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**“EDUCATIONAL TECHNOLOGY IN ENGLISH AS A FOREIGN
LANGUAGE INSTRUCTIONS”**

RESEARCH PROJECT

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Advisor's Approval

In my role as advisor of the research paper titled “Educational Technology in English as a Foreign Language Instructions” prepared by Miranda Diaz Tito Omar undergraduate student of the Pedagogy of National and Foreign Languages Major at the School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after having oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Statement of Authorship

I, **MIRANDA DIAZ TITO** with ID number 2400104028, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of Foreign Languages, in my role as author of the research “Educational Technology in English as a Foreign Language Instructions”, I certify that this work is of my authorship, except for the quotes and reflections in this research paper.



MIRANDA DIAZ TITO OMAR

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility of the author; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

A handwritten signature in blue ink, appearing to be 'Tito Omar', with a stylized, cursive script.

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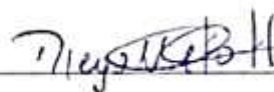
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To all of you, I extend my deepest gratitude for being part of this achievement, which represents not only the completion of an academic milestone but also the beginning of new professional challenges and opportunities for growth. my professional formation in the Pedagogy of National and Foreign Languages Major.

Dedication

I dedicate this work, first and foremost, to God, for granting me the strength, wisdom, and opportunity to achieve this important milestone.

With deep love and gratitude, I dedicate this achievement to my mother, Gladys Díaz Torres, who stood by my side from the beginning to the end of my university education, offering her unconditional support, sacrifice, and confidence every step of the way.

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- with love Miranda Díaz Tito Omar

Abstract

Educational technology was integrated in the instruction where educators used technological tools, digital resources and virtual platforms to enhance their teaching-learning process. This research explored how educational technology develops the speaking skills in EFL learners. The study aimed to examine the English teachers' perceptions at implementing technological resources focusing on its effectiveness. Additionally, the qualitative method was applied through questionnaires on Google Forms in EFL teachers who used educational technology as a strategy to make their classes more interactive. According to the results, some benefits were identified in which educators observed that students become more confident, and the oral expression was successful, losing shyness and fear to make mistakes. However, there were challenges that were necessary to keep in mind, which means that various suggestions were planted in order to achieve a satisfactory teaching process. As a conclusion, the results described that EFL instructors noted the development of the oral skills and students' participation according to their answers.

Key words: Educational technology, foreign language instruction, development of the speaking skills.

Resumen

La tecnología en la educación fue integrada en la enseñanza en donde los docentes utilizaron herramientas tecnológicas, recursos digitales y plataformas virtuales para mejorar sus procesos de enseñanza y aprendizaje. Esta investigación exploró cómo la tecnología en la educación desarrolla las habilidades del habla en estudiantes del idioma inglés como lengua extranjera. El estudio tuvo como objetivo examinar las percepciones de los docentes de inglés al implementar recursos tecnológicos enfocándose en su efectividad. Adicionalmente, se aplicó la metodología cualitativa a través de cuestionarios en Google Form a docentes de inglés como lengua extranjera quienes usaron la tecnología en la educación como una estrategia para desarrollar sus clases más interactivas. De acuerdo a los resultados, algunos beneficios fueron identificados, los cuales los docentes observaron que los estudiantes se volvieron más seguros, y la expresión oral también fue exitosa; logrando así, perder la timidez y el miedo a equivocarse. Sin embargo, hubo desafíos que fueron necesarios tener en cuenta, lo que significa que varias recomendaciones fueron planteadas para lograr un proceso de enseñanza satisfactorio. Como conclusión, los resultados describieron que los docentes de inglés notaron el desarrollo de la práctica oral y la participación en clase de acuerdo a sus respuestas.

Palabras clave: Tecnología en la educación, enseñanza de la lengua extranjera, desarrollo de las habilidades del habla.

INDEX

Advisor's Approval	2
Statement of Authorship	3
Declaration.....	4
Board of Examiners	5
Acknowledgment.....	6
Dedication	7
Abstract.....	8
Resumen.....	9
Introduction.....	14
Chapter I.....	17
The problem	17
Research Topic	17
Research Title	17
Problem statement	17
Justification	20
Problem formulation	21
Problem question.....	21
Specific questions	21
Objectives	22

General objective	22
Specific objectives	22
Chapter II	23
Theoretical framework	23
Background	23
Pedagogical Basis	25
Connectivism	25
Cognitivism	26
Metacognitivism	26
Theoretical Basis	27
Educational Technology in EFL education	27
Educational Technology in EFL instruction	28
Learning Management Systems (LMS)	28
Mobile Assisted Language Learning (MALL)	29
Educational Technology in EFL Instruction to Develop English Speaking Skills	30
Telecollaborative Mobile Applications	31
Challenges of Educational Technology in EFL instruction	31
Legal basis	32
Constitución de la República del Ecuador	32
Ley Orgánica de Educación Superior (LOES)	33

Consejo de Educación Superior (CES)	34
Chapter III.....	35
Methodological Framework	35
Methods.....	35
Type of research	36
Phenomenological Study	36
Data Collection Techniques	37
Semi-structured interviews	37
Data Collection Instruments	37
Questionaries	37
Open-Ended Questions.....	38
Data Collection Processing	38
Population and Sample.....	39
Chapter IV	41
Analysis of findings	41
Question Report	42
Interpretation of Data from the Interview.....	43
Chapter V.....	45
Conclusions and Recommendations.....	45
Conclusions.....	45

Recommendations	46
References	48
Annex	55
Annex A: Certified Anti-plagiarism System	55
Annex B: Questionnaire	57
Annex C: Transcriptions of interviews	58

Tables

Table 1.....	27
Table 2.....	39
Table 3.....	42

Introduction

Nowadays, developing speaking skills is one of major challenges that EFL instructors face in the teaching process. Teaching and learning have evolved in a significative way with the implementation of technology, specially, in the development of the oral production. For decades, the speaking practice in traditional classroom has faced clear limitations such as the reduced time for each student participate, the lack of continuous interaction space and shyness or fear to express freely.

In this context, instructors need to capture the students' attention so that learners can participate actively because it is difficult to teach students when they are distracted, some of them find the traditional teaching-learning method not interesting, and this factor affects directly the general performance in their learning process.

From these difficulties, educational technology offers an alternative space where learners are able to interact with the English language in a more active way. The incorporation of mobile applications, virtual platforms, and digital resources permit the oral practice stop being an occasional exercise and become in a constant activity that is accessible for EFL learners.

However, people think that educational technology is the utilization of computers, projectors, smartphone, laptops, etc. But actually, its meaning is much broader and deeper. Technology in educational context is a field that studies a pedagogical practice that combine theories of learning, teaching process and technological tools to improve the quality of education. It is not about including devices in the classroom, it is about designing, planning, and applying strategy tools that ease the development of skills and solving learning issues.

The main objective of this research is to explore the EFL teachers' perceptions on the use of educational technology to develop specifically speaking skills, since it offers new opportunities in order to reinforce the oral expression. Additionally, the study not only it does seek to describe the role of this pedagogical strategy, but also permits to identify the benefits and challenges that English teachers face at integrating technological resources to the strengthening of the speaking skills.

The study is structured into five chapters that allow to address the research topic in a clearly and progressive manner. From the problem statement to the presentation of the final reflections easing the logical comprehension of the whole developed process. Hereafter, in this section it is detailed the organization of the content.

In chapter I, it is presented the general context of the study describing the situation about the use of technology and oral practice in educational environment. Likewise, it is formulated the main question, as well as the general objective with its respective specific objectives that guide the investigation. In addition, the justification is presented and supports the importance of this research.

In chapter II, it is provided the basis of the research through the exhaustive review of the relevant background. Here, it is analyzed the main pedagogical theories about educational technology, learning process, and methodological factors that intervenes in the development of the oral production.

In chapter III, it is detailed the methodological framework and the type of the research where it is possible to observe the instrument used, population and data collection. This section specifies the methodological approach in order to respond the planted objectives.

In chapter IV, it is aimed to analyze and interpret the results through tables and charts that are examined. The goal is to discuss the interpretation of data from the interview or focus group.

In this way, key evidence is presented to address the main research questions.

In chapter V, it is synthesized the most important results obtained throughout of the research. It allows direct answers for each established objective. This way, it is offered final reflections directed to teachers, students and institutions with respective practical suggestions to the implementation of new strategies or development of future research lines.

Chapter I

The problem

Research Topic

Educational Technology and English as a Foreign Language Instructions.

Research Title

Educational Technology in English as a Foreign Language Instructions.

Problem statement

Budiman et al. (2023) stated that the English language is currently the most widely spoken language worldwide for international discourse. The English language has been adopted as a lingua franca to allow open communication with other English speakers. Therefore, there is a demand for proficient speakers, so its teaching is crucial for general education.

Countries adopt English as a Foreign language (EFL), which emphasizes meaningful interaction between learners with the target language in the classroom. In this approach, the English language is acquired through structured grammar and input-driven focused on language instruction. The main objective of the EFL context is to use the language as a tool to convey ideas and receive information with English learners within the classroom (Zhang and Kang, 2022).

EFL education is important for the development of the English language in non-English-speaking countries; however, it faces challenges among teachers and students. English language instruction must follow interesting approaches, technologies, and interactive techniques, instead of traditional teaching practices, to support the learning needs during the language journey (Alam et al., 2022).

Wang (2023) suggested that Information and Communications Technology (ICT) is a popular feature in English language instruction, allowing students to use technology to follow teachers' directions and tasks developing their English skills. However, teachers often fail to select appropriate Educational Technology tools to instruct EFL students. Furthermore, emerging problems such as device availability and internet connectivity hinder opportunities for developing English specifically speaking skills.

As a main example, the use of the technology prevails more in private institutions. Teachers use digital resources in their pedagogy. On the other hand, in public schools the technology is limited because of the lack of resources, infrastructure, or training (Guerrero Rodriguez & Moreira Baquerizo, 2026).

According to Herrera Rivas et al. (2019), it is mentioned that students who use a good Internet connection have a better academic performance while the other students who do not count with this resource, do not reach the required knowledge.

In the context of higher education, Llor and Yanchapaxi (2026) found that Pedagogy of National and Foreign Languages (PINE) students at Universidad Estatal Peninsula de Santa Elena (UPSE) experienced challenges when learning English, such as traditional EFL teaching strategies, low English level, and emotional factors. The authors determined that English teachers recommend using technology to promote English language adequate instruction. However, students tend to use social media or other non-educational applications, which hinders language development.

Teachers have supported students by raising awareness of using technological resources to improve English proficiency; additionally, they use resources that include English test platforms and digital interactive activities. However, these platforms have functional limitations, such as paid subscriptions, application glitches, and concerns related to internet connection.

According Alam (2022) these inconveniences impact English language learning; nonetheless, students who use technological tools can enhance their speaking skills; nonetheless, when resources are inadequate, they tend to lose engagement in English learning through social media or applications without proper language instruction and educational outcomes.

Technology can be blended with EFL education if these tools are selected correctly. Despite the availability of several digital resources, selecting appropriate educational technology tools is challenging due to certain limitations; it is also crucial to maintain an educational approach.

Therefore, the research project seeks to analyze English teachers' perceptions of educational technology employed to instruct English speaking skills development in the EFL classroom. The researcher will investigate educational tools by collecting educators' perceived challenges and recommendations, drawing on their extended experience.

Lastly, the results of this research could provide insights into the use of appropriate applications to support the practice of quality English-speaking skills. The study will provide an understanding of the importance of educational technology tools in influencing the delivery of EFL instruction.

Justification

English language teaching depends on developing solid English language in specific speaking skills, as a consequence consistent practice and quality inputs are required to ensure proper EFL instruction in the classroom. Thus, exploring technological tools and raising awareness about using appropriate educational tools could support improvements in teaching practices among English teachers.

EFL instruction is crucial to developing proper communication of tasks and the language acquisition process. Due to its importance in managing the classroom, shaping knowledge, and adapting to new trends in English language instruction. According to Shoaib (2023), students need to be exposed to meaningful English resources to promote their credibility and motivation to learn the English language; consequently, new language instruction promotes engagement when the lesson is delivered.

Far from traditional language instruction, learning nowadays centers on learners using technology to practice and develop English skills, allowing them to select engaging content. Providing adequate EFL instruction is crucial for developing students' English skills, so integrating modern strategies and resources is mandatory to support English language learning (Wang, 2023). EFL instructors have used technological tools to engage students in language learning (Aktaş, 2023). EFL instruction can be delivered effectively in an interesting environment such as online platforms and mobile applications.

According to Mengliyeva (2025), instructional technology supports EFL learning among peers; it is an innovative approach used in new classrooms that integrates Educational Technology. It promotes the learning of linguistic skills within environments where students are used to interacting online. Researchers consider the relevance of understanding the technological

tools used to provide effective EFL instructional strategies for EFL students; the role of technology in EFL education and the resources used must be researched to infer educators' teaching practices and their functionality in the classroom.

The investigation will consider teachers' perceptions of Educational Technology for EFL instruction. Thus, as educators gain experience with recommended educational tools, it is important to research the most useful resources and analyze the opportunities and challenges of these technological tools for developing English-speaking skills. By conducting an analysis based on these lived experiences with applications, the research aims to determine the support of educational technology resources in EFL instruction.

Problem formulation

Problem question

-) How do EFL teachers perceive Educational Technology tools to develop speaking skills in EFL instruction?

Specific questions

-) How does Educational Technology develop speaking skills in EFL instruction?
-) What are EFL teachers' perceptions of Educational Technology tools to develop speaking skills in EFL instruction?
-) What Educational Technology tools to develop speaking skills do EFL teachers recommend for EFL instruction in the classroom?

Objectives

General objective

To explore how EFL teachers perceive Educational Technology tools to develop speaking skills in EFL instruction.

Specific objectives

-) To describe the role of Educational Technology in EFL instruction to develop speaking skills.
-) To analyze teachers' perceptions of Educational Technology tools to develop speaking skills in EFL instruction.
-) To interpret the benefits and challenges of Educational Technology tools to develop speaking skills in EFL instruction.

Chapter II

Theoretical framework

Background

The background section provides a recap of recent studies reflecting on outcomes and authors' experiences with educational technologies and English language instruction. Several papers aligned with the variables are analyzed and reviewed to provide insights and perspectives from other authors that support the use of educational technology tools to deliver English language instruction.

Yang et al. (2025) discussed the acceptance of technology in the EFL classroom. The authors focused on the perceived usefulness, behavioral intention, and availability of technology. It was concluded that a wide range of digital tools enhances learning engagement and helps with teaching management when educational technologies and EFL instruction are blended. Lastly, the authors emphasized that the implementation of technology must be gradual to guide students on its usage in the classroom.

According to Abu Talib (2021), Traditional teaching was almost abolished after this global emergency. During the COVID-19 pandemic, technology played a crucial role in continuing the English language educational process. Furthermore, the author mentioned that it was the peak moment for developing AI tools and instructional platforms, reinforcing the use of technology in educational settings. Technology provides benefits for learners by offering flexibility and autonomy in their learning process.

Turnbull et al. (2022) provided insights into interactive educational technologies in the classroom. It was highlighted that these tools help maintain English learners' engagement by using online educational tools. Online feedback seems adequate to ensure proper EFL instruction and post-feedback. The tools allow asynchronous practice. The use of these tools enhances students' ability to receive and reflect on peer and instructor feedback.

An investigation recently studied has analyzed several AI-conversational applications where 140 EFL students from Omán have participated during 16 weeks. Pronunciation and fluency have played a very important role in improving speaking skills among advanced and intermediate students. Additionally, these tools reduced the anxiety and increased the students' confidence and participation (Abdelfattah et al., 2026). As it is mentioned in this study, AI-conversational applications are useful to communicate fluently, moreover, the utilization of different words helps the vocabulary when speaking.

In Chile, it is implemented Screencast Feedback as a technique in university students to enhance speaking skills. Educators provide recorded videos that are useful in oral and written feedbacks to evaluate EFL students' performance (Aguilera Fuentes & Ortiz Navarrete, 2025). This technique does not require Artificial Intelligent; therefore, the use of digital recordings is an excellent option to provide personalized feedback and develop speaking skills.

In Ecuadorian context, the implementation of ChatGPT as a pedagogical tool to improve speaking skills, it was evident the improvement in oral speech. University students in Guayaquil with low level reached an intermediate and high level in speaking including good fluency, pronunciation and vocabulary (Cordova et al., 2024). The changes were positives, among them, it was possible to see the improvement of oral performance. In addition, they made use of ChatGPT to reduce fear and anxiety in order to achieve an effective communication.

In the next section in pedagogical basis, is going to be reviewed the different educational theories and concepts related to the study of digital EFL instruction.

Pedagogical Basis

Connectivism

Godsk and Møller (2024) stated that the Educational Technology approach provides pedagogical benefits such as increased engagement among higher education students in the EFL classroom. It aligns with the modern era, allowing students to connect with technology and offering a great learning experience. Furthermore, educational technology is a modern approach to education that involves teachers and students performing class activities, practice, homework, and other class activities online.

According to Ungvarsky (2024), connectivism was founded by Siemens in the early 21st century; it is a new-era learning theory that blends social interaction and knowledge exchange in online environments. It involves distributing knowledge through social networking and connecting with individuals; this learning theory implements a learning-centered approach, allowing peers to regulate their learning process.

Connectivism is emphasized in networking, sharing, and acquiring knowledge in online education. The teaching-learning process is structured into tasks and focuses on self-learning skills; also, the interconnection among learners motivates students' engagement. Online platforms support the development of professionals worldwide because of their flexibility and availability (Kaufmann et al., 2022).

Connectivism is related to Educational Technology because its main characteristic is grounded in online environments, which include networking and self-regulation during activities. Connecting with people around the world, sharing ideas, reinforcing knowledge, and practicing

every day and anywhere. Consequently, technological resources provide tools to develop English language skills and promote engagement through their attractive features for interacting with native and foreign English speakers. (Downes, 2022).

Cognitivism

Liu (2024) explained the close relationship between cognitivist learning theory and education. The cognitive approach is used to analyze the human learning process and understanding of human beliefs. Moreover, cognitivism focuses on how knowledge is handled during the learning process, involving metacognition along with memory processes.

EFL students must comprehend and internalize knowledge to use it. This involves retrieving knowledge through memory processes to consolidate a response to stimuli, rather than simply recalling knowledge. Considering cognition in activities plays an important role in modeling knowledge in students, regardless of learning style (Malik, 2021).

Metacognitivism

Fahrni et al. (2025) stated that metacognitivism is a component that focuses on learners' ability to plan, monitor, and evaluate brain processes related to knowledge acquisition. Thus, students navigate complex problems by applying critical thinking with self-regulation. These peer reflections project engagement, active communication, collaboration, and creativity, achieving learning outcomes.

The metacognitivism approach in EFL is important to develop thinking skills to understand the English language. Instead of focusing on English language knowledge,

metacognitivism focuses on students' self-reflection. The students use their skills to express deep ideas on topics, permitting the development of English skills (Wongdaeng and Higgins, 2023).

Theoretical Basis

Educational Technology in EFL education

According to Alam and Mohanty (2023), Educational Technology has been fully integrated into the educational field; nowadays, both areas have been shaping the educational landscape by allowing peers and teachers to take advantage of benefits such as mobility, interactivity, artificial intelligence (AI) support, and technological learning tools like games aligned to educational principles.

Chugh et al. (2023) defined Educational Technology as a strategy for university students driven to facilitate learning and improve performance by using digital resources correctly.

Educational technology (EdTech) represents the use of technology in different educational settings to enhance learning and improve educational outcomes. The learning outcome highlighted by the authors was communication skills and individualized feedback.

Table 1

Major Educational Technologies in EFL instructions in higher education

Types	Examples
AI and Large Language Models	ChatGPT, DeepSeek, Claude, Gemini, QuillBot, Grammarly
Learning Management Systems (LMS)	MOOCs, Moodle, Google Classroom
Mobile Self - Regulated Learning Apps	Duolingo, Quizlet

Telecollaboration and Communication Tools

Hellotalk, Etandem, Speaky

Note: The table explains the major educational technology strategies and tools for EFL education (Yang et al. 2025).

Educational Technology in EFL instruction

Integrating EFL instructions and technology relies on the constructivist approach, which is grounded in technology and emphasizes adaptability, flexibility, real-world experiences, and critical thinking. Educational technology tools support EFL teaching practices by allowing students to engage and collaborate in online environments. Educational Technology encourages engaging ways to create a lively learning experience, which becomes a scaffolded process of English acquisition (Sulindra et al. 2024).

Al-Maashani and Mudhsh (2023) concluded that the use of technology in EFL instruction is mandatory due to current educational regulations, which provide students with flexibility. Technology supports teachers and students in the learning and teaching process, facilitating the use of Microsoft Office and PowerPoint to develop classwork or other activities, as well as software platforms and web-based tools. EFL technology tools present a series of interactive tasks to support English language learning.

Learning Management Systems (LMS)

According to (Osman, 2022) Learning Management Systems (LMS) is a collective term for web-based learning platforms for developing, distributing, delivering, and administering educational materials and activities via the Internet; compares students' learning outcomes in online and face-to-face teaching and finds that how the technology is utilized to support an active

learning pedagogy plays a crucial role, while finds that combining synchronous and asynchronous activities in the LMS enhances students' interaction and engagement. Ultimately, another potential of LMSs is linked to their tools for tracking students' activities, progress, and submissions.

Pepple (2022) pointed out how learning analytics can promote desired study behavior and increase behavioral engagement by identifying and assisting students at a low academic level or close to dropping out through reminders, links to online resources, or other support for task completion. The study also emphasizes the need to communicate expectations explicitly for online students and prepare them for online activities.

Mobile Assisted Language Learning (MALL)

According to Fitriani et al. (2025), with the influence of technology, mobile-assisted language learning (MALL) has been an important approach in English language education. The use of digital tools supports knowledge acquisition through interactive platforms with attractive features that encourage students to develop language skills. MALL approach offers English language learners a meaningful learning experience through interactive content and real-time feedback.

Moreover, Yang and Yang (2025) stated that MALL has attracted increased investigation due to its flexibility and interactive factors that improve student performance. Initially, applications focused on vocabulary acquisition and grammar practice. However, nowadays, mobile applications provide meaningful learning experiences that foster an intercultural approach; the most popular apps mentioned were Skype, Facebook, and WhatsApp, which enable real-time dialogue with international partners.

Furthermore, MALL tools have proven to improve overall English skills and subskills such as vocabulary, listening comprehension, and speaking skills, specifically pronunciation (Wahyuni, 2025). Ultimately, the MALL approach enables students to plan their activities due to the flexibility of mobile apps, allowing peers to practice skills at their own pace.

Educational Technology in EFL Instruction to Develop English Speaking Skills

Educational technology instruction is crucial for learners in acquisition of English language in order to produce output. Therefore, it helps them to develop English speaking skills. It is shown by studies an improvement in pronunciation, vocabulary and fluency. It is necessary to retain information as a mental stimulation to produce English language. Moreover, processing instruction also plays an important role in English learning, it serves as a base to have an affectively speaking. Repeating phrases and words supports the brain to obtain greater control, good grammar and better pronunciation (Bhar, 2026).

According to a study performed in Thailand; learners reported an increase in their oral speech. They used AI-powered tools that correct pronunciation, improving intonation and rhythm when speaking. For example, Duolingo is a pedagogical application used by learners from India, Vietnam, and Kazakhstan, the quality of pronunciation was able to improve fluency. Additionally, students have self-correction abilities thanks to the support provided by this resource (Sumbul et al., 2026).

Telecollaborative Mobile Applications

Gutiérrez-Santiuste et al. (2023). Telecollaboration is understood as an online intercultural exchange between people from different cultural backgrounds, established through structured tasks in an institutional context. Furthermore, the telecollaborative approach is important for developing information exchange, reflection, and collaborative skills; these applications provide multiple features to promote language proficiency development. Moreover, Parks et al. (2025) stated that the telecollaborative model of instruction is founded on three essential principles: reciprocity among group members, student autonomy in acquiring knowledge, and bilingualism.

According to Emir and Yangın-Ekşi (2024), telecollaboration mobile applications provide graduate or undergraduate university students with learning opportunities to reflect on their speaking proficiency. Telecollaboration mobile applications shift traditional practice by integrating language immersion with global social engagement. This digital exchange overcomes traditional obstacles, such as teacher-centered approaches and limited interaction, to support quality language acquisition. By blending an interactive platform and social media and adding relevant features, it offers a strong option for teaching speaking skills.

Challenges of Educational Technology in EFL instruction

Technology has its challenges grounded in internal and external factors. Bahari and Gholami (2022) stated that technological limitations affect teachers' capacity to deliver lessons and decrease motivation in their EFL instructional practices. These technological limitations include poor connectivity, a lack of modern devices, and limited digital proficiency among English teachers. The implementation of technological tools creates a novelty effect when

integrating modern technologies, so teachers must support students to help them understand the functionality of the tools and provide proper EFL instruction to learners (Zhang et al., 2022).

Furthermore, Kohnke et al. (2025) identified cognitive load as an effect when students are adapting to new EFL instruction; they tend to feel challenged for the very first time participating in online activities. On the other hand, ethics were mentioned because learners are exposed to different beliefs and unfair conduct, which limited the long-term adoption of educational technology tools in the classroom.

Legal basis

Constitución de la República del Ecuador

Ecuadorian regulations are designed to guarantee that every citizen has access to education across all levels of the system, from primary and secondary schooling to higher education and postgraduate studies, including doctoral programs. This comprehensive framework reflects the country's commitment to lifelong learning and the development of human potential.

This research is grounded in the legal framework established by Ecuador's 2008 Constitution, specifically Articles 25, 26, 27, 356, and 357. Together, these articles define education as a fundamental right and require the State to ensure it is free, inclusive, and of high quality. The government is also responsible for promoting foreign language learning, particularly English, to foster cultural exchange and global competitiveness. By treating education as both a right and a public duty, these constitutional articles provide the legal and ethical foundation for initiatives that aim to improve English language teaching and create better academic and professional opportunities for Ecuadorian citizens (Ecuador, 2008).

Ley Orgánica de Educación Superior (LOES)

According to Hernández et al. (2024), the Organic Law of Higher Education (LOES), issued in 2010, established the framework for how universities and institutes in Ecuador are organized and how they must serve society. It lays out principles that call for quality teaching, transparent management, and equal access to learning beyond secondary school. The law treats higher education not just as a means of earning a degree but as an essential part of the country's scientific, cultural, and social growth. These articles affirm that higher education in Ecuador is both a public right and a shared responsibility, making clear the State's duty to give every citizen the chance to grow academically and professionally.

This study is based on Articles 3, 4, 5, and 6 of the LOES.

Article 3 defines higher education as a right with a humanistic, intercultural, and scientific character. It must serve the public interest and cannot be influenced by private or corporate demands. Article 4 protects the right to higher education by ensuring equal opportunities based on merit and by promoting the creation of knowledge that is both relevant and of high quality (Ley Orgánica de Educación Superior, 2018).

Article 5 outlines the rights of students, including the right to enroll and complete their studies without discrimination, to receive a meaningful and high-quality education, to participate in evaluation and accreditation processes, to express themselves freely, and to join associations. Additionally, students have the right to access scholarships or other financial aid when needed. Article 6 emphasizes the rights of professors and researchers, guaranteeing their freedom to teach and investigate without political or religious pressure, fair working conditions, opportunities for professional growth based on academic merit, a voice in university governance, and access to ongoing training (Ley Orgánica de Educación Superior, 2018).

Consejo de Educación Superior (CES)

University students must achieve 60% of credits and demonstrate a lower intermediate English level; these requirements are mandatory for Ecuadorian universities, as issued by Ley Orgánica de Educación Superior (LOES); despite this, students confident of their English level perform placement tests, receiving results of A2 level or even A1 level (Gordon and Montenegro, 2025).

The academic offer of Universidad Estatal Península de Santa Elena (UPSE) includes Pedagogy of National and Foreign Languages (PINE), the bachelor's degree mandate to reach the B2 level, to develop a research project, and to graduate. (Ley Orgánica de Educación Superior, 2018), PINE students need strong foundations in English skills to achieve the upper intermediate level; these future educators are preparing to teach the English language; therefore, they need expertise in the language to teach it.

Chapter III

Methodological Framework

This section covers the research methodology used for developing the thesis. It describes the process of using techniques and instruments, and choosing the correct population and sample also plays an important role. Selecting a proper methodology is important to address the concerns of the investigation, and using an accurate method facilitates the extraction of information and further analysis. The researcher employs qualitative research along with an exploratory method to collect information from a focus sample of English teachers to analyze perceptions of Educational Technologies in EFL instruction.

Methods

Oranga and Matere (2023) defined qualitative research as the study of how people perceive their lives and respond to situations. This qualitative research explores human perception based on experiences, opinions, and behaviors, among other sources. Qualitative research aims to understand phenomena; it involves deep analysis of participants' beliefs through semi-structured interviews or focus groups to extract data. The ultimate goal of qualitative research is to use textual information to understand people's attitudes about the research.

Furthermore, Lichtman (2023) stated that qualitative research is mostly used in educational settings to comprehend students', teachers', and parents' beliefs. It is widely used because it focuses on remarkable events in knowledge acquisition or improvement; communication skills strategies are examples of relevant phenomena to inquire about. The analysis is performed subjectively when considering conclusions and recommendations.

The study will gather and analyze textual information related to teacher perceptions of educational technology tools in EFL instruction. Semi-structured interviews and a questionnaire will allow participants to provide important statements about EFL technology tools integrated into classrooms. Arguments will be blended to create a general understanding of the phenomenon and respond to research questions in further analysis.

Type of research

Phenomenological Study

Oluka (2025) determined that a phenomenological study is a research strategy founded in qualitative research; it explores and grasps lived experiences through in-depth analysis. Phenomenological studies describe phenomena by having individuals uncover meanings that connect with their experiences; they are subjective, explore human beliefs, and provide insights based on large and complex topics.

According to Aziza et al. (2025), phenomenological studies support the assessment of relevant moments in education and other areas. Learners tend to perceive the world in very different ways, depending on their personalities, prior life experiences, and motivations, so exploring the phenomenon fosters understanding of the issues addressed.

Based on teachers' perceptions, the researcher will be able to understand the phenomenon; the use of a phenomenological approach is mainly for educational purposes. Phenomenology aims to examine and understand the relevant event or situation, such as the enhancement of English skills through the use of Educational Technology and EFL instruction.

Data Collection Techniques

Semi-structured interviews

The researcher will use semi-structured interviews to collect data from PINE teachers who have experienced performing activities online. Before conducting the data collection technique, teachers must consent to provide their insights.

Because the study examines phenomena, subjects in semi-structured interviews must have firsthand experience to describe the details and implications. Moreover, semi-structured interviews are qualitative research tools that support participant reflection and most of the time do not follow a strict order (Ruslin et al., 2022; Lichtman, 2023).

Moreover, the instrument will be launched in PINE classrooms; the expected time to apply the research instrument is ten minutes per participant. The interviewer guides the interview because the focus is a semi-structured interview; the interview can overlap with other topics, respecting the main variable. This interview model will permit students to freely express their ideas, perspectives, and experiences of technology strategies in the EFL classroom.

Data Collection Instruments

Questionnaires

To inquire into foreign language education research, questionnaires are one of the best data collection instruments. The design of questionnaires is composed of various questions that can be open or closed, which are designed to collect valuable information that can be analyzed (Hu and Xu, 2024). The questionnaire was created using open-ended questions; these questions are connected to the objectives and research questions and can be adapted to the researcher's

needs. The questionnaire was peer-reviewed to ensure the objectives are correctly aligned with the investigation data-collection instrument. The questionnaire is based on inquiries about English teachers' insights into education technology employed in the classroom.

Open-Ended Questions

The open-ended questions are considered a focus of open dialogue without overlooking variables and the reason for the study. They help researchers to scope the important variables and concerns of the research. Participants are encouraged to elaborate freely in their own words, making interviews comfortable so that researchers gain insights into the reasons for postures and other factors (Hadler, 2025).

The implementation of open-ended questions in the questionnaires allows for greater accuracy in the instrument. The questions developed by the researcher were organized to be carried out as a conversation with outlines and inquiries. The responses expected when using open-ended questions are highly detailed opinions and important data to analyze later on.

Data Collection Processing

The data collection process supports researchers in inquiries about the execution of the research instruments. The process of analyzing the data collected from the semi-structured interviews is connected to the third objective, which states the analysis of English teachers' experiences and beliefs about Educational Technology in EFL instruction.

Table 2*Data collection, processing, and resources*

Questions	Explanations
What?	Semi-structured interviews
Where?	Institution from the province of Santa Elena
When?	2026
How?	5 questionnaires, 5 open-ended questions
What for?	To interpret English teachers' experiences and beliefs regarding challenges and opportunities of educational technology tools for delivering EFL instruction.

Note. The table explains how to launch and the purpose of the investigation.

Population and Sample

The population is a large group of people who share general qualities or characteristics that are important for the objectives of the study. Selecting the population is important to ensure solid findings to build conclusions of the investigation (Willie, 2024). The target population is English teachers from the province of Santa Elena. These English teachers, consequently, have extensive experience using technology in the English language, so educators' teaching techniques and strategies must be analyzed.

The sample is focused on individuals with characteristics that match the variables of the investigation, as sampling is important to distinguish between generalizations and specifics and to obtain potential candidates (Samuel, 2025). The sampling process concluded with selecting five English educators; who were available for the interviews. Their importance lies in

educational applications used in EFL instruction. The researcher will perform semi-structured interviews about experiences with educational technology tools employed by educators.

The next chapter will explain the findings and interpret the data using the second chapter; the analysis will be performed using comparative tables, considering the qualitative data collected, and the authors will generate the results of the research. This inferred data will support the development of conclusions and recommendations based on the completion of research objectives and questions.

Chapter IV

Analysis of findings

In this chapter, the analysis and interpretation will be presented. Data collection was obtained from five English teacher who has used educational technology in their classes. The objective in this section is to analyze the use of educational technology in English as a foreign language instruction.

Open-ended questions allowed the educators to transmit their opinions and experiences of how educational technology is implemented in English language teaching to develop students' speaking skills. Teachers' answers share their ideas offering benefits and challenges when instructing.

In summary, the interviews are necessary to describe how educational technology is applied in English language teaching process. It helps educators to develop students' speaking skills and enhance academic performance through questionnaires. Additionally, the interviews demonstrated that the implementation of educational technology has different benefits, like learners feeling more confident and developing a better pronunciation and fluency.

However, there are challenges that instructors face in their pedagogical process such as poor Internet connection, students' anxiety and nervous, and limited access to some devices.

In contrast, these interviews served to highlight the advantages and complexities when implementing educational technology in English as a foreign language instruction.

Question Report

Table 3

Results obtained from Educational Technology in EFL Instruction to develop speaking skills.

Categories	Answers	Authors
Educational technology in EFL education	The use of technology in English classroom became the oral practice more dynamic. Tools like YouTube, Genially, Wordwall, and other speaking apps allowed students to get good pronunciation, and feel motivated to learn English in class. Therefore, students make the speaking practice more interactive in different environments.	According to Alam and Mohanty (2023), educational technology has been fully integrated into the educational field; nowadays, both areas have been shaping the educational landscape by allowing peers and teachers to take advantage of benefits such as mobility, interactivity, artificial intelligence (AI) support, and technological learning tools like games aligned to educational principles.
Educational technology in EFL practice	The use of technology in education is fundamental to develop English speaking practice, especially in students who do not have the opportunity to practice in real interaction. Resources like AI-conversational apps, podcast or videos are used as a support to enhance students' confidence and communication abilities.	Tools reduced the anxiety and increased the students' confidence and participation (Abdelfattah et al., 2026). As it is mentioned in this study, AI-conversational applications are useful to communicate fluently, moreover, the utilization of different words helps the vocabulary when speaking.
Educational technology benefits	Learners have multiple benefits when teachers use technology. First, students, speak more and feel more relaxed and confident, therefore, they lose fear to make mistakes. Second, it provides personalized feedback increasing vocabulary and enriching knowledge. Another	According to Abu Talib (2021), technology played a crucial role in continuing the English language educational process. Furthermore, the author mentioned that it was the peak moment for developing AI tools and instructional platforms, reinforcing the use of technology in educational

	advantage is that educational technology makes students' learning when speaking in a more interactive and effective way.	settings. Technology provides benefits for learners by offering flexibility and autonomy in their learning process.
Challenges of the educational technology in EFL education	There are some challenges that instructors need to control in the classroom. Learners sometimes feel shy to record themselves. Besides, the majority of tools only work with Internet; consequently, educators always need good connection avoiding connectivity problems so that students can perform their speaking activities. Moreover, teachers must create stimulation and comfortable environment because students lose interest in learning grammar.	According to Herrera Rivas et al. (2019), it is mentioned that students who use a good Internet connection have a better academic performance while the other students who do not count with this resource, do not reach the required knowledge.

Note 3: This table depicted the results obtained from questionnaires conducted with teachers who had used educational technology to develop speaking skills.

Interpretation of Data from the Interview

In the first category, the integration of technology in the classroom has made the oral practice more dynamic, accessible and motivating. Different digital tools allow students to participate in a more active way improving their pronunciation. Authors argue that educational technology contributes mobility, interactivity and artificial intelligence in the teaching process. Therefore, the use of digital resources not only promote developing skills, but also, it makes learning more flexible, interactive and centered in learners.

In the second category, it is mentioned that technology is fundamental in oral practice including students who have little real interaction. Thanks to digital tools such as AI-

conversational apps, podcast and videos, not only does it support learning, but also reduces the anxiety and encourages participation in class. Moreover, according to the author, these resources in English speaking practice are helpful to increase vocabulary and build confidence.

In the third category, it is highlighted that there are various benefits when instructors implement educational technology such as better students' participation, personalized feedback, improvement of activities making them more active, and self-confidence in learners. Besides, using technology ensure flexibility of learning process thanks to the developing of AI-tools and digital platforms. It is mentioned that educational technology allows students to have autonomous speaking practice in order to enhance the communicative competence.

In the last category, Internet connection is a crucial factor for a successful learning process; as a result, most of the tools depend on the connectivity to work in an effective way. Therefore, it is essential for instructors to be equipped to handle connectivity issues. Additionally, teachers noted a declination in students' motivation to learn grammar; consequently, it is necessary that educators create a comfortable environment in order to reduce the forementioned factor and shyness.

Finally, in the fifth chapter, the results obtained will be presented in this research. This study also permits to identify the importance of the implementation of technology in an educational environment. Likewise, the data collected enable to draw conclusions and recommendations for the next researchers.

Chapter V

Conclusions and Recommendations

In this section, once culminated the data collection and information processing, this research seeks to integrate and resume the significative findings through the data obtained. It is essential to draw fundamental conclusions that directly respond the objectives and questions at the beginning of the investigation.

After conclusions, practical and strategic recommendations will be planted to optimize decision-making. These proposals seek to offer viable solutions in order to guide future researchers to give opportunities to their investigations.

Conclusions

1. This research concludes that the main role of educational technology in EFL instruction is to become the passive learning into individualized and active practice. There are different speaking applications, digital platforms and websites that serves as a support to develop speaking skills. In addition, pedagogical tools streamline the teaching-learning process.
2. The description of the implementation of educational tools is crucial to develop speaking skills because according to the participants' answers, they mentioned that they feel their classes work better with technological devices with Internet connection that make their classes more effective and dynamic; therefore, instructors perceive the technology in education as a necessary resource to have a satisfactory teaching process.
3. This research concludes that among the benefits of educational technology in EFL instruction, it is possible to develop speaking skills since the utilization of digital resources that permits the ease of obtaining numerous advantages such as immediate

feedback, interactive class, comfortable environment, and reducing anxiety when practicing oral activities.

4. It is concluded that main challenges of the use of educational technology to develop speaking skills is divided in the Internet issues and students' emotions. On the one hand, the poor connection limits the correct use of digital tools; therefore, instructors must be prepared to resolve technical problems. On the other hand, the lack of students' motivation and shyness when speaking prevent students participate. As a result, technology and comfortable environment allow an effective teaching process.

Recommendations

From the results obtained, it is proposed various practical recommendations in order to help EFL teachers to enhance the teaching process using educational technology. These suggestions are based on interviewed educators' opinions, experiences and perceptions. Additionally, from the next suggestions, teachers are able to guide learners how to use virtual platforms and didactic materials in their learning process.

1. It is recommended that EFL teachers take advantage on digital tools and applications to design practical and individual activities where students participate actively. Likewise, educational institutions must encourage teachers to the constant use of these platforms in order to integrate in their classes. In this way, it optimizes teaching becoming more dynamic the English learning.
2. It is suggested that school and colleges make sure equipped classroom with good Internet and accessible technology, so that teachers can incorporate digital devices in their classes. Thus, educators will have the necessary resources to give English lessons more engaging

and smoother. As a result, instructors can leverage the potential of these tools to improve learning.

3. It is essential that EFL instructors integrate continuously interactive tools into the classroom to offer immediate feedback allowing a relaxed environment avoiding fear of making mistakes; on the contrary, the incorporation of educational technology ensures the active participation reducing anxiety. Therefore, EFL teachers should implement educational devices to encourage an interactive class.
4. It is advisable that teachers design simple activities that consume little mobile data in order to avoid technical problems. Moreover, it is important to create a safe and supportive environment to encourage the learners' self-confidence in the classroom. It will help them to lose fear and they feel engaged to participate comfortably speaking more.

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Annex

Annex A: Certified Anti-plagiarism System

La Libertad, 19 de Agosto de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “EDUCATIONAL TECHNOLOGY IN ENGLISH AS A FOREIGN LANGUAGE INSTRUCTIONS” elaborado por el estudiante Miranda Díaz Tito Omar de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Intriago Alcivar Wellintong Segundo, MSc

ADVISOR



Certificado de análisis

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Fecha de fin de análisis : 19 de agosto de 2026

Resumen (sección 1/2)

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Fuente con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones
1	Implementing educational technology in Higher Education... link.springer.com/article/10.1007/s10639-023-11846-x	<1%	

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Annex B: Questionnaire

Population: The population is composed of English teachers who have implemented the Educational Technology to develop speaking skills.

Sample: The sample includes five English teachers with experience applying educational technology in their teaching process.

Questions

1. How do you apply educational technology tools to develop English speaking skills?
2. How do you think educational technology help EFL students to develop English speaking skills?
3. How important is educational technology in speaking instruction?
4. What type of digital resource do you find most useful in speaking instruction?
5. What are the advantages that you found when practicing with educational technology to develop English speaking skills?
6. What are the challenges that you had using these educational tools to develop speaking skills?

Annex C: Transcriptions of interviews

Categories:

-) Educational technology in EFL education.
-) Educational technology in EFL practice.
-) Educational technology benefits.
-) Challenges of the educational technology in EFL education.

1. How do you apply Educational Technology tools to develop English Speaking Skills?

-) I use online role-plays and speaking games.
-) I usually use YouTube videos and audios to help my students practice. We also use conversational AI scripts so they can practice everyday scenarios.
-) I use videos, speaking apps, online activities, and virtual conversations.
-) I use resources such as Genially, Wordwall, and interactive game apps to keep students motivated to keep learning. These tools turn speaking practice into something fun and engaging, so students are more willing to participate and use English in class.
-) I use different technology tools to make speaking activities more interactive. For example, students can record themselves, practice conversations, or work in pairs using digital activities. I also use videos and online resources to help them listen to real English and then practice speaking about different topics.

2. How do you think Educational Technology help EFL students to develop English Speaking Skills?

-) It gives more practice. It builds confidence. Students can listen and repeat anytime.

-) I think it is a great tool that can be used to further student's pronunciation and accuracy.
-) It gives students more opportunities to practice speaking and improve their confidence.
-) The best way to develop language skills is definitely through practice. It is scientifically proven that the skill students are most afraid to practice is speaking, because they fear making mistakes or feeling embarrassed. By using these technological tools, we help students build confidence to try speaking without the fear of making mistakes. The interactive and low-pressure environment allows them to practice more freely.
-) I think technology helps EFL students practice speaking in a more interactive and comfortable way. It gives them more opportunities to listen to English, practice pronunciation, record themselves, and communicate with others. It can also make students feel more confident and motivated to speak English.

3. How important is Educational Technology in Speaking instruction?

-) It is very important. It makes classes interactive. It gives real language exposure.
-) I think it is highly important, especially in cases where students don't have the opportunity to have real life interaction. With this technology they are able to get feedback and a better practice
-) It is very important because it makes speaking practice more interactive and engaging.

-) It is fundamental. We are living in the digital age, and traditional instruction methods are gradually being overshadowed by technological strategies. Today, most classrooms around the world use these tools because they make lessons more dynamic, accessible, and effective for developing speaking skills.
-) I consider it is very important because it gives students more opportunities to practice speaking and makes lessons more engaging. It also helps them improve their pronunciation, confidence, and communication skills.

4. What type of digital resources do you find most useful in speaking instruction?

-) Videos, podcasts, and pronunciation apps. Also Zoom and Flipgrid for speaking practice.
-) Videos, audios, and conversational AI have been the most useful.
-) Videos, language-learning apps, online games, and video calls.
-) As I mentioned before, I find resources like Genially, Wordwall, and Cokitos very useful. (Cokitos is a game ebsite that includes both Spanish and English activities). I also use the interactive videos and new sections that come with the English textbook from my institution. These are really helpful during speaking lessons because they provide visual and audio input that students can practice with.
-) I find videos, interactive games, and speaking apps the most useful because they make students more interested in practicing English and give them different ways to improve their speaking and pronunciation.

5. What are the advantages that you found when practicing with Educational Technology to develop English Speaking Skills?

-) Students speak more. They get instant feedback. Learning is more fun and flexible.
-) It can give tailored feedback to students right away while helping them overcome the fear of making mistakes
-) improves pronunciation, fluency, vocabulary, and confidence.
-) First, students feel more relaxed about participating because they don't feel the pressure of having to be perfect or afraid of making mistakes. Second, they connect the knowledge through real practice. These kinds of stimuli create stronger connections in the brain, which helps the language stick and allows students to use it in their daily lives.
-) I think the main advantages are that students feel more motivated and confident to speak English. Technology also makes speaking activities more interactive and gives them more opportunities to practice pronunciation and communication.

6. What are the challenges that you had using these educational tools to develop English Speaking Skills?

-) Some students feel shy to record themselves.
-) Most of the tools only work while connected to the internet, which means that the students need to be able to get internet at all times and for some students that is not possible

-) Internet problems, technical difficulties, and sometimes lack of student participation.
-) One of the biggest challenges is that students become so interested in practicing with these tools that they don't want to focus on grammar explanations. They constantly expect every class to be interactive and full of technological activities. This creates an ongoing challenge for the teacher, because if there isn't that kind of stimulation, it becomes harder to keep students focused and engaged.
-) Some challenges are internet connection problems, limited access to devices, and sometimes students get distracted when using technology. It can also take some time for them to understand how to use a new tool.