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Integration of Digital Technology in English Language Learning in Elementary Schools : Trends, Challenges, and Opportunities

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Abstract. *This study explores the integration of digital technology in English language learning in primary schools, focusing on the trends, challenges, and opportunities it presents. The primary objective is to identify the current trends in the use of digital technology in English language instruction, examine the challenges faced by educators and students in its implementation, and assess the potential opportunities for enhancing the quality of learning. A Systematic Literature Review (SLR) method was used to gather and analyze relevant studies published over the last decade. The findings reveal that digital technology has significantly impacted teaching and learning by providing broader access to educational resources and enabling more interactive, engaging, and student-centered learning experiences. However, challenges such as infrastructure limitations, access gaps, and technical skills remain barriers to effective implementation. The study also identifies key opportunities for improving teacher training, expanding access to materials, and leveraging interactive platforms to enhance English language acquisition. The implications of these findings suggest that digital technology, when appropriately integrated, can greatly improve the quality of English education in primary schools. Future research should focus on addressing the identified challenges and exploring more inclusive technological solutions.*

Keywords*: Digital Technology, English Language Learning, Primary Schools, Teaching Challenges*

1. BACKGROUND

English education in elementary schools (SD) is increasingly important to prepare the younger generation to face global challenges that are increasingly leading to the use of international languages. In recent years, the Indonesian government has paid great attention to early childhood English learning, which is considered an important foundation for better mastery of foreign languages in the future. In response to these changing needs, digital technology has begun to be integrated into learning, both to support teaching, learning materials, and interactions between teachers and students. This integration not only provides a new way of delivering material, but also opens up various opportunities and challenges that need to be understood more deeply.

The rapid development of digital technology in recent decades has affected almost all sectors of life, including the world of education. Digital technology in education refers to the use of technological devices such as computers, tablets, the internet, and applications to support the learning process. In the context of learning English at the elementary school level, the use of digital technology is considered an effective means to improve students' language skills, especially in the aspects of listening, speaking, reading, and writing (Bax, 2016). For example, mobile learning applications, game-based learning, and the use of learning videos have been accepted as methods that increase student engagement in the learning process (Chik, 2014).

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This is in line with the opinion of Warschauer and Healey (2017), who emphasized that technology can create a more interesting and interactive learning experience for students.

However, despite numerous studies showing the positive potential of digital technology in English language learning, its implementation in elementary schools still faces a number of challenges. Limited access to technology, unpreparedness for teaching, and low levels of teachers' digital skills are some of the inhibiting factors that are often encountered. This is in line with the findings put forward by Puentedura (2014) in the SAMR (*Substitution* , *Augmentation* , *Modification* , *Redefinition*) model, which underlines the importance of transforming the use of technology in learning, not just substituting traditional tools with digital tools.

In addition, the integration of digital technology in education must involve various parties, from the government, schools, teachers, to parents of students. For example, according to Prensky (2016), although technology can be a powerful tool in learning, its use must be accompanied by training and guidance for teachers to optimize its use in the context of education. Not only that, students also need to be trained to access and utilize technology wisely, so that technology is not only a learning tool, but can also shape students' character in facing the digital era.

As part of the Indonesian education system, primary schools play a vital role in developing the foundations of language education for children. Therefore, it is important to explore the extent to which digital technologies have been implemented in English language learning in primary schools, as well as the trends, challenges, and opportunities that exist in the integration process. This study aims to present a comprehensive review of the use of digital technologies in English language learning in primary schools, with a focus on identifying the latest trends, challenges faced, and opportunities that can be utilized to improve the quality of language education.

The importance of this research lies not only in the new findings that can enrich insights into English learning with digital technology, but also in the effort to provide practical recommendations for policy makers and educators. Through a comprehensive literature review, this study will identify various aspects of digital technology integration in English education and discuss important findings that can be applied in Indonesia or other developing countries.

Some emerging trends in technology-based English learning include the use of mobile language learning applications, educational games, and learning using technologies such as *augmented reality* (AR) and *virtual reality* (VR). The application of these technologies not only makes learning more interesting, but also provides a more in-depth and practical learning

experience for students. For example, in a study by Lin and Lan (2015), it was found that the use of mobile applications in foreign language learning can improve students' speaking skills, because the application allows students to practice speaking independently with direct feedback. This shows how technology can enrich the learning experience that is not only limited to classroom teaching, but can also be applied outside the classroom.

However, despite the many opportunities offered by digital technology, there are many challenges that must be faced in its implementation. One of the main challenges is the problem of limited access to technology in some areas, especially in remote areas. Many elementary schools in Indonesia still do not have adequate access to technological devices such as computers or tablets, and a stable internet connection. In addition, not all teachers have the technical skills needed to integrate technology into their learning. For example, research by Surjono (2019) shows that most teachers in elementary schools in Indonesia find it difficult to utilize technology in English learning, mainly due to the lack of adequate training.

In terms of opportunities, digital technology opens up many possibilities to introduce various new methods in learning English. One of them is game-based learning, which is not only fun but also educational. In a study conducted by Suh, Kim, and Kim (2017), it was found that learning using games can increase students' learning motivation and provide a more enjoyable learning experience. Digital technology also allows learning to be more flexible and can be adjusted to students' needs, allowing them to learn at their own pace.

Through this research, it is expected to find useful findings for the development of English learning in elementary schools, especially in the context of digital technology integration. It is also hoped that this research can contribute to a better understanding of the challenges faced and how technological opportunities can be utilized to improve the effectiveness of English learning.

2. THEORETICAL STUDY

English learning in elementary schools plays a very important role in preparing students to face the challenges of the global world. At the same time, digital technology is increasingly developing and influencing almost every aspect of life, including education. The integration of technology in English learning aims to create a more interactive, engaging, and immersive learning experience. Along with the development of technology use, a number of theoretical concepts need to be understood to explore the potential and challenges that may arise in the application of digital technology in English education at the elementary school level.

Digital technology in the context of learning refers to the use of various technological devices such as computers, tablets, learning applications, and online platforms to support and enrich students' learning experiences. In English language learning, digital technology is used to deliver materials, introduce various digital resources, and provide various interactive media that can facilitate teaching and learning. As explained by Warschauer and Healey (2017), the use of technology in education is a form of educational modernization that enables multimedia-based teaching, which can improve the learning process and students' skills in various ways.

Digital technology in English learning can include a variety of tools, from mobile applications for language learning to the use of software and web-based learning platforms that allow students to learn anytime and anywhere. Some examples of applications that are often used in English learning in elementary schools include applications such as Duolingo, Kahoot!, and Quizlet, which allow students to practice language skills independently and in a more enjoyable atmosphere (Bax, 2016).

There are several learning theories that support the use of digital technology in education, especially in English language learning. One of the theories that most supports the integration of technology in learning is constructivism, which was first introduced by Piaget (1970) and later expanded by Vygotsky (1978). Constructivism emphasizes the importance of students constructing their own knowledge through experiences and interactions with their learning environment. In this context, digital technology provides a variety of tools that can help students construct their knowledge actively and independently. For example, through game-based applications or learning software, students can engage in activities that stimulate them to think critically and creatively in understanding English language learning materials.

Constructivism also emphasizes social interaction as an important part of the learning process. Vygotsky (1978) in his *Zone of Proximal Development* (ZPD) theory explains that students can achieve higher levels of understanding if they are given challenges that are slightly more difficult than their ability level, and with support from peers or teachers. In the context of digital technology, this can be reflected in the use of collaborative learning tools, such as e-learning platforms or applications that allow students to interact with each other, collaborate, and learn in groups.

In addition, the multimedia learning theory developed by Mayer (2009) also supports the use of digital technology in education. This theory states that students can learn more effectively when information is presented with a combination of images and text or sound. In this case, the use of interactive learning videos, animations, and in-depth images can help students understand concepts in English more easily. Therefore, the use of multimedia in

English learning not only enriches the learning experience, but also increases the effectiveness of learning.

There are several technology-based English learning models that have been tested and applied in various educational contexts. One of the most popular models is the SAMR (*Substitution, Augmentation, Modification, Redefinition*) introduced by Puentedura (2014). This model divides technology integration into four levels: substitution, augmentation, modification, and redefinition. At the substitution level, technology only replaces traditional tools, such as using a computer to type text instead of writing by hand. At the augmentation level, technology not only replaces traditional tools, but also provides improvements in learning effectiveness, such as the use of digital aids to correct grammatical errors in text. At the modification level, technology enables substantial changes in the way material is taught and learned, such as using interactive simulations to teach English concepts. At the last level, redefinition, technology enables the creation of entirely new and innovative learning experiences, such as game-based learning that allows students to learn the language through virtual world experiences.

In addition, the TPACK (*Technological, Pedagogical, Content, and Knowledge*) model developed by Mishra and Koehler (2006) is also very relevant in this context. TPACK emphasizes that to effectively integrate technology in learning, a teacher must have a deep understanding of three main components: content (subject matter), pedagogy (teaching strategies), and technology. In the context of English learning in elementary schools, teachers must understand the English content being taught, choose appropriate teaching methods, and utilize the right technology to support the learning process. Therefore, training and professional development for teachers are essential so that they can make maximum use of technology in teaching English.

Research conducted by Lin and Lan (2015) showed that the use of mobile applications in English learning can improve students' speaking skills. In their study, students who used technology-based applications showed improvements in speaking and listening skills. This study supports the idea that technology can be an effective tool to strengthen students' language skills outside the classroom, especially in English which is often considered a foreign language. Similar findings were also found in research by Chik (2014), which stated that mobile applications not only provide varied language exercises but also increase students' motivation to learn the language more independently.

However, although many studies show the benefits of technology integration, there are also challenges that need to be considered. Research conducted by Surjono (2019) revealed

that many teachers in Indonesia are not ready to integrate technology effectively in English language teaching. Many of them find it difficult to choose and use the right technological tools to support learning. In addition, limited access to technology in certain areas is also a significant inhibiting factor, which can affect the effectiveness of technology use in English language education.

Integrating technology into English language learning faces a number of challenges, especially in the context of a developing country like Indonesia. One of the main challenges is access to technology. Despite the increasing use of technology, many schools in remote areas still lack adequate infrastructure, including fast internet access and technological devices such as computers or tablets. This leads to disparities in the application of technology across regions, which affects equality in access to quality education.

In addition, teacher training is also one of the major challenges in integrating technology into education. Teachers need to receive sufficient training in order to be able to utilize technology in an effective manner and in accordance with learning objectives. Without adequate training, the use of technology will only be an additional burden for teachers, not a tool that helps them in the learning process (Prensky, 2016).

On the other hand, digital technology opens up great opportunities to improve English learning. One of them is game-based learning which is now increasingly popular. Research by Suh et al. (2017) shows that games can increase student motivation and provide a fun learning experience. In addition, the use of technology such as *virtual reality* (VR) and *augmented reality* (AR) in English learning offers a more interactive and immersive learning experience. Through the use of VR and AR, students can learn English in a more fun way, such as through interactive simulations that allow them to practice speaking and interacting in a virtual environment.

Overall, while there are challenges in integrating digital technology into English learning in primary schools, the opportunities offered by this technology are much greater. With the right support, whether in the form of infrastructure, teacher training, or supportive policies, digital technology can be a very effective tool in improving the quality of English education at the primary level.

3. RESEARCH METHODS

This study uses the *Systematic Literature Review* (SLR) method to analyze the integration of digital technology in English learning in elementary schools. The SLR method was chosen because of its ability to provide a comprehensive picture of trends, challenges, and

opportunities related to the use of digital technology in education (Kitchenham, 2004). Systematic in conducting this literature review involves collecting, evaluating, and analyzing relevant literature to produce valid and reliable conclusions.

The first step in the SLR process is the identification of inclusion and exclusion criteria. The articles used in this review were limited to studies published in the last ten years to ensure that the information used was up-to-date and relevant to the current context. In addition, only articles that focused on the use of digital technology in English language learning at the primary school level were selected. Articles that were not related to the main theme or did not meet clear research methodology criteria were excluded from the analysis (Tranfield et al., 2003).

Next, a literature search was conducted through various academic databases such as Google Scholar, JSTOR, Scopus, and ERIC. The selected articles were analyzed based on their quality, using the guidelines set out in the inclusion criteria. This search method used keywords such as " *digital technology in English language learning* ," " *elementary education* ," and " *systematic review* ," to ensure that the literature found was relevant and weighty. This process allowed researchers to filter articles based on the topics and methodologies applied in previous studies.

After identifying the articles, a thematic analysis was conducted to group the results obtained according to the main themes, namely trends, challenges, and opportunities in the integration of digital technology in English language learning. The data obtained were analyzed in depth to produce clear and structured findings regarding the impact of technology in language education at the elementary school level. Data synthesis was conducted to provide a comprehensive picture of the current state and directions for future research.

4. RESULTS AND DISCUSSION

Digital Technology Trends in English Learning

English language learning has undergone significant evolution with the development of digital technology. The use of technology in education provides new opportunities for educators and students to improve language skills in a more interactive and efficient way. The trends in digital technology used in English language learning are increasingly diverse, encompassing a variety of different tools, platforms, and methods, all of which have the potential to enrich the learning experience and improve students' language skills. In this study, we identify three major trends in the use of digital technology in English language learning, including mobile applications, game-based learning, and multimedia-based learning, and how they impact students' language skills.

One of the most widely used technologies in English learning is mobile applications. Mobile applications, such as Duolingo, Memrise, and Babbel, have become popular learning tools for students around the world. These applications allow students to learn English independently through their mobile phones, anytime and anywhere. A study by Lin and Lan (2015) showed that the use of mobile applications in English learning can significantly improve students' speaking and listening skills. One of the advantages of these applications is their ability to provide personalized exercises, according to the students' language proficiency level. Applications such as Duolingo use gamification to keep students motivated by rewarding their achievements. In this way, students feel more interested and involved in the learning process, which can ultimately improve their learning outcomes (Li, 2017).

In addition, mobile applications also provide opportunities for independent learning, which supports the development of students' language skills outside of school hours. Applications such as Babbel, which focus on teaching vocabulary and phrases in a foreign language, allow students to expand their vocabulary in a fun and interactive way (Liu et al., 2016). The success of these applications in improving students' language skills can be attributed to their flexible learning approach and the principles of individualized education (Winke et al., 2013). Therefore, mobile applications offer a great opportunity to enhance English learning, especially outside of formal school hours.

The second significant trend in English language learning is the use of game-based learning (GBL). This approach involves the use of computer games or other interactive games as a learning medium. Game-based learning has been shown to be effective in increasing students' motivation and engagement in language learning. A study by Suh et al. (2017) showed that educational games can improve students' language skills, especially in vocabulary, grammar, and listening skills. Web-based games, such as Kahoot! or Quizlet, are often used by teachers to create quizzes or games that allow students to compete and learn in a fun way.

The use of games in English learning is very relevant, especially for elementary school students who may feel bored with traditional learning methods. For example, Kahoot! allows teachers to create interactive questions that students answer through their mobile phones, making the learning process more dynamic and interesting. Research conducted by Anderson et al. (2017) revealed that games can facilitate social and collaborative learning among students, which is important in the context of language learning. In this game-based learning, students not only learn individually, but also work together in groups to solve challenges or achieve certain goals. This process encourages students to discuss with each other in English, which in turn improves their speaking skills.

In addition, technology-based games allow students to interact with learning materials in a more contextual and situational context. This provides a more in-depth and contextual learning experience, which is essential for understanding language use in real life (Gee, 2017). Therefore, game-based learning is a very effective tool in introducing and deepening students' understanding of English concepts through fun experiences.

The third prominent trend is the use of multimedia-based learning in English language learning. The use of video, audio, images, and text in one learning platform can improve students' understanding of the subject matter. Mayer (2009) suggests that the principle of multimedia learning, where information is presented in the form of text and images or sound, can accelerate students' understanding and retention of information in their memory. In the context of English language learning, the use of learning videos that involve conversations in the native language and introduction to local culture can enrich students' learning experiences, making them better prepared to face social situations that require English language skills.

Learning videos can also be used to introduce students to specific topics in English, such as tenses, vocabulary, and everyday expressions. Chik (2014) emphasized that the use of videos in language learning gives students the opportunity to listen to and imitate the pronunciation of native speakers, which is very important for developing their speaking skills. In addition, learning videos can also give students a clearer picture of how English is used in different social contexts, both in everyday conversation and in formal situations (Sung & Hwang, 2018).

Multimedia also allows for the use of various types of interactive exercises, which combine audio and visual elements to make learning more engaging. For example, platforms such as Edmodo and Google Classroom offer a variety of features to create more dynamic learning content, including interactive assignments and videos that can help students understand various language concepts in a more effective and enjoyable way.

Overall, the integration of digital technology in English learning has had a positive impact on improving students' language skills. Research by Wang et al. (2017) shows that digital technology can accelerate the learning process, increase student engagement, and increase their motivation to learn a language. Technology provides students with opportunities to practice the language independently, both in and out of class, allowing them to develop language skills in a more flexible way.

However, there are also challenges to be aware of. Several studies have shown that not all students are able to use technology in the same way, and factors such as digital literacy levels and access to devices and the internet can also influence the effectiveness of technology

use in learning (Bax, 2016). Therefore, although digital technology provides many benefits, it is important to ensure that it is accessible and used effectively by all students.

The use of digital technology in English language learning shows a positive trend, with mobile applications, game-based learning, and multimedia-based learning being the main tools that improve students' language skills. Although challenges in terms of technology access and digital skills still exist, the opportunities offered by technology in learning are enormous, especially in increasing student engagement and motivation. Technology not only provides a more enjoyable learning experience, but also supports the development of deeper language skills, giving students the opportunity to learn in a more independent and contextual way. Therefore, the integration of digital technology in English learning in primary schools has great potential to improve students' language skills in the future.

Challenges in Digital Technology Integration

While the use of digital technology in education, particularly in English language learning, offers a variety of benefits, its implementation is not without challenges. Teachers and students often face barriers that prevent them from making the most of technology in the classroom. These challenges can stem from a variety of factors, including limited infrastructure, disparities in access, and uneven technical skills. In this section, we will discuss the main challenges faced by educators and learners in the process of integrating digital technology, as well as their impact on learning.

One of the main challenges faced in implementing digital technology is the limited infrastructure, especially in areas with limited access to devices and adequate internet connections. Although many schools have adopted digital technology in learning, there is still a significant disparity between schools in big cities and in rural areas regarding access to hardware and stable internet connections. A study by Tondeur et al. (2017) showed that schools in rural areas often have difficulty in providing the devices needed for the use of digital technology, such as computers or tablets, which has a direct impact on the quality of learning that can be provided.

In addition, limited internet access is also a major problem. In many developing countries, slow or even non-existent internet connections in some areas hinder the effective implementation of technology in learning. This infrastructure limitation makes digital technology difficult to access equally by all students, especially those in areas with limited internet access. Research by Avgerinou and Sarris (2018) revealed that this gap in access to technology has the potential to exacerbate educational disparities, where students who do not

have access to devices or the internet will be left behind in terms of skills and knowledge gained through digital learning.

The gap in access is another challenge in the implementation of digital technology. Although most students now have access to personal devices such as mobile phones or tablets, there are many students who do not have adequate access. According to research by Warschauer and Matuchniak (2010), the gap in access to technology can create inequities in learning opportunities, where students from low-income families or those living in less developed areas are unable to make optimal use of digital technology. This creates a gap between students who have good devices and internet access, and those who are limited.

This access gap also includes other aspects, such as limitations in digital skills. Students from disadvantaged backgrounds often do not have access to adequate digital training or experience outside the classroom, which impacts their ability to use technology for learning. According to research by Hsu (2017), differences in students' digital skills greatly affect their success in using technology in learning. Students who are not exposed to technology from an early age often find it difficult to use digital applications or platforms used in the classroom.

Another significant challenge is the lack of widespread technical skills among teachers. While many teachers recognize the importance of integrating technology into their learning, not all teachers have the technical skills necessary to use technology effectively. Many teachers feel hampered by their inability to operate the hardware or software used in digital learning. According to research by O'Bannon and Thomas (2015), while most teachers understand the potential of technology in education, many feel unprepared to use these tools effectively due to a lack of technical training.

These limitations in technology skills are also related to resistance to change. Some teachers may be comfortable with the traditional teaching methods they have used for years, and they feel that digital technologies do not always provide clear benefits to students. Research by Tondeur et al. (2016) suggests that there is a tendency among some teachers to avoid using digital technologies, especially when they feel untrained or unconfident in using these tools. This can hinder effective technology integration in the classroom and reduce the benefits that can be gained from using digital technologies in English language learning.

Another challenge faced by many teachers is the lack of time and resources to undertake training or professional development related to the use of digital technology in learning. Most schools have a busy curriculum, and teachers often find it difficult to find enough time to undertake additional training. In addition, some schools do not have sufficient budgets to provide the training or additional resources needed to improve teachers’ digital skills.

In a study by Ertmer and Ottenbreit-Leftwich (2010), it was found that despite recognition of the importance of professional development to support the use of technology in the classroom, many teachers felt they did not have enough time or support to continue developing their skills. This has the potential to hinder the implementation of technology in learning and slow down expected progress.

As the use of digital technology in education increases, security and privacy issues are also a concern that cannot be ignored. Many applications or platforms used in digital learning collect students' personal data, raising questions about how this data is protected and used. Research by Selwyn (2016) revealed that privacy and data security issues are often barriers to the use of digital technology in schools. This is especially relevant when digital learning platforms are used by students at the primary school level, who are more vulnerable to security risks.

Integrating digital technologies into English language learning in primary schools faces significant challenges, ranging from limited infrastructure and access, to uneven technical skills among teachers and students. The gap in access to technology and limited digital skills among students and teachers are major barriers that must be addressed to ensure that all students can make the most of the potential of technology. In addition, issues of time and resources for professional training, as well as issues of privacy and data security, also need serious attention so that the implementation of technology in learning can run smoothly and effectively. Greater efforts are needed to provide appropriate training, improve technological infrastructure, and strengthen data protection policies so that digital technologies can be better implemented in English language education.

Opportunities for Digital Technology Development in Learning

The use of digital technology in education, especially in English language learning, is not only limited to solving existing challenges, but also opens up great opportunities to improve the quality of teaching and learning. Digital technology, with its various platforms and tools, offers the potential to deepen and develop students' language skills, provide wider access to materials, and provide space for the use of more interactive and engaging learning methods. In this section, we will discuss the main opportunities that can be utilized for the development of English language learning in the digital era.

One of the greatest opportunities offered by digital technology is the potential to enhance teachers' skills in integrating technology into their learning. With digital technology, teachers can access training and resources that enhance their skills in managing technology-based classrooms. This gives teachers the opportunity to develop their professional

competencies, both in the use of digital tools and in designing more effective learning experiences using technology.

Upskilling teachers in technology is essential as it can affect the way they teach and interact with students. Research by Ertmer and Ottenbreit-Leftwich (2010) suggests that training given to teachers to effectively integrate technology into teaching is essential to creating a successful learning environment. Teachers who are trained in digital technology can be more confident in using digital devices and tools in the classroom, which will help them optimize English language learning for their students.

Technology also provides teachers with access to develop and share learning materials more creatively. For example, through the use of learning applications and platforms, teachers can create more interesting and interactive materials, such as learning videos, online quizzes, or technology-based games that can help students understand language concepts in a fun way (Mouza, 2018). Therefore, ongoing training for teachers in the use of digital technology will be one of the great opportunities to improve the quality of English learning.

According to research by Garrison and Vaughan (2013), digital technology enriches students' learning experiences by providing a variety of materials that can be tailored to students' needs and interests. Students can take advantage of unlimited digital resources, including visual, audio, and text materials, so they can learn in a variety of formats that suit their individual learning styles. Platforms such as YouTube, Coursera, and Duolingo provide English learning materials in video and interactive formats that can be accessed anytime and anywhere, making learning more flexible.

Wide access to these materials can also enrich language learning by introducing students to a variety of cultural contexts related to the language they are learning. For example, video lessons or internet-based materials that demonstrate the use of English in a variety of cultural situations can enhance students' understanding of the social and cultural contexts related to the language (Coyle, Hood, & Marsh, 2010). Thus, digital technology opens up opportunities for students to have more comprehensive and contextual learning experiences, which in turn can enhance their understanding of English more deeply.

Interactive platforms offer a huge opportunity to improve the quality of English learning. Various interactive applications and websites provide a more engaging and immersive learning experience. These platforms allow students to actively participate in learning and get real-time feedback. By utilizing platforms such as Google Classroom, Kahoot!, Quizlet, and others, English learning can be done in a more fun way and invite active participation from students.

The implementation of interactive platforms not only helps students understand the material better but also allows them to develop social and collaborative skills. For example, the use of learning applications such as Edmodo allows students to discuss, share materials, and work in groups online, which enriches their learning experience. This is in line with the findings by Hsu (2017), which showed that the use of interactive platforms not only increases students' motivation but also facilitates collaboration between students, which is important for the development of language skills.

Digital technology offers the opportunity to move to a more student-centered learning model. With technology, students can learn at their own pace and focus more on the areas they feel are important to develop. Technology-based learning allows for differentiated learning or learning that is tailored to students' different abilities and learning styles. This gives students the opportunity to learn according to their personal needs, which can improve their understanding and skills in English.

The opportunities for developing digital technology in English learning are enormous and promising. By utilizing digital technology, teachers can improve their skills in teaching and managing technology-based classes, while students gain wider and more varied access to learning materials that can be tailored to their needs. In addition, the use of interactive platforms in learning opens up opportunities for collaboration and active participation of students, which improves the quality of their learning experience. Digital technology also allows for the creation of a more student-centered learning model, which can enrich students' language experiences and skills in English. Therefore, the development and utilization of digital technology in education must continue to be encouraged to improve the quality of learning and students' language skills more effectively.

5. CONCLUSION AND SUGGESTIONS

This study aims to identify trends, challenges, and opportunities in the integration of digital technology in English learning in elementary schools. Based on the results of the discussion, it can be concluded that the use of digital technology in English learning provides a positive contribution to the quality of teaching and learning. Technology not only allows teachers to improve their skills in managing technology-based classes, but also provides wider and more varied access to learning materials. Interactive platforms provide opportunities to create more engaging and participatory learning, and support more flexible student-based learning.

However, challenges in implementing digital technology, such as limited infrastructure, access gaps, and technical skills, remain obstacles that must be overcome. These limitations slow down the process of comprehensive technology integration in many primary schools. Therefore, developing infrastructure capacity and improving technical training for teachers and students is very important to optimize the benefits of technology in English learning.

This study also shows that while technology opens up great opportunities, there are limitations that need to be considered, including variability in technical skills and dependence on device and internet access. Therefore, further research can examine more in-depth solutions related to solving access problems and developing more inclusive technology. As a recommendation, the government and educational institutions are expected to provide more support for technology training initiatives and the provision of adequate infrastructure, so that technology can be used optimally in improving the quality of English learning in elementary schools.

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