology and digital literacy has transitioned from being an optional classroom innovation to a binding administrative framework. Within the Ecuadorian educational system, this directive is legally enforced through the “Currículo Priorizado con Énfasis en Competencias Comunicacionales, Matemáticas, Digitales y Socioemocionales (2025)” issued by the “Ministerio de Educación del Ecuador”. This national curriculum mandates that the educational process must actively foster digital competences, which encompass computational thinking, responsible tool management, and digital citizenship.

Under this policy framework, the English as a Foreign Language (EFL) area is expected to leverage digital resources to prepare learners to interact effectively, safely, and ethically in modern globalized environments. Worsening this technological gap are sweeping structural changes within national administrative frameworks. While previous national standards granted an intensive allocation of 18 instructional hours per week for secondary English programs, previous educational reforms have heavily scaled down this mandatory threshold to 13 hours per week.

This policy-driven reduction of time forces educators to accelerate their lesson delivery, creating a severe structural bottleneck where teachers often abandon time-intensive digital tool setups and interactive platforms in order to prioritize basic curriculum coverage using traditional, faster lecture methods.

However, the real-world execution of these digital mandates faces immense operational friction when transitioning from national policy to daily classroom practice. In many secondary environments, the teaching process remains structurally bound to traditional, non-digital lesson delivery frameworks. Instructors frequently rely on grammar-translation methods, physical photocopies, and static textbook tracks to

manage their classrooms. While these traditional materials offer a predictable routine, they restrict the active exposure of learners to interactive platforms, creating an instructional environment where educational technology is either entirely absent or relegated to a passive backdrop during speaking activities.

When these macro-systemic challenges are examined at the micro-level, they manifest directly within the daily operations of the English department at a Public School in the city of Guayaquil.

Within basic secondary education, the 10th-grade level represents the culminating stage of Educación General Básica (EGB). At this critical juncture, official educational standards demand that students consolidate their foundational English language skills and demonstrate communicative autonomy before transitioning into high school (Bachillerato). Consequently, 10th grade serves as a crucial benchmark for evaluating whether instructional practices—particularly under the compressed 13-hour weekly framework—successfully incorporate the active digital competencies mandated by the “Currículo Priorizado (2025)”.

Official “Currículo Priorizado (2025)” guidelines mandate that educators implement active, digitally enhanced learning environments. However, the operational reality of a compressed 13-hour weekly schedule introduces significant logistical hurdles for classroom delivery. Whether—and how—10th-grade EFL teachers manage to integrate digital tools for oral communication under these conditions remains unexamined, prompting the need for this qualitative investigation.

The English department's current awareness of this instructional problem is purely anecdotal. While there is a widespread administrative perception that traditional materials dominate the classroom, the institution lacks the rigorous empirical data required to understand the exact nature, limits, and underlying barriers of this issue. The school administration sees the surface symptoms of low digital output, but has no documented evidence to diagnose the teaching process from a structured, scientific standpoint.

Specifically, to successfully transition from anecdotal impressions to an objective administrative diagnostic, the institution currently lacks:

- A precise, recorded baseline of the duration of digital tool usage by the teacher during oral communication tasks.
- A formal categorization of the specific types of platforms (passive multimedia vs. active interactive tools) implemented during lesson delivery to foster digital competences.
- A systematic recording of the explicit operational barriers—such as connectivity issues, time limitations under the 13-hour schedule, or a lack of technical training—experienced directly by the classroom teacher.

The need for this study is evident by the serious academic and institutional implications if the baseline information gap remains unattended. Without knowing the exact frequencies, platform types, and operational challenges of digital tool integration, the institution cannot develop effective professional development programs or provide targeted pedagogical support to its staff to meet state compliance.

If this instructional problem is allowed to persist, there are multiple institutional risks:

- Pedagogical and Regulatory Non-Compliance: The teaching process will remain in a traditional, non-digital loop, leaving at a Public School misaligned with the mandatory axes of the “Currículo Priorizado (2025)” regarding 21st-century digital competencies.
- Misallocation of Resources: Without a clear descriptive diagnosis of current technological usage and actual teacher barriers, the institution risks wasting financial and temporal resources on generic software purchases or technology training programs that do not address the real-world operational realities faced by educators.
- Academic Disconnection: Language instruction at the micro-level will remain disconnected from macro-educational progress, leaving students unprepared

for the digital communication demands of modern higher education and international language benchmarks.

Therefore, this study is necessary not to enforce an immediate curriculum intervention or test a solution, but to provide the essential, missing diagnostic map of the teaching process. Without this empirical baseline, no future institutional updates, digital tool adoptions, or professional training frameworks can ever be planned, funded, or sustained.

RESEARCH QUESTIONS

How is educational technology integrated into 10th-grade English as a Foreign Language (EFL) speaking practices at a Public School?

RESEARCH OBJECTIVES

Main Objective

To analyze how educational technology is integrated into 10th-grade English as a Foreign Language (EFL) speaking practices at a Public School."

Specific Objectives

1- To determine the extent of digital tool usage implemented by the teacher during 10th-grade EFL speaking practices

2- To categorize the specific types of digital platforms (passive multimedia versus active interactive tools) utilized during lesson delivery to foster digital competencies.

3- To identify the explicit operational barriers experienced by the classroom teacher during instructional delivery.

JUSTIFICATION

At the macro-educational level, integrating educational technology and digital literacy has shifted from an optional classroom enhancement to a binding administrative framework. Within Ecuador, this is legally enforced through the *Currículo Priorizado con Énfasis en Competencias Comunicacionales, Matemáticas, Digitales y Socioemocionales (2025)* issued by the Ministerio de Educación del Ecuador, which mandates the cultivation of digital citizenship, computational thinking, and responsible tool management.

Under this directive, English as a Foreign Language (EFL) programs are expected to utilize digital resources to prepare students for secure, ethical, and effective communication in globalized environments.

However, operational friction arises when aligning these national mandates with daily classroom realities. Structural adjustments have reduced mandatory weekly instruction for secondary English programs from 18 intensive hours down to a compressed 13-hour threshold.

This reduction forces educators into rapid lesson delivery, creating a severe structural bottleneck where time-intensive digital tool setups and interactive platforms are frequently abandoned in favor of traditional, faster lecture methods. Consequently, many secondary environments remain bound to traditional frameworks—relying on grammar-translation methods, physical photocopies, and static textbook tracks—relegating technology to a passive backdrop during speaking activities.

When examined at the micro-level within the 10th-grade level at a Public School in Guayaquil, these systemic challenges manifest directly. As the culminating stage of Educación General Básica (EGB), 10th grade requires students to consolidate foundational English skills and demonstrate communicative autonomy prior to entering high school. Despite official guidelines demanding active, digitally enhanced

learning environments, the institution lacks empirical data regarding how technology is integrated under the compressed 13-hour schedule.

Currently, the English department's understanding of this instructional problem is purely anecdotal. Without a structured scientific diagnosis, the institution lacks:

A precise baseline measuring the duration of digital tool usage during oral communication tasks.

A formal categorization distinguishing between passive multimedia versus active interactive platforms deployed during lesson delivery.

A systematic record of explicit operational barriers—such as connectivity instability, time restrictions, or technical training gaps—experienced by the classroom teacher.

Therefore, this study is necessary to provide an essential, empirical diagnostic map of the teaching process. Without this baseline, future institutional interventions, digital adoptions, or professional development frameworks cannot be effectively planned, funded, or sustained

CHAPTER I: LITERATURE REVIEW

1.1 Macro-Level Context: Digital Transformation in Modern Education

Digital transformation in education has shifted the focus from rote instruction to the cultivation of 21st-century competencies—digital citizenship, computational thinking, and digital fluency—underpinned by international policy frameworks and national curricular mandates such as Ecuador's 2025 "Currículo Priorizado." (Ministerio de Educación del Ecuador, 2021). Consequently, current learning places more emphasis on qualities that equip learners to perform effectively in changing environments.

1.1.1 The Evolution of 21st-Century Competencies: Defining digital citizenship, computational thinking, and the shift from traditional instruction to digital fluency.

This evolution emphasizes that technological integration extends beyond mere device usage to encompass the strategic alignment of pedagogical practices with national standards for information management and ethical digital interaction (González et al., 2025). Therefore, the use of technology is effective to the extent that it can be intentionally integrated into teaching.

This paradigm shift requires educators to move beyond static resource consumption toward the adoption of interactive platforms that foster personalized learning and linguistic differentiation (Párraga, 2025). Consequently, teaching must be able to respond to the varying needs of the learners.

The 21st-century competencies framework redefines educational goals to prioritize cognitive, non-cognitive, and behavioral capacities necessary for thriving in digitally mediated societies. Key constructs include:

Digital Citizenship, which in the Ecuadorian context involves the responsible, ethical, and safe management of online resources (Gonzalez et al., 2025), and Computational Thinking, Computational Thinking, which is increasingly prioritized in Ecuadorian public policy as a key 21st-century skill (Apolo et al., 2020). Thus, the inclusion of this type of technology becomes part of preparing students for digital environments.

Consequently, it becomes clear why it is important to encourage this way of thinking among young people to help them develop the tools needed for solving problems and working with technologies.

As MacCallum (2025) states that CT provides learners with structured and logical reasoning that may be used in various academic and everyday situations. Thus, it can be seen how CT may provide students with valuable skills that go beyond the boundaries of education.

Furthermore, these frameworks underscore the necessity of moving beyond passive information consumption toward the active, pedagogical integration of digital technologies in classroom practice (Sánchez et al., 2022). Consequently, the educational importance of technology depends largely on its integration into teaching. By embedding these methodologies within EFL curricula, educators facilitate the development of lifelong learning skills that enable students to transfer knowledge across increasingly complex, technology-mediated social and professional environments (Shadiev & Wang, 2022). Therefore, learning goes beyond the classroom and proves to be helpful in different aspects of life.

These frameworks emphasize that digital literacy is not merely a technical skill set but a foundational element of pedagogical competency that enables educators to decode and utilize complex tools for meaningful linguistic engagement (Kapasheva et al., 2024). Therefore, it is not enough for teachers to simply possess practical knowledge to successfully use digital technology in teaching.

However, empirical research indicates that the actual implementation of technological tools in local classrooms is often hampered by significant obstacles, including insufficient technical training for educators and limited institutional resources (Galarza & Galarza, 2025). Effective use of digital resources depends on the conditions surrounding their adoption.

1.1.2 Global and Regional Policy Frameworks: International guidelines on educational technology integration in language teaching.

International standards, such as the European Digital Education Action Plan (2021–2027) and UNESCO's ICT-CFT, emphasize the necessity of preparing students to navigate a complex, volatile digital landscape by integrating artificial intelligence and virtual interaction into language instruction (Casadomet, 2024). Modern language education increasingly needs to respond to the demands of a rapidly evolving digital context.

In Ecuador, this international alignment is reflected in methodological approaches that seek to bridge the gap between traditional instruction and the digital literacy required for students' academic and social participation by promoting technology-supported, autonomous, and collaborative language practices (Apolo et al., 2020). These changes demand greater student participation in language classes.

1.1.3 The Ecuadorian Educational Context: Analysis of national curriculum directives, specifically focusing on the "Currículo Priorizado con Énfasis en Competencias Comunicacionales, Matemáticas, Digitales y Socioemocionales (2025)" issued by the Ministerio de Educación del Ecuador.

In the Ecuadorian context, the curricular framework that is applied emphasizes the importance of integrating active methodologies that, through the pedagogical use of digital tools, connect teachers and students, promote autonomous and collaborative language practices, and foster intercultural communication. (Apolo et al., 2020). Hence, an active methodology can provide a language class in which participation is an inherent element of the learning process.

However, a transition with barriers that connect to proper use of technology, remains largely aspirational, as the integration of emerging technologies like artificial intelligence still lacks the necessary conceptual and ethical frameworks to guide responsible implementation in local classrooms (Bagalová & Kováčiková, 2026).

On the other hand, as Apolo et al. (2020) point out, the effectiveness of this model depends crucially on ongoing teacher training and the institutional support necessary for educators to move beyond traditional practices and adopt pedagogical innovations using digital tools.

Consequently, educational policies have progressively incorporated educational approaches and resources that respond to current societal demands, aiming to strengthen teaching quality and foster meaningful learning opportunities.

Velastegui-Hernández et al. (2024) maintain that higher education in Ecuador has experienced major changes due to political, social, and economic reforms aimed at improving academic quality and aligning programs with labor market demands and national needs. These transformations also require educational regulations to remain responsive to shifting social and institutional requirements.

1.1.4 The Ecuadorian regulatory shift and administrative mandates regarding digital literacy

This regulatory trajectory, evidenced since the “2017–2021 Digital Education Agenda”, reflects a sustained governmental effort to democratize digital learning, although its practical implementation often faces disparities in the technological resources available at educational institutions (Pardo & Paredes, 2024). However, educational policies alone may not guarantee equitable access to digital learning.

Recent literature warns that the use of platforms is often restricted to the administrative management of content, neglecting the potential of these tools to personalize learning or address the diversity of cognitive styles in the classroom (Villalva et al., 2026). Furthermore, technology in the educational process may not be very effective if its application does not address individual learning needs.

Common administrative requirements, currently face a significant disconnect, as the systemic transition from technical transfer to genuine pedagogical innovation is often

obstructed by a lack of institutional infrastructure and critical teacher education (Yao & Lin, 2026).

Furthermore, the rapid emergence of generative AI and Large Language Models worsen this disconnect, as current curricula often lack the specific pedagogical guidance required to transition these technologies from abstract administrative requirements into actionable, critical AI literacy within language instruction (Joseph, 2023). Therefore, teachers may lack clear direction when incorporating new digital tools into their lessons.

Internet service and technological equipment are not the only factors that shpuld be considered in a systematic transition towards educational innovation. Teacher training is essential when transforming an educational context. A study by Biletska et al. (2021) highlights the importance of training future teachers to effectively use digital technologies, allowing them to apply these tools in professional settings. In other words, these techniques require well-prepared educators with the capacity to integrate technology effectively into their teaching practices.

As Díaz et al. (2022) point out, technology integration must move beyond the mere digitalization of analog tasks, serving to amplify teachers' capacity to plan, instruct, and assess based on the specific needs and abilities of their learners. This approach makes technology a flexible resource for creating more responsive learning experiences.

Rosmayanti (2025) emphasizes that the use of digital technologies has the potential to improve language learning, given that it fosters student participation and contributes to positive shifts in academic achievement. Thus, a properly oriented use of these resources would assist students at school to be more proactive in their educational journey.

1.2 Pedagogical Dimension: Educational Technology in EFL Speaking Instruction

1.2.1 The Role of Technology in Developing Oral Proficiency: Theoretical perspectives on how digital tools support communicative competence, interaction, and oral production in foreign language learning

Advanced digital interventions, such as intelligent tutoring systems and conversational agents, have demonstrated significant potential in enhancing learners' speaking performance by providing personalized, interactive environments that extend beyond the constraints of traditional classroom settings (Kianinezhad, 2023). Hence, these tools can provide more opportunities for students to improve their oral communication skills.

By facilitating real-time corrective feedback and pattern recognition, these AI-driven applications enable students to refine their linguistic accuracy and fluency in a low-anxiety, scalable manner (James, 2026). As a result, AI-assisted practice can be helpful for identifying and fixing deficiencies in the language proficiency of students.

1.2.2 Categorization of Digital Tools in Language Classrooms: Passive multimedia tools vs. active, interactive platforms

Defining Educational Technology (EdTech) in EFL: Wordu & Ogwo (2023) define Educational Technology (EdTech) in the context of English as a Foreign Language (EFL) is conceptualized as the unification and combination of technological tools and methods designed to effectively convey information, facilitate learning, and make complex linguistic concepts more accessible. From this viewpoint, educational technology encompasses various resources that have transformed instructional practices over time.

Liu et al. (2023) highlights that Technology-Enhanced Language Education (TELE), which integrates various sub-fields including Computer-Assisted Language Learning

(CALL), Mobile-Assisted Language Learning (MALL), and Technology-Enhanced Language Teaching (TELT). These approaches share a common objective of integrating technology in ways that meaningfully support language learning.

Wordu & Ogwo (2023) emphasize that these frameworks emphasize shifting the educational focus from merely what technologies can do to how their specific pedagogical affordances can be utilized in a sound instructional manner to improve knowledge acquisition and retention. In other words, the successful integration of technology in education is not determined by its mere existence or capabilities, but by its strategic integration into the learning process.

1.2.3 The pedagogical distinction between content consumption (multimedia) and content creation/interaction (collaborative tools)

As Kotiash et al. (2022) states that the integration of technology within language pedagogy has undergone a significant historical transition, tracing a development from passive assistance to active, student-centered output. This transition can be better understood by contrasting it with earlier instructional practices in which technology played a more limited role in the classroom.

Almahasees & Mohsen (2021) explain that in the earlier, passive stage—often aligned with an instructivist perspective—technology was primarily used by teachers as a medium for information transmission, where the instructor remained the central source of knowledge and students were largely recipients. In other words, the initial use of technology in education was largely passive and teacher-centered, serving simply as a digital tool for delivering content rather than as a catalyst for active student engagement.

According to Plakhotnik et al. (2022) the passive multimedia tools in this stage were designed to manage the presentation of information through static formats like

lectures and presentations. Thus, these tools were primarily limited to supporting information delivery rather than fostering interaction or active learning.

Staneviciene & Žekien (2025) defined by the use of interactive multimedia, such as simulations, digital games and collaborative networks, which transform learning into an active construction of knowledge and specific skills. As consequence, technology serves not only as a delivery tool but also as a means of promoting active and collaborative learning.

1.2.4 Passive Multimedia Typologies

Thanh Thủy (2025) highlights that these traditional delivery models, often described as the "sage on the stage" approach, rely on teacher-centered instruction in which knowledge is primarily transmitted from teacher to student, leaving limited opportunities for active student participation. In other words, learning is primarily based on information reception rather than active knowledge construction.

1.2.5 Typologies of One-Way Digital Delivery

Static Slide Projections: Often considered the "bread-and-butter" of classroom content delivery, slide presentations (such as PowerPoint) that emphasize the presentation of information. (Moro et al, 2023)

In these cases, technology functions mainly as a medium for delivering information rather than promoting interaction. In this mode, the technology’s primary role is to present information, which can lead to "unidirectionality" where the teacher becomes the complete controller of the classroom space, potentially limiting independent student thought (Hinostroza et al., 2024).

Video Modeling: This is an evidence-based intervention in which individuals watch a video demonstration of a target behavior and then imitate it (Cantu, 2024).

Digital Audio Tracks: These represent the core ingredients of audio in multimedia frameworks and can take the form of speech (narration or dialogues), music, or sound effects (Palioura & Dimoulas, 2022).

Within multimedia learning environments, these audio resources can be designed in different formats depending on their instructional purpose. Typologies such as the "Quick Burst" podcast focus on rapid delivery of single pieces of information for memorization and retrieval, while "Narrative" genres aim to foster reflection and internalization (Ceres & Villafan, 2025). Consequently, this variation demonstrates the flexibility of digital audio as a pedagogical resource.

1.2.6 Digital Storytelling in Education: A Transmedia Integration Approach for the Non-Developers. The_podcast_as_an_educational_tool_faculty_percept

Kakogianni et al. (2025) suggests that this transformation is supported by interactive digital tools that facilitate diverse modes of engagement, ranging from gamified evaluation to collaborative content creation. This shift is only possible because digital tools now offer multiple ways for students to engage, not just receive information.

While passive multimedia tools primarily serve to reinforce receptive listening, active platforms leverage speech recognition and adaptive algorithms to facilitate iterative speaking practice and sustained learner engagement (Wang & Li, 2025). Consequently, technology is capable of offering learners' continuity in the development of their speaking skills.

However, widespread implementation remains hindered by significant technological and pedagogical barriers, including infrastructure disparities and a lack of teacher readiness to effectively mediate these AI-powered learning experiences (Van, 2025). For this reason, its successful application requires having the conditions that will facilitate this classroom application.

While passive tools often perpetuate traditional lecture-based delivery, interactive platforms demand a fundamental reconfiguration of the classroom dynamic, shifting the educator's role from a sole information source to a facilitator of autonomous digital practice (Guan et al., 2024). This shift in classroom roles may allow for the increased independence of learners during the learning process.

Despite these potential advantages, teachers often report feeling underprepared to integrate these advanced AI tools due to a pervasive lack of professional development opportunities (Kristiawan et al., 2024).

Active and Interactive Typologies: According to Pollard et al. (2025) the conceptualization of Active and Interactive Typologies in digital vocational education is centered on a shift from teacher-led instruction to student-driven participation where learners become active agents in their own knowledge acquisition. As a result, students become more responsible for constructing and managing their own learning.

However, this shift does not occur in isolation; it depends on the tools available to support it. Kakogianni et al. (2025) suggests that this transformation is supported by interactive digital tools that facilitate diverse modes of engagement, ranging from gamified evaluation to collaborative content creation. This shift is only possible because digital tools now offer multiple ways for students to engage, not just receive information.

1.2.7 Conceptualizing Student-Driven Interactive Tools-Gamified Evaluation Engines

Carrión Candel et al. (2026) emphasizes that these engines use game elements, visual design, and playful strategies to encourage participation, increase motivation, and improve educational outcomes. These motivational features are further strengthened by interactive mechanisms that provide continuous support.

Sarppa Raje & Tamilselvi (2024) argue that by offering immediate responses and feedback, these platforms allow for a "nail-biting finish" that sustains high learners' energy and interest while identifying academic gaps in real-time. As a result, this demonstrates how interactive assessment can transform evaluation into an ongoing process of improvement.

1.2.8 Collaborative Digital Platforms

Srivastava (2025) points out that digital collaborative learning environments combine online platforms, technological tools, and virtual classrooms to strengthen group-based training, allowing individuals from different locations and backgrounds to work together effectively. This technological integration does more than just connect distant learners; it fundamentally reshapes how knowledge is acquired.

Furthermore, Oskarita & Nur'afra Arasy (2024) argues that platforms such as Google Workspace and Microsoft Teams enable pupils to collaborate through real-time communication, resource sharing, and joint content creation, promoting a shared commitment to achieving their academic goals. Hence, these platforms have become instrumental in fostering meaningful academic partnerships among students.

1.2.9 Student-to-Device Recording Tasks

Thien Trang & Phuong Hong (2021) highlight that recording task-based encourage students to speak more naturally by focusing on familiar subjects and personal experiences, helping them build confidence and improve their speaking fluency using known vocabulary. Moreover, aside from boosting linguistic confidence, these recording tasks also allow learners to process and internalize information.

Navio-Marco et al. (2022) emphasizes that by presenting explanations of a topic through video or audio recordings, pupils participate in deeper cognitive processes that contribute to the construction of meaningful knowledge and deeper

comprehension. Consequently, recording-based activities encourage learners to move beyond memorization toward meaningful understanding.

1.3 Micro-Level Reality: Systemic Constraints and Implementation Barriers

Despite these theoretical benefits, classroom practitioners often encounter significant operational friction, including inadequate digital infrastructure, limited access to high-speed internet, and a persistent lack of specialized training required to navigate emerging ethical concerns (Fountoulakis, 2024; Loganathan & Jamaludin, 2025). Consequently, these challenges can make the practical implementation of emerging technologies more difficult.

These systemic hurdles are further compounded by challenges such as algorithmic bias, data privacy concerns, and the urgent necessity for ongoing professional development to address these complex pedagogical shifts (Tiwari, 2024). Therefore, successful adoption depends on educators being equipped to manage the complexities involved.

1.3.1 Structural and Administrative Constraints: The impact of macro-policy adjustments on instructional time

The reduction of instructional hours limits the feasibility of integrating complex digital interventions, as teachers are forced to prioritize foundational curriculum coverage over time-intensive pedagogical innovations (Saleem et al., 2025). Hence, limited instructional time can restrict teachers' ability to introduce innovative practices.

Consequently, the pressure to meet mandated learning outcomes with diminished classroom time often results in a superficial adoption of technology, where digital tools are reduced to mere supplements rather than catalysts for pedagogical transformation (Casierra et al., 2025).

1.3.2 The "time-versus-coverage" dilemma in lesson planning

Teachers report that the imperative to complete high-volume content within truncated sessions discourages the adoption of AI-based platforms, as the technical overhead required for student onboarding often outweighs perceived immediate gains in fluency (Korkut, 2025).

1.3.3 Frequency and Exposure Runtimes in Foreign Language Exposure

Putra (2025) emphasizes that unlike the natural development of a first language during childhood, the acquisition of a second language (L2) is a more intentional process that demands sustained effort, motivation, and structured educational support. Consequently, effective second language instruction depends on learning experiences that provide enough time for meaningful development.

DeKeyser et al. (2025) explain that, according to Skill Acquisition Theory, deliberate and systematic practice is essential for developing language competence, as sustained training through focused, goal-directed activities enables pupils to strengthen their abilities. Since this process requires repeated engagement over time, learning environments should include additional spaces for students to continue improving their skills.

García (2026) suggest that enabling learner autonomy plays a crucial pedagogical role, since meaningful progress in speaking proficiency frequently depends on opportunities that goes beyond tasks directed by the teacher.

Forsström et al. (2025) indicate that digitalization fosters autonomy by affording students opportunities for personalized learning and decision-making in their tasks; while digital tools strengthen competence through continuous practice and immediate feedback, enabling pupils to develop greater confidence in their abilities. In other words, technology can create educational experiences that encourage learner independence while reinforcing skill development.

1.3.4 Operational and Practical Barriers in Classroom Delivery

The persistent gap between policy-mandated digital integration and the reality of localized technical resource scarcity often leads to a reliance on low-fidelity tools that fail to leverage the adaptive, micro-level feedback capabilities of modern AI (Alnasib & Alharbi, 2024).

Teacher-level challenges (technological literacy, pedagogical training gaps, and digital tool setup time).

Educators frequently cite a lack of specialized training and insufficient institutional support as primary obstacles to pedagogical innovation, noting that the high cost and technical complexity of virtual programming often exceed local school resources (Bond et al., 2024).

Furthermore, the absence of binding regulatory mechanisms for data privacy and algorithmic accountability creates an environment of uncertainty, where educators are left to navigate ethical dilemmas regarding student data ownership without institutional scaffolding (Huang et al., 2021; Lourenço & Valente, 2026). Thus, the lack of clear guidance may leave educators uncertain about how to handle sensitive digital information.

This "algorithmic divide" is further exacerbated by the fact that most AI solutions are engineered within developed economies, rendering them ill-suited for the specific infrastructure limitations and diverse linguistic conditions of the Ecuadorian context (Huang et al., 2021). Therefore, the effectiveness of these technologies may depend on their alignment with local conditions.

1.3.5 Infrastructure and institutional limitations (connectivity, device availability, and resource allocation)

Many schools suffer from unreliable connectivity and a lack of standardized hardware, which prevents the consistent deployment of high-bandwidth AI applications required

for immersive language acquisition (Sarwar et al., 2024). Consequently, technological limitations can restrict the feasibility of implementing advanced digital solutions in schools.

Moreover, the lack of clearly defined pedagogical strategies for incorporating these technologies exacerbates existing gaps, as researchers suggest that the effectiveness of AI in language learning is heavily dependent on the quality of instructional design and the depth of the teacher's pedagogical understanding (Sharadgah & Sa'di, 2022).

Furthermore, the lack of empirical consensus regarding the efficacy of these tools, combined with concerns over inaccurate or decontextualized linguistic output, leaves practitioners hesitant to adopt platforms that may ultimately hinder, rather than support, authentic student proficiency (Buşe & Căbulea, 20230; Phan, 2023).

1.3.6 The impact of digital technologies on students' learning

Micro-dosage vs. Sustained Engagement: In speech and language interventions, two "optimal" conditions have been identified: "little and often," involving frequent sessions (3 times per week) with very short focus periods (2 minutes) on specific targets, and "more and less often," consisting of less frequent (e.g., weekly) sessions targeting goals for longer periods (~20 minutes) (Frizelle, 2021). Therefore, the frequency and duration of intervention sessions play a critical role in determining their effectiveness for speech and language development.

1.3.7 The influence of quantitative intervention dosage on oral language outcomes

Video Content Segmentation: When using multimedia as input for speaking tasks, the "movie method" suggests using 10-minute video chunks within a broader two-hour instructional block to maintain focus and facilitate comprehension (Ayhan & Altrhon, 2024). In other words, the instructional effectiveness of video-based activities

depends on the structured organization to enhance learners' attention and comprehension.

1.3.8 The Gap Between Policy and Practice: Review of existing empirical literature regarding the friction between top-down digital mandates and actual classroom implementation routines.

This disconnect persists largely because current teacher training initiatives often emphasize superficial tool instruction rather than the deep pedagogical integration necessary to navigate the ethical and operational complexities of AI-enhanced environments (Zhu, 2025). Consequently, limited preparation can hinder teachers' ability to use AI meaningfully in educational practice.

This systemic misalignment is further exacerbated by a lack of institutional focus on AI literacy, which leaves educators without the necessary framework to navigate the shifting authority and ethical responsibilities inherent in these new digital landscapes (Rütti-Joy et al., 2024).

Moreover, the reliance on top-down directives without addressing local infrastructure deficits effectively ignores the socio-technical realities of resource-constrained environments, where educators must balance technological adoption with the practical imperatives of classroom equity (Landa-Blanco, 2026). Hence, educational policies need to account for the conditions under which teachers actually work.

1.3.9 Structural Barriers in Latin American EFL Realities

There are several factors that influence technology use in the classroom.

Studies agree that inadequate technological infrastructure and limited specialized teacher training are critical barriers to the effective adoption of digital tools in Ecuadorian classrooms (Bermúdez et al., 2025; Villamil-Cavagnaro, 2026).

This situation is aggravated by the absence of continuous professional development programs that enable Ecuadorian teachers to transition from a knowledge-

transmission role to that of learning facilitators and mediators (Zambrano et al., 2025). Likewise, the persistent lack of connectivity and shortage of equipment in institutions facing structural limitations reinforce the disconnect between public policy objectives and the development of digital competencies in the classroom (Tamayo-Pincay et al., 2026). Thus, effective digital transformation requires both teacher development and adequate institutional resources.

These obstacles are usually supplemented by other circumstances that determine the educational process. In particular, the institutional drawbacks include the lack of sufficient training of teachers, large number of students in the classroom, insufficient interaction with real-life use of the language, and socioeconomic inequalities affecting the educational materials (Mantilla, 2026). Consequently, efforts to introduce new interactive teaching methods are frequently thwarted by institutional and infrastructure realities.

CHAPTER II. METHODOLOGY

Context of the Study

The aim of this research is to analyze the integration of technology, on behalf of the teacher, in 10th grade EFL classes, specifically during the speaking practices period, like the Ministry of Education of Ecuador demands, through its curriculum guidelines, at a Public School, in the city of Guayaquil,

This chapter points out the methodological characteristics the research has.

“Case study” is the research design that was chosen for this project. This qualitative design allows a comprehensive exploration of a unit´s beliefs and perspective on a specific matter, allowing for an in-depth understanding of a situation (Yafaei & Attamimi, 2019).

This allowed for an in-depth examination of the teacher’s specific pedagogical environment as a unique, bounded system.

The methodological foundation of the study is made up by the qualitative research paradigm and employs a descriptive, basic-research structure to systematically document the current state of educational technology integration within the 10th-grade EFL speaking practices period at the Public School.

Qualitative research is highly appropriate for this context, as it offers the interpretive depth necessary to understand how complex human experiences and pedagogical decisions are constructed within the specific environment of the classroom (Tora et al., 2026).

It is also an indispensable approach for capturing the variations in classroom interaction and student perception.

This type of study focuses on gathering detailed text and real-world observations to understand how people perceive and experience things from their own perspectives.

Descriptive research enables an in-depth exploration of the teacher's agency and instructional choices, providing a robust empirical foundation (Ho, 2026).

Shinija (2024) notes that the descriptive design aims to collect data regarding features within a specific area of research.

Participants of the study

The sole participant for this research is the 10th-grade English teacher at a Public School, selected through purposive sampling due to the participant's direct involvement in the instructional delivery and her specific role in managing classroom resources.

Purposive sampling is used to ensure that the subject possesses the requisite experience and professional insight necessary to provide rich, qualitative data. (Korkmaz & Aybirdi, 2024)

Data Collection Instruments and Techniques

The instruments used for this research were a semi-structured classroom observation checklist and a semi-structured interview. A non-participant observation technique was also applied.

A non-participant observation is a strategy that minimizes the influence of the observer on the teaching process, thereby ensuring that the documented pedagogical practices remain authentic to the natural classroom setting (Alamri, 2021).

The observation technique involves the systematic use of a structured checklist and reflective field notes to document the patterns, duration, and pedagogical function of digital tools during tasks (Gutiérrez Álava, 2025).

Another important fact to highlight is that observation checklists are particularly useful in an educational context, as they enable the documentation of the interactions that occur between teachers and students (Gutiérrez Álava, 2025).

Semi-structured classroom observation checklist an evaluative instrument that combines predetermined indicators of tool or strategy usage with open-ended sections for documenting emergent pedagogical phenomena (Purwati et al., 2024).

The observation checklist was adapted based on the instrument used in Abdallah's (2012) study, which was subsequently modified by Gutiérrez Álava (2025).

The research interview is a purposeful, guided conversation designed to elicit the participant's subjective perspectives, pedagogical beliefs, and rationales behind specific instructional choices regarding technology (Bereczki & Kárpáti, 2021).

The **semi-structured interview** is a qualitative research method that utilizes a pre-established guide of open-ended questions, allowing the researcher to explore the teacher's experiences while remaining flexible enough to probe emerging topics or spontaneous insights (Khofifah & Anugerahwati, 2024).

Furthermore, the use of **semi-structured interviews** allows for the extraction of detailed, individualized accounts regarding the teacher's professional needs and operational constraints (Lo, 2023; Maimun & Hakim, 2021). These qualitative instruments facilitate a comprehensive understanding of the pedagogical challenges and strategies involved in integrating technology into oral communication tasks (Indayani et al., 2023).

The semi-structured interview was based on the interview instrument presented by Kartini (2025) in the study Teachers' Strategies in Integrating Technology into English Language Learning at SMPN 5 Palopo.

Data Triangulation

According to Donkoh and Mensah (2023), the use of data triangulation leads to an enhanced knowledge of the phenomenon and gives researchers the opportunity to analyze differences between data sources. This larger perspective increases the understanding of the data.

Triangulation in this research entailed the cross-examination of three different sources of data: The data generated from the use of the classroom observation checklist, the opinions collected using the semi-structured interview, and the standards set out in the “Currículo Priorizado con Énfasis en Competencias Comunicacionales, Matemát icas, Digitales y Socioemocionales (2025)”. Through the comparison of these three data sources, the researcher has the opportunity holistically understand the current status of technology integration considering observation, the teacher’s experience, and official curricular requirements.

Trustworthiness Strategy

According to Kocaman (2024), the credibility of the findings of a qualitative study is determined by the quality of data, its analysis and interpretation, as well as the methodology adopted to ensure the quality of the process.

To evaluate these qualities, clear criteria are needed to assess the research process. Ahmed (2024) emphasizes that the trustworthiness of qualitative research is determined by four important criteria: credibility, transferability, dependability, and confirmability.

-Credibility was established through repeated, non-interactive observation throughout class sessions, so that the researcher could learn about patterns rather than isolated incidents.

-Transferability was also ensured by providing a detailed explanation of the institutional context so that readers can assess if the findings are applicable to other schools.

-Dependability was ensured through the systematic use of structured instruments (the checklist and interview guide) and a consistent and repeatable process over observation days.

-Confirmability was ensured through an objective, mechanical recording of times, tool types, and features in observation to avoid researcher interpretation bias.

Protocol

The research took place in at a Public School in the city of Guayaquil, Ecuador. It was implemented during the 2026-2027 academic year. The study focused on a tenth-grade EFL class. The class met three times a week for 45 minutes.

In order to gather the information for this research, authorization from the school authorities had already been obtained a year ago. However, an updated permit for the current year had to be obtained. The data collection process was then organized together with the institution and the classroom teacher, fitting into the school's usual routine so as not to interrupt teaching time.
Data collection occurred during regular class sessions, without interrupting the teacher's planned methodology or lesson. The observations were limited specifically to the integration of technology in the classroom during speaking practices and were carried out three times (three days).

The classes of this group are from Tuesday to Thursday; each class can vary from one hour to two hours of classes.

The teacher involved of this research, has five years of experience in the institution, and contributed to this study by sharing sharing the teacher’s experience on lesson planning and the selection of speaking practices using technology. The participant’s contribution covers how technology is applied during the speaking practices period,

which digital tools are most frequently used in class, and the difficulties the teacher encounters when using them.

The Observation Checklist was applied over three days, previously coordinated with the teacher, with each session lasting 60 minutes. Throughout these observations, the researcher did not participate in classroom activities or make any pedagogical decisions, acting strictly as a non-participant observer so as not to alter the students' natural behavior or the teacher's usual way of running the class.

A “comments” section was added to the observation checklist. This way, the instrument served as a more detailed way to capture the classroom environment, allowing the researcher to record situations such as how the class was conducted, technology implementation, and other aspects.

The semi-structured interview with the teacher was conducted during a one-hour meeting arranged in advance with the school administration. Open-ended questions were used so the teacher could answer freely. The interview was audio recorded with the teacher's consent, and the transcript was completed.

The combination of structured observation, and the semi-structured interview enabled the collection of analysis on technological tools implemented in classroom for speaking skills. The data collection was planned to suit the descriptive purposes of the study, and at the same time maintain consistency and cause minimum disturbance.

The current version of the tool was adapted to align the purposes of this research and focuses on the technology tools used during speaking lessons, methods of using them in teaching, and problems teachers face during their use.

The interview consists of 5 open-ended questions, distributed across three thematic areas: (1) technology use in teaching (questions 1-2), (2) teaching strategies (question 3), and (3) challenges and solutions (questions 4-5).

Regarding the interview, five open-ended questions were used to probe the digital technologies employed in speaking activities. The ways of integrating these technologies into the lesson planning, and the difficulties that can arise in this process.

Research Findings

Interview Findings

The following information comes from the interview.

Technology Use in Teaching

Question 1

What type of digital tools or platforms do you currently use during speaking practices?

The primary resource remains in the textbook, which includes listening and repetition activities to work on pronunciation, as well as exercises where students directly practice their oral expression. From there, the teacher has also taught them how to use Google Translate as a support tool. Through these platforms, learners' type what they want to say, listen to the correct pronunciation, and repeat it. The application allows them to identify which part of the word or phrase they are mispronouncing.

Question 2

How do you integrate these tools into your speaking lessons plan?

The teacher does not use them in all classes, since not all classes require speaking practice. However, in paired conversation activities, students listen to the activities on the platform to identify the correct pronunciation and then repeat it, simulating it to improve not only pronunciation but also fluency and intonation.

Teaching Strategies

Question 3

What specific strategies do you use to incorporate digital tools into speaking tasks?

The teacher would not say she has a defined strategy. The main goal is for students to focus on what they hear on the platform. The teacher pointed out that there are

speaking activities there that allow them to simulate pronunciation, although the educator acknowledges that she does not have a formal strategy beyond that.

Challenges and solutions

Question 4

What challenges do you face when integrating technology into speaking activities, such as "connectivity issues," "insufficient equipment," or "time constraints"? Or is there another challenge?

The biggest challenge is the internet connection. It is one of the constant problems the school faces. The teacher can have an entire lesson or activity prepared, and suddenly the internet fails and does not work as it should. In addition, there is the issue of class hours. According to the teacher, five years ago they started with a schedule of 10 hours of English per week, the following year it was reduced to six, and currently they only have five hours.

Furthermore, the educator also highlighted another challenge that is not related to technology, but rather to the students' attention spans. They struggle to stay quiet or concentrate for extended periods, and this is also reflected in their respect for what their classmates are doing, such as reading or presenting a topic.

Question 5

What support or resources, such as improved infrastructure, more instructional time, or training to strengthen teachers' "digital confidence" would help you improve technology integration in speaking activities?

The teacher believes that what they need most is a space or classroom dedicated exclusively to teaching English.

The teacher pointed out that they have computer and robotics labs, but they do not have an English lab, and the teacher considers it would be beneficial for the students. In this space, they could have a class where they only listen and repeat what they hear, like a kind of simulation that allows students to identify their weaknesses. The

participant clarified that they were not referring to having it all the time, but one or two classes per term.

Observation Checklist Findings

The following information comes from the data gathered by the observation technique checklist.

Main Teaching Aspects	Specific Teaching Aspects /skills	Consolidated rating
Frequency & Duration of Digital Tool Use	Frequency with which the teacher implements digital tools during speaking tasks	Poor
	Consistency of digital tool use across the different moments of the class	Good
	Digital tools occupy a substantial portion of the speaking task duration	Poor
Platform Typology & Direction of Communication	Use of passive multimedia tools (static slides, videos, audio tracks)	Good
	Use of active/interactive tools (gamified engines, collaborative platforms, student-to-device recording)	Very poor
	Balance between one-way (teacher-to-screen-to-class) and two-way (student-to-device) technology use	Poor
	Variety/diversity of digital platform types deployed during the session	Poor
Observable Operational and Institutional Barriers	Availability and adequacy of technological equipment and connectivity for the planned digital activity (First-Order barrier)	Good
	Observable signs of teacher confidence/fluency when operating the digital tools used (Second-Order barrier)	Very good
	Teacher manages time constraints effectively when integrating digital tools	Fair

Table 1 Data Collected from the Observation Checklist

Patterns and Duration of Digital Tool Use

The regularity of the teacher's use of digital tools with speaking tasks was rated as poor. There was minimum evidence of technology being used to encourage talk, with digital tools tending to just display questions for the students to discuss and not actually create extended talk.

Despite this frequency being low, the consistency of applying tools at the moments it occurred was rated as good. When the teacher chose to display tools unexpectedly, the transition between them was seamless and occurred at an appropriate time where there was no cause for students to become confused or feel disruptive.

The extent to which tools accounted for the speaking task in class was deemed poor, as despite the teacher's effort to engage learners in speaking by asking additional questions, learner output was still primarily limited to single word or short answers and usually required direct prompting to generate output. There was little time actually spent speaking by the students, whilst using the tools.

Platform Typology & Direction of Communication

As for the use of passive multimedia tools, this criterion received the grade of “Good” because the teacher often used videos and audios to which students had to respond. Nevertheless, while the use of passive tools was rather high, the use of interactive means was not quite correspondingly high because the use of active multimedia tools was evaluated as “Very poor”.

No activities were observed that could encourage students to talk at all. As for the use of one-way and two-way communication technologies, this criterion received the grade “Poor” because one-way technologies prevailed over the other type.

The teacher used this one-way tool to initiate new topics or activities, but when the time came for students to speak, there were very few speakers, who had to be called upon by the teacher, with their responses consisting in one word or short words. As

for the variety of platforms used, this criterion received the grade “Poor”. The teacher used only one platform, belonging to the school itself.

Observable Operational and Institutional Barriers

Even though all facilities were good, sometimes the connection was lost, or the internet was slow and the teacher could not access the internet easily during that time. However, the educator understood such cases and would plan it perfectly well by using another activity and waiting until connection access is fine.

The teacher's confidence in using and presenting the lesson via digital tools was good. and was confident with how to operate and use the platform and did so without problems.

Time management using digital tools was fair. There were occasions where the teacher did not get enough time to finish the planned activity, because their tool was simply used for answering items and there was no time provided for reviewing the questions with the students in the class.

Triangulation Matrix

Core themes	"Currículo priorizado"	Classroom observation	Teacher interview
Fluency and extended talk	Students are expected to make simple statements and carry-on short conversations on familiar subjects.	Oral output was mostly limited to single word responses and only initiated by direct teacher intervention.	No strategy to encourage speech production; the focus is on repetition, not on creating original output.
Interpersonal Interaction / Pair Work	Learners should engage in conversation in pairs to complete a communicative task	Speech engagement was limited, and the teacher asked students questions only; there were no collaborative activities.	Paired activities are about listening and repeating, not about negotiating with their peers.
Listening as a model for speech	Spoken input is to be used as a model that learners can imitate to build their own speech.	Audio recordings were used so that the student could recognize structures or words and then repeat them.	Learners listen to the correct pronunciation on the platform and repeat it as the main method of oral practice.
Accuracy and Intelligibility	Pupils should communicate information clearly, using new vocabulary in real social situations.	Technology introduced grammatical structures, previous or new vocabulary, and pronunciation.	It identifies when someone mispronounces words but doesn't integrate them into a whole communicative exercise.

Table 2 Triangulation Matrix Based on Core Themes

CONCLUSIONS

Based on the empirical findings, classroom observations, and curricular triangulation from the study at a Public School, the following conclusions are drawn regarding the integration of educational technology in 10th-grade EFL speaking practices:

Predominance of Passive Multimedia and Traditional Delivery: The integration of technology in 10th-grade speaking practices heavily relies on passive, teacher-led multimedia (such as static slides and audio tracks for listen-and-repeat tasks), while active and interactive digital tools remain critically underdeveloped.

Limited Spontaneous Oral Production: Although digital tools are consistently implemented when utilized, their actual duration and impact during speaking tasks are low. Student oral output is largely confined to single words, short phrases, or prompted repetitions rather than sustained, spontaneous communicative interactions.

Structural and Operational Bottlenecks: The compression of weekly instructional hours (down to 3 hours, and further exacerbated by localized constraints) creates a severe "time-versus-coverage" dilemma. Teachers frequently prioritize rapid curriculum completion over time-intensive interactive digital setups, which is compounded by occasional internet connectivity instability.

High Teacher Readiness vs. Lack of Pedagogical Frameworks: While the classroom teacher demonstrates good personal confidence and operational fluency with basic digital tools, there is an absence of specialized institutional strategies and dedicated English lab spaces to transition from mechanical pronunciation drills to communicative, task-based digital learning.

RECOMMENDATIONS

To bridge the gap between national digital mandates (such as the Currículo Priorizado 2025) and actual classroom practice, the following recommendations are proposed for a Public School and similar EFL contexts:

Shift Toward Active and Interactive Pedagogies: Transition from passive models to interactive, student-driven digital tasks—such as role-plays, gamified evaluations, and structured collaborative platforms—that foster real-world communicative competence and negotiation of meaning.

Adopt Optimized Web-Based Resource Hubs: Implement ready-to-use, centralized digital platforms that feature single class codes and editable templates. This minimizes lesson preparation overhead and maximizes actual speaking time within compressed instructional schedules.

Establish Dedicated English Laboratory Infrastructure: Create specialized, technology-equipped spaces or labs dedicated to foreign language learning, ensuring stable internet access and multimedia setups designed specifically for interactive oral production rather than general computer or robotics tasks.

Provide Targeted Professional Development: Offer focused pedagogical training and practical walkthroughs for educators emphasizing active EdTech integration, time management under restricted schedules, and strategies for maintaining student engagement during communicative tasks.

PROPOSAL

The proposal consists of the design and development of a website that caters specifically to EFL teachers and guides them on the practical use of digital technology for speaking tasks.

It will contain interactive speaking practices such as role-plays, vocabulary prompts, game-style evaluations, and short recording tasks, tailored according to the needs identified in the teaching process.

In addition, the website will include a brief guidance section with quick tips and short walkthroughs for teachers who are not yet familiar with digital tools, keeping preparation minimal rather than requiring a full training course.

It will additionally offer ready-to-use activity templates that teachers can adjust according to lesson, topic, level, and available time.

These will be organized for quick access through a single class code, allowing teachers to reduce preparation time and start integrating actively, instead of avoiding the use of digital tools for speaking lessons.

Data regarding the proposal is found in the following chart:

Project title:	SpeakBridge digital center: A web platform for EFL Speaking Practice
Project Team Members:	Jacome Loja, Sandra Paola
Main Objective:	To provide the tenth-grade EFL pupils with an easy online platform for speaking practice via interactive tasks that blend seamlessly into the usual classroom hours.

Specific Objective:	To conduct a speaking diagnostic test that will show pupil's strengths and weaknesses to create a baseline for designing the activities on the platform.	
	To design speaking practices for the website to address the needs identified in the diagnostic test.	
	To implement speaking practices through the website during regular class sessions, encouraging students to actively participate in oral communication tasks within the available class time.	
	To orientate the classroom teacher to use the platform so that they can operate it by themselves when the project ends.	
Execution time:	Starting: September 4, 2026	Ending: December 14, 2026
Evaluation time:	Starting: December 17, 2026	Ending: December 27, 2026

Table 3 Project proposal Description. Table elaborated by the author

Design and development of the website

Odoo was selected for the design and creation of the website for this proposal. This platform allows for the creation of a simple and informative website that can later incorporate additional functionalities, such as an online store, a blog, a forum, or interactive tools, since the proposal required an organized space to present its different sections in an orderly manner.

The drag-and-drop system offered by Odoo is what gives it an edge over other website design systems available through the internet. Pages with sophisticated

designs and extensive functionality can be created as needed without having to resort to any knowledge of coding.

In addition, Odoo's website designing software has an inbuilt tool to align the pages according to screen size, so any laptop, tablet, or phone screen will display the site with the same clarity and quality that Odoo aims for, which makes for convenience. Therefore, this functionality can be very useful in a classroom, as the teacher can simply connect a phone or computer to the projector and the content will be displayed correctly on the screen.

Finally, the catalog structure of Odoo was important for the platform's content arrangement into separate sections, which could organize the homepage,the speaking activities, the editable templates and the support for digital confidence into a clear and navigable structure.

Benefits of the website

Integrating SpeakBridge into the tenth-grade EFL classroom offers several benefits for both teachers and students in improving speaking skills, such as:

Active and interactive oral expression practice. Unlike the current use of textbooks and Google Translate to check pronunciation, the website's activities (Spin to Speak, The map quest, Guess It!, Stack & Speak) require students to produce spontaneous dialogues, describe and negotiate meaning with their peers, transforming oral expression practice from rote memorization to real communication.

Time optimization. A single class code is all that's needed for the entire class to access the platform, and all the activities displayed on the screen are ready to use. The website saves teachers the time they can't afford between classes due to their tight schedules, leaving more time for oral instruction than for preparation.

Ease of use for the teacher. SpeakBridge incorporates a simple interface for the teacher, so with a review of these resources and without the need for a long technical training course, a teacher with little experience in technology can use it with ease.

Editable and reusable content. In the Templates section, the teacher can modify the activities according to their lesson's topics; this allows the website to remain practical even after the research is finished.

Minimal technical requirements. The activities only need a computer, a projector, internet access required for the activities to run, matches the actual situation within the school, then resources which may not be available.

Parts of the website

The access to the “Speak Bridge Digital Center” is through the following link https://speakbridgedigitalcenter.odoo.com/.

The website structure includes a homepage and three main sections.

Homepage

The first section of the website, which is available to users right from the start, informs the purpose of the platform, which is the implementation of interesting and interactive speaking practices in the classroom. There is a "Welcome" message and the

"Explore" button that takes the user to the Speaking practice section. There is also a section in the corner of this page where students can create or log in.

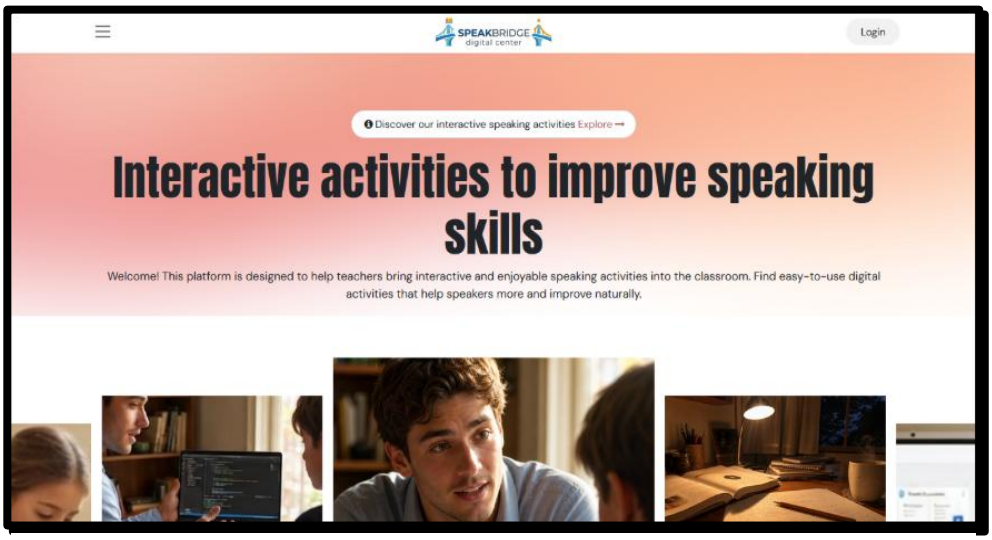


Figure 1 Home page

Underneath the "Our Sections" title a section can be seeing, and it offers an explanation of the three main parts of the website: Templates, Speaking practices, and Digital Confidence.

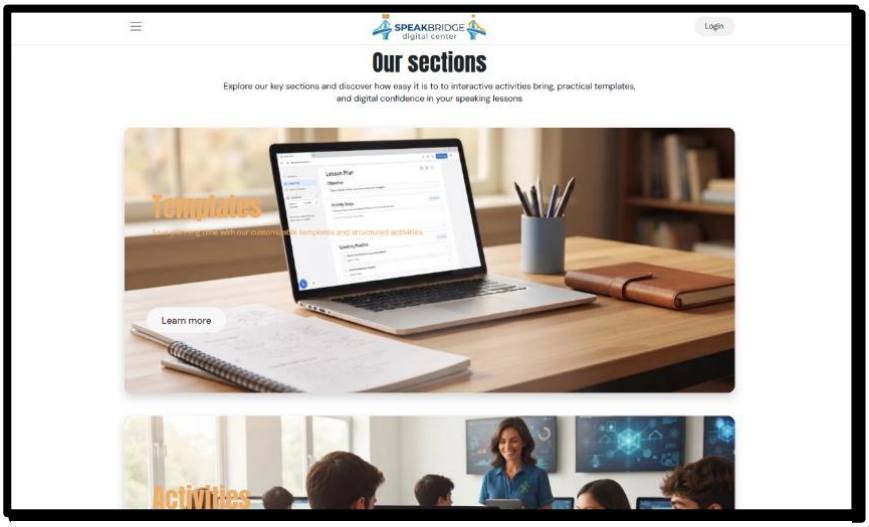


Figure 2 Home page

Speaking practices section

This section showcases interactive speaking practices for the classroom. There are four visual cards, each with a thumbnail image and a direct "Click here" link to the

corresponding Genially resource, which is ready to be projected in class. The four practices are: Spin to Speak, Guess it!, Stack and Speak, and The map quest.

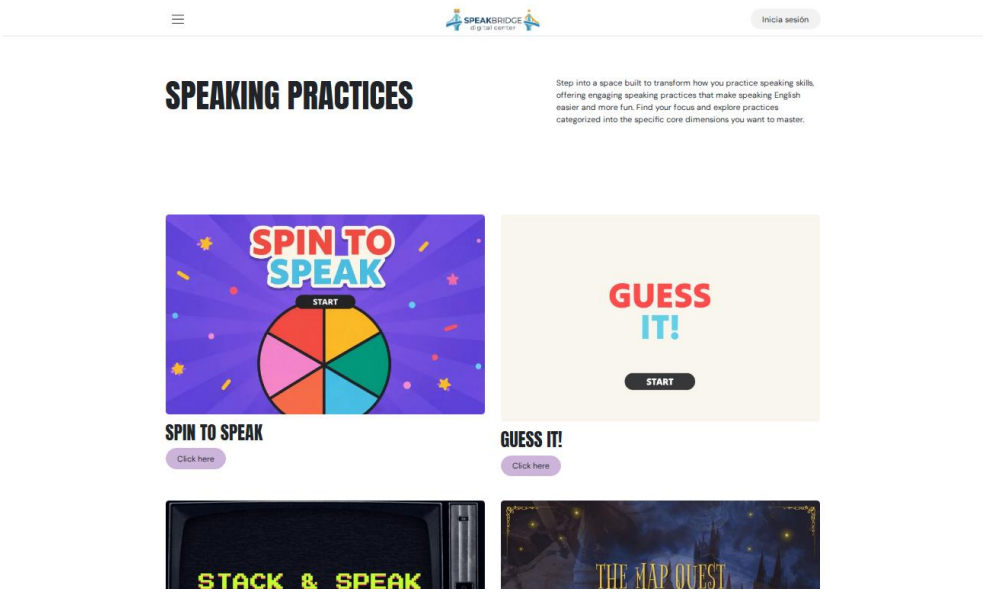


Figure 3 Speaking practices page

Templates section

This section provides editable versions of the four activities designed to support speaking practice. Each activity can be adapted to different scenarios, vocabulary, or images according to the teachers' needs. Each template includes a brief description and a "Click here" link to open the corresponding activity as an editable Genially file.

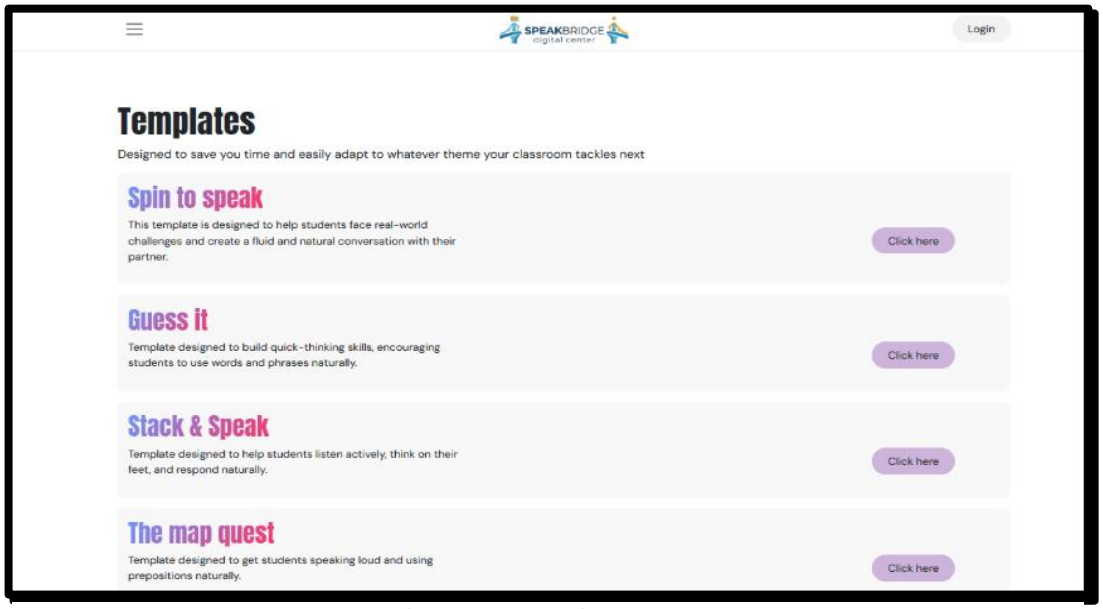


Figure 4 Templates page

Digital confidence

The aim of this section is to support teachers less familiar with digital tools and help them avoid potential problems when using them. It includes a section of Video Tutorials and Guides with six selected video resources: Integration Phases, Classroom Tips and Perspectives, Advice for New Teachers, Best Educational Technology Tools, Using Educational Technology, and The Classroom of the Future.

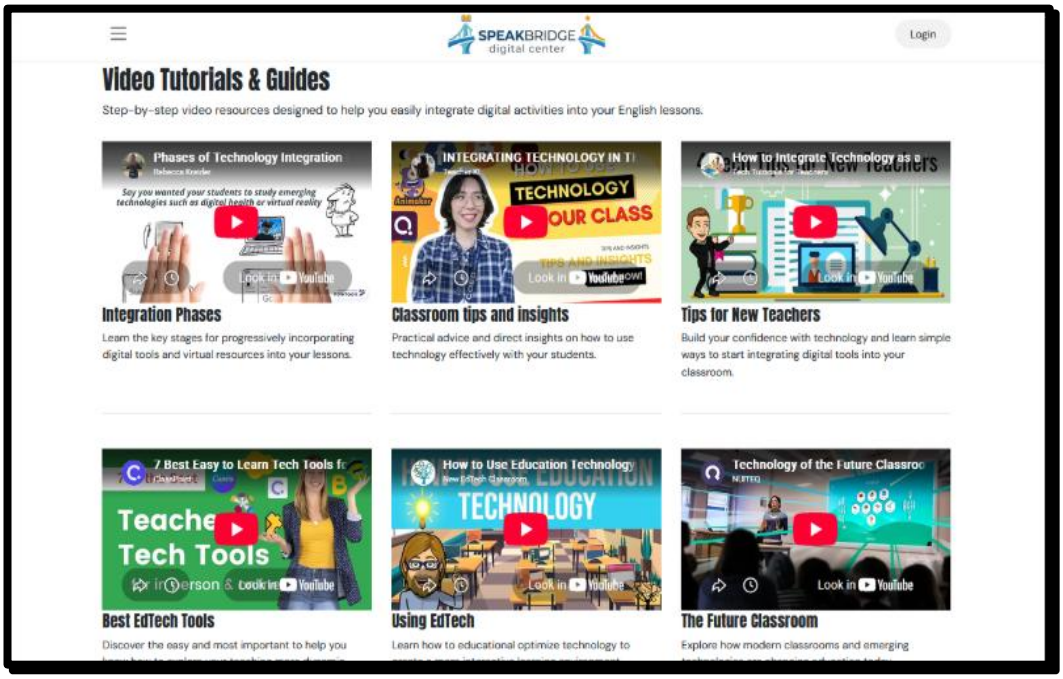


Figure 5 Digital confidence page

Proposal´s Execution Matrix

The following chart is an execution matrix with all the details about how the proposal will be carried out.

Execution matrix						
Objective (number)	Activity	What will be done?	What change is expected-outcomes	Resources	Time	Responsibility
S.O.1	Diagnostic speaking assessmen	Students will take a speaking diagnostic test to help identify their current needs.	Identification of students' specific strengths and weaknesses in speaking, guiding the design of the platform's activities.	Computer, printed rubric, observation sheet	1 session	Teacher
S.O.2	Design of activities in the website	Design and build the activities using the editable templates, tailored to the needs identified in the diagnostic stage.	A ready-to-use set of speaking activities and adjustable templates available on the platform.	Computer	3 weeks	Teacher

S.O.3	Apply interactive activities of website in class sessions	The teacher selects and launches one of the platform's speaking activities directly during the lesson, adapting it to the day's topic and available time	Increased student participation in oral communication tasks, with activities fitting naturally into available class time.	Computer, projector, student devices, internet	4 weeks	Teacher
S.O.4	Teacher guidance and platform training	Introduce the teacher to the platform's features and guide them through its use so they can operate it independently	Teacher able to operate the platform confidently and sustain its use independently after the project concludes	Digital platform, guidance videos/tips, teacher feedback session	1 week	Researcher, teacher

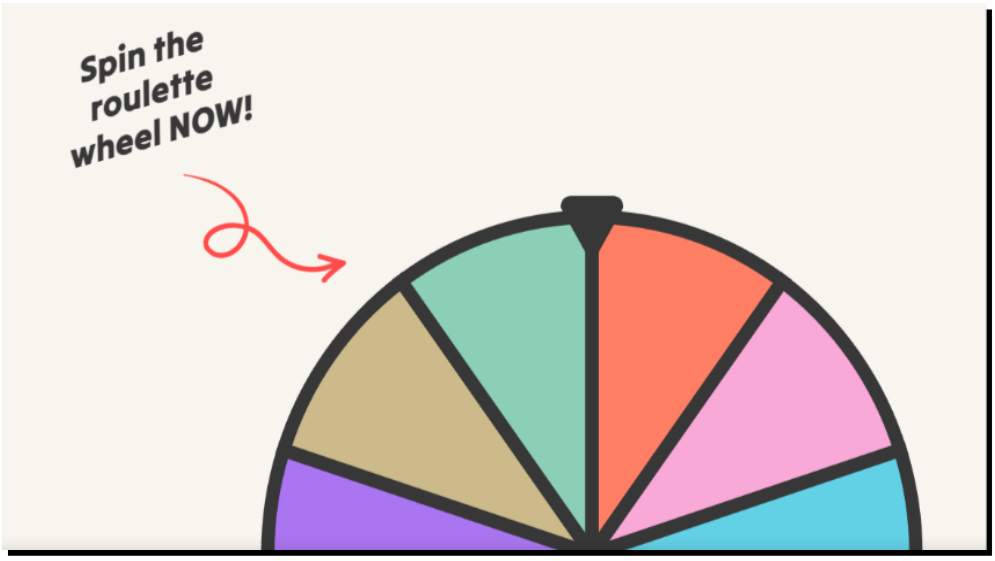
Table 4 Project Execution Matrix. Table elaborated by the author

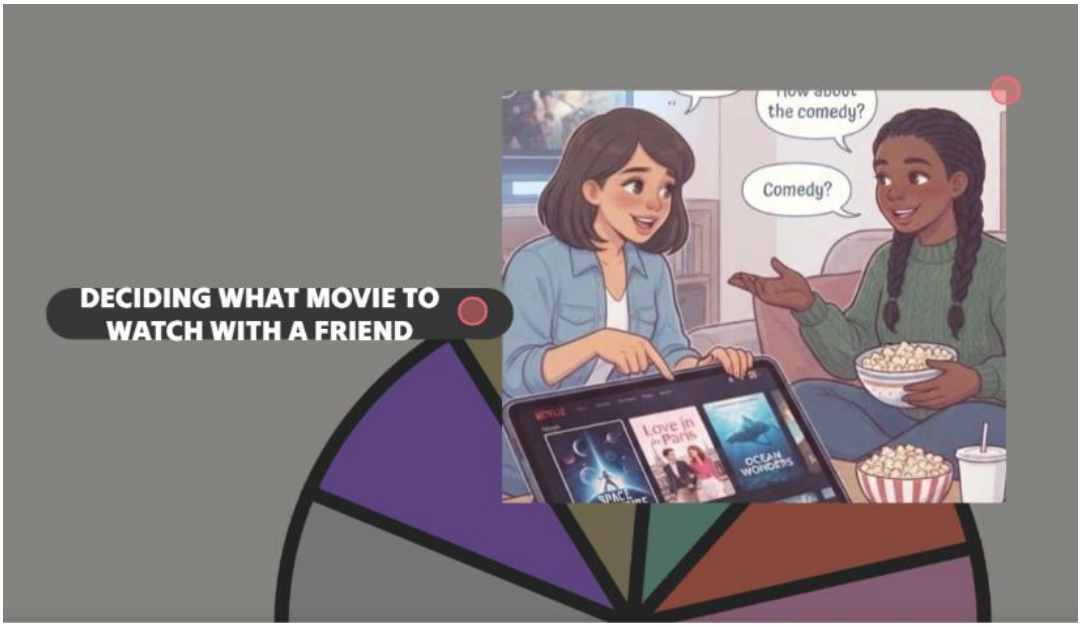
Activities

Details of each activity found in the website

Activity #1: Spin to speak: Real-life dialogue	
Objective:	To practice speaking and listening in English through real-life conversation scenarios, encouraging spontaneous dialogue and correct pronunciation.
Resources:	- Genially
	- Computer or laptop
	- Projector
	- Timer
Link (Activity):	https://view.genially.com/6a85386f1dc2f5de49207f13
Link (Template):	https://view.genially.com/6a85a87aaf1e56a0ce976cdb
Description:	
1.	The teacher explains the activity to the students and how it will work.
2.	The class is divided into pairs.
3.	One pair comes to the front and spins the wheel.
4.	The wheel stops on a color, and a window opens showing a real-world scenario for that pair.
5.	The pair gets 1 minute to organize their ideas.
6.	The pair creates a short dialogue based on the scenario. The dialogue must last at least 1 minute.
7.	The pair presents their dialogue in front of the class.
8.	After the presentation, the teacher clicks on the image, and an audio plays with a possible response one of the characters could have said.
9.	After that, the teacher could also click on the designated situation, and the other character's possible response will sound.
10.	The pair is encouraged to try to repeat what they heard.
11.	As an option, there are also some buttons that show these possible dialogue in written form.
12.	Then, another pair comes up and repeats the same process.

Images of activity #1



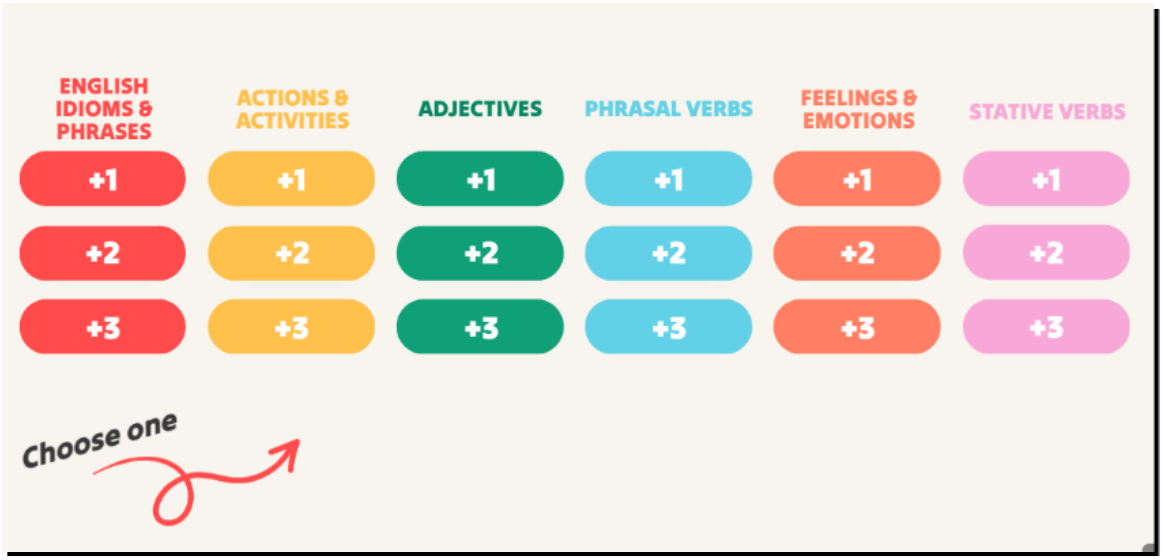


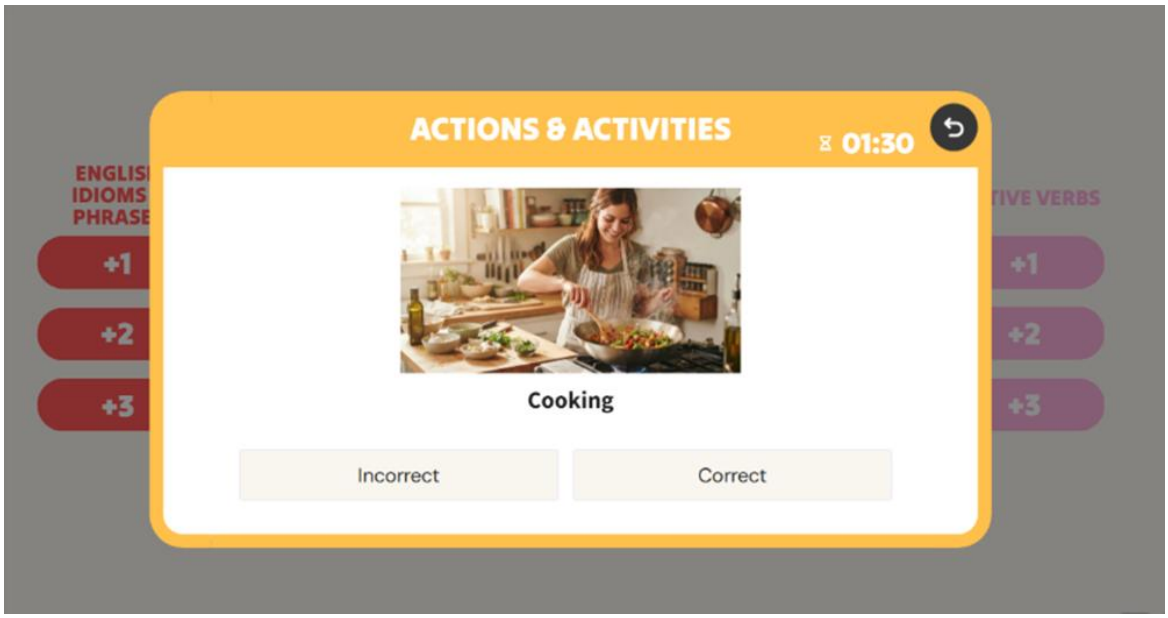
Activity #2: The map quest	
Objective:	To practice asking for and giving directions in English, using prepositions of place through a map exploration activity.
Resources:	- Genially
	- Computer or laptop
	- Projector
Link (Activity):	https://view.genially.com/6a801cf805ef905d6b6548a2
Link (Template):	https://view.genially.com/6a85706e5456da81e18233ec
Description:	
1.	The teacher explains the activity to the students and how it will work. The teacher does a short warm-up: review question forms for directions (e.g. " Where is..?", " How can I get to..?") and prepositions of place (next to, between, across from, behind, in front of, near, on the corner of).
2.	The teacher checks understanding with a few quick questions orally.
3.	The teacher reads a letter explaining that students have been invited to the activity and listing the things they need to find.
4.	After looking at the map, the students identify the different locations and compare the points that appear on the screen.
5.	A student selects a starting location on the map.
6.	Clicking on the location gives a directional question, such as, "Where is [place] located?".
7.	The student responds her/his answer orally, using prepositions of place.
8.	The teacher clicks on the question and an audio play with the correct answer.
9.	The student is asked to repeat what they heard.
10.	The teacher asks a different student to answer the next location.
11.	This continues for each location until the whole map has been explored.
12.	At the end of the activity, students describe the full route of their journey out loud, from the first location to the last, using at least three different prepositions of place.

Images of activity #2

Activity #3: Guess it!	
Objective:	To encourage students to produce well-formed sentences in English to describe words and communicate their ideas clearly while practicing speaking fluency and vocabulary.
Resources:	- Genially
	- Computer or laptop
	- Projector
	- Whiteboard
	-Marker
Link (Activity):	https://view.genially.com/6a83fbd32676745e732f2716
Link (Template):	https://view.genially.com/6a85b14fb2fe77cdebfb1965
Description:	
1.	The teacher explains the activity and how it works.
2.	The class is put into groups of 4.
3.	When it is a group's turn, one student comes up and selects a given category and one of the available points amounts (1, 2 or 3).
4.	The student automatically turns around so that he/she cannot see the word.
5.	The rest of the group describes the word or phrase to the student who is guessing in fixed time 1:30.
6.	Then, when the time runs out, the teacher clicks on the "Correct" or "Incorrect" button depending on whether the student guesses or not and writes the points on the whiteboard.
7.	After that, the next group does the same, for another category and point amount and the same process begins again.
8.	The group with the highest score wins

Images of activity #3





Activity #4: Stack & Speak	
Objective:	To encourage students to produce well-formed sentences in English to describe words and communicate their ideas clearly while practicing speaking fluency and vocabulary.
Resources:	- Genially
	- Computer or laptop
	- Projector
	- Whiteboard
	-Marker
Link (Activity):	https://view.genially.com/6a7ece8018654fa553204034
Link (Template):	https://view.genially.com/6a85731a94816f7602e0f6d0
Description:	
1.	The teacher starts with a short warm-up, displaying images connected to travel (airport, hotel, transport) and asking simple questions to review basic travel vocabulary.
2.	The teacher projects the activity.
3.	The class is divided into four teams.
4.	At each level, an audio recording describes a situation, and a related question appears.
5.	The teacher chooses a student to answer, who selects one of four options.
6.	If the student answers incorrectly, the question can be repeated.
7.	If the student gets the right answer, then the activity will take them into a window where a question and three pictures as possible answers will appear.

8.	In the Voice Unlock window, one student from each team answers in turn, with different members taking part in each round.
9.	When students answer in their own words, the teacher corrects them immediately.
10.	However, if students base their answer on an image, the teacher plays an audio recording of a possible answer, and they repeat it.
11.	After the students give their answers, the teacher selects an option that leads to the next level, and a token is placed on the board.
12.	This process continues until the last level.

Images of activity # 4


VOICE UNLOCK
Your flight is delayed 2 hours.
What are you going to do while you wait?
NEXT LEVEL

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APPENDIX

UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Facultad de
Artes y Humanidades

FAH-PINE-017-2026
Guayaquil, 20 de agosto del 2026

Ingeniero
Galo Luna Mendieta, MSc.
Rector
Unidad Educativa Santa Luisa de Marillac
En su despacho.

Reciba un cordial saludo. Por el presente solicito a usted, muy comedidamente y salvo su mejor criterio, se permita a la señoritas Sandra Paola Jácome Loja con CI# 0959715392 estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar recolección de información para elaborar su Trabajo de Integración Curricular (Proyecto de titulación) denominado "Analysis of technology integration in the EFL Teaching Process During Speaking Practices in a 10th Grade Class at a Public School in Guayaquil, 2026-2027"

La señorita Jácome estará realizando dicha actividad en la clase de inglés que reciben los estudiantes en la institución que usted acertadamente dirige.

De antemano agradezco la atención brindada.

FACULTAD DE ARTES Y HUMANIDADES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

Atentamente,

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Structured Classroom Observation Checklist

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

I. Identification Log

Grade: 10th Date of Observation (DD/MM/YYYY): August 20th, 2026 Session Duration (min): 60

II. Rating-Scale Observation Matrix

Main Teaching Aspects	Specific Teaching Aspects / Items	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Comments
1. Frequency & Duration of Digital Tool Use	Frequency with which the teacher implements digital tools during speaking tasks	☐	☑	☐	☐	☐	-Speaking activities that incorporated digital tools were not implemented frequently. -The class focused mainly on grammatical content and sentence construction.
	Consistency of digital tool use across the different moments of the class	☐	☐	☐	☑	☐	The use of digital tools was ~~not~~ consistent throughout the different moments of the class.
	Digital tools occupy a substantial portion of the speaking task duration	☐	☑	☐	☐	☐	Digital tools didn't occupy a substantial portion of the speaking task because there was little actual speaking practice during the lesson.
2. Platform Typology & Direction of Communication	Use of passive multimedia tools (static slides, videos, audio tracks)	☐	☐	☐	☑	☐	The teacher used videos to present and practice the grammatical content.
	Use of active/interactive tools (gamified engines, collaborative platforms, student-to-device recording)	☑	☐	☐	☐	☐	The use of active digital tools was not observed to promote meaningful speaking practice.
	Balance between one-way (teacher-to-screen-to-class) and two-way (student-to-device) technology use * *Teacher-to-screen-to-class (one-way): only the teacher operates the device to display content to the whole class. Student to device (two-way): students themselves operate the device to produce or exchange output with peers/teacher.*	☐	☑	☐	☐	☐	-The technology use was predominantly teacher-directed. -Students mainly responded to questions or activities prepared by the teacher or platform, while opportunities for student-to-device or student-to-peer interaction were limited.
	Variety/diversity of digital platform types deployed during the session	☐	☑	☐	☐	☐	-The teacher relied mainly on one digital platform and its available activities and materials.
3. Observable Operational and Institutional Barriers	Availability and adequacy of technological equipment and connectivity for the planned digital activity (First-Order barrier)	☐	☐	☐	☑	☐	-The technological equipment was generally available and adequate for the planned activities. -However, there was a brief moment when the connection was slow.
	Observable signs of teacher confidence/fluency when operating the digital tools used (Second-Order barrier) *Behavioral proxy only, e.g., hesitation, reliance on student assistance, or avoidance of an available tool — not a direct measure of belief; explored in depth in Instrument 2.*	☐	☐	☐	☐	☑	The teacher showed confidence and familiarity when operating the digital tools and platform.
	Teacher manages time constraints effectively when integrating digital tools	☐	☐	☑	☐	☐	-Time management was generally adequate when integrating digital tools, although some time was lost when switching between resources such as videos, audios, and the presentation. -These transition caused some disorganization and reduced the time available for the planned activities.

The observation checklist was adapted based on the instrument used in Abdallah's (2012) study, which was subsequently modified by Gutiérrez (2025).

Structured Classroom Observation Checklist

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

I. Identification Log

Grade: 10th Date of Observation (DD/MM/YYYY): August 25, 2026 Session Duration (min): 60

II. Rating-Scale Observation Matrix

Main Teaching Aspects	Specific Teaching Aspects / Abilities	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Comments
1. Frequency & Duration of Digital Tool Use	Frequency with which the teacher implements digital tools during speaking tasks	☑	☐	☐	☐	☐	-Digital tools were rarely incorporated into speaking practice. -Most of the lesson focused on grammar and sentence construction.
	Consistency of digital tool use across the different moments of the class	☐	☐	☑	☐	☐	The use of digital resources was not fully consistent throughout the lesson, as some transition took additional time.
	Digital tools occupy a substantial portion of the speaking task duration	☑	☐	☐	☐	☐	-The activities were not used for a substantial amount of speaking practice. -The activities required students to work with grammar structures.
2. Platform Typology & Direction of Communication	Use of passive multimedia tools (static slides, videos, audio tracks)	☐	☐	☐	☑	☐	Videos were used during the lesson to introduce and reinforce the grammatical content.
	Use of active/interactive tools (gamified engines, collaborative platforms, student-to-device recording)	☑	☐	☐	☐	☐	The platform did not provide activities that actively encouraged students to speak or interact through the technology.
	Balance between one-way (teacher-to-screen-to-class) and two-way (student-to-device) technology use **Teacher-to-screen-to-class (one-way): only the teacher operates the device to display content to the whole class. Student-to-device (two-way): students themselves operate the device to produce or exchange output with peers/teacher.*	☑	☐	☐	☐	☐	-Technology use was mainly directed by the teacher. -Students generally responded to questions and they answered just in single words or using structures already made.
	Variety/diversity of digital platform types deployed during the session	☐	☑	☐	☐	☐	-The teader used one digital platform, which was the school's platform.
3. Observable Operational and Institutional Barriers	Availability and adequacy of technological equipment and connectivity for the planned digital activity (First-Order barrier)	☐	☐	☐	☐	☑	-The available technological equipment worked correctly.
	Observable signs of teacher confidence/fluency when operating the digital tools used (Second-Order barrier) *Behavioral proxy only, e.g., hesitation, reliance on student assistance, or avoidance of an available tool — not a direct measure of belief; explored in depth in Instrument 2.*	☐	☐	☐	☐	☑	-The teacher handled the distal platform with confidence. -No significant hesitation or difficulty was observed while operating the tools wed during the lesson.
	Teacher manages time constraints effectively when integrating digital tools	☐	☑	☐	☐	☐	The integration of digital resources was affected by some delays during the lesson.

The observation checklist was adapted based on the instrument used in Abdallah's (2012) study, which was subsequently modified by Gutiérrez (2025).

Structured Classroom Observation Checklist

UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL

I. Identification Log

Grade: 10th Date of Observation (DD/MM/YYYY): 26/8/2026 Session Duration (min): 60

II. Rating-Scale Observation Matrix

Main Teaching Aspects	Specific Teaching Aspects/Skills	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Comments
1. Frequency & Duration of Digital Tool Use	Frequency with which the teacher implements digital tools during speaking tasks	☐	☑	☐	☐	☐	Digital tools were used to display the story from the textbook and highlight key ideas. However, their use was limited during opportunities for students to practice speaking.
	Consistency of digital tool use across the different moments of the class	☐	☐	☐	☑	☐	The digital platform was used consistently throughout the lesson to present and work with the story from the book.
	Digital tools occupy a substantial portion of the speaking task duration	☐	☑	☐	☐	☐	Students mainly read the text displayed on the screen, with very limited time dedicated to producing spoken language.
2. Platform Typology & Direction of Communication	Use of passive multimedia tools (static slides, videos, audio tracks)	☐	☐	☐	☐	☑	The teacher made extensive use of passive digital resources, including an introductory video and digital text of the story.
	Use of active/interactive tools (gamified engines, collaborative platforms, student-to-device recording)	☐	☑	☐	☐	☐	The platform was used to provide the content and the educator made questions based on it, and learners had to answer those questions, but they just said single words.
	Balance between one-way (teacher-to-screen-to-class) and two-way (student-to-device) technology use *Teacher-to-screen-to-class (one-way): only the teacher operates the device to display content to the whole class. Student-to-device (two-way): students themselves operate the device to produce or exchange output with peers/teacher.	☐	☑	☐	☐	☐	-Technology use was mainly one-way, as students viewed the text presented on the screen and answered questions based on its content. -There were limited opportunities for students to interact with the digital tools.
	Variety/diversity of digital platform types deployed during the session	☐	☑	☐	☐	☐	The lesson relied mainly on a single digital platform and the story available through it.
3. Observable Operational and Institutional Barriers	Availability and adequacy of technological equipment and connectivity for the planned digital activity (First-Order barrier)	☐	☐	☐	☑	☐	-The system stopped working for 8 minutes at the beginning of the class, but then it came back. -The teacher was able to manage the situation.
	Observable signs of teacher confidence/fluency when operating the digital tools used (Second-Order barrier) *Behavioral proxy only, e.g., hesitation, reliance on student assistance, or avoidance of an available tool — not a direct measure of belief; explored in depth in Instrument 2.*	☐	☐	☐	☐	☑	The teacher appeared calm and confident while operating the digital tools used during the class.
	Teacher manages time constraints effectively when integrating digital tools	☐	☐	☑	☐	☐	-The teacher attempted to make effective use of the available class time and continued with the activity despite the time constraints. However, the students had to leave with the teacher for another activity

The observation checklist was adapted based on the instrument used in Abdalla's (2012) study, which was subsequently modified by Gutierrez (2025).

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Jácome Loja Sandra Paola**, con C.C: # **0959715392** autora del trabajo de titulación: **Analysis of technology integration in the EFL teaching process during speaking practices in a 10th-grade class at a public school in Guayaquil, 2026-2027** previo a la obtención del título de **Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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Guayaquil, **3** de **septiembre** de **2026**

f. _____

Nombre: **Jácome Loja Sandra Paola**

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN			
TÍTULO Y SUBTÍTULO:	Analysis of technology integration in the EFL teaching process during speaking practices in a 10th-grade class at a public school in Guayaquil, 2026-2027		
AUTOR(ES)	Jácome Loja, Sandra Paola		
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INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
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RESUMEN/ABSTRACT (150-250 palabras):
Given the rapid digitalization of the education process in Ecuador and the need for oral communication skills, the following research paper addresses the lack of empirical research related to the use of technology in teaching EFL classes. The current qualitative case study focuses on the implementation of educational technologies in EFL speaking practices in the 10th grade of a public school in Guayaquil. The goal of the present case study is to analyze the existing pedagogical practice, identify the barriers that influence its effectiveness, and find a feasible technological solution. Using data collected from lesson observations, an interview with a teacher, and a review of the curricula, the analysis found that there is an excessive use of passive multimedia and numerous structural barriers, such as a shortage of time and problems with connectivity. Triangulation of the three types of data was used to strengthen the reliability of the results. Teachers prefer to use one-sided, receptive technologies like video and podcasts because of the reduced number of English class hours per week and the lack of internet connectivity and appropriate equipment. In order to address these issues, the current study suggests a platform called SpeakBridge, which aims at maximizing the efficiency of class time and developing students' oral proficiency using interactive tools. SpeakBridge combines a homepage, a set of speaking tasks, and templates that are readily usable by teachers depending on the time frame at their disposal. Thus, the current study adds value to the field of EFL education and policy making with regards to technology-assisted development of speaking skills.

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