

DIGITAL PLATFORMS IN ELT LEARNING AS THE TOOL FOR YOUNG LEARNERS

Ima Frafika Sari

Shariah Faculty, Institut Agama Islam Negeri Ponorogo, Indonesia

Email: ifrafika@gmail.com

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Abstract: The goal of this study is to uncover: the use of digital platforms in English language instruction for young learners. It's a type of qualitative study aiming at showing the use of digital platforms as a tool for young learners in ELT Learners. Because there is still a scarcity of research on digital platforms in the English language as a foundation for young learners, this study is essential. The following is a summary of the study findings: First, the teacher constantly listens to and observes the pupils, allowing them to check their spoken language, provide immediate or delayed feedback, and encourage active involvement and engagement in the speaking activities. Speaking looks to be the easiest of the four basic language abilities to teach online. The teacher monitors the pupils' spoken language, provides immediate or delayed feedback, and encourages active involvement and engagement with the speaking exercises. Second, Edmodo, SeeSaw, Sway, Class Dojo, and Show My Homework are examples of online learning programs that allow young learners to apply English language learning effectively.

Keywords: *digital platforms; ELT; ELT learning; young learners.*

INTRODUCTION

Since the Covid-19 epidemic, the use of digital platforms in English Language Teaching (ELT) has been extensively advocated. Many studies have been undertaken on digital platforms learning in ELT, even before the epidemic age. All Indonesian schools and institutions, without exception, have begun to implement E-learning, making this a hot topic among ELT scholars today. The use of technology in language education, such as gamification, applications, and devices, is not new. Language education and learning have significantly benefited from digital tools, social media, and virtual worlds.

The majority of people in the twenty-first century use modern technology in their daily lives. Many industries, such as education, manufacturing, and hospitals, utilize new technology to carry out their tasks. People believed that they could be active and inventive to accomplish something in this period. Many technologies are available to assist them in their operations. Thus, people should embrace the new modern. Furthermore, as tutors, teachers should be creative in their teaching methods. For pupils, teaching, according to Berg, is a creative process. When adopting new technology,

the teacher should create an engaging learning environment.

Teachers should pay greater attention to technology in their classes, according to Chun et al. (2016), because it affects language use. On the other hand, the current situation does not appear to be a well-planned daily teaching process involving advanced technology gadgets in the classroom, nor does it appear to be typical online instruction. Teachers and students are in a critical situation these days, teaching with limited resources and in a hurry. In a study, Hodges et al. (2020) compared everyday online learning versus emergency online learning. Atmojo & Nugroho (2020) looked into the challenges of implementing online learning. In addition, Amin and Sundari (2020) discuss students' preferences for digital platforms used in online learning.

In this Industrial Revolution 4.0 Era, advances in information and communication technology (ICT) have influenced all areas of people's lives, including education. Teachers and students are affected by the use of technology in the classroom since it provides both benefits and obstacles, which is unavoidable in this century. Teachers must be aware that today's kids are digital natives who have grown up with technology.

Each year, the number of people using the Internet in Indonesia grows. According to data from Hootsuite (in Riyanto, 2019), Indonesia's internet users climbed to 150 million in 2018, up from 268.2 million in 2017, or 56 percent of the entire population. The study also shows that they are all active social media users, with 130 million mobile social media users.

There have been numerous researches on digital platforms in English language teaching and learning. Different findings have been reported in these investigations—some advocate using digital platforms to teach English as a second language.

English learning in Indonesia is more effective when technology is used (especially in elementary school). Students should learn a foreign language to master it. Learning is an integral part of a student's education. Students will get a lot of new information and knowledge due to their learning. Learning can take place in various settings, both formal and informal. Furthermore, learning can take place in a classroom, at home, in an out room, and so on. Furthermore, learning English as a foreign language can be done in classrooms and other settings (at home, garden, etc.).

English is a foreign language and an international language that students and adults in Indonesia should study. In Indonesia, pupils begin learning English in primary school. English Language Learning should engage pupils while studying to grasp the language. Easy online learning can be used to study English at home. There are numerous tools or software that can assist students in studying English as a second language. As a result, they will learn it effectively at home. As a result, the research was created to address the following research questions: What are digital platforms in English Language Teaching for young learners?

METHOD

Descriptive qualitative research aims to demonstrate the digital platforms in ELT learning for young learners. The researcher explained the application of theories in locating and discussing qualitative research. The supporting sources come from books, journals, and various additional sources relevant to the topic.

Qualitative research aims to understand a phenomenon from the participants' point of view. The results of qualitative research are descriptive

rather than numerical, verbal, or visual representations of the research topic chosen by the researcher. It should be highlighted that data obtained using a qualitative method is non-descriptive. A research subject is an individual who takes part in the research.

RESULT AND DISCUSSION

Online benefits in ELT

Teaching speaking. Speaking appears to be the most accessible four basic language skills to online teaching. The teacher continuously listens and watches the students, monitoring their spoken language, providing immediate or delayed feedback, and encouraging active participation and engagement with the speaking activities.

When it comes to delivering feedback, which is required when teaching productive skills, the teacher can offer immediate feedback via the chat box or the shared screen or delayed feedback if the task is intended to be completed at the end of the task. Holding up a colorful card to indicate an error that needs to be corrected is another option for fast correction while speaking. Because of the time lag or unanticipated delays between computers, the teacher should allow the pupils additional time to respond when posing a question, regardless of choice (accuracy vs. fluency). The ability to record the lesson or the speaking activity for later use and progress is the fundamental benefit of teaching speaking online.

Teaching reading. Following the integration of speaking into online teaching, reading comprehension is another ability that can be taught as successfully as in a physical classroom because all hardcover student books and photocopyable teacher resources and worksheets may be used in their electronic counterparts. In any case, becoming paperless would meet all environmental requirements for tree preservation and environmental protection. Aside from the various types of texts and interactive exercises available with a single click, the teacher can also extract short texts or stories from dedicated websites and use the screen-sharing feature for the reading process and drawing/texting tools for direct annotations on the screen.

Teaching listening. Having the correct equipment is more important than any other ability to listen to audio and video files. Students should wear headphones or earplugs to block out outside

noise in most listening situations. At the same time, the teacher should share the sound from their computer while assigning listening activities. A headset will ensure that the message is delivered flawlessly during listening practice if a working microphone and a dependable camera are required for successful speaking practice.

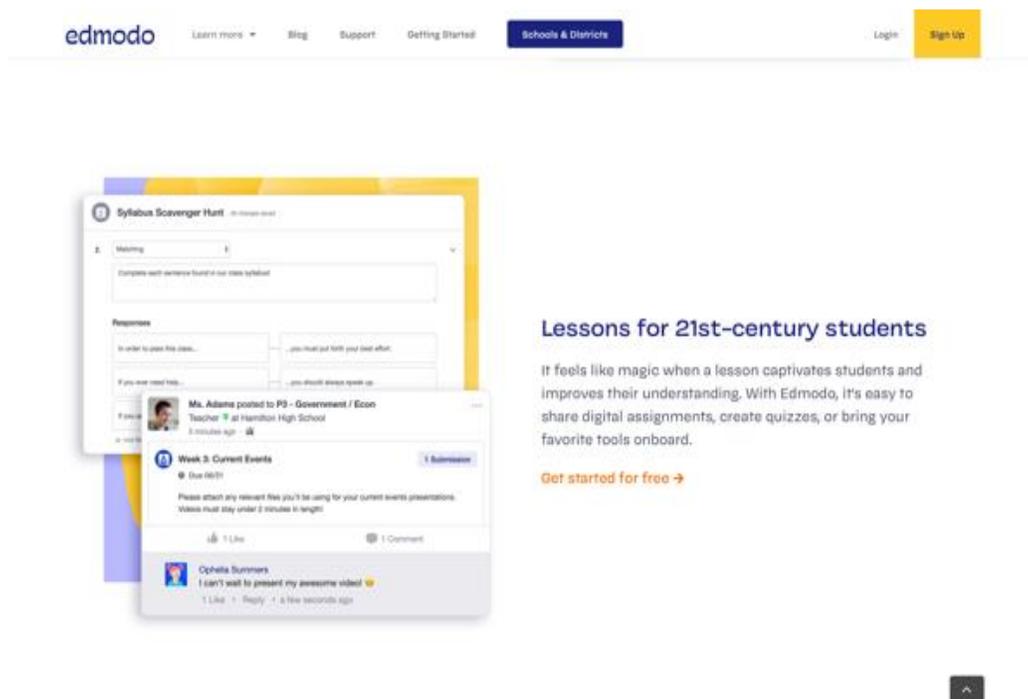
Teaching writing. The writing activities are limitless and can include every stage of the writing process, including brainstorming and organizing inspiring ideas, reflecting on text structure, and collaborative proofreading. Students can enhance their writing skills by linking ideas, punctuation, vocabulary, and register by studying various text types and layouts. The computer screen is far more sufficient for taking the time to teach writing off and on.

With or without the acceleration of the coronavirus pandemic and the resulting lockdown, increased digitalization of educational tools, aids, and resources has proven to be inevitable for some time, and educational experts have become increasingly aware that all misfortune is a stepping stone to fortune informal education and beyond.

Digital platforms in ELT

Edmodo

It is the online platform to send messages, share class materials, and make learning accessible anywhere. It can help teachers who made a difference in their life. With communication tools like Posts and Messages, Edmodo helps teachers and students.



Picture 1. Screenshot of Edmodo
(https://go.edmodo.com/teachers/?utm_source=main&utm_medium=visitor-site&utm_content=teacher-block)

Edmodo is an essential social networking website with similar features to Facebook, such as a scrollable "wall" or "timeline" where you can view posts ordered by date, an individualized profile page, push notifications to show what's new, easy access to sharing links, and the ability to send messages to groups or individuals. The main distinction is that Edmodo was designed with students and teachers in mind, combining social

networking capabilities with classroom management system features. As an instructor, you may create assignments, quizzes, poll audiences, manage small groups, grade activities, and even issue badges, all inside a self-contained environment that allows students and instructors to keep their academic and social lives separate. Students and teachers can collaborate in an environment where the focus is entirely on teaching

and learning, with no chance of mistakenly peering into one other's personal lives.

Edmodo provides several features that can be used to supplement various sorts of courses, namely:

Information sharing. Edmodo makes it simple for students to communicate with their peers and professors. Instructors can react immediately on Edmodo to more challenging questions, allowing all students to see and profit from their responses. Students in a research methods course might share survey links from Google Forms, while students in a public speaking class might share links to YouTube video presentations.

Group work. Small student workgroups can be easily formed with Edmodo. Each group can name their team and work in their own space to share ideas, articles, news, and resources.

Mobile notifications. Students can send or receive mobile notifications from their teachers by email or text message when they create their accounts.

Assignment and grading. It's simple to add assignments to Edmodo. Grading can be done instantly on Edmodo using a simple touchscreen tablet, and students can see their grades on the site

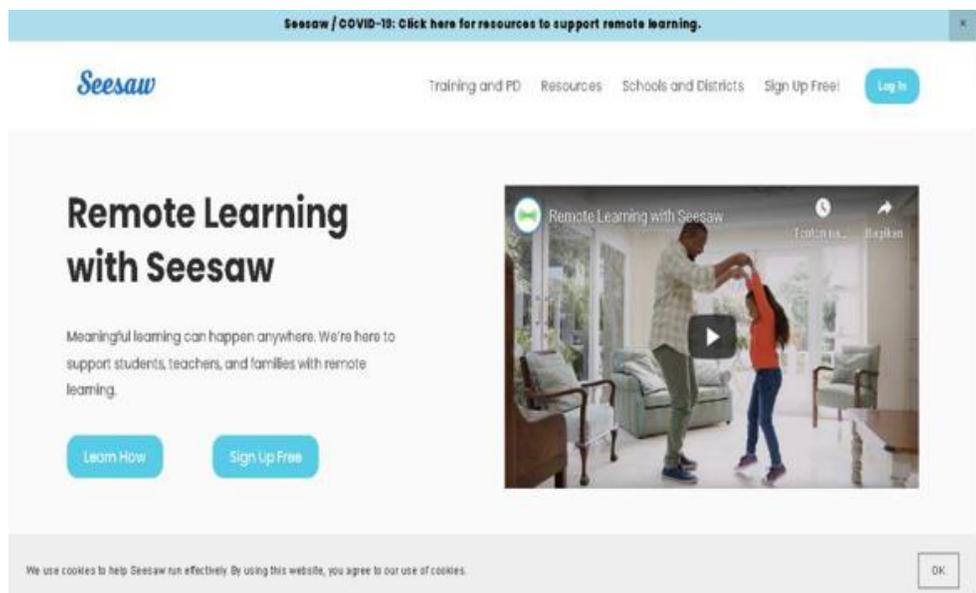
right away. Edmodo can be utilized instead of a classroom management system in this case, allowing students to manage their classroom information on one site rather than two.

Control and visibility. By preserving access to talks on the Internet, instructors can maintain a level of oversight and administration.

SeeSaw

Seesaw for Schools is a digital platform that allows students, teachers, and parents or guardians to complete and share classroom work. According to the company's website, Seesaw is a platform for student engagement. Students can use the Seesaw app to exhibit what they know using various media such as images, videos, drawings, text, links, and PDFs to demonstrate their understanding. All of this is stored on the Seesaw platform, which means it can be viewed and evaluated by teachers, a standard with parents and guardians.

The student portfolio develops throughout time, allowing users to carry it to their academic careers. Other teachers will observe how the student has improved over time and worked to get the desired outcome.



Picture 2. Screenshot of SeeSaw (<https://web.seesaw.me/>)

Seesaw is a digital platform that allows students to demonstrate and share their learning, unlock creative thinking for all students in any subject, provide teachers with information about their students' students and growth, and, last but not least,

engage families in conversations about their children's learning. A free app lets students document and exhibit their work in a digital portfolio, makes it easier for teachers to keep track of their students' progress, and allows parents to

provide constructive criticism on their children's work. It also functions as a collaborative platform for students to work with their peers by perfecting their classmates' comments to Yunus et al. Incorporating ICT into the classroom promotes learners' freedom and self-discovery abilities. Furthermore, this web program can make it more adaptable, regardless of time or location. As a result, this is an effective method for encouraging students to increase their self-esteem. Seesaw, the digital portfolio, improves students' performance and interest and encourages teachers to reflect and learn. According to Melland and Volden, Portfolios are a method of documenting educational success based on resources chosen, presented, and structured by the teacher.

This is consistent with Murray's suggestion that a portfolio helps encourage professional development among teachers because it motivates and guides personal renewal and progress by allowing instructors to examine, keep, and track

their development in their teaching and learning. In a nutshell, Seesaw, the online platform, promises both students and teachers teaching and learning. As a result, it was chosen as the study's intervention to pique students' interest in the reading classroom.

ClassDojo

Class Dojo is a digital platform for students to communicate and complete their assignments. This program was created to help teachers improve student behavior in the classroom. Students are asked to manage their classroom environment to keep active (Czikk, 2013). Learning in the twenty-first century emphasizes active engagement and providing feedback. The presence of a teacher does not have a substantial impact. Students can arrange their lessons, but they must adhere to the teacher's instructions. Class Dojo is a valuable tool for students and teachers who want to learn through social networking.

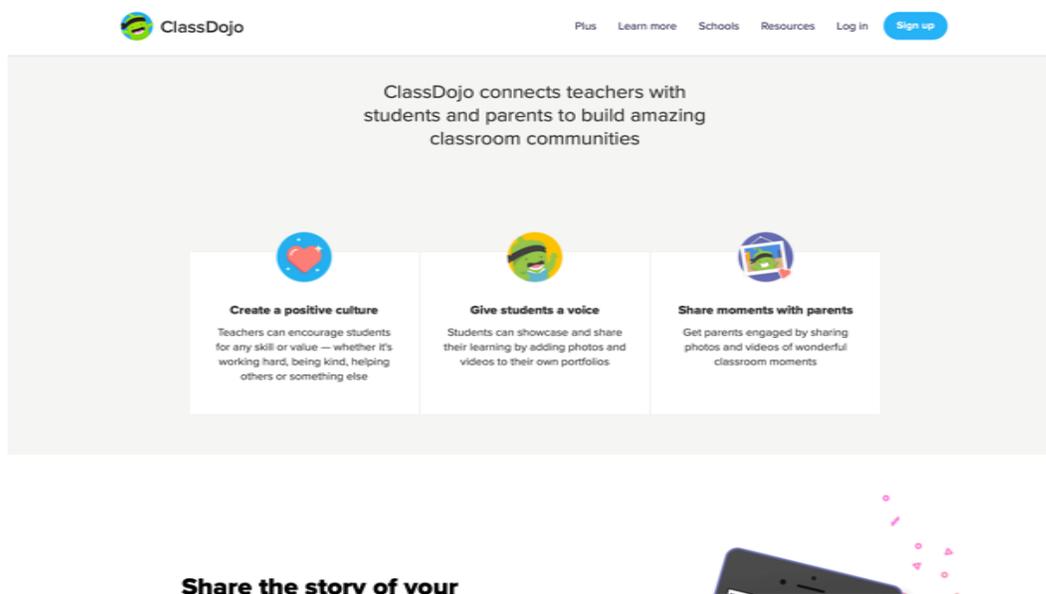
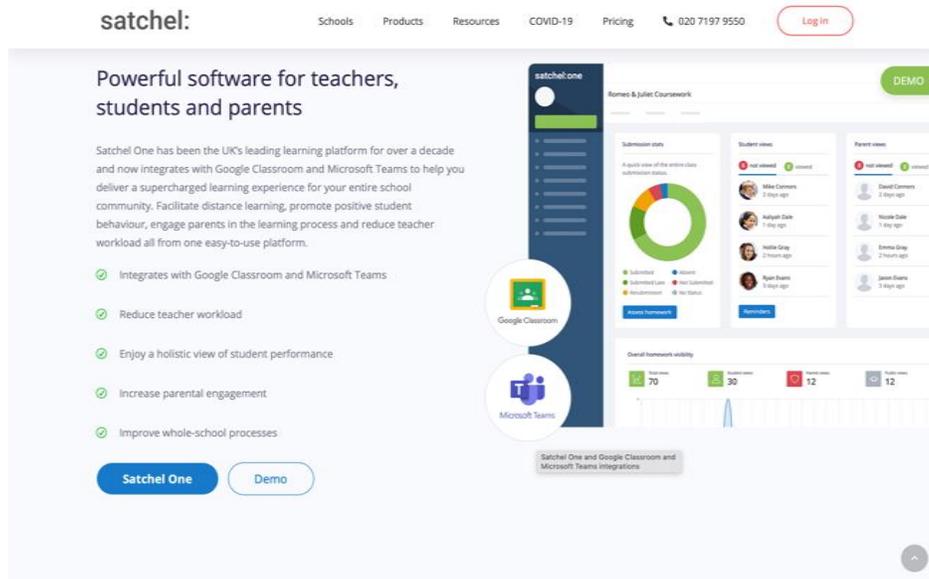


Figure 3. Screenshot of ClassDojo (<https://www.classdojo.com>)

ClassDojo is a web-based classroom management system that incorporates gamification. When students exhibit excellent behavior in class, this app rewards them with virtual points. Teachers must first set up a class. Second, they enlist the participation of all of their students in this course.

Third, the software creates an avatar for each pupil. On the other hand, each student can personalize their avatar and select the one that best describes them. Finally, the app is complete and ready to use.

Show my homework



Picture 4. Screenshot of Satchel (<https://www.teamsatchel.com/>)

It is a home learning platform for pupils. This platform has several beneficial features for students, teachers, and parents. This application will provide students with high-quality homework reports that can be completed at home, making it convenient for online students.

Sway

Sway is a web-based Microsoft Office product that lets users create newsletters, presentations, and documents to share information. With headings, text, video, and photos, users may personalize their Sway. Sways can be made from scratch, a template, or a pre-existing file like a Word outline.



Figure 5. Screenshot of Sway

(<https://support.office.com/en-us/article/getting-started-with-sway-2076c468-63f4-4a89-ae5f-424796714a8a>)

The material is then arranged into cards, dragging and dropping to reorder. Presenters, teachers, and students can use Sway to graphically organize the material they wish to offer. Each Sway has its link, allowing Sways to be readily shared on the web, via email, or through social media.

Sway is a new Microsoft Office program that uses interactive reports, personal stories, presentations, and more to make learning easier. Aside from that, this app provides many communications and photo-editing features. It begins with the addition of your text and images.

Sway is a more current and helpful program for instructors.

CONCLUSION

In the teaching and learning process, a digital platform is modern technology. It has the potential to assist pupils in their educational endeavors. Edmodo, SeeSaw, Sway, Class Dojo, and Show My Homework are examples of online learning applications that enable proper application in English Language Learning for young learners. By leveraging the Internet, these applications can be used in English. In addition, numerous features or applications are available in online learning. Still, four abilities should be covered in English learning, including (writing, reading, listening, and speaking) so that the pupils can assess their English learning abilities.

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