

CHAPTER 2

LITERATURE REVIEW

This chapter presents related and relevant research studies. It also includes a theoretical framework to help make this research more understandable.

A. Theoretical Framework

1. Young Learners

There are numerous definitions of young learners. According to Sudrajat and Apriliani (2022), young learners refer to those who take the kindergarten program in particular institutions. Young learners are youngsters under the age of six who have not yet begun compulsory schooling and have not yet read.

Another study states that young learners are primary school children between the ages six and twelve. Sarah Philips (as cited in Rini, 2016) stated that children who are five or six years old during their first year of formal education and eleven or twelve years old are considered young learners. Younger Group (6–8 years old) and Older Group (9–12 years old) are the two groups into which they can be separated.

Therefore, various researchers have set different age limits. Linse and Nunan (2005), stated that young learners are children between the ages of five and twelve, whereas Slattery and Willis (2001) define them as children aged seven to twelve. Scott and Ytreberg (1990) stated that young learners as children aged five or six to ten or eleven. Based on the studies, it means that young learners are kindergarten to elementary school and first-grade, junior high school students.

Young EFL learners are more likely to do any activities even though they do not know exactly why how to do, but they easily lose their interest. Their interest will increase according to the classroom interaction. Through classroom interaction the students will be able to get themselves involved

with concepts, ideas and various other devices and products for language and culture learning (Kusmaryati, 2020).

2. Teaching English to Young EFL Learners

Teaching English to young learners, particularly in EFL (English as a Foreign Language) contexts, requires specialised approaches that accommodate the developmental characteristics of children. Young learners, typically aged 6 to 12, are in the formative stages of cognitive, social, and linguistic growth. As Cameron (2001) explains, children at this age learn most effectively through active, hands-on experiences that are engaging and contextualised. They tend to benefit from learning environments that include storytelling, songs, games, and visual support, all of which aid comprehension and memory retention.

Therefore, teachers need to adapt to current trends to create innovative and effective learning experiences. The methods that teachers employ to enhance students' English abilities are crucial for addressing the challenges the students face in acquiring their English language skills.

Young learners thrive when learning involves movement, songs, stories, and visual prompts that align with their developmental stage and attention span. Shin and Crandall (2014) suggest that engaging activities such as chants, role-playing, storytelling, and interactive games can help reduce anxiety and increase students' willingness to speak in English. English language skills can increase with the help of teachers in conveying the materials especially in EFL students. Therefore, students' achievement also can increase in a healthy environment, such as supporting friends in the class.

3. Technological Pedagogical Content Knowledge (TPACK)

The Technological Pedagogical Content Knowledge (TPACK) framework, first introduced by Mishra and Koehler (2006), is a conceptual model that describes the kinds of knowledge teachers need to integrate technology into their teaching effectively. This framework gives explanation

on how the teacher uses technology, pedagogy, and content to enhance the teaching and learning process in the classroom.

The core idea of TPACK is that technology should not be viewed in isolation but must be meaningfully integrated with pedagogy and content. It comprises seven components: Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and the overarching Technological Pedagogical Content Knowledge (TPACK). Content knowledge refers to the teacher's understanding of the subject, in this case, in the context of English language learning. Pedagogical Knowledge is the knowledge of teaching strategies, methods, classroom management, and assessment practices. Technological Knowledge is the teacher's proficiency in using technology tools, including software, hardware, and applications like the Interactive Whiteboard (IWB). TPACK helps explain how a teacher integrates IWB (TK) with learning English activities (CK) using appropriate methods for children (PK).

According to Tseng et al., (2020), effective TPACK development occurs when teachers are engaged in collaborative lesson planning, receive modelling from experienced educators, and participate in interventions that emphasize the interconnection of content, pedagogy, and technology. TPACK encourages teachers to consider students' needs and learning styles. With the help of TPACK framework, the teacher could integrate IWB in real classroom settings. It provides a lens through which the teacher's choices, challenges, and adaptations can be understood.

4. Technology-Enhanced Language Learning (TELL)

Technology-Enhanced Language Learning (TELL) integrates digital tools to improve language acquisition, offering interactive and engaging learning experiences. One such tool, the Interactive Whiteboard, has gained popularity in English as Foreign Language (EFL) classrooms, particularly for

young learners. Technology-Enhanced Language Learning (TELL) refers to the use of digital technology to improve language teaching and learning. TELL environments include tools and platforms such as computer-assisted language learning (CALL), mobile-assisted language learning (MALL), interactive whiteboards, virtual classrooms, and other multimedia resources. TELL supports a wide range of language skills—listening, speaking, reading, and writing—by offering authentic language input and opportunities for communication in diverse contexts.

According to Chapelle (2003), TELL allows learners to practice language meaningfully, receive instant feedback, and access multimodal resources, which are essential for engaging and effective language learning. For English language learning instruction in particular, TELL tools can promote fluency and accuracy through simulation, dialogue-based applications, and interactive tasks.

5. Interactive Whiteboard

Interactive whiteboard is whiteboard based technologies that operate on the connection between a computer, a projector and a touch screen electronic whiteboard (Akbaş & Pektaş, 2011). Students, especially young learners usually have no motivation to speak in front of class because when they try to speak and made mistakes the others will laugh and made the students feel uncomfortable. According to Al Saleem (2012), interactive whiteboard is a touch-sensitive screen that works in conjunction with a computer and a projector. The computer images are displayed on the board by a digital projector, where they can be seen and manipulated. The users can control all windows applications with the touch of a finger. They also can take the notes and drawings that can be saved or printed out. Interactive whiteboard could help young learners to increase their motivation because they want to try and use the interactive whiteboard.

Bacon (2011) stated that Interactive whiteboard affects learning in several ways, including raising the level of student engagement in a

classroom, motivating students and promoting enthusiasm for learning. With the use of interactive whiteboard, the students more excited to speak in front of the class because they want to try using this technology and compete with the other students.

The students also more focus in class when interactive whiteboard is used. They pay attention to the interactive whiteboard in addition to listening to the teacher. According to the study's findings by Karsenti (2016), students' opinions of the interactive whiteboard's effects on their academic performance, motivation for learning, focus in class, and general school satisfaction improved with increased use.

B. Study of the Relevant Research

Much research discusses the use of interactive whiteboards in teaching and learning process. Most of them are talking about using interactive whiteboard to increase students' vocabulary, opportunities and challenges, or their grammar mastery. There is a research that written by Nguyen (2020) titled "Using Interactive Whiteboard for Teaching Vocabulary to Young English Learners: Students' Performance and Perceptions" states that Interactive Whiteboard activities positively contributed to students' vocabulary achievement and retention. It also stated that with using of interactive whiteboard students' motivation and positive behaviours also increased. Another research was written by Linh and Duyen (2021) titled "Interactive Whiteboard as a Means to Enhance Learners' Engagement in Language Learning" states that the learners gained positive behaviours, including participation, concentration, and persistence. Also, regarding their emotional engagement, learners also confirmed the enhancement in their enjoyment and interest. Another research conducted by Al-Sabbagh (2022) titled "The Impact of Interactive Whiteboard Use on Teaching Grammar to Grade Seven EFL Learners" stated that most students felt that the Interactive Whiteboard inspired them to learn English and helped them advance their vocabulary, pronunciation, fluency, and accuracy which are all rendered as positive outcomes of effectively mastering grammatical structures.

However, studying the teacher's implementation of using interactive whiteboard teaching and learning English for English Young Learners still needs to be researched because it is rarely discussed by other researchers. This is necessary so that later it can help other English teacher to adapt the implementation in teaching and learning process using interactive whiteboard. Especially for English teacher who have just started using this technology.