THE IMPACT OF TECHNOLOGY IN ENGLSH LANGUAGE TEACHING AT PRIMARY LEVEL EDUCATION

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Abstract. In the technological age, integrating multimedia technology with conventional teaching techniques is seen as a crucial component of developing successful teaching and learning environments worldwide. This research paper investigates the impact of technology on English language teaching (ELT) at the primary level, focusing on its effects on student engagement, language proficiency, and pedagogical practices. As educational institutions increasingly adopt digital tools, this study explores how technology enhances learning experiences, facilitates personalized instruction, and fosters collaboration among young learners. Through a mixed-methods approach, data were collected from teachers and students in various primary schools, highlighting both the benefits and challenges of incorporating technology in language education.

Overall, this study concludes that the effective use of technology in ELT not only enhances educational outcomes but also prepares young learners for a digitally-driven world.

Keywords: Technology in education, ELT, multimedia technology, primary level education, digital tools, educational challenges.

Introduction. In recent years, the landscape of education has undergone a significant transformation, largely driven by advancements in technology. This evolution is particularly evident in English language teaching (ELT) at the primary level, where digital tools and resources have begun to play a crucial role in shaping the learning process. As students engage with technology from a younger age, it becomes imperative for educators to harness these tools effectively to enhance language acquisition and develop essential communication skills. The integration of technology in the classroom introduces innovative methodologies that cater to the diverse learning styles present among young learners. Interactive applications, multimedia resources, and online collaboration platforms can create dynamic and engaging environments that foster greater student participation. Furthermore, these technologies provide access to a vast repository of information and authentic materials, which can enrich the curriculum and expose students to various cultural contexts.

However, the implementation of technology in ELT is not without challenges. Issues such as unequal access to resources, varying levels of teacher proficiency with technology, and the potential for distractions in a digital environment must be addressed to ensure effective integration. This paper endeavors to explore the multifaceted impact of technology on English language teaching at the primary level, considering both its benefits and drawbacks.

Ultimately, the aim is to provide insights into how technology can be strategically utilized to enhance language learning outcomes, equipping educators with the knowledge and tools necessary to adapt to this changing educational paradigm. By understanding the implications of technology in ELT, we can better prepare future generations for a world that increasingly values communication and language proficiency in a globalized. In this introductory article, we will

briefly identify and discuss the impact of digital tools in the field of teaching English to young learners (YLs).

Literature review. The use of technology in English language teaching (ELT) has transformed pedagogical practices, especially at the primary level. Researchers and educators highlight the role of technology in enhancing student engagement, providing interactive learning experiences, and supporting individual learning needs. This literature review explores key studies and theoretical perspectives on the use of technology in ELT, focusing on benefits, challenges, and pedagogical implications.

1. Benefits of Technology in ELT at the Primary Level:

Engagement and Motivation

Digital tools like educational games and multimedia content significantly enhance student motivation. According to Li and Ni, interactive platforms such as Kahoot and Quizlet create a dynamic learning environment where young learners are more willing to participate and practice language skills. The influencing mechanism involved in the impact of these games on student's motivation for learning is yet to be identified. Therefore, this study aims to examine the impact of digital educational games on student's motivation for learning, explaining this impact through the mediating role of learning engagement and the moderating role of the digital environment. Student's learning engagement refers to students' subjective perception of their experience, involvement, and engagement in the game process, while the digital environment encompasses the digital educational resources, technical equipment, and teaching support provided by schools. [2, 59]

Skill Development

Technology supports the development of core language skills—listening, speaking, reading, and writing. According to the works of Sharma and Barrett, language-learning software like Rosetta Stone enhances vocabulary acquisition and pronunciation through interactive exercises [4, 45]. Furthermore, it can improve speaking skills. Speech recognition technologies, such as those in Rosetta Stone or Duolingo, allow learners to practice pronunciation by providing real-time feedback. Research shows that these tools boost confidence in spoken English and help students achieve native-like intonation and fluency. [4, 46]

Cultural Exposure

Technology allows students to access authentic materials, such as videos and e-books, introducing them to different cultures and contexts. This exposure builds a deeper understanding of language use in real-world settings [1, 92].

Harmer argues that cultural exposure through technology plays a significant role in contextualizing language learning, making it more relevant and engaging for students. Key points on cultural exposure are authentic materials for real-world contexts and digital platforms for cross-cultural interaction. Harmer highlights the value of integrating authentic materials such as films, songs, e-books, and online articles. These resources introduce learners to cultural nuances, idiomatic expressions, and varied accents, providing a richer learning experience than traditional textbooks. Also, Harmer notes that online communication tools, such as email exchanges, social media, and video conferencing, enable students to interact with peers worldwide. These interactions enhance cultural understanding while developing practical communication skills.

2. Challenges of Implementing Technology in Primary ELT:

Resource Disparities

Not all schools have access to the latest technology, creating disparities in learning opportunities. Selwyn points out that digital divides, caused by economic and geographical factors, limit the potential impact of technology on education [3, 73]. Selwyn notes that schools in low-income areas often lack the financial resources to invest in up-to-date devices, reliable internet, or digital tools. Even when basic access is provided, these technologies might be outdated or insufficient to meet educational demands [3, 74]. Another point is rural schools often face additional obstacles, such as poor internet infrastructure and limited availability of tech support. Selwyn stresses that these challenges further widen the gap between urban and rural learners [3. 75]. Moreover, impact on learning outcomes:

Resource disparities lead to unequal opportunities for students to develop digital literacy and other 21st-century skills. According to Selwyn, this inequality creates a ripple effect, influencing future educational and career prospects.

Teacher Training

Effective use of technology requires teachers to possess digital literacy skills. As Warschauer notes, inadequate training results in underutilization or improper integration of tools [6, 132]

Warschauer highlights that, teachers need more than basic technical knowledge—they must also understand how to integrate technology into pedagogy effectively. He argues that without this skill set, tools may be misused or fail to address the diverse needs of students [6.133]. He also interprets that pedagogical alignment.

Teachers often struggle to align digital tools with educational goals. Warschauer stresses the need for professional development programs that focus on both technical training and pedagogical strategies. And he suggests some institutional support. Successful technology integration requires ongoing institutional support, including access to resources, time for skill development, and collaboration opportunities among teachers [6,137].

Classroom Management

While technology engages learners, it can also lead to distractions. Shin et al. suggest strategies for maintaining focus, such as setting clear goals for technology use in class [5, 56]. Shin et al. stress the importance of establishing clear learning objectives for using technology. When students understand the purpose of a tool, they are less likely to misuse it. For instance, before introducing a language-learning app, teachers should outline specific tasks, such as practicing vocabulary or completing listening exercises. To minimize distractions, teachers should design structured activities with time limits and specific outcomes. Examples include timed quizzes, group projects using digital tools, or guided research tasks [5, 58]. For active monitoring, classroom management requires active teacher presence. Shin et al. recommend that educators circulate around the room, observe student screens, and provide real-time feedback to keep learners on track.

The literature indicates that technology significantly impacts English language learning by enhancing accessibility, promoting collaboration, catering to diverse learning styles, and developing digital literacy. However, educators must remain aware of the challenges and strive for an equitable integration of technology in language education to ensure all students benefit from these advancements.

This review highlights significant aspects of the impact of technology on English language learning, paving the way for future research and practical applications in educational settings.

Conclusion. The integration of technology into English language teaching (ELT) at the primary level has proven to have a profound impact on both teaching methodologies and student learning outcomes. This research reveals several advantage sides. Technology has significantly increased student engagement, making learning more interactive and enjoyable. The use of multimedia resources, educational apps, and online platforms helps capture students attention and fosters a lively learning environment, which is crucial at the primary level. The data gathered indicates a notable improvement in students' proficiency in English when technology is effectively utilized in the classroom. The correlation between technology use and better academic performance underscores the advantages of integrating digital tools in language instruction. The findings illustrate that technology allows for tailored learning experiences, accommodating diverse learning styles and paces. This individualized approach not only supports students in grasping language concepts more effectively but also builds their confidence in using the English language. Technology fosters a collaborative learning atmosphere that encourages interaction among peers. This social aspect of learning is vital in language acquisition, as communication and collaboration are key components of mastering a new language.

It is crucial for educational stakeholders to address the challenges faced in technology implementation while ensuring that teachers receive the necessary training and support. By doing so, we can harness the full power of technology to create dynamic, effective, and inclusive learning environments for young learners in their English language journey**.**

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