

Teachers' Perspectives on the Implementation of Technology in Teaching English for Young Learners

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Abstract

The aim of this paper is to find out the teachers' perspective on the implementation of technology in teaching English for young learners. Qualitative was applied in this research. The instruments used were observation and interview. Observation was used to find out what kinds of technology were implemented in the classroom by teachers. The interview was done to find out in-depth what their perceptions on the use of technology in their teaching learning process are. The findings showed that the technology was used by the teachers were laptops, LCD, speakers, Power Point, Canva, Youtube, Baamboozel and Wordwall. Besides, the implementation of technology for learning has a positive view from the teachers' point of view, namely, improving the quality of the learning process, attracting students' interest, helping teachers in the teaching process, creating an interactive, active and fun learning environment, and improving student motivation. From the result findings it can be concluded that teacher get advantages in embedding technology on teaching English for young Learners. It is suggested to teachers to intergrate technology in their classroom to engage the students.

Keywords: technology and education, EYL, teacher's perspectives

1. INTRODUCTION

In this era of globalization, the use of technology in supporting various aspects of life is very important. Technology is used for efficiency in every human activity, and it is used related to the people's needs (Auliyah, S., Abdul, N. B., & Junaid, J., 2022). The implementation of technology as a means of supporting life certainly also has benefits in the educational aspect (Major et al., 2018; Prasetyawati & Priyatno, 2020). The purpose of the use technology in education is to support educational sytem to improve students' achievement (Daud, 2019; Mohammadi et al., 2024; California, 2016), to engage the students in the classroom (Mafulah et al., 2023; Mafulah & Lutviana, 2021; Prasetyawati & Priyatno, 2020), and to increase student self regulated learning (Teng et al., 2024; ter Beek et al., 2019; Wang, 2019) and autonomous learning (Gonzalez-Acevedo, 2016).

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Besides, the use of technology is not only for adults but also for young learners. There are many applications English to primary school students is essential for their early introduction and training to English as an international language. Moreover, the scaffold of learning English since childhood help students to prepare in learning English in high level (Kusmaryati, 2020). In this context. The role and efforts of a teacher for the success of students' English learning is very important to be considered. The implementation of technology in education especially for young learners is very helpful in developing the quality of English learning. The support of technology in education requires teachers to adapt and develop creative ideas to improve the quality of learning. Considering the unique characteristics of young learners, teacher should be creative and innovative in teaching English (Arikan & Taraf, 2010; Kurt, 2021; Mafulah & Hariyanto, 2017; Turgut & Irgin, 2009). One of the characteristics of young learners that make teacher should think many times before teaching is short attention span (Son et al., 2023; Sopya, 2018) that makes children get bored easily. The teacher will not be able to deliver the material well if the students do not pay attention. Through this reason many teachers embed technology in teaching to get the students attention and keep them engage in the classroom (Antons et al., 2023; Fernando & Premadasa, 2024).

Regarding the use of technology in teaching English for young learners, there are some previous studies have been conducted. First, Zhang & Zhang (2024) studied about the use of multimedia to enrich young learners vocabulary mastery. The findings show that multimodal input is more beneficial on vocabulary mastery than using traditional verbal-only input. Furthermore, Taghizadeh and Hasani Yourdshahi (2020) studied about teachers' perception on embedded technology in English for young learners class. The findings revealed that have not sufficient pedagogical and technological knowledge in integrating technology to teach young learners. This happened because of a lack of support from the school. In contrast to the findings, teacher gave their positive tendency to the embedded technology in teaching English for young learners. Moreover, they suggest doing more intensive research in this field since the use of technology on young learners is really important.

The next study was done by Hunersen et al., (2024). They explored supporting young learners during remote education. From this research, it can be concluded that mental health was the effect of remote education for both boys and girls. Moreover, they were not connected well with their teachers. Another study was done by (Rowe & Pennington, 2025), they focused on Examining circulation of translingual, multimodal resources in an elementary classroom in composing digital's book. The findings showed that the digital book consisted of story problems, story solutions, character, story map, audio and sample of students' examples. The last is research conducted by Kurt (2021). Investigating the integration technology on young EFL listening and writing achievement. The results show that students who are taught using technology have high achievement than students in the control class. Besides, the integration of technology increases students' self-efficacy and positive attitudes.

Bases on the previous studies above, it can be seen that there are many studies that examine the implementation of technology in teaching English to young learners. However, there are still few studies that examine teachers' perspectives on implementing technology in teaching young learners. This study aimed to find out teachers' perspectives on the implementation of technology in teaching English to young learners.

2. LITERATURE REVIEW

2.1. English for Young Learners (EYL)

English for young learners refers to the process of teaching English to children typically between the ages of 5 and 12. At this stage, children acquire new languages through imitating other sources to enhance cognitive development. Language learning in early childhood is most effective when integrated with play, songs (Sopya, 2018), storytelling (Mafulah, S. ; Lutviana, R.; Sari, 2022), and interactive activities that cater to young learners' short attention spans and need for movement and engagement (Mafulah & Lutviana, 2021). Teaching English to young learners should focus on meaningful use of language rather than explicit grammar instruction, emphasizing listening and speaking skills in communicative contexts (Gonzalez-Acevedo, 2016).

Moreover, motivation plays a crucial role in EYL classrooms. Creating a positive and enjoyable learning environment can significantly enhance a child's willingness to participate and take risks in using the language (Kurt, 2021). As Mafulah and Hariyanto (2016) highlights, incorporating media, online media helps sustain motivation and supports comprehension. Additionally, early exposure to English can contribute to better pronunciation and listening skills, laying a strong foundation for future language learning.

2.2. Technology And Its Integration for Teaching Young Learners

Technology offers innovative tools to enhance engagement and learning outcomes, and the integration of technology into English language teaching for young learners continues to evolve. Many technologies or applications have been adapted for educational purposes, allowing educators to deliver concise, engaging lessons that cater to shorter attention spans (Son et al., 2023; Sopya, 2018). These tools not only make learning more interactive but also cater to the diverse learning styles of young students, fostering a more personalized, effective learning environment, and keep nthe students engage in the classroom (Antons et al., 2023; Fernando & Premadasa, 2024).

Moreover, technology provides young learners with access to authentic language materials and real-world contexts, which are crucial for developing listening and speaking skills. Platforms like YouTube Kids offer a wide range of age-appropriate videos and interactive stories in English, allowing children to immerse themselves in the language naturally (B. Babilonia et al., 2023). Exposure to such content helps students understand cultural nuances and real-life language usage, enhancing their overall language proficiency. Furthermore, technology enables immediate feedback through online quizzes and interactive exercises, allowing students to track their progress and identify areas for improvement in real time.

3. METHODS

The research method used in this research is descriptive qualitative research method. According to Sugiyono, (2018: 9) qualitative research methods are methods based on philosophy, which are used to research on natural object conditions researchers as instruments, data collection techniques and qualitative analysis emphasize meaning. Through qualitative research, researchers examined teachers' perspectives on the implementation of technology in English language teaching. Case studies are qualitative research in which researchers conduct in-depth explorations of programs, events,

processes, and activities of one or more people (Mustamid, 2015). This research was conducted at 3 different elementary school in Malang, involving three English teachers as research subjects.

In this study, the researchers used observation to find out whether teachers have implemented technology in teaching English in primary schools. The purpose of observing each teacher was to observe how important the implementation of technology is and how the impact of the implementation of technology in teaching English in primary schools. In this study, the researcher used semi-structured interviews. According to Sugiyono (2010), semi-structured interviews are interview guides conducted in an effort to find problems more openly, where related parties are invited to argue and express their ideas in depth. The interview guide consisted of eight questions about teachers' perspectives on implementing technology in English language teaching. To find out the results of this study, researchers used a voice recorder and took videos during observations and interviews as material for documentation.

In collecting data, researchers observed learning activities at school, whether teachers implement technology in teaching or not. Furthermore, researchers conducted interview sessions with teachers as supporting data. In the interview process, researchers recorded the interview activities as data reinforcement. Then the data were analysed based on the teacher's perspective on implementing technology in teaching elementary school students. The researchers transcribed the recorded conversation during the interview with the teacher. Furthermore, the data was summarized by arranging and categorizing the data based on its classification. After reducing the data, the researcher described it in a data display. Furthermore, researchers described and discussed the results of their research in a systematic form. Next is the data display, which is to present the data in the organization. Based on the data display, the researcher drew conclusions. The last step, researchers concluded the teacher's perspective on the implementation of technology in teaching English to elementary school students.

4. RESULTS

4.1 Kinds of technology implemented by primary school teachers

Based on the results of interviews and observations related to teachers' perspectives on the implementation of technology in teaching English to elementary school students in Malang, Indonesia. There are several types of technology implemented by teachers in teaching English and teachers' perspectives on implementing technology in teaching English to elementary school students in Malang were found. Table 1 is the description of the technology used by the teachers.

Based on Table 1. It can be seen that all teachers use laptops, LCD, speakers, and power poin, and the rest are using application like Canva, Youtube, Baamboozel, and Wordwall. Teachers mentioned that they use computer/laptop technology as the main media in creating and implementing learning media in class. The use of laptops for teachers is very helpful, especially to support development related to the material to be delivered. Apart from being a teaching medium, laptops are also used by teachers to manage student data. Laptops are also teachers can also develop their teaching skills. Furthermore, all teachers mentioned that they use LCD as a supporting device to display learning media in class. The use of LCD is claimed by teachers to be very helpful for displaying videos and images so as to make students more interested in learning. in

addition, the use of applications like Canva, Youtube, Baamboozel, and Wordwall are implemented to support their teaching learning media.

Table 1. Kinds of technology used by teachers to teach elementary school students

No.	Technology	Teacher 1	Teacher 2	Teacher 3
1.	Laptop	✓	✓	✓
2.	LCD	✓	✓	✓
3.	Speaker	✓	✓	✓
4.	PowerPoint	✓	✓	✓
5.	Canva	✓	✓	-
6.	YouTube	✓	✓	-
7.	Baamboozel	✓	✓	-
8.	Wordwall	-	✓	-

4.2 Teachers' perspectives on the implementation of Technology in English Language Teaching for primary school students.

Based on the results of the interview sessions regarding teachers' perspectives on the implementation of technology in teaching English for primary school students, the researcher found that each teacher has several views on the implementation of technology for learning, namely, improving the quality of the learning process, attracting students' interest, helping teachers in the teaching process, creating an interactive, active and fun learning environment, and improving student motivation. Detail discussion as follows:

1. Improving the quality of the learning process

Extract 01

“Now is the age of technology. So, we as teachers must also adjust our teaching using technology so that we can maximize the teaching.”

Extract 02

“If we only use traditional methods such as writing on the board reading, I think it is very boring, and the material will not be conveyed properly.”

Extract 03

“Usually, if it's mostly English, we try to make the learning fun, which is usually students' said that they are can't learn English.”

Based on the extract above, teachers use technology to adapt learning to the times. They have an understanding that the use of technology can maximize the learning process. In addition, teachers consider that the implementation of technology can also increase students' enthusiasm for learning English. In addition, by implementing technology for English lessons, teachers claim to be able to create a pleasant learning atmosphere so that it can attract students' interest in learning English.

2. Attracting students' interest

Extract 01

“Students are more motivated to learn English because if we make students happy and interested in our lessons, they will follow our lessons carefully.”

Extract 02

“The advantage is that when I display technology such as games of all kinds, the children become more interested and enthusiastic. With high motivation, it indirectly makes the material easy to convey and easy for children to understand.”

Extract 03

"Once they were shown a picture, they were interesting, so even though they don't understand, if elementary school children see something new, they are excited, yes, it can be seen that even though they don't understand, they are enthusiastic."

Based on the extract above, the teachers concluded that the use of technology during the teaching process has an influence on students' interest and motivation to learn English. Indeed, teaching elementary school students must certainly pay attention to their interest in learning. The age of elementary school students is the stage of children who are still curious about something new. Teachers claim that teaching using technology can attract students' interest by appealing to their curiosity about new things. By implementing technology, students are more interested and happier to learn English.

3. Helping teachers in the teaching process

Extract 01

“As for the advantages for me, one, it's easy, two, we can convey through pictures, videos or maybe movies that make it easier for teachers. Later, after seeing it, they will analyze or give questions, that's what makes it easy for us.”

Based on the extract above, teachers also mentioned that the use of technology for teaching helps teachers in maximizing learning. The use of technology will also be maximized and help student activeness with the teacher's creativity in choosing the type of technology to be implemented.

4. Creating an interactive, active and fun learning environment

Extract 01

“If we only teach by talking to the students, it's not good either. How do we create two-way communication, one of which is technology”

Extract 02

“Something new like that in learning so that the teaching and learning process becomes more interactive, active and fun.”

Extract 03

“In my opinion, it is very important because English must create a happy class, an interesting class, a class that children really like where if we give them technology during the lesson they will be happy with singing, with pictures with videos, surely elementary students are very happy.”

Based on the extracts above, teachers view that the use of technology in teaching really helps students to be more interactive. Two-way communication in the learning process is very important to note, teachers assume that the use of technology can create two-way communication or interactivity. In addition, teachers think that technology also creates fun learning for elementary school students. With this fun learning activity, students become interested so that it affects students' learning motivation.

5. Improving student motivation

Extract 01

“The students are more diligent, more enthusiastic, and wait for our presence to learn English.”

Extract 02

“The most significant impact is the motivation of the students. So, with technology, students are more interested and more excited so the level of curiosity is very high.”

Based on the extract above, the teacher considers that the use of technology can increase students' motivation to learn. The teacher explained that by teaching using technology, students become more interested and curious so that it triggers an increase in the learning motivation of students who were originally afraid and could not learn English to become motivated and interested in learning.

5. DISCUSSIONS

Regarding the implementation of technology in primary school, teachers pretend to use LCD in their class. The use of LCD is indeed much more effective, efficient and interesting, so that teachers and students can further develop their learning process. The use of LCD in supporting teacher is accordance to research findings (Yusuf, M.O; Onasanya, 2004) that stated LCD is used in daily activity and help teacher to display the teaching materials. Besides, speaker device systems are one of the teachers' tools in the teaching and learning process, as a supporting device for the use of laptops and LCDs. Teachers mentioned that when showing videos, speakers are useful to help amplify the sound so that students also hear the correct pronunciation of English. Not only videos, but teachers also use speakers as a supporting device when teachers do not use videos in teaching but use sounds or songs. To engage the young learners in the classroom, teachers should provide a loudspeaker for it. This findings is relevant to (Arabiana et al., 2020; Stahlberg et al., 2016) that stated audio makes students keep motivated in learning and listen to the real English sound. Moreover, this finding is the same with Mejia, (2020)'s result study that different learning style students will engage to the lesson if teacher provide different media.

Teachers mentioned that when they displayed the material several times using PowerPoint. The use of PowerPoint in teaching is certainly very helpful for teachers in

delivering material. This finding is inline with Fauzan and Pimada, (2018) Fauzan and Pimada (2018) that stated Microsoft Office PowerPoint is software that can help for the benefit of compiling effective, professional, and easy presentations. Besides being efficient, the use of PowerPoint also helps to attract students to pay attention to the teacher when presenting the material.

Another application that teachers use in teaching is Canva. In the context of presenting material to primary school students, the canva looks much more suitable. This is because the tools in canva have a variety of themes and images. In teaching primary school students, their interest in learning new things must be considered. The use of canva is a solution for teachers to make the material not boring and interesting. This finding support Kharissidqi and Firmansyah (2022) that stated Canva is effective application in teaching. This also support the teaching learning process (Sari et al., 2023; Wulandari & Mudinillah, 2022). In addition, Resmini et al., (2021) trained English teachers to make interactive English materials.

The use of YouTube as a learning media has now become a common thing to use. Using You Tube is not only in formal learning, but students can also learn new things outside of school. Based on the observation result, teachers selected learning media, especially videos that are suitable with the topic. You Tube is efective for learning media. This finding is inline with (Mafulah & Hariyanto, 2016, 2017)that found online media like YouTube is effective in enhancing students' vocabulary mastery.

Bamboozle, an English quiz game is also implemented by the teacher. In teaching primary school students, teachers need to pay attention to students' interest and focus in following the learning. For this reason, teachers must be creative in choosing and creating learning media. The current technological era is certainly very helpful for teachers in terms of learning media. Teachers must take advantage of the use of technology to match the age and age of students with learning. In addition to technology such as videos and images, the use of technology in the form of games for teaching is also very helpful in attracting the attention of elementary school students. In the learning process, the use of games is not only to attract students' interest but also to improve children's critical thinking in playing games in the context of learning. In addition, one teacher uses wordwall as her learning media. Wordwall is an educational web game that is used to create quiz-based games. This finding is inline with Nadia, A. I., Et al. (2022) that wordwall is a software that works online that is used as a game-based game-based learning media and really helps teachers in teaching and helps attract students' interest in learning.

In addition, the results of the analysis of teachers' perspectives on the use of technology in teaching English in primary schools, all participants have strong beliefs that integrating technology can improve the quality of the learning process. This finding is inline with Hidayat et al., (2024) stated that pedadogical content knowledge can be improved through technology integration. Second, attracting students' interest and improving motivation, this finding support the previous studies (Lin, 2014; Mayer, 2019; Son et al., 2023) that found through implementing technology, it can attract students in learning in the classroom. The next is helping teachers in the teaching process, create an interactive, active and fun learning environment. Technology, especially the use of application that support students need creates studnets activeness and interactive in calssroom. This promote the interactive interaction between teacher and students, create better learning environment (Blaine, 2019; Burton et al., 2005; Chase et al., 2019).

Furthermore, the use of technology help teacher in improving students' motivation in learning English with fun.

6. CONCLUSION

Based on the results of the study, the researcher concluded that teachers who apply Technology in teaching English to elementary school students use hardware in the form of laptops, LCDs and speakers as supporting devices for learning media. Teachers also use software such as PowerPoint, Canva, Bamboozle, and YouTube which are used to deliver material so that it is not monotonous and seems more interesting. In addition, teachers also use learning media in the form of game-based learning media such as Bamboozle and Wordwall which are very useful for increasing students' interest and motivation in learning English. The implementation of technology also helps teachers so that the teaching and learning process becomes more maximized, effective and efficient. Teachers feel that technology can also help increase students' willingness to learn English. The selection of technology as teaching material is very important for a more active learning process.

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