

**INFORMATION AND COMMUNICATION TECHNOLOGY  
(ICT) USE IN TEACHING ENGLISH FOR YOUNG LEARNERS**

**THESIS PROPOSAL**

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## A. Research Background

In Indonesia, most children learn English in elementary school. Pinter (2006) said that the aims and objectives of the English language learning program in elementary schools are: (1) developing basic communication skills in English, (2) encouraging fun and motivation, (3) promoting learning about other cultures, (4) developing skills cognitive children, (5) develop children's metalinguistic awareness, and encourage learning knowledge for learning (Pinter, 2006). When referring to the opinion above, learning English, in principle, trains students to develop various skills that exist in themselves, both communication skills, knowing various cultures, and encouraging children to be curious about new things. Teaching English as a foreign language is becoming more challenging, especially for young learners. If the teacher wants to succeed in teaching in the class, they have to know the condition and the needs of the students.

It is also implied in the Al-Qur'an surah An-Najm verses 39-41:

لَاَوْفَىٰ لُجْزَاءَ يُجْزَلُهُ ثُمَّ . يُرَىٰ سَوَافٌ سَعْيُهُ وَأَنَّ . سَعَىٰ مَا إِلَّا لِلْإِنْسَانِ لَيْسَ وَأَنَّ

From the implied meaning of the above verse, it can be broadly explained that humans must continuously develop themselves to be creative to have more abilities in some issues, just as a teacher must be able to develop himself to be able to do better in learning.

Teachers can use ICT in the teaching and learning process to make the students interested in learning English. ICT stands for Information and Communication Technology. In this key term, ICT is described as a variety of technical resources and tools for communicating, producing, disseminating, retaining, and managing information. Using ICT, the classroom will be more flexible and more communicative. We can find many ways to motivate students to learn English with technology from the internet, song, YouTube, and other media.

In this case, Information and Communication Technology (ICT) plays an essential role in supporting teachers to teach and learn English. Many scholars, educators, and teachers believe that ICT positively affects teaching and learning English. However, a lot of problems might be faced by the teacher in using ICT to teach English for young learners. Because the teacher faces issues and challenges in using ICT to teach English for young learners, the writer thinks this study's problem is fundamental. In recent times, Numerous studies have been carried out to investigate the challenges and opportunities of integrating ICT in teaching and learning, such as "What makes teachers use of technology in the classroom? Exploring the factors affecting facilitation of technology with a Korean sample" by Youngkyun, Baek, Jaeyeob Jung, and Bokyeong, Kim (2008). They claimed that the teachers with more teaching experience are pretty reluctant to ICT integration in the teaching-learning process. In Indonesia, a developing country in South East Asia, ICT in education has garnered much attention. However, like other countries, Indonesia's ICT integration level in education is still low.

Students in elementary school are still young. The teacher should be creative in teaching them. The researcher found that the English teacher at SDIT Ukhuwah Banjarmasin uses various ICT tools to teach students. However, the researcher believes that the teacher has many challenges in using ICT to teach English for young learners. The issues and challenges related to using ICT to teach English for Young Learners can be solved if a teacher realizes the importance of the use of ICT plays significant roles in the language classroom. Also, if the teacher knows that the teacher lacks ICT competence, ICT facilities, oversized classes, heavy teaching load, lack of technical support, and lack of support from relevant authorities. This study was conducted to identify some teachers' views toward the use of ICT for teaching English for Young Learners in SDIT Ukhuwah Banjarmasin.

By identifying these views of the teacher, it is hoped that concrete steps can be taken to help reduce these issues and challenges in using ICT to Teach English for Young Learners.

This study will focus on understanding the teacher's view of using ICT to teach young learners English. The study will examine primary school teachers in SDIT Ukhuwah Banjarmasin and analyze teachers' views toward using ICT for teaching English for Young Learners. Data were collected from interviews. Therefore, the researcher will conduct a study entitled **“INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) USE IN TEACHING ENGLISH FOR YOUNG LEARNERS”**.

## **B. Definition of Key Terms**

Several terms related to the research are clarified to avoid misconceptions.

1. ICT stands for Information and Communication Technology. ICT refers to telecommunications technologies that provide access to information.
2. TEYL stands for Teaching English for Young Learners. TEYL is a way of introducing young students to English as a foreign language.
3. Young learners are those studying in basic education or elementary or primary school who attain the age of about 6 to 12.
4. EFL (English as a Foreign Language) means teaching or learning English in a country where English is not spoken
5. ELT (English Language Teaching) means English teaching for those who do not speak English as their first language.
6. Teachers' Views means the teachers' perception toward the ICT use in their EYL classroom activities.

### **C. Research Questions**

The main questions to be addressed in this research are:

1. What are the teachers' views on using ICT for teaching English for young learners in SDIT Ukhuwah Banjarmasin?
2. What are the issues and challenges in using ICT for teaching English for young learners in SDIT Ukhuwah Banjarmasin?

### **D. Research Objectives**

According to the research questions, the research aims to investigate:

1. To find the teachers' view toward using ICT for teaching English for young learners in SDIT Ukhuwah Banjarmasin.
2. To find the issues and challenges in using ICT to teach English for

### **E. Research Significance**

The research benefits young EFL learners, teachers, practitioners, and researchers. Remembering the importance of using ICT to the teachers and students as ICT has a hugely important role in helping teachers to teach and learn English and helping English language learners more easily to study English. Many scholars, educators, and teachers believe that ICT significantly impacts English learning and teaching. This study will give helpful information to the teacher about teachers' views on using ICT, especially issues and challenges that teachers face in the classroom. It also can be a reference for teachers to evaluate their teaching practice of English with ICT and improve their teaching skills, so it can prompt students to learn English.

This research is expected to be used as a reference for other researchers to conduct research in the field of ICT. Undoubtedly, the results of this research will be useful for all readers.

## **F. Previous Study**

The study about using ICT in teaching has been conducted by several researchers before, such as Baek, Y.G., Jong, J., & Kim, B. (2008) conducted the research entitled “What makes teachers use of technology in the classroom? Exploring the factors affecting facilitation of technology with a Korean sample”. The result shows that the teachers with more teaching experience are quite reluctant to ICT integration in the teaching-learning process. Furthermore, Pham, T. T. N, Tan, C. K, & Lee, K. W. (2018), in their research entitled “Issues and Challenges in Using ICT for Teaching English in Vietnam” revealed that using ICT had a variety of issues and challenges including lack of ICT competence, lack of ICT facilities, oversized classes, heavy teaching load, lack of technical support, and lack of support from relevant authorities. Consequently, relevant stakeholders can consider concrete mitigating steps to overcome those issues and challenges. Hafifah, G (2019) conducted the research entitled “Teachers’ Perspective of ICT Integration in English Language Teaching: A Review of Literature.” The research shows teachers’ positive attitudes or perspectives in integrating ICT for teaching and learning. Most of the study recommends using ICT in language teaching and learning context. It promotes ICT training for teachers to increase their professional development, especially in preparing teachers to teach in the twenty-first century of digital literacy.

The similarity between those previous studies and this present study is in the teacher’s perception of applying ICT (Information and Communication Technology). This study analyzes the teacher’s view on using ICT, which means the teacher has experience in using ICT in the English teaching classroom. Since it focuses on the teacher’s view aspect, the study analyzed will not only when the teacher serves the material, but also any teaching process.

## **G. Theoretical Review**

### **1. English Language Teaching (ELT)**

ELT stands for English Language Teaching. ELT in the dictionary is the practice and theory of learning and teaching English for the benefit of people whose first language is not English. English has become the primary international language. A great deal of the world's scientific, commercial, economic, and technological knowledge is written and published in English. The new era and globalization today demand many people master English as an international language. They could absorb and expand their knowledge, technology, and culture by mastering English well. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools.

Learning language aims to be able to use the language, respond to any situation, understand more, and to be able to read and write. The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have very little language experience outside the classroom, and encounters with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the language and opportunities for learning through classroom activities. There are three backgrounds to learning English as follows:

#### **a. Learning English as a First Language**

English as a First Language is the variety of the English language spoken by people who acquired English as their first language or mother tongue. Klein (1990) pointed out one of the implications for teachers of foreign language learning is in the earliest stages; they bring different ways to develop skills and learning abilities in their language. By the age of five, individual differences in language domains will be



established. For example, some children will find it easier to learn vocabulary than others, or children with more developed conversational skills may transfer these to the new language more quickly than others. From some language lessons, different children will likely learn different things, depending partly on what they find easier to understand. The teacher interchanges the terms second and foreign in English language teaching. Some of them are warranted, particularly concerning a curriculum or a lesson, because the difference between the two is significant, and this dichotomy has been over-generalized in recent years.

**b. Learning English as a Second Language**

Carrasquillo (1994) highlighted that English as a second language (ESL), also referred to as English for speakers of other languages, is a specialized approach to language instruction designed for those who have a primary language other than English and who are limited in English proficiency. The term “specialized” connotes the use of several distinct and varying methods and strategies based on a wide range of innovative learning theories that have been developed over several decades and which deal specifically with learning and teaching strategies of English to non-native or limited English speakers. The principal objective of ESL programs is to prepare students to function successfully in classrooms where English is the medium of instruction for all subject areas.

Children learn a second language better than adults, which is often used to support the early introduction of foreign language teaching. Children can learn a second language effectively before puberty because their brains can still use the mechanism that assists first language acquisition. Older learners will learn differently after these stages of the

language. They may need to be helped to notice and pay attention to the silent cues of the new language (Suyanto, 2007).

### **c. Learning English as Foreign Language**

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. In foreign language situations of this kind, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers.

Primary foreign language classrooms differ in many dimensions from secondary school language classrooms for different good reasons (Surkamp, Viebrock, & Carl-Ernst-Poeschel-Verlag, 2018). From a developmental-psychology perspective, young language learners are quite different from adolescent or adult learners. Learners in grades 1 and 2 still have an enormous urge to move around; sitting still and concentrating for 45 minutes is almost impossible. They still like to play, sing and imitate, but they also easily get bored and distracted. Young learners love roleplays, stories, and competitive games. They need and want a lot of repetition, and it is essential for them to experience praise and success frequently.

Moreover, learners in their first years of schooling are, for example, unable to deal with abstract grammatical rules or still have difficulties organizing vocabulary according to abstract categories, such as nouns, verbs, and adjectives. In addition, it is essential to consider

that beginning foreign language learners in the primary classroom usually cannot read and write, meaning they cannot use the written word as a memory aid when learning the first words in a foreign language. Visualization and contextualization are, therefore very important for them. Even if the learners are already somewhat familiar with the literacy system of the school language, one needs to keep in mind that they are still learning its grammatical and orthographical rules. Learners frequently compare the different languages they know in order to make sense of them. This, however, also leads to a lot of (positive and negative) transfers from one language to the other, and the learners will work with and use the foreign language through procedures of trial and error.

## **2. English for Young Learners (EYL)**

### **a. Young Learners**

Suyanto (2007) pinpointed that the definition of young learners is elementary school students who are about 6 to 12. They were divided into two groups, the younger group (6-8 years old) and the older group (9-12 years old). According to the class, they are called lower classes, first, second, and third, and upper class, fourth, fifth, and sixth class. Meanwhile, Scott divides them into level one or first step (5-7-year-old) and level two (8-10 year old). Level two groups are usually called beginners when they start to study English at those levels.

Sarah Phillips (2001), in her book, stated that “young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. In the education system, young learners are children in primary or elementary school.

Young learners prefer learning by doing, thus experiencing reality. Learning about or through abstract concepts is not a young learner’s

learning style. Young learners are natural learners, provided they are offered an informal context to promote their active involvement in making sense of things. They can seek information from others when needed and can use what has already been known socially and psychologically alike. While learning, they discover the nature of their own learning. Young learners have unique characteristics that have to get the teachers' attention. When the teachers can understand young learners, it makes teaching more manageable, and the teachers can guide them well.

Scott and Ytreberg (1990) proposed that there are two groups of children: the five to seven years old and the eight to ten years old. Children aged five to seven years old cannot decide yet what to learn but are very positive and enthusiastic about learning. On the contrary, children of eight to ten years old tend to be more mature with both adult and childish sides. In addition, Slattery and Willis (2003) also classify children as language learners into two groups: very young and young learners. Very young learners are those under seven years old, while young learners are seven to twelve years old.

Shin and Crandall (2014) mentioned seven characteristics of Young Learners, such as 1) Energetic and physically active; 2) Spontaneous and not afraid to speak out or participate; 3) Curious and receptive to new ideas; 4) Imaginative and enjoy making belief; 5) Easily distracted and have short attention spans; 6) Egocentric and relate new ideas to themselves; 6) Social and are learning to relate to others. So, children learn by doing and interacting with the environment, and the children need support and scaffolding from the teacher.

#### **b. Teaching English to Young Learners (TEYL)**

Based on the definition of Young Learners in the beginning, Teaching English to Young Learners is guiding and facilitating Young

Learners in age 6-12 years old for their activities in learning, knowing, understanding, and comprehending ideas, attitudes, values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as the learners of a foreign language. English Young Learners (EYL) is an English course for children to build lifelong skills. Meanwhile, Teaching English to Young Learners (TEYL) is a way to introduce English as a foreign language to young students.

### **3. Information and Communication Technology (ICT)**

#### **a. Definition of Information and Communication Technology (ICT)**

Rank et al. (2011) defined the abbreviation of ICT stands for information and communication technology and has also been adopted in schools and colleges in place of 'IT' to indicate the role played by a wide range of technologies, not only in the processing of information but also (primarily for education) for communication. It also indicates a much broader scope than computers at a time when so many students carry at least one mobile device more powerful and versatile than the machines that first appeared in classrooms 30 years ago. The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated the term ICT as technology forms that are used to transmit, process, store, create, display, share or exchange information by electronic means. This definition of ICT includes technologies such as radio, television, video, DVD, telephone (both fixed and mobile), satellite systems, computer and network hardware and software, and also equipment and services related to such technologies, such as video conferencing, email, and blogging. The list of technologies covered by ICT is updated daily as new technologies are invented or designed. (UNESCO, 2007, p. 1).

## **b. ICT in Education**

ICT in education is implementing various digital tools, techniques, and equipment to support teaching, learning, and other cognitive activities. (Kalas, 2010). Information and Communication Technology (ICT) in education is the processing of information and communication facilities that also support teaching, learning, and various educational activities. The ICTs applied to education include computers, the internet, broadcasting technologies (radio and television), and telephony, which can facilitate the delivery of instruction and the learning processes. These technologies have been identified as an important tool for creating a new learning-education paradigm that better supports the needs of learners through differentiated and personalized instruction (Watson and Watson, 2011). ICT offers help and complementary support for teachers and students where it involves effective teaching and learning with the help of computers for learning aids.

## **c. Kinds of ICTs for Teaching and Learning**

There are various kinds of ICT for teaching and learning. Based on Alkamel, M.A.A., and Chouthaiwale, S.S. (2018) claimed that ICTs are divided into two, such as non-web-based and web-based learning tools.

### **1) Non-Web Based Learning**

#### **a) Radio and Television**

Radio and TV are valuable tools for learning the language. Both instruments provide affordable access to a lot of programs. The immediacy of current affairs programs ensures that the language exposure of learners is up-to-date and embedded in the actual world of native English speakers. Through the radio, teachers can make students listen to lectures by eminent and

outstanding speakers. TV is another important technological medium used by language teachers as it appeals to eyes and ears. TV provides full audio-visual simulation, dynamics, and a higher degree of realism. TV gives both linguistic expressions and facial expressions.

b) Film

The film is the most significant aspect in the hands of an intelligent and resourceful teacher. Films contribute to the pupils, increase their interest and bring them to the retention of the perceptual materials. The film is used profitably to showcase the facts, actions, and background information. Students at the primary level may be interested in learning about speech organs' functioning and pronunciation.

c) Language Lab

Language lab is one of the most modern technological aids for teaching. Language lab has many aspects, such as students can listen to audio and understand the different accents used, and learners can speak and even record their voices. The student's pronunciation level could be developed by listening to materials. The language lab is exclusively results-oriented and enriches learning the English language. In recent trends, not only audio but videos, flash-based games, and the internet are also included in the lab materials. Language lab offers an effective atmosphere than traditional classrooms.

d) Overhead Projector

The projector, a mainstream teaching media, is very beneficial and an alternative to chalk and presentation. The projector needs time to make preparations for the materials in advance, but this kind of multimedia ensures high-quality

instruction. It's a great visual aid to show the context of a large class. The projector allows teachers to use images and diagrams and minimizes the teacher's work by drawing it on a blackboard. Projector more complicated sources can be added to any classroom, and it is easy to use, versatile and easy for students to take notes from it.

e) Interactive Whiteboard

Anderson, J. (2010) mentioned that while connected to a computer and projector; interactive whiteboards allow students in classrooms to see on a large board whatever is running on the connected computer. Boards are interactive since users can control the computer with their finger or electronic pen on the board's surface. By touch, students and teachers interact with the images displayed, write notes, and highlight items.

2) Web Based Learning

Web-based learning, also called technology-based learning or distance learning, or online education/e-learning is one of the fastest-growing areas. It provides opportunities to create a well-designed, learner-centered, affordable, interactive, officiate, flexible e-learning environment (khan, 2005). There are thousands of web-based English classes offering training in various basic language skills, such as speaking, reading, writing and listening, which are interactive in various ways. Some of the common technologies available to promote education are as follows:

a) YouTube

YouTube is a platform that can also be used in your classroom to find and share authentic video content.



b) Email

Email is the most common tool for online educator. Email is a platform for discussion forums, and chats allow teachers to do so. They are communicating to face common problems, breaking with the isolation typical of the profession. Through these tools, it is possible to design a teamwork program or, at the same time, send a program to every school teacher. Meetings, publications, and research can be arranged by email, and there is no need for face-to-face meetings (Colin Latchem, 2017). Email also offers a sense of privacy that might not be available on a larger class discussion board. Suppose the online discussion board is equivalent to a student asking a question in a live class. In that case, the ability to ask a question or talk via email is equal to a student meeting in the instructor's office to speak privately. (Lisa Dawley, 2007)

c) BLOG

A blog is a Web log that the author updates regularly. They may contain information related to a particular subject. In some instances, blogs are used as daily diaries about people's personal lives, political views, or even social commentaries. The truth is that blogs can be shaped to whatever you, the author, want them to be. Blogs have emerged as a pioneer in a number of internet-related educational possibilities, partially because it offers students the opportunity to engage in a more public environment and to express thoughts, ideas, interpretations, hopes and fears with anyone willing to spend time looking on the internet (Martindale, 2005)

d) Zoom

Zoom is a platform for hosting online synchronous meetings. As computer-mediated communication has evolved, it has become easier to communicate digitally face-to-face with others than ever before.

**d. The Function of ICT in Education**

The function of ICT (Moonen & Kommers, 1995; Pilot, 1998) in Jager and Lokman (1999):

- 1) ICT as an object: this refers to ICT learning. In other words, students learn ICT as a subject, where they will have to acquire skills for future use. Education is designed to prepare students for ICT use in further studies, future jobs, and social life.
- 2) ICT as an assisting tool: ICT is used to collect data and documentation, communicate and conduct research, and many more.
- 3) ICT as a medium for teaching and learning refers to ICT as a tool for teaching and learning itself, a medium along which teachers can teach, and learners can learn. It also seems in a variety of forms, such as drill and practice exercises.
- 4) ICT as a tool for school organization and management refers to the use of ICT for the impact on academic performance, tasks, and the storage of information related to student learning progress.

**e. The Benefits of ICT in Teaching and Learning**

Based on Kler (2014), using ICT in the learning process offers several benefits. Some were spoken about as follows:

- 1) ICT may help to motivate and engage learners. The needs of each learner are different. ICT meets the needs of individual learners and also helps them learn by encouraging them to learn, and in this way, it helps learners to learn better and more effectively.

- 2) In assessing learners, ICT can facilitate learners and teachers by providing feedback through feedback software that tells them about their mistakes side by side during the learning process.
- 3) In an effective presentation the learning material can be presented more effectively through ICT. It makes the material more presentable and hence enhances the interest of the learner and thus results in good learning.
- 4) Communication channels increased. Via ICT, distance never remains a problem whenever learners and educators can share their views and ideas through emails, discussion groups, and chat rooms.
- 5) ICT is flexible. ICT can be adapted to the ages and abilities of the students, as well as to the skills and competence of the educator, which makes the process of learning to be effective.
- 6) ICT opens up new opportunities for teaching and learning. ICT allows educators to develop better methods and techniques of making learning more effective and enable them to learn new skills and polish their careers more.
- 7) Autonomous learning, in the use of ICT, will significantly change the role of both the teacher and the learner. ICT will provide students with a wide choice on how to approach their study, even without the teacher's guidance and with minimal teacher management.

**f. Aspect of ICT in TEYL**

There are three different aspects of ICT in TEYL: the use of technology outside the classroom in the form of gaming (Butler), the affordances of mobile learning for use both inside and outside the classroom (Belinchón Majoral) and classroom-based ICT (Whyte and Cutrim Schmid).

1) The use of ICT in the form of gaming

Games can be considered a type of play with goals and rules. Games have been used by people in all cultures to acquire various knowledge and skills (cognitive, social, emotional, and physical skills) as well as to have fun. Digital games have been characterized in several different ways. For example, they have been classified by genre (e.g., action games, adventure games, role-playing games), player configuration (e.g., single-player games, multiplayer games, massively multiplayer games), type (e.g., casual games, social network games) and so forth. Digital games can be categorized according to their purposes. From an instructional point of view, games have been classified into serious games and commercial games. Serious games (also referred to as instructional games) are specifically designed for educational purposes and are often distinguished from commercial games designed primarily for entertainment purposes (also referred to as entertainment games, commercial off-the-shelf games, or vernacular games). There are several game roles in learning, such as children developing their sense of self and facilitating communication and metacommunication abilities. Games in computer formats can be well suited to providing learners with opportunities to perform various activities organized around problems of concern to them. They can offer increasing difficulty levels in rich, multimodal contexts that allow learners to interact with others. Digital gaming spaces provide learners with rich target language resources and opportunities for language learning.

Young learners who grow up with technology may possess unique characteristics that differ from older generations. The characteristics of the generation growing up with computer games included (a) processing information at a very high speed; (b) being good at

parallel processing; (c) accessing graphics before texts; (d) showing a preference for active learning over passive learning; and (g) considering play as work. Primary school teachers are somewhat skeptical about the use of digital games in instruction. Teachers seem to need assistance in developing (a) a deeper understanding of both the possibilities and limitations of digital games for young learners, (b) digital literacy skills, and (c) different and/or flexible conceptualizations of their role in instruction.

## 2) The use of ICT in the form of Mobile Learning

Mobile learning, or mLearning, is a compound of two different but powerful words: mobile and learning. The first one, mobile, immediately conjures up images of learning through smartphones. Still, it also refers to learning via a wide range of mobile technology, such as tablets, PDAs (or personal digital assistants), audio players, netbooks, laptops, and digital readers. All of them share a series of characteristics that help define what is understood as mLearning.

ICTs, and especially mLearning, cannot be dissociated from the development of learning in early childhood education since the attraction experienced by children in the face of technology and multimedia devices is undoubtedly a crucial aspect. mLearning can be attractive, for instance, for the development of reading and writing in a foreign language; it can involve the first contact with letters, sounds, and pronunciation of new words and chunks of language, as well as be a vehicle for learning how to produce language, initially by trial and error, and later by interacting with other children, always taking into account that mLearning tools can facilitate language learning and the development of cognitive skills.

Practice recommendations to make mLearning work. Lara (2012) proposed some useful recommendations before starting, they are:

defining the learning objective to be achieved; being aware of whether the technology available allows the creation of the task; considering the skills needed (for both teachers and learners); thinking about the cost of implementation (the mobile device itself and the access to some applications which may require paying extra fees); asking how to facilitate the motivation from the users towards the device, and how to measure the success of learning; and ensuring that all students have a mobile device, that they know how to use it and that there is good connectivity. While the mLearning activity is being implemented, it is essential to undertake continuous monitoring of the experience with a view to getting feedback from the learners and confirming that the objectives are still active and that the activity continues accomplishing the language learning aims the teacher had planned. Consequently, teachers need to ensure that the terms of service and privacy policies of the tools we choose to use are appropriate. A straightforward way of doing so is to use websites and 2.0 services that do not need registration since most 2.0 tools that require registration are intended for users aged 13 or older. Of course, many other websites and 2.0 tools can be used without age restrictions and are fully intended for children and educational purposes (i.e., Edmodo, Edublogs, Glogster EDU, Google Apps accounts, Kahoot, or story bird, among others).

### 3) The use of ICT in the form of Classroom Technology

The term ‘classroom technology’ list Powerpoint, educational software, web-based video, and display of images on the interactive whiteboard (IWB) as examples of somewhat conservative use of classroom technology. In his handbook on technology for foreign language teachers, however, Blake (2013) uses the umbrella term ‘digital classroom’ to include a much more comprehensive range of

tools and resources, including use of web pages, CALL programs, and applications, computer-mediated communication (CMC), distance learning, social networks, and games, thus encompassing technology use both in and outside the traditional physical classroom. The use of classroom technology with young learners of English, like many areas of applied linguistics, and education studies, stands at the intersection of several academic disciplines. Classroom technology provides a schematic representation of the overlapping interests of three main domains. Second language (L2) studies focus on second language acquisition (SLA) and inform both English language teaching (ELT) and CALL. Information and communication technology (ICT) also intersects with education studies as the field of educational technology.

Many challenges practitioners or teachers face derive from a lack of adequate pedagogical training for integrating new technologies in ways that enhance language learning and teaching. There should be a particular focus on the education of pre- and in-service language teachers, who are pivotal players in mediating digital technologies in the language classroom and broader technology adoption processes in schools. Despite widespread technological investment in many parts of the world, teachers can and do resist educational and pedagogical hegemonies in ways that affect learning (Garton & Copland, 2019).

## **H. Research Design**

Based on the theory of research approach, there are two different types of research design; qualitative and quantitative. Cresswell (1994) defined qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human

problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.

In this context, the researcher uses narrative inquiry as a research method. Creswell et al. (2007) defined narrative research as studies of individuals' life experiences over time. Narrative research is a type of research that consists of obtaining and then reflecting on people's lived experiences (Josselson, 2007). Narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of sites, and social interaction with milieus (Clandinin & Connelly, 2000). Connelly and Clandinin (1990) stated that because collaboration occurs from beginning to end in narrative inquiry, plot outlines are continually revised as consultation takes place over written materials and as further data are collected to develop points of importance in the revised story.

This research uses narrative inquiry to explore teachers' views toward using ICT for teaching English for young learners. The research procedure was taken from Creswell (2012). The procedures represented a clear and comprehensive stage in conducting this narrative inquiry. Then, it was operationalized into the research context. The steps are described as follows:

### **Step 1. Identify the phenomenon to explore**

In this step, the researcher focused on the teachers' views about the issues and challenges in using ICT to teach English for young learners in SDIT Ukhuwah Banjarmasin. Identifying an issue or concern provides the purpose of a study and enables the researcher to understand the personal or social experiences of an individual(s). The aim of this research was to explore teachers' views toward the use of ICT for teaching English for young learners. To identify the phenomenon, the researcher gives the



interview

### **Step 2. Select one or more participants to study**

The criteria for selecting participants are the teacher has a lot of experience using ICT to teach English for young learners.

### **Step 3. Collect the story from the participant**

This step has the participants tell their stories in a narrative frame and collect other field texts by interviewing the participants.

### **Step 4. Re-story or retell the individual's story**

Besides the participant verbally sharing their story through conversations or interviews, field texts also provide information about the participant. Examples include journal or diary entries and stories acquired through friends or family members. In collecting participants' stories, the researcher will use interviews to collect the data.

### **Step 5. Collaborate with the participants/storyteller**

Throughout the narrative story collection process, the researcher works with the storyteller to ensure the participant's experiences are accurately portrayed. This step takes place during the process of conducting research. It aims to validate the data source. Initially, the researcher started working closely with the participants in collecting narratives. The participants had to understand well what story to tell. Therefore, the researcher ensured that both pleasant and unpleasant stories were welcome as the stories were relevant to the frame.

### **Step 6. Write a story about the participant's experiences**

The researcher writes and reports finding by using thematic analysis. The findings section is divided into several subsections representing the main themes that resulted from the data analysis. Thematic analysis is probably suitable for multiple case studies since it opens up the possibility of comparing narratives in data sets to establish shared themes and highlight individual differences.

### **Step 7. Validate the report's accuracy**

The researcher kept collaborating with the participants throughout the process by starting by collecting, re-storying, and reporting their narratives. The report on findings was finished after validating processes such as member checking, triangulation, the data source, and searching for disconfirming evidence. This step was elaborated into the following section on the quality of the study.

### **I. Research Setting**

This research will be conducted at SDIT Ukhuwah Banjarmasin. It will be carried out in 2021.

### **J. Participants**

The participants of this research are the teachers who teach English for Young Learners (EYL) at SDIT Ukhuwah Banjarmasin. The researcher will generate data dealing with the teachers' views, such as issues and challenges in using ICT to teach English for young learners.

### **K. Data Collection Technique**

The researcher used the narrative inquiry in this research, so the researcher took an interview to collect data.

#### **1. Interview**

For a study, interviews or question-and-answer sessions are one of the best ways to learn or explore someone's profound information. The interview is a conversation that intends to collect information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of 'described phenomena' (Kvale, 1996). In addition, Schostak (2006) adds that interviews are extended conversations in order to obtain in-depth information on a particular

topic or subject and through which phenomena can occur and be interpreted in the sense of the meaning of the person being interviewed.

## **L. Data Analysis**

Then, to build the trustworthiness of this narrative inquiry, the researcher referred to the highly influential and much-cited classic work of Lincoln and Guba (1985) and the current by Loh (2013). The four criteria of trustworthiness were used 1) Credibility, 2) Transferability, 3) Dependability, and 4) Conformability.

### **a) Credibility**

Lincoln and Guba (1985) highlighted credibility is similar to internal validity in positivist research, confidence in the truth of the findings. Therefore, the researcher used triangulation and member checking. 1) triangulation is the technique used to ensure that an account is rich, robust, comprehensive, and well-developed. 2) member checking is the single most important provision that can be made to strengthen a study's credibility. This can be done both formally and informally, as opportunities for member checks may arise during the ordinary course of observation and conversation.

### **b) Transferability**

To establish the transferability of this study, a database that makes transferability judgments possible on the part of potential appliers should be provided.

### **c) Dependability and Conformability**

To achieve dependability and conformability of the study, the researcher maintains a dependability audit examining the process of inquiry and a conformability audit examining the product to provide those data support findings, interpretation, and recommendation. To achieve those kinds of audits, data supported every finding, and potential auditors were provided access to trace all data.

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*(Appendix I: Guidelines of the Research-Interview)*

**Interview Guide for Teacher**

Date: Thursday, 14<sup>th</sup> July 2021

Time : 08. 30-09.10 WITA

Activity : Interview with English Teacher 1 and 2 of SDIT Ukhuwah Banjarmasin

Interviewee : Rafika

Interviewer : T1 and T2

Location : SDIT Ukhuwah Banjarmasin

1. The post-narrative frame writing will be semi-structured interview
  2. The interviews will be individual in-depth interviews, lasting up to an hour.
  3. To make you feel comfortable, interviews will be done casually.
  4. The interview will be audio-recorded.
  5. You are free to ask for clarification in case there are unclear questions.
  6. The interview covers three stages: a) life history, b) contemporary experience, and c) reflection on meaning Interview with the teacher
- A. Interview about life history.

This part is about the phase when you started to use ICT to teach English for young learners to the point that you decided to use ICT in your class.

1. How long have you been teaching English with ICT?
2. Could you please describe how you came to the decision to use ICT for teaching English for young learners?
3. What is your view about using ICT for the first time?

B. Interview about contemporary experience. This is the stage to explore about your stories in using ICT to teach English for young learners.

1. What are your reasons for using ICT to teach English for young learners?
2. Can you mention kinds of ICT that you use until now?

3. What kinds of ICT do you usually use?
  4. So far, what benefits do you get in using ICT for teaching English for young learners?
  5. What problems do you face in using ICT in the classroom?
  6. How do you deal with those problems?
  7. How do you make teaching activities using ICT works well to improve students in English skills?
- C. Interview about your and aspiration, and suggestion on meaning. It is the session to gain information reflection about your suggestion, hope, feeling, and plan in the future in using ICT to teach English for young learners.
1. So far, do you see that using ICT for teaching for young learner help improved your students' skills in English?
  2. What do you plan to do to use better ICT in the classroom?
  3. What are your suggestion for dealing with problems and issues of ICT for teaching English for young learners?

*(Adapted from Brinkmann, 2013)*

*(Appendix II: Guidelines of the Research-Narrative Frame)*

Narrative frame has similarities with narrative text. You must have written narrative text about your life before. Writing narrative frame same with narrative text. In this narrative frame, there are three experiences explored such as past, present, and future experience of using ICT to teach English for young learners. In addition, this narrative frame provides starting sentence, which relates to the use of ICT topic and empty boxes which must be filled by the participants. The function of starting sentence is helping participants to write experiences easily. However, the function of empty boxes is helping participants write additional information freely. Participants can use Indonesian language in writing narrative frame.

**Narrative Frame**

I am an English teacher in primary school. The first experience/time I started to teach English with ICT was

(1) \_\_\_\_\_  
\_\_\_\_\_.

My first view in using ICT to teach English for young learners was

I got opportunities such as

(2) \_\_\_\_\_  
\_\_\_\_\_.

I got challenges such as

(3) \_\_\_\_\_  
\_\_\_\_\_.

Upon using traditional media to teach English for young learners, it seemed to be

(4) \_\_\_\_\_  
\_\_\_\_\_.



My students felt when I used ICT to teach English was

(5)\_\_\_\_\_.

My present experience is the time of my current use of ICT. I find that

(6)\_\_\_\_\_.

I use various ICT tools such as

(7)\_\_\_\_\_.

This probably because

(8)\_\_\_\_\_.

\_\_\_\_\_.In the future, (Future Experience) I am going to try to

(9)\_\_\_\_\_.

To describe my future expected experience about using ICT to teach English for young learners, I suggest to overcome the issues and challenges in using ICT with

(10)\_\_\_\_\_.

Overall, my views in using ICT to teach English for young learners are

(11)\_\_\_\_\_.

This is the end of my story

*Adapted from Barkhuizen, et al (2014)*

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