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Technology Integration in Teaching English to Young Learners: Challenges and Strategies

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Abstract

This study explores the integration of technology in teaching English to Young Learners (EYL) at Mataram University Language Support Unit. This research examines the types of technology utilized, challenges encountered, and strategies adopted to enhance the learning experience. A qualitative approach was employed, using semi-structured interviews and focus group discussions (FGD) with eight EYL tutors to gather in-depth data. The results reveal that tools such as Quizizz, Live Worksheets, WhatsApp, and YouTube are frequently integrated into teaching. While these tools enhance engagement and learning, challenges such as unstable internet connections and unequal access to gadgets persist. Tutors mitigate these challenges by preparing alternative materials and encouraging collaborative learning. The findings suggest that technology integration in EYL classrooms significantly supports student engagement and language acquisition, but a balanced language approach with traditional methods is necessary to address limitations. This study provides practical insights for educators to optimize technology use in early language learning contexts.

Keywords: *Technology Integration; English Language Teaching; Young Learners; Digital Tools; Instructional Strategies; Educational Challenges*

1. Introduction

Childhood development is sometimes referred to as the “golden age” due to the fast development of children in this phase. In this period, all the children’s development grows quickly including their physical, language, cognitive, and emotional. Young learners learn language in holistic ways rather than directly (Cameron, 2001) which differentiates them from more mature ones. Pinter (2006) then elaborated that young learners are not yet capable of abstract language analysis. They are learning new knowledge by understanding important messages. Children, for instance, may not comprehend every word in a song, but they will still be able to understand what they are singing. Through this approach, teachers of young learners can involve them in getting outside and doing outdoor activities such as interacting with plants and animals. Exploring is one of their favorite activities since it allows them to play and learn at the same time. However, the demands of the educational era have changed to a technology-enhanced learning

model. Teachers have no other choice than to integrate any technologies that could help students in language learning experiences.

Through the incorporation of technology, the digital era has significantly changed education and changed the traditional teaching and learning process. With the rapid advancement of digital tools and resources, teachers have been leveraging technology to engage and motivate young learners in their language acquisition journey (Kusumaningrum et al., 2022; Serajuddin, 2023; Taghizadeh & Hasani Yourdshahi, 2020). This trend has not only transformed traditional teaching methods but has also opened new and innovative ways to deliver language lessons to young learners. One of the primary benefits of integrating technology into Teaching English to Young Learners (TEYL) is the enhancement of the interactive learning experience (Ratminingsih et al., 2018; Taghizadeh & Hasani Yourdshahi, 2020; Blake & Robert J, 2013;) further elaborated that with the use of digital tools such as educational apps, interactive whiteboards, and online language learning platforms, students are able to actively participate in their learning process, making it more engaging and immersive. Additionally, technology incorporation allows teachers to personalize students' learning experiences, teachers can arrange materials and activities to match individual learning styles and phases. This flexibility fosters a supportive learning environment where learners can feel empowered and motivated to explore the English language.

In the field of early years learning, keeping students engaged and motivated plays a crucial role. Kırkgöz in 2019 proposed that young learners are distinguished by their developmental characteristics, such as attention spans. They are easily distracted and lose focus in a short period of time. Therefore, the integration of technology could help teachers manage EYL classrooms better. Although research by Hendriks (2016) stated that technology cannot be used in controlling students' misbehavior and that teachers' instruction should be prominent in the learning environment, the advantages of technology integration in language learning as presented before cannot be ignored.

The benefits of integrating technology into TEYL are undeniable just as what has been elaborated above. However, it is important to acknowledge the potential challenges and limitations related to this approach. One of the main concerns is the over-reliance on technology, which may lead to the learners' lack of critical thinking and problem-solving skills (Blake & Robert J, 2013; X. Liu & Moeller, 2019). In addition, some studies (see Arya & Nardon, 2014; Noviza, 2019; Packy Laverty et al., 2011) stated that when students dominantly engage with digital tools, there is a risk that they may become dependent on technology for language learning and neglect the traditional language learning techniques, such as writing, reading, and oral communication skills, which are essential in language acquisition.

Additionally, digital devices and the internet are significant issues that must be addressed when integrating technology into TEYL. Not all students have the same level of access to technology outside the classroom, which could create disparities in their learning experience. This disbalance could hinder the effectiveness of technology integration in reaching all young learners equally. Furthermore, the potential for distraction and misuse of technology in the classroom should not be ignored. This statement aligned with Selwyn (2016), while technology can enhance engagement, it also has the potential to create distractions and lead to them being distracted by doing something else rather than completing the learning objectives.

With those being stated, it is essential for teachers to carefully balance the integration of technology with traditional teaching methods to ensure that young learners receive engaging and effective English language learning. By addressing the challenges and limitations of technology integration, teachers can maximize its benefits while minimizing any possible disadvantages to create a more comprehensive and equal learning environment for all learners.

The following section will delve into technology integration applied by tutors of English for Young Learners (EYL) at Mataram University Language Support Unit. This study aimed to present the real-life actualization of technology integration with all the challenges and strategies in the EYL setting.

This study provides elaboration on; **1)** The types of technology integrated in EYL classrooms and parts of the teaching process where tutors integrate technologies, **2)** the challenges and the strategies applied to cope with those challenges, **3)** students' response to teachers' instruction using technology, and. In the end, the findings of this study can guide teachers in instructional strategies that help young learners improve their digital literacy and critical thinking. This study hoped to create a significant contribution to the development of teaching strategies that will help students succeed in the digital society.

2. Method

This qualitative study adopts a phenomenological approach to investigate the incorporation of technology in EYL classes at Mataram University Language Support Unit. Purposeful sampling is employed by selecting tutors of EYL at the language center. Semi-structured interviews are employed to explore in-depth experiences, perceptions, and attitudes of teachers toward technology integration in English teaching. It is conducted through a structured set of open-ended questions that allow for flexibility in responses. This method provides rich and detailed insights into personal experiences and challenges faced by tutors as well as their strategies for overcoming them.

Focus group discussions are also conducted to gather diverse perspectives and foster discussion on technology use in Teaching English to Young Learners. It is accomplished by organizing group discussions with tutors of EYL to discuss their experiences, challenges, and suggestions. Focus group encourages interaction and can reveal and highlight different views on the effectiveness and challenges of technology integration. This method is particularly useful for exploring collective attitudes and generating new ideas.

All data from the interviews and group discussions were recorded. The verbal data were then transcribed and analyzed through coding and thematic analysis. The coding is used to specify segments of the interview data and labeled according to the themes identified. When the coding was completed, the data with similar codes were grouped to identify patterns and relationships. Similar to coding in semi-structured interview, thematic analysis was used to identify recurring themes and patterns within the focus group discussion data.

3. Result and Discussion

The results of this study provide insight into the complex impact of integrating technology into the EYL classroom. Through interviews and classroom observations with the tutors, it was revealed that tutors of Mataram University Language Support Unit integrated technologies into their teaching process. The technologies are those in online platforms such as *WhatsApp, Quizizz*, *Live Worksheets*, and *YouTube* videos of songs and stories related to the learning material. Other technology appliances used to support language learning are laptops and loudspeakers used in listening and watching activities. Tutors often combine their teaching methods with those online sources of technology, especially in gaming and listening activities. This strategic incorporation of technology has proven effective in enhancing learners' learning experiences and their comprehension levels, especially through audio and video-based activity. The tutors' innovative integration of learning websites has shown positive outcomes, with most students showing strong engagement and comprehension.

Nevertheless, despite all the achievements proposed above, problems still occur, mostly due to the inconsistency of internet access and poor Bluetooth connection when trying to pair phones or laptops to the audio speaker utility which sometimes interferes with learning due to the time consumption when pairing. Tutors' creativity and adaptation in overcoming those technical barriers are highly needed in addressing technological obstacles in EYL classrooms. As part of limitation of this and to firther explore

this topic, future studies could examine teachers' perspectives on the long-term consequences of technology-enhanced learning experiences including institutional, cultural, and social factors in technology-integrated language learning. Furthermore, teachers' practical learning recommendations could be beneficial for other educators and policymakers in resolving frequently occurring problems and maximizing technology incorporation to support students' language learning in the EYL setting.

3.1 The Technologies Used in the EYL Classroom

Tutors of EYL in the Language Support Unit integrate technology in their teaching process. The following table presents the types of technology used and the reasons for using those technology according to the tutors. These technologies play a significant role in creating young learners' learning experiences, particularly in encouraging their engagement and improving comprehension through the assistance of technology.

Table 1. Technology Used in the EYL Teaching Process

Technologies	Description/Function
Quizizz	It is an online learning platform which offers multiple tools and classroom fun, engaging, and interactive. Tutors use it to access games and lessons that already made to tailor them to fit the learning objectives.
Live Worksheets	It is a website which allow students to do the interactive online exercises with self-correction. Students do the worksheets online and send their answer to the teacher through WhatsApp group.
YouTube	It is a site where teachers use to show videos or songs about topic they are learning in class.
WhatsApp	It is a messaging application used to communicate with students to share information or tasks that they should fulfil
Loudspeaker	It is an electronic appliance used to produce bigger sound. It mostly used in the listening and watching activities.
Laptop/Phone	It is a device that used by teacher when presenting the video or listening tasks. It is connected through Bluetooth or data cable.
LCD Projectors	It is a kind of video projector used to display data from a laptop. It is used when tutors need to present videos, visuals, or other digital content to the entire class.

The integration of gamified learning activities through platforms like *Quizizz* introduces a fun and interactive element into language lessons. This platform allows tutors to create quizzes and games aligned with lesson objectives. Students are able to participate in these activities in real-time or asynchronously, offering flexibility while reinforcing language skills. The competitive and engaging nature of *Quizizz* taps into students' intrinsic motivation and encourages active participation, which supports better retention of language concepts.

Another platform integrated into the teaching process is *Live Worksheets*, which provides interactive exercises for students. The self-correction features enable students to instantly receive feedback on their responses, encouraging self-directed learning. This tool is particularly useful for practicing grammar, vocabulary, and reading comprehension, as it allows students to complete tasks independently while still being monitored by the tutor. *Live Worksheet* aligns with theories of autonomous learning by Holec (1981) as it promotes student responsibility in the learning process.

YouTube as a content delivery platform is commonly used to present language in real-life contexts. Tutors often play songs, stories, and language-based activities from YouTube to make lessons more engaging and relatable for young learners. The audio-visual nature of these videos caters to multiple learning styles, particularly auditory and visual learners. Additionally, songs and stories often help

students incorporate new vocabulary and language structures through repetition and rhythm, which are powerful tools for language acquisition (Paquette & Rieg, 2008).

As a widely accessible messaging platform, *WhatsApp* serves as a critical communication tool between tutors and students. Tutors use this platform to share lesson materials, communicate instructions, provide feedback, and maintain an open line of communication with students outside the classroom. The flexibility and accessibility of WhatsApp allow tutors to keep students engaged, even outside formal class hours, promoting continuous learning.

In addition to these platforms, hardware technology such as laptops, loudspeakers, and LCD projectors are utilized to present digital content, particularly for listening and watching activities. These devices are integral in ensuring that audio-visual materials are accessible to all students, even in larger classroom settings. The use of a loudspeaker ensures that audio content, such as songs or pronunciation drills, can be heard by all students, improving their listening comprehension and phonological awareness.

The integration of various technologies in supporting teaching and learning activities in EYL classrooms not only enhances students' language acquisition phase but also highlights the significance of modifying instructional strategies in order to meet the demands of the rapid changes in the educational environment. It is very critical especially in the EYL environment to keep students engaged in the learning process, this technological integration can foster students' engagement and create a positive classroom environment. Consequently, teachers should creatively think and find the proper technology whether it's online or offline technology to support their teaching and students' language acquisition.

The thoughtful integration of these technological tools in the teaching process has transformed how lessons are delivered. Digital platforms create an interactive, collaborative, and engaging environment that supports multiple aspects of language learning. For instance, using WhatsApp for communication creates a sense of community and fosters closer relationships between tutors and students, which is crucial for young learners who benefit from a caring learning environment. Moreover, the gamification of learning through platforms like Quizizz has been shown to increase students' motivation and participation in language learning activities (Muntean, 2011). The fun and competitive nature of this platform helps reduce the stress often associated with learning a new language.

Additionally, multimedia learning through YouTube enhances the language acquisition process by providing students with authentic language exposure, As the Cognitive Theory of Multimedia Learning suggests (R. E. Mayer, 2009), students learn more effectively when they can process information through both visual and auditory methods. By integrating videos, tutors are able to help students understand new language concepts in a more meaningful way.

Finally, technology integration supports differentiated instruction, allowing tutors to cater to various learning styles and preferences. The variety of tools available enables tutors to present content in diverse formats, whether through written texts, interactive games, or videos, ensuring that all students have access to materials that suit their unique learning needs.

3.2 Challenges and Strategies

Despite the benefits, the integration of technology in TEYL is not without its challenges. Tutors at the Language Support Unit have encountered issues that can interrupt lessons and hinder students' learning progress, especially when the key digital tools are unavailable. However, tutors demonstrate creativity and flexibility by adapting their lesson plans to overcome these challenges. For example, when connectivity issues appear, tutors may switch to offline resources like printed handouts or whiteboards to continue the lesson without disruption.

Table 2 below lists the primary challenges found in technology integration and offers appropriate strategies to deal with them successfully. From inconsistent bluetooth connection to unequal access to

gadget use, addressing these challenges requires innovative and creative strategies to ensure that students have a smooth and productive learning experience.

Table 2. Challenges and Strategies in Technology Integration

Challenges	Strategies/Solutions
Inconsistent Bluetooth Connection	Having a backup lesson plan that does not rely on Bluetooth pairing and preparing alternative teaching tools such as printed handouts, whiteboards, or other non-digital materials. However, if the Bluetooth connection is really needed, for example in listening activity, teachers can engage students in group activities or discussions. This can keep the class productive while technical issues are being resolved.
Unstable Internet Connection	Having a mobile hotspot as a backup internet connection and pre-downloading the videos and any other learning materials to teachers' own device so that they are accessible offline if the internet connection is collapse.
Technology Distraction	Creating rules for when to use and not to use their phones or gadgets. Students should only be given opportunities to use their gadget during specific time or they should be allowed to use it for certain activities.
Unequal Access to Gadget Use	Encouraging group or peer works where students can share learning sources and support each other, pairing them with better access with those who need more help.

Inconsistent bluetooth connection can interrupt the smooth execution of activities, particularly those that rely on audio or video playback, such as listening exercises. When a lesson depends on Bluetooth for device pairing, and it fails to connect properly, the class might experience delays, leading to frustration for both teacher and students. This disruption may result in lost teaching time and decreased student attention. It can also affect the teacher's ability to demonstrate content as planned, leading to improvised or less effective instruction. However, by preparing alternative teaching tools, such as printed handouts or whiteboards, teachers can quickly shift focus without losing momentum in the lesson. Moreover, incorporating group discussions or collaborative tasks as a temporary solution during technical issues can encourage deeper peer interaction and active learning. In this way, the challenge of bluetooth connectivity can be turned into an opportunity for reinforcing communication skills and teamwork.

Another major obstacle is unstable internet connections, particularly in classes where online resources are used. If teachers are not prepared, a failed internet connection may slow down the lessons unexpectedly, leaving students in boredom. This negatively affects the continuity of the learning process and can lead to frustration or lack of focus among students. However, strategies applied by tutors in the Language Support Unit, such as pre-downloading digital materials or having a mobile hotspot available as a backup can ensure the lesson continues seamlessly. This not only prevents learning disruptions but also teaches students the importance of adaptability and preparedness in digital learning environments as suggested by (Dudeney & Hockey, 2007).

The use of technology in the classrooms can quickly turn into a distraction if it is not properly handled. Students may be tempted to use their gadgets for non-academic purposes such as social media or gaming, which can distract them from focusing on the lesson. This can reduce engagement, leading to decreased understanding of the material being taught. Tutors at the Language Support Unit set clear boundaries on gadget use and specify times when they are allowed, teachers usually order students to put their gadgets off during the normal classroom lesson. Furthermore, by designing specific activities that require the use of technology, students are more likely to see their gadgets as learning tools rather than as a source of distraction. This approach not only helps to prevent classroom distractions but also fosters responsible technology use among students.

Finally, unequal access to gadgets in the classroom can create a digital divide among students, where those with more advanced technology have a clear advantage over their peers who are less advanced or even do not own any single gadget. This disparity can affect participation, as students with limited access may feel left behind or excluded. To bridge this gap, tutors encourage group work, where students with better access can share resources. This strategy promotes inclusivity, as students support each other, and ensures that every learner has the opportunity to participate fully in technology-based activities. Additionally, this approach promotes collaboration and peer-assisted learning, which are beneficial for improving the learning process (Selwyn, 2011).

In conclusion, while shortcomings may occur in the technology integration in EYL classes, preventive actions and creative approaches could reduce these challenges. Implementing backup on audio, videos, or any online lesson materials into offline resources, managing students' use of technology in the class, and creating group or peer works in a technology-based activity could be strongly helpful for teachers when integrating technology in the classroom. Through proactive problem-solving abilities, teachers of English for Young Learners may leverage the disruptive benefits of technology integration by overcoming obstacles and showing a commitment to innovation.

3.3 Students' Response to Technology Integration

The students' response to the integration of technology in the classroom has been largely positive as reported by tutors. students are more engaged and show a higher level of participation during activities that use digital tools, especially those that involve games interactive exercises, and multimedia content. For instance, the use of *Quizizz* not only stimulates a sense of competition among students but also. makes the learning process more interactive and enjoyable. This engagement is crucial in the context of young learners, who often require more varied and stimulating methods to maintain their attention.

Furthermore, the incorporation of multimedia elements such as videos and songs through platforms such as *YouTube* helps cater to different learning preferences and keeps students motivated. Young learners, especially, respond well to visual and auditory stimuli, which can make abstract language concepts more concrete. This multimedia approach allows students to associate language with real-life context, making the learning process more meaningful and memorable. Despite the generally positive response, there are challenges to be addressed. Some students face difficulties due to unequal access to technology, particularly in households where gadgets or reliable internet connections are not readily available. To mitigate these issues, tutors have implemented group activities that encourage peer support, ensuring that all students can participate regardless of whether or not they have access to personal technological resources. Additionally, the incorporation of structured rules around technology use in the classroom has helped prevent potential distractions, allowing students to focus on the learning objectives.

In conclusion, students' positive response to technology integration highlights the potential of digital tools to enhance engagement and learning outcomes. While highlighting the potential distractions that remain, these can be addressed through thoughtful planning and creative problem-solving on the part of educators. As the educational landscape continues to evolve, integrating technology in a balanced and strategic way will remain a key factor in fostering successful learning experiences for young learners.

4. Discussion

The results of this study provide an insight to the current discussion on how to include technology usage in Teaching English to Young Learners (TEYL). The results underscore the critical role of digital tools in creating dynamic, engaging, and learner-centered environments, enhancing young learners' language acquisition. These results align with the body of research that highlights how technology can be transformative in education, particularly in language learning (Gilakjani, 2017; Warschauer & Healey, 1998) By integrating tools like *Quizizz, Live Worksheets, and YouTube* into classroom activities, tutors

foster student engagement, motivation, and a more effective learning experience. Along with providing new perspectives, this study supports and expands on earlier theories about the most successful teaching strategies in language learning. The study reveals how the thoughtful integration of digital technology can transform the educational process by encouraging students' learning engagement, motivation, and eventually their language acquisition skills. Additionally, by identifying the difficulties when incorporating technology in EYL classrooms, such as the possible distraction to students when using technology, this study offers useful techniques and solutions that could help teachers effectively overcome these difficulties. Overall, this study deepens our comprehension on how use of technology affects the teaching learning process.

In recent years, the incorporation of technology in language learning has grown awareness of its potential to transform conventional educational approaches. The numerous advantages of integrating digital tools and resources into a language learning environment have been repeatedly shown by prior studies. Research by Liu et al., (2016), Panagiotidis (2018), and Reinders & Wattana (2015) highlighted how technology can enhance learners' engagement and motivation, increase their willingness to communicate, and improve learning and teaching of English. In this study, the use of platforms such as *Quizizz* and *Live Worksheets* allowed tutors to create an interactive and gamified learning environment. This supports the findings by Deterding et al., (2011) which argue that gamification increases intrinsic motivation and creates more engaging learning experiences. Similarly, Gilakjani (2017) emphasizes that digital tools can support students with diverse learning styles, and this advantage echoed in this study, as the flatforms offered varied approaches to learning through interactive tasks and visual aids.

The use of communication tools such as *WhatsApp*, which extended learning beyond the classroom, illustrates the shift toward more flexible, blended learning environments. Research by Garrison and Kanuka in 2004 shows that blended learning models enhance collaboration and communication, crucial factors in language learning. This study demonstrates how tools like WhatsApp allow for continuous engagement, enabling students to practice language skills in informal settings. This finding echoes Kesler's (2018) argument that digital tools create "extended learning spaces" where students can apply and practice what they have learned beyond the traditional classroom environment. Teachers can design dynamic and engaging learning environments that encourage active participation and support language acquisition through digital resources. Technology integration in language learning enhances learning experiences through gamified exercises, interactive task activities, and multimedia tools that meet learners' different learning preferences and styles. Additionally, the integration of technology fosters a collaborative, experimental, and creative learning environment, especially for young learners. This study highlights how technology plays a critical role in determining the direction of language learning by providing teachers with innovative solutions to improve students' competence.

As noted by Fitria and Suminah (2020) and Mo (2024), this study is consistent with other studies and highlights the necessity of teachers to modify their teaching techniques to accommodate the changing needs and preferences of digital learning. At the moment when digital technologies are utilized in everyday life aspect, teachers should embrace them to create engaging and creative learning environments that appeal to students in this era. This study demonstrates how technology may be used to effectively support students' different learning styles and preferences. For instance, the use of online platforms such as *WhatsApp, Quizizz, Live Worksheets, and YouTube*. By incorporating these digital technologies into language learning environments, teachers can increase students' motivation, engagement, and eventually the effectiveness of language acquisition. This strategy maximizes the learning experience for all learners by empowering teachers to meet the unique learning needs of each student in addition to being in line with the student's current digital fluency.

The positive responses from students in this study reinforce multiple educational theories that highlight how technology can enhance learner engagement, motivation, and language acquisition. According to the Self-Determination Theory (Deci & Ryan, 2000), learners are more motivated when their needs for autonomy, competence, and relatedness are met. The integration of digital tools such as

Quizizz, *Live Worksheets*, *and WhatsApp* fosters these elements by offering interactive, self-paced activities that encourage students to take ownership of their learning. This aligns with research by Alizadeh (2016), which suggests that motivation plays a crucial role in language learning, especially when students are actively engaged in the learning process through technology. This further supports the notion that technology encourages active learning, which is essential for young learners who require constant stimulation and engagement (Eady & Lockyer, 2013).

Students in this study responded well to multimedia content. Using videos and songs helps bridge the gap between abstract language concepts and real-world contexts, making learning more relatable and memorable. As Mayer (2014) explains, multimedia tools are effective because they cater to multiple sensory channels, facilitating deeper cognitive processing. This multimodal approach to language learning has been shown to improve not only comprehension but also retention, especially for young learners whose cognitive development is still in progress.

Furthermore, the study reveals that multimedia tools cater for different learning styles supporting theories by Dunn and Dunn (1993) regarding the importance of addressing varied sensory preferences in education. The use of audio-visual materials, such as YouTube videos and songs help bridge the gap between abstract concepts and real-world application, making language learning more concrete and meaningful. This is consistent with the findings of Alorani (2012), who highlights how multimedia can improve language retention by offering context and visual cues that support memory recall.

Moreover, Constructivist Learning Theory (Piaget & Inhelder, 1969) suggests that learners construct knowledge through active participation and engagement with their environment. The gamified platforms and multimedia resources used in this study reflect constructivist principles by encouraging students to explore language in a hands-on, interactive manner. Research by Jonassen (1994) supports the idea that technology facilitates constructivist learning environments by allowing students to actively engage with content, manipulate digital tools, and collaborate meaningfully with peers. This is especially true for young learners, who benefit from learning experiences that are immersive and interactive.

Additionally, the findings are consistent with and add to the larger body of work on the difficulties associated with integrating technology into educational settings (Gai Mali et al., 2023; Tabasi et al., 2024). Although there are many advantages to technology-enhanced learning environments, teachers frequently encounter some difficulties including connectivity issues, gadget disruptions, and unequal access to technology. These shortcomings may make it more challenging to teach effectively and engage students in learning activities. This study however, goes beyond just identifying these challenges, it also suggests workable ways to lessen their negative effects on the process of teaching and learning, especially integrating technology into teaching English to young learners.

While this study highlights the role of technology in enhancing English engagement among young learners, it also underscores its limitations and calls for further research. The qualitative approach provided valuable insights into teachers' experiences, though its findings may lack generalizability. Future studies could adopt mixed methods to offer a more comprehensive understanding and explore the long-term effects of technology on language learning.

Technology has the potential to revolutionize language education, fostering young learners' linguistic and cultural skills. By leveraging digital tools creatively, teachers can design engaging, tailored learning experiences. However, challenges like classroom distractions and connectivity issues must be addressed. With proactive strategies, educators can maximize the benefits of technology, equipping students with essential skills for learning and live in a tech-driven world.

Conclusion

This study highlights the transformative impact of technology in teaching English to young learners. Tools like Quizizz, Live Worksheets, WhatsApp, and YouTube foster dynamic, engaging, and interactive learning environments. While digital tools enhance motivation and engagement, challenges like connectivity issues and unequal access persist. Balancing technology with traditional methods and fostering teacher adaptability is crucial to overcoming these barriers. Positive student responses to multimedia and gamified content support theories on motivation, suggesting deeper engagement. Future research should explore the long-term effects of technology on language acquisition and the influence of cultural and institutional factors. The findings offer valuable insights for educators and policymakers, emphasizing the potential of digital tools to create inclusive and effective learning environments for a tech-driven world.

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