

HOW DO TEACHERS EXPERIENCE TECHNOLOGY FOR BUILDING DAILY ENGLISH SPEAKING SKILLS?

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Abstract: In today's increasingly digitalised classrooms, technology holds great potential for enhancing young learners' English-speaking skills. This study explores how primary school English teachers integrate digital technology to encourage daily English use among students. Using a qualitative descriptive approach, data were gathered through open-ended surveys with seven English teachers and in-depth interviews with three of them. The survey examined teachers' current practices, the types of technologies used, the challenges they faced, student responses, and the level of school support. The interviews provided deeper insights into teachers' reflections on what works best, the barriers encountered, and their hopes for sustaining technology integration. All qualitative data were analysed through thematic analysis, allowing patterns and recurring themes to emerge across teacher practices and experiences. The findings reveal that while teachers commonly use videos, language apps, and online interactive games to boost speaking practice, they face challenges such as limited infrastructure, time constraints, and varying student digital literacy. Nonetheless, teachers observed greater student engagement and confidence when technology was incorporated regularly. The study highlights the need for continuous school support, adequate training, and clear strategies to maximise the impact of digital tools on students' daily English-speaking habits. These insights contribute to the ongoing discourse on sustainable technology integration in primary English education.

Keywords: *digital technology, english speaking skills, primary education, teacher experiences*

INTRODUCTION

Developing strong English-speaking skills at an early age is widely recognised as crucial for students' future academic, social, and professional opportunities (Lester et al., 2024). In many primary schools, however, English language instruction still places greater emphasis on reading and writing, often at the expense of regular, meaningful speaking practice (Gibson et al., 2020). This imbalance can limit students' confidence, fluency, and willingness to use English in authentic daily interactions, particularly in contexts where English is a foreign language and daily exposure is limited to classroom settings (Huy et al., 2024).

Recent advancements in digital technology have opened new possibilities to address these limitations. Tools such as language learning applications, interactive videos, online games, and digital storytelling platforms can offer engaging and contextualised opportunities for young learners to practise speaking English more frequently (Nik et al., 2024). When integrated thoughtfully into lessons, these technologies can help create immersive, student-centred learning environments that promote active language use and sustained engagement (Li et al., 2024).

Despite this potential, the success of technology in supporting students' speaking development depends greatly on how it is implemented by teachers in their daily practice. Teachers face practical challenges such as limited infrastructure, insufficient training, varying levels of digital literacy, and diverse student needs (Ndibalema, 2025). Equally important is the level of support they receive from their schools and how well digital tools are aligned with curricular goals and classroom realities (Wijngaards-de Meij & Merx, 2018). Gaining a clearer understanding of teachers' everyday experiences and strategies is, therefore, critical for designing practical, sustainable approaches to technology integration.

This study was conducted in a full-day primary school where English is taught daily from Grade 1 through Grade 6 by qualified English teachers with extensive teaching experience. Despite the intensive schedule and strong teacher background, students' English-speaking skills have remained relatively modest, indicating that daily instruction alone may not guarantee confident spoken language use. This raises important questions about how teachers are currently leveraging technology to encourage students to use English actively in everyday classroom interactions.

Accordingly, this research aims to explore how primary school English teachers use digital technologies to support daily speaking practice. It examines the types of technologies used, how these tools are integrated into lessons, the challenges teachers face, and how students respond to technology-based learning activities. By gathering insights through open-ended surveys with seven teachers and in-depth interviews with three of them, this study seeks to capture teachers' reflections on what works, what hinders progress, and how technology can be better maximised to produce students who are more confident and competent in using English as part of their daily lives (Hasumi & Chiu, 2024).

METHODS

This study employed a qualitative descriptive design to gain in-depth insights into how primary school English teachers integrate digital technology to support students' daily speaking practice. A qualitative approach was chosen to allow for an exploration of teachers' real-world experiences, perceptions, and reflections in their own words (Al Maktoum & Al Kaabi, 2024).

Participants

The participants were seven English teachers from a full-day primary school where English is taught daily from Grade 1 to Grade 6. All participating teachers met the selection criteria of being full-time English teachers at the school, holding relevant English language teaching qualifications, and having substantial experience in teaching young learners. From the initial group of seven teachers who responded to the open-ended survey, three were purposely

selected for follow-up in-depth interviews to provide richer insights. The selection was based on their differing roles and experiences: one senior teacher with over a decade of teaching experience, one junior teacher in the early stages of her career, and one teacher who also served as the school's curriculum coordinator. This purposive selection ensured a range of perspectives regarding both classroom practice and institutional responsibilities.

Data Collection

Data were collected in two phases. The first phase involved an open-ended survey distributed to seven teachers. The survey consisted of key questions designed to capture:

1. how long have teachers been teaching English,
2. their students' daily English-speaking practices in class,
3. the types of digital tools or media they regularly use,
4. challenges they face when integrating technology,
5. students' responses to technology-enhanced learning activities, and
6. the support teachers receive from the school, as well as their suggestions for maximising technology integration.

In the second phase, semi-structured interviews were conducted with three teachers who volunteered for more detailed conversations. Interview questions aimed to explore in greater depth how technology is used in daily English lessons, which tools teachers find most effective, how student engagement differs when technology is used compared to conventional methods, the challenges they encounter (including device availability, student readiness, time constraints, and technical issues), and teachers' reflections and hopes for future improvements.

Data Analysis

All survey responses and interview transcripts were analysed thematically following Braun and Clarke's (2022) six-phase approach to thematic analysis: familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This approach enabled the researcher to identify recurring patterns and unique insights related to teachers' practices, challenges, and reflections on using digital technology to foster daily English-speaking skills.

Ethical Considerations

To ensure ethical standards, all participants were informed of the study's purpose and procedures and gave informed consent before data collection. Anonymity and confidentiality were guaranteed by using pseudonyms and removing any identifying details from the data. Participation was voluntary, and teachers could withdraw at any stage without consequence. The study complied with institutional research ethics guidelines.

FINDINGS AND DISCUSSION

Findings

The findings of this study are organised into five main themes that emerged from the teachers' survey responses and in-depth interviews: (1) students' daily speaking practices,

(2) types of digital tools used, (3) perceived benefits of technology integration, (4) challenges faced by teachers, and (5) teachers' reflections and recommendations for sustainable integration.

Students' Daily Speaking Practices

All participating teachers indicated that English is taught as a compulsory subject every day across all grades, from Grade 1 to Grade 6. Despite this intensive daily schedule, most teachers agreed that students' actual English-speaking practice remains rather limited and often relies heavily on scripted dialogues or teacher-led question-and-answer sessions. One teacher shared, *"Even though we have English every day, students often stick to short phrases or memorised sentences. It is rare for them to initiate conversations in English beyond the lesson."*

Teachers explained that daily speaking practice usually happens through routine classroom expressions, simple greetings, or brief role-play tasks. However, these speaking opportunities tend to be repetitive and do not always encourage students to use English spontaneously or creatively. Some teachers also observed that students sometimes feel bored or demotivated, especially when the activities feel too similar from day to day. One teacher commented, *"Sometimes students get bored with the same question-and-answer patterns. They need something new, or they lose interest quickly."*

Another factor that teachers highlighted is the tight scheduling of full-day classes. As students transition from one subject to another, English lessons can sometimes feel rushed, leaving little room for extended speaking practice or spontaneous interaction. One teacher noted, *"We try to do speaking activities every day, but when lessons change quickly, it feels like we are always in a hurry and students don't have enough time to talk."*

These challenges reflect findings in previous research showing that while frequent English lessons do increase exposure, they do not automatically build real communicative competence unless supported by varied and authentic interaction opportunities that keep students engaged and motivated (Qasserras, 2023). Without meaningful contexts and sufficient time, students may rely too much on memorisation and struggle to develop confidence in using English naturally.

As a result, teachers feel that innovative strategies, including the creative use of digital tools, are needed to make daily speaking practice more engaging, less repetitive, and better aligned with the dynamic pace of the school day. By providing diverse, interactive tasks, technology has the potential to help break the routine and sustain students' interest and motivation.

Types of Digital Tools Used

Teachers reported using a variety of digital tools and media to support students' speaking practice in their daily English lessons. The most used tools included interactive online games such as Kahoot! Quizizz and Wordwall, which help students review vocabulary, practise sentence structures, and respond to questions orally in a fun, competitive way. These games were often used to check understanding and encourage students to speak up in a low-pressure setting.

In addition to online games, teachers frequently used audio recordings and short video clips sourced from YouTube, such as songs, dialogues, or short story segments. These materials were typically played on a classroom TV or large screen, allowing all students to watch and listen together. One teacher described using videos as prompts: *“I like to play a short video and then ask students to retell the story, answer questions, or role-play characters. It makes them more willing to speak in English.”*

Teachers also relied on audio tracks and dialogues that came with their official textbooks, which often include listening and speaking activities. These materials were considered helpful for providing clear models of pronunciation and intonation. *“We use the audio from the book and sometimes add videos to make it more interesting,”* one teacher explained.

These practical choices reflect what previous studies have shown that simple, accessible technologies can help create supportive, engaging contexts for spoken language practice (Gu et al., 2020). By combining familiar textbook resources with digital media and online games, teachers aimed to diversify classroom activities and motivate students to participate actively (Musaji et al., 2021). The use of large screens and audio-visual content was especially valued for capturing students’ attention and bringing authentic English into the classroom in ways that traditional chalk-and-talk methods often cannot.

Benefits of Technology Integration

Teachers agreed that when digital tools are integrated effectively, students show noticeably greater enthusiasm for speaking activities compared to conventional textbook-based drills. Many teachers observed that technology-assisted tasks are more engaging, interactive, and better aligned with students’ interests and learning styles. One teacher explained, *“When I use videos or online quizzes, students are more willing to speak up. They even try to imitate accents or repeat phrases from what they watch.”*

Interestingly, teachers noted that digital tools can help sustain students’ attention and motivation even during afternoon lessons, when students typically feel more tired or distracted after a full day of classes. *“In the early afternoon, students are usually sleepy. But when we use Kahoot! or show a video clip, they suddenly get excited again and want to participate,”* one teacher shared. This aligns with research suggesting that technology, when well-chosen, can help create an energising break from routine and re-engage students in language practice (Lander et al., 2024).

In addition to boosting motivation, teachers found that technology provides more varied speaking contexts that go beyond rote memorisation. For example, students can act out scenes from videos, answer comprehension questions aloud, or compete in online quizzes that require them to pronounce words or phrases correctly. Such activities encourage spontaneous language use and give students practical reasons to speak English. *“I use video dialogues as role-play material. Students enjoy taking turns acting as characters. It makes speaking practice feel more real,”* another teacher explained.

However, teachers also pointed out that technical challenges can sometimes reduce these benefits. A common issue is unstable internet connectivity, which can make it difficult to stream YouTube videos smoothly, especially when multiple classes rely on the same school network. *“Sometimes we plan to play a video, but the signal is too weak. Then we have to*

change the plan quickly, and it's disappointing for the students," one teacher reflected. Despite this, teachers agreed that the overall positive impact of technology in motivating students outweighs the occasional disruptions.

These observations echo Mohebbi (2024), who emphasises that interactive, student-centred use of technology can increase learners' confidence, autonomy, and willingness to experiment with language. Teachers in this study stressed that, when used creatively and flexibly, digital tools help break the monotony of daily lessons, make learning more dynamic, and create opportunities for students to speak English in authentic, enjoyable ways.

Challenges in Integrating Technology

Despite the clear benefits, all teachers highlighted several ongoing challenges when integrating digital technology to support students' English-speaking practice. One of the main issues mentioned was related to internet connectivity. Teachers acknowledged that the school has provided good facilities, including Wi-Fi access, TVs, projectors, and large screens to display digital materials in class. However, when multiple classes use the internet connection at the same time, the signal can become unstable, making it difficult to stream online videos or run web-based games smoothly. One teacher explained, *"Sometimes when everyone is using the Wi-Fi at once, the signal gets weak, and the video keeps buffering. It breaks students' focus, and we have to find a backup plan."*

Teachers also pointed out that while the hardware is available, not all teachers feel fully confident using certain digital tools to their maximum potential. Some teachers admitted they still need more practice and training, especially for tools that could directly support speaking skills more interactively. For example, one teacher shared that they would like to learn how to use Google Speech Recognition more effectively to help students check their pronunciation in real-time. Others mentioned the potential of using external microphones in class to make speaking activities clearer and more engaging for students. *"A good microphone could help students speak louder and hear themselves better, but we haven't used it much yet,"* noted one teacher.

Another recurring challenge was related to lesson time management. Teachers emphasised that although speaking practice is scheduled daily, the transition between different subjects in a full-day school sometimes makes lessons feel rushed. *"Sometimes we spend extra time setting up the TV or connecting to the internet, and by the time it's ready, the lesson time is almost over,"* one teacher explained.

In addition, teachers stressed the importance of stronger collaboration across subjects so that English-speaking practice is not confined to a single lesson block but becomes part of everyday school interactions. One teacher highlighted, *"We need other subject teachers to help too. English should not just be a formality or a label on the timetable. If other subjects also encourage simple English phrases, students will get used to using it naturally."*

Overall, these challenges show that while the school has made significant investments in infrastructure, the full impact of technology on students' speaking skills depends on stable internet connectivity, sufficient time, cross-subject collaboration, and continuous support for teachers to develop their digital skills. These findings support Ifinedo & Kankaanranta's (2021) argument that successful technology integration in language learning requires a

balance of infrastructure, teacher readiness, and practical, realistic planning suited to the classroom context.

Teachers' Reflections and Recommendations

When asked to reflect on their experiences, teachers agreed that while digital technology has strong potential to support daily English-speaking practice, its success depends on systematic planning, sustained teacher training, and collective effort across the whole school community. Teachers acknowledged that their school has made significant progress in providing facilities such as TVs, projectors, large screens, and internet access that can be used to enrich lessons. However, they emphasised that simply having access to technology is not enough if teachers are not fully confident in using it creatively and effectively.

One teacher explained, *"The school already gives us good tools, but the challenge is how we use them well. We need more training on using technology that directly helps students speak, not just watch."* Another teacher stressed that rapid technological developments mean teachers must keep updating their skills to avoid falling behind. *"Technology changes so fast. If teachers slow down even a little, they will be left behind. We need regular training so we can follow the latest tools that fit our students,"* they said.

Teachers also reflected on the importance of embedding English speaking practice not just in the English classroom but across subjects and at home. They agreed that building strong speaking habits should not be seen as the sole responsibility of English teachers. Instead, it requires collaboration among teachers of different subjects, as well as reinforcement at home. *"Speaking English must be a habit. It's not enough if students only practise for one hour a day in English class. Other subjects should encourage simple English use too, if possible,"* one teacher shared.

To make this possible, teachers suggested that schools continue to organise professional development sessions focused on practical strategies for integrating technology into speaking activities. They also recommended more opportunities for teachers to share ideas and lesson materials. *"If we work together, we can make the lessons more varied and interesting, so students won't get bored,"* one teacher added.

Overall, teachers expressed optimism that with adequate support, stronger cross-subject collaboration, and continuous skills development, technology can be a sustainable and powerful tool to help students build the confidence to speak English naturally every day not only during formal lessons but as part of their daily routines in school and beyond (Arianto et al., 2023).

Discussion

This study set out to explore how primary school English teachers integrate digital technology to support students' daily English-speaking practice, what tools they use, the benefits and barriers they experience, and their reflections on sustaining these practices over time. The findings offer valuable insights into the promise and practical realities of using technology to develop young learners' speaking skills in a full-day school context. This discussion connects these findings to broader literature and highlights implications for

teachers, schools, and policymakers seeking to maximise the role of technology in sustainable, daily language use.

Revisiting Daily Speaking Practice: Exposure vs. Authentic Use

One of the clearest findings of this study is that daily exposure to English lessons does not automatically translate into students using English naturally and confidently in daily interactions. Teachers reported that despite English being taught every day from Grade 1 to Grade 6, students' spoken English remains limited and often scripted. This supports long-standing observations by language education scholars such as Fathi et al. (2025) and D'Orazzi & Marangell (2025), who argue that frequent exposure must be matched by opportunities for authentic, meaningful interaction if learners are to develop communicative competence.

The teachers' comments about repetitive tasks, memorised dialogues, and students' reluctance to speak freely indicate that simply increasing lesson frequency is not enough. This echoes Al-Ghezi et al. (2023), who emphasised that speaking is often seen as the most difficult skill to teach well because it requires learners to produce language spontaneously rather than recognise or reproduce fixed patterns. The implication is that lesson design must go beyond repetition to provide students with real reasons to speak through context-rich tasks, meaningful questions, and peer interaction.

The Role of Digital Tools: Adding Value, Not Just Novelty

Teachers in this study described how they use various digital tools, including interactive online games (Kahoot!, Quizizz, Wordwall), video and audio materials (often from YouTube or textbook resources), and large screens to make speaking practice more engaging. These findings reflect a broader consensus in the literature that technology can motivate learners by offering variety, interactivity, and multimodal content (Xie et al, 2025).

What stands out in this study, however, is that the tools themselves are not inherently transformative. Their value depends on how creatively and meaningfully teachers use them. For example, a short video clip may serve only as passive entertainment if students merely watch without being prompted to speak. But when teachers use videos as conversation starters, discussion prompts, or role-play material, technology becomes a bridge to authentic spoken interaction. This supports the view that teachers are the critical mediators who turn digital resources into opportunities for active language use (Theodorio, 2024).

Moreover, the finding that students are more enthusiastic during afternoon lessons when technology is used suggests that digital tools can play a crucial role in maintaining motivation and attention, factors that often drop later in the day (Guaña-Moya et al., 2024). Teachers' efforts to use online games for quick competitions or review activities show how gamification can lower anxiety, increase participation, and normalise speaking practice as part of classroom routines.

Infrastructure Alone Is Not Enough: The Persistent Practical Barriers

While the school in this study has invested in useful facilities such as projectors, large screens, and internet connectivity, teachers still face practical barriers that reduce the

effectiveness of technology integration. Chief among these is unstable internet connectivity when multiple classes use the network at the same time. This problem is well-documented in developing contexts, where bandwidth limitations often constrain the streaming of high-quality video or interactive web-based tools (Gazdar et al., 2021).

Technical difficulties like buffering videos or dropped connections disrupt lesson flow and can reduce students' interest and focus. Teachers' workaround using personal mobile data is admirable but unsustainable. This finding points to a clear need for schools and education authorities to prioritise reliable digital infrastructure as part of supporting meaningful technology use.

Equally important is the issue of teacher confidence and readiness. Teachers in this study openly acknowledged that while facilities are available, not all teachers feel equipped to use tools such as speech recognition software or classroom microphones that could directly strengthen students' speaking accuracy and fluency. This aligns with research by Theodorio (2024) and Bitar & Davidovich (2024), who argue that teacher training must be continuous and responsive to new tools and pedagogies, especially as technology evolves rapidly.

Speaking as a Shared Responsibility: Beyond the English Classroom

A particularly important insight from teachers' reflections is that developing students' English-speaking habits cannot be the sole responsibility of the English subject teacher. This echoes Moonthiya's (2024) call for schools to adopt a "whole-school approach" to language learning, where English is not isolated to formal lesson time but becomes part of everyday routines and interactions.

Teachers suggested that speaking practice could be reinforced across subjects through simple strategies: classroom instructions in English, cross-subject projects that include English reporting, or team teaching between English and other subject teachers. This would help normalise English as a medium of daily communication rather than a scripted classroom performance. Such integration is critical in EFL contexts where students rarely encounter real English outside the classroom (Yan et al., 2024).

Moreover, teachers noted that developing sustainable speaking habits must also extend to the home environment. While this study did not focus on parents directly, the implication is clear: students are more likely to build fluency when they see English as relevant beyond the classroom walls. This requires communication with families to raise awareness of simple, everyday ways to reinforce English at home, even informally.

Balancing Routine and Innovation: Avoiding Student Boredom

The study's findings also highlight a tension between daily routine and novelty. While regular speaking practice is vital, repetitive activities can demotivate students, especially younger learners who thrive on variety and playfulness (Weinmann et al., 2023). Teachers' use of online games and multimedia shows an understanding of this, but they also need time, training, and space to design fresh, engaging tasks each week.

This is where teacher communities of practice become crucial. Research shows that when teachers share materials, strategies, and lesson plans, they are better able to keep lessons

lively without duplicating effort (Wijarwadi et al., 2025). For example, one teacher's idea of combining textbook dialogues with student-created video role plays could inspire others to experiment with similar adaptations.

Moving Forward: Practical Implications

The findings point to several practical steps to make technology-supported speaking practice more sustainable and impactful in primary schools:

First, schools must maintain and improve reliable infrastructure. Stable Wi-Fi, updated devices, and easily accessible screens or speakers should be the standard, not an exception. When technology works smoothly, teachers can focus on pedagogy rather than technical troubleshooting.

Second, ongoing professional development must be prioritised. This training should not be generic but tailored to practical classroom tools: for example, how to use Google Speech Recognition for pronunciation drills, how to integrate microphones for clearer speaking tasks, or how to adapt online games for different levels. As technology evolves rapidly, even experienced teachers need refreshers to stay up to date.

Third, schools should encourage a culture of collaboration. Cross-subject planning can embed simple English use in other lessons, making speaking practice a habit rather than an isolated task. Teachers should also be supported to form informal networks or working groups to share resources and co-design engaging activities.

Finally, schools and policymakers must recognise that while technology can transform speaking lessons, it is not a substitute for sound pedagogy and supportive learning environments. As Elm et al. (2023) remind us, scholars have consistently argued that while technology can enhance educational experiences, it does not replace the essential function of the teacher as the primary facilitator of learning. It is teachers' creativity and commitment that turn digital tools into pathways for real language growth.

Contribution to the Field

This study adds to a growing body of research showing that integrating technology for daily speaking practice in EFL primary contexts is both promising and complex. By focusing on teachers' experiences in a real school setting, it demonstrates the gap between having technology and using it effectively. It also highlights the importance of teacher agency. Teachers need time, confidence, and peer support to experiment, reflect, and adapt digital tools meaningfully to their students' needs.

At the same time, the study suggests that small, practical changes like using short videos for role plays, gamifying drills with platforms like Kahoot! or Quizizz, or integrating speaking into other subjects can collectively help break the routine and make daily speaking more natural and enjoyable for young learners.

Limitations and Suggestions for Future Research

As with any qualitative study, this research has limitations. It focuses on a single full-day primary school, with a small group of seven teachers, so findings cannot be generalised to

all contexts. Moreover, while this study highlights teachers' perspectives, it did not gather systematic data from students or parents about how they experience and support daily speaking practice. Future studies could include student voices or observe classroom interactions in detail to see how technology shapes real-time speaking performance.

Longitudinal research could also explore whether students' speaking fluency improves measurably over time when technology is consistently integrated. Comparative studies between schools with strong cross-subject collaboration and those without could provide further insights into what kinds of whole-school practices make the biggest difference

Ultimately, the promise of digital technology for primary school speaking practice is clear: it can provide fresh content, varied contexts, and interactive ways to keep students engaged. Yet this promise is only fulfilled when schools invest not just in hardware, but in building teachers' skills, confidence, and collaborative culture. Speaking English every day is more than a lesson goal; it is a habit that must be nurtured through consistent, meaningful opportunities to use language in ways that feel real to students.

As this study shows, teachers stand at the heart of this effort. With the right support, they can turn screens, videos, games, and microphones into powerful tools that help young learners find their voices not just to pass an exam, but to grow as confident users of English in their daily lives.

CONCLUSION

This study has explored the experiences of primary school English teachers in integrating digital technology to support daily English-speaking practice in a full-day Islamic primary school context in Samarinda, East Kalimantan, Indonesia. Through open-ended surveys and in-depth interviews with seven English teachers, this research provides a nuanced understanding of how technology is currently used, the challenges teachers face, and the strategies they believe can help sustain students' speaking habits beyond isolated lesson blocks.

The findings show that while daily English classes from Grade 1 to Grade 6 offer frequent exposure, students' speaking skills remain modest and often limited to memorised phrases and scripted dialogues. Teachers believe that when used well, digital tools such as online games, videos, and interactive activities can break this routine and motivate students to speak more naturally and confidently. The creative use of resources like Kahoot! Quizizz, Wordwall, YouTube clips, and audio from textbooks demonstrate that even simple technologies can add significant value when teachers act as thoughtful facilitators.

However, the study also highlights key barriers that need to be addressed. Infrastructure must be reliable, especially stable internet connections to support online videos and games without interruption. More importantly, teachers must feel confident and equipped to use technology that truly enhances speaking, not just as passive input but as a tool for real interaction and feedback. Continuous professional development, hands-on training with practical tools such as speech recognition apps or classroom microphones, and strong collaboration among teachers across subjects are essential to sustaining meaningful speaking practice.

Another important takeaway is that nurturing students' English-speaking competence cannot be confined to the English classroom alone. It requires a whole-school approach, supported by subject teachers and ideally reinforced at home. Creating authentic opportunities for students to use English throughout the school day in instructions, simple exchanges, or cross-curricular projects will help make speaking English a normal, daily habit rather than a formal exercise.

In conclusion, this research emphasises that while technology has clear potential to enrich speaking practice for young learners, its success depends on teachers' capacity, infrastructure readiness, and a shared commitment from the whole school community to make English a living language in students' everyday learning. By investing in these areas, schools can help students grow into confident speakers of English, prepared for broader academic and social opportunities in the future.

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