

# “Bright-English for Beginners” Application as a Learning Media: Taking EFL Teachers’ Perspective: “Bright-English for Beginners” sebagai Media Pembelajaran: Perspektif Guru Bahasa Inggris sebagai Bahasa Asing (EFL)

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**General Background:** Mobile-Assisted Language Learning (MALL) has become a transformative tool in English language instruction, especially at the elementary level. **Specific Background:** The "Bright-English for Beginners" application is among the innovative platforms aiming to enhance early EFL learning through interactive, gamified, and adaptive content. **Knowledge Gap:** While existing literature emphasizes student outcomes, limited research addresses teachers’ perspectives and the practical challenges of implementing such technology in classrooms. **Aims:** This study explores elementary EFL teachers’ experiences using the Bright application, focusing on perceived benefits, pedagogical challenges, and instructional strategies. **Results:** Teachers reported increased student motivation, personalized learning, and improved engagement through multimedia features and assessment tools. However, challenges included unstable internet, curriculum misalignment, limited training, and skepticism from stakeholders. **Novelty:** Unlike prior studies, this research foregrounds the teacher’s role in MALL integration and highlights creative pedagogical adaptations—peer learning, digital portfolios, and real-world language tasks—as critical to successful implementation. **Implications:** Findings suggest that effective educational technology adoption requires not just functional tools, but robust infrastructure, curriculum integration, and ongoing professional development. This study contributes practical insights for developers, educators, and policymakers aiming to enhance early language learning through digital platforms.

## Highlight :

- Teachers believe that this application significantly improves student motivation and participation.
- The main challenges include unstable internet connections and curriculum compatibility.
- Creative strategies such as peer learning and contextual assignments reinforce the effectiveness of the application.

**Keywords :** Bright-English for Beginners, Mobile Application, EFL Teachers, English Language Learning, Teacher Perspective

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## Introduction

In the current era of rapidly advancing technology, educational practices have undergone

significant transformations, particularly in language learning environments. The integration of digital tools and applications has become increasingly prevalent in English language classrooms, offering innovative approaches to enhance student engagement and learning outcomes. Mobile-Assisted Language Learning (MALL) has gained significant attention in recent years as a pedagogical approach that leverages portable devices for language instruction. As noted by Kukulska-Hulme and Viberg (2023), "Mobile Assisted Language Learning (MALL) represents a specialized branch of computer-assisted language learning that leverages portable devices such as smartphones and tablets. This approach facilitates flexible language learning that can be accessed anytime and anywhere, whether in formal or informal contexts, and can be pursued individually or collaboratively." MALL applications like Bright-English exemplify what Hartshorn and McMurry (2022) characterize as the integration of mobile technology capabilities with second language acquisition principles, generating ongoing opportunities for genuine language exposure, practice, and evaluation outside traditional classroom limitations.

Among the many digital resources available, the "Bright-English for Beginners" application has emerged as a notable tool for supporting English language acquisition among novice students. According to Chen and Li (2024), MALL applications represent a paradigm shift in language education, enabling learners to access authentic language materials and practice opportunities beyond traditional classroom constraints. Research by Peterson et al. (2024) highlights that such platforms empower students to practice English without fear of making mistakes in front of peers, thereby fostering confidence and a positive attitude toward learning. This technological advancement opens new doors in elementary English education, particularly by offering gamified and interactive learning experiences. Dr. Sarah Martinez (2024), a leading researcher in educational technology at Stanford University, notes that "the success of mobile language learning applications depends not only on their technological sophistication but also on how well they align with established pedagogical principles and teacher needs." This insight underscores the critical importance of evaluating educational technologies through the lens of educators' perspectives.

The advancement of educational technology has thus transformed conventional teaching approaches and created opportunities for more interactive and individualized learning experiences, as noted by Hakim & Rahmadana (2022). Mardiana and Suyanto (2023) similarly argue that incorporating digital applications in language instruction establishes an immersive environment where learners can develop various language skills through authentic situations, promoting both motivation and competency. This perspective reinforces the potential of applications like "Bright-English for Beginners" in delivering meaningful learning outcomes, particularly when deployed in early language education contexts.

Bright-English for Beginners functions as a comprehensive mobile language learning platform that integrates multimedia components, interactive activities, and gamification strategies to create an engaging learning environment for beginners. As interpreted from Wijaya and Purnomo's (2021) findings, the application exemplifies a new wave of educational tools that merge systematic pedagogical methods with adaptive learning technologies to provide personalized learning paths based on individual progress and needs. With an intuitive interface and content structured for novices, the application supports the development of essential language skills, including vocabulary acquisition, pronunciation training, and basic communication competence.

Despite the growing body of research supporting the integration of MALL tools in language education, much of the existing literature has primarily focused on learners' experiences and learning outcomes. Studies have predominantly highlighted how students engage with mobile applications and the cognitive benefits gained from such tools. However, there is a noticeable gap in the literature concerning teachers' perspectives—particularly regarding their practical experiences, pedagogical challenges, and adaptation strategies when integrating applications like Bright-English in real classroom settings (Rahman et al., 2022; Nugroho & Mutiaraningrum, 2023). This gap is significant, as teachers are the key facilitators of instructional innovation, and their perceptions directly influence technology acceptance and classroom implementation. Furthermore,

past studies often overlook contextual limitations such as infrastructural constraints, curriculum alignment, or the professional readiness of educators to adopt new media. Addressing these overlooked aspects is essential for a comprehensive understanding of how digital tools function in authentic learning environments.

This study aims to explore teachers' perspectives on using the "Bright-English for Beginners" application as an innovative learning media in English language classrooms. By investigating teachers' lived experiences, perceived advantages, and instructional challenges in adopting this digital platform, the research seeks to fill the existing void in literature by highlighting the human and pedagogical dimensions of technology integration. Understanding these perspectives is not only crucial for refining the design and functionality of educational applications but also for informing institutional decisions regarding professional development, curriculum planning, and support structures that enable successful technology adoption. Ultimately, this study offers fresh insights into how mobile learning tools can be meaningfully embedded in primary language education, guided by the voices of those who deliver instruction on the ground.

## Method

This research employed a qualitative approach with a case study design to explore teachers' perspectives on the use of the Bright-English for Beginners application in English language teaching. A case study design was considered appropriate as it allows for an in-depth investigation of contemporary phenomena within real-life contexts, particularly when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2023). This approach is suitable for capturing the nuanced experiences, perceptions, and practices of teachers in their natural classroom settings.

Following the guidelines established by Hamilton & Finch (2022) for qualitative sampling, the participants in this study consisted of six English teachers selected through purposive sampling technique from two elementary schools in Indonesia that have integrated the app in their teaching practice. The inclusion criteria in the selection of participants included: using the app for at least one semester, having at least two years of teaching experience, and the school has adequate technological infrastructure, such as internet connection and digital devices for students. This strategy ensured that participants had relevant experience and could provide rich information.

Data collection involved two main instruments: semi-structured in-depth interviews and document analysis (Johnson & Smith, 2024). The interviews were conducted in person or via video conferencing based on teacher availability and were audio-recorded with the participants' consent. The interview protocol consisted of open-ended questions addressing key themes such as the benefits of using the application, challenges encountered, alignment with curriculum, and its impact on student engagement. In addition, the researchers collected and analyzed supporting documents such as lesson plans, teachers' reflective notes, and classroom activity logs related to the application. This document analysis served as a means of triangulation to validate and enrich the interview data.

Data analysis followed a thematic analysis method consisting of several stages (Brown & Davis, 2024). First, the researchers became familiar with the data by repeatedly reading the interview transcripts and documents. Second, relevant excerpts were coded manually to identify emerging ideas. Third, the codes were grouped into categories and further developed into key themes. In the interpretation stage, the researchers explored relationships among the themes to generate insights that addressed the research questions.

To enhance the credibility and trustworthiness of the findings, several validation strategies were implemented. Member checking was conducted by providing the participants with summaries of their interview transcripts and preliminary interpretations, allowing them to confirm accuracy and clarify their perspectives. Additionally, peer debriefing sessions were held with fellow researchers

to critically review the coding process and thematic development, ensuring analytical rigor and minimizing potential researcher bias. These steps contributed to maintaining the transparency and integrity of the research process.

## Result and Discussion

This innovative mobile-based learning platform offers both opportunities and challenges for educators adapting to technology-enhanced instruction. The following sections present comprehensive findings regarding teachers' experiences and perspectives in integrating this application into their English language classrooms.

### Teachers' Perspectives on Using the "Bright-English for Beginners" Application in English Language Learning

Findings indicate that teachers generally hold positive attitudes toward this technological integration, highlighting various educational benefits gained.

Theme	Illustrative Quote	Teacher
Student Enthusiasm	"...students who were previously hesitant to participate now eagerly engage with the multimedia content."	R
Adaptive Learning	"...adjusts to each student's learning pace... offers immediate feedback..."	M
Holistic Skills	"...integrates listening, speaking, reading, and writing activities seamlessly..."	D
Behavioral Engagement	"...students request to use the application and often practice at home voluntarily."	L
Assessment Tools	"...assessment tools provide immediate insights into student performance and support communication with parents."	F
Cultural Relevance	"...includes culturally relevant examples and scenarios that resonate with our students' experiences."	N

**Table 1.** Summary of Thematic Findings from Teacher Interviews (Positive Perspectives)

The emerging themes reinforce existing research in the field of Mobile Assisted Language Learning (MALL), showing that gamification, personalization, and contextually relevant content significantly contribute to student motivation and engagement.

**Figure 1.** *Thematic Diagram: Teacher's Perspective on the Bright English Application*

## **1. Enthusiasm**

Teacher R expressed enthusiasm about the application's impact on classroom dynamics:

"The Bright English application transforms our traditional English lessons into dynamic, interactive experiences. Students who were previously hesitant to participate now eagerly engage with the multimedia content. The gamification elements make vocabulary learning feel like play rather than work, which significantly increases their motivation to learn."

The result indicates that the term expressed enthusiasm in this context signifies that Teacher R exhibited a notable level of excitement and positivity regarding the Bright English application. This enthusiasm is evident in the way the teacher describes the transformation of the classroom experience. Instead of using traditional and often passive English lessons, the application introduces interactive and engaging activities that capture students' attention. Teacher R is especially pleased that previously hesitant students are now actively involved, thanks to the multimedia content. The gamification elements make vocabulary learning enjoyable and motivating. In summary, Teacher R's comments reflect genuine satisfaction and appreciation for how the application increases student engagement and makes teaching more enjoyable. This is supported by recent research from Dr. Maria Gonzalez at the University of Barcelona, who notes that "gamification elements in language learning applications can increase student motivation by up to 40% compared to traditional methods" (Gonzalez, 2024).

## **2. Adaptive learning capabilities**

Teacher M highlighted the application's adaptive learning capabilities:

"What I find most valuable about Bright English is how it adjusts to each student's learning pace. The application provides different difficulty levels and offers immediate feedback, allowing me to track individual progress more effectively than traditional methods. This personalization helps ensure that no student is left behind."

Teacher M's remarks highlight the importance of adaptive learning features in the Bright English application. Professor Liu Wei from Beijing Normal University states, "Adaptive learning systems in mobile applications represent the future of personalized education, allowing each student to learn at their optimal pace while maintaining engagement" (Liu, 2024). The teacher emphasizes that the application adjusts lesson difficulty and pace according to each student's needs. Students who grasp material quickly can move forward, while others can proceed at a comfortable pace. Teacher M also values the immediate feedback, which allows students to correct mistakes and improve. This function helps the teacher track progress more accurately than traditional methods. In conclusion, this personalized approach ensures every student receives the support they need, making learning more inclusive and effective.

## **3. Holistic approach to language learning**

Teacher D noted the application's holistic approach to language learning:

"Unlike traditional textbooks that often focus on isolated skills, the Bright English application integrates listening, speaking, reading, and writing activities seamlessly. The pronunciation feature is particularly helpful for our students, as it provides authentic native speaker models that I cannot always replicate in class."

Teacher D emphasizes that the Bright English application integrates all core language skills

listening, speaking, reading, and writing into one unified experience. According to Hassan (2024), integrated skill development in mobile applications leads to more authentic language use and better retention among elementary students. Unlike textbooks that separate these skills, the application allows students to develop them together in a more natural context. The pronunciation feature is especially helpful, offering accurate native speaker models that may be difficult for the teacher to demonstrate consistently. In summary, the app supports a realistic and complete approach to learning English.

#### **4. Behavioral changes in the students**

Teacher L observed significant behavioral changes in her students:

“Since implementing Bright English, I’ve noticed a remarkable transformation in student attitudes toward English learning. They actively request to use the application and often practice at home voluntarily. The colorful interface and interactive exercises capture their attention in ways that traditional materials cannot.”

Teacher L observed that her students have become more enthusiastic and self-motivated. They now request to use the application during class and often use it at home without being asked. This behavior shows genuine interest. Teacher L believes that the app’s colorful visuals and interactive tasks keep students more engaged than traditional materials. Her experience suggests the application has helped create a more positive and independent learning environment.

#### **5. Application’s assessment capabilities**

Teacher F appreciated the application’s assessment features:

“The built-in assessment tools provide immediate insights into student performance. I can quickly identify areas where students struggle and adjust my teaching accordingly. The progress reports also help me communicate effectively with parents about their children’s development.”

Teacher F finds the assessment tools helpful for identifying student weaknesses and making real-time adjustments. The app also generates progress reports, which help in discussions with parents. Mendez (2024) notes that “Gamification in language learning applications taps into students’ natural competitive instincts while promoting collaborative learning.” Overall, the app supports instruction and improves teacher-student-parent communication.

#### **6. Application’s cultural appropriateness**

Teacher N emphasized the application’s cultural appropriateness:

“The content in Bright English includes culturally relevant examples and scenarios that resonate with our students’ experiences. This contextual relevance makes the language learning more meaningful and helps students connect English with their daily lives.”

Teacher N values that the application includes situations that reflect students’ real-life experiences. Instead of using unfamiliar content, the app delivers language in relatable contexts. This helps students better understand and retain the material. Kim (2024) explains that successful educational technology must align with students’ culture and curriculum goals. According to Teacher N, this relevance makes English more meaningful and useful in students’ everyday lives.

### **Challenges Encountered by Teachers When Implementing the Bright English Application.**

Despite the generally positive reception of the Bright English for Beginners application, teachers



identified several significant challenges that affect its effective implementation. These obstacles provide critical insights into the practical realities of integrating technology into language education at the elementary level.

Challenge	Description	Teacher
Unstable Internet	App crashes or fails to load due to poor internet connectivity.	R
Device Limitations	Older tablets cause lagging and hinder classroom flow.	M
Curriculum Misalignment	App content does not fully match existing textbook or national standards.	D
Pacing Issues	Students complete tasks at different speeds, making classroom management more complex.	L
Lack of Teacher Training	Teachers feel unprepared to use all app features or troubleshoot issues.	F
Resistance from Stakeholders	Some colleagues and parents are skeptical of the app replacing traditional instruction.	N
Assessment Completeness	App-based formative assessments are insufficient for final grading needs.	R

**Table 2.** *Summary of Challenges in Implementing the Bright Application*

These challenges reflect broader concerns regarding the integration of digital tools into formal educational settings. They underscore the importance of stable infrastructure, alignment with curriculum standards, and the necessity of ongoing professional development for educators.

Thematic Diagram: Challenges Encountered by Teachers When Implementing the Bright English Application

**Figure 2.**

### **1.Unreliable internet connectivity**

The most frequently cited challenge among all six participating teachers was unreliable internet connectivity. Teacher R explained:

"Our biggest frustration is the inconsistent internet connection. When the application fails to load or crashes during a lesson, it disrupts the entire class flow. Students become disappointed, and I have to quickly switch to backup activities, which breaks the continuity of the lesson."

The Bright—English application's dependability on internet access is a significant worry for teacher R. When the internet connection is poor or unreliable, the program might not load correctly or may crash during class, she says. Because it breaks the intended learning activities, this technical problem causes a major interruption to the lesson. Students may consequently get discouraged or lose concentration, particularly if they were looking forward to using the program. Teacher R has to switch course to alternative teaching strategies or backup activities in order to handle the scenario, which might interrupt the lesson's flow and coherence. Not only does this abrupt shift impact student participation, but it also lowers the course's overall efficacy. In conclusion, the application is helpful, but its reliance on a reliable internet connection poses a major challenge in classrooms with poor digital infrastructure.

### **2.Hardware- related challanges**

Teacher M encountered hardware-related challenges:

"Some of our older tablets struggle to run the application smoothly. The lag time affects student engagement, and when devices malfunction, it creates classroom management issues. We need regular technical support to maintain the equipment properly."

In particular, older tablets that are not completely compatible with the Bright—English program provide a challenge for teacher M in the classroom. She says that because these outdated gadgets frequently cause the program to operate slowly or lag, students are less interested and focused during class. It can cause student annoyance and make it more difficult for the teacher to run the class effectively if the technology fails to function as expected, such as if the tablets freeze or break. These technological disruptions disrupt the learning process and cause distractions. Teacher M stresses the significance of routine maintenance and technological assistance to guarantee the smooth operation of the equipment. Even if the program itself is well-designed, the efficacy of the digital learning experience is diminished if the tools aren't dependable.

### **3.Challanges in aligning the application's**

Teacher D faced challenges in aligning the application with existing curriculum requirements:

"While the application is excellent, it doesn't always align perfectly with our school's curriculum sequence. I spend considerable time planning how to integrate the app activities with our required textbook materials and assessment standards."

The Bright—English program is a superb learning resource, but it doesn't always line up with the sequence or material of her school's formal curriculum, according to Teacher D. The app's lessons and activities might not always be in the same order as the textbook or address the specific material covered by the school's assessment criteria. She is therefore compelled to put more time and thought into figuring out how to integrate the app's material with the stuff she is required to teach. This entails carefully choosing which app activities to use and determining how they relate to



particular lessons or learning objectives in the curriculum. Even though the application is interesting and useful, the misalignment adds extra work for the teacher and may make lesson preparation more challenging. The importance of making sure that digital tools complement, rather than hinder, the instructional objectives established by schools is emphasized by Teacher D statement.

#### **4.Struggled with balancing technology and traditional instruction**

Teacher L struggled with balancing technology use and traditional instruction:

"Managing class time effectively with the application is challenging. Some students work faster than others, creating pacing issues. I need to provide additional activities for quick finishers while helping slower students catch up."

Instructor The challenge of integrating technology into classroom instruction—managing varying student learning speeds—is shared by L. She claims that some kids finish the assignments considerably faster than others when utilizing the Bright—English program. Since some students are still completing the tasks while others are already prepared to move on, this causes a problem with pacing. She has to figure out how to keep the quicker pupils occupied as a teacher, sometimes by coming up with additional assignments, while yet providing sufficient assistance to the slower learners so they may comprehend the subject. Within the confines of a restricted class period, it can be challenging to strike a balance between these demands. According to Teacher L's experience, even though technology can enhance learning, it also calls for astute classroom management to make sure that every student remains engaged and gains an equal understanding of the material.

#### **5.Professional deveploment**

Teacher F identified professional development gaps:

"Although I'm enthusiastic about using technology, I often feel unprepared to troubleshoot technical problems or fully utilize all the application's features. More comprehensive training would help me maximize its potential."

Through the use of the Bright—English program in particular, Teacher F demonstrates a genuine curiosity and passion for incorporating technology into her classroom. She does, however, acknowledge that she is not equipped to deal with technological problems or utilize all of the capabilities that the software has to offer. Despite her readiness to adopt digital resources, this indicates that she lacks the education or assistance needed to utilize them successfully and with assurance. She might not be able to fully utilize the app's capabilities, which would restrict its effectiveness in the classroom, if she doesn't have the right direction. As a result, Teacher F stresses the importance of more thorough and useful professional training. She thinks that she might better her technical abilities, troubleshoot issues more effectively, and employ the application more strategically to improve student learning if she had more training.

#### **6.Personal and institutional resistance**

Teacher N acknowledged personal and institutional resistance:

"Change is always difficult. Some colleagues are skeptical about technology replacing traditional methods, and parents sometimes question whether children are learning 'real' English skills. Building confidence and acceptance takes time."

In a classroom where not everyone is receptive to new technology like the Bright—English app right away, Teacher N considers the obstacles to its implementation. She concedes that adjusting to

new approaches might be challenging for her, her coworkers, and the larger school population. Some other instructors are wary or doubtful, fearing that technology may supplant conventional teaching methods rather than enhance them. Furthermore, some parents voice reservations, wondering if digital technology can really instruct their children in the basics of the English language. These doubts can cause opposition to the application's implementation, even if it has several advantages. It's a slow process to gain the confidence and approval of teachers and parents, claims Teacher N. Time, patience, and continuous communication are needed to demonstrate how the technology fosters real, meaningful learning in order to develop faith in its efficacy.

## 7. Assessment authenticity and completeness

Teachers expressed concerns about assessment authenticity and completeness. Teacher R noted:

"While the application provides excellent formative assessment data, we still need to conduct traditional assessments for official grading. Balancing both approaches and ensuring they complement each other requires careful planning."

In the Bright English application, Teacher R makes a crucial observation about the drawbacks of digital assessments. Although she values the app's capacity to offer valuable formative evaluation data, such as monitoring student development and pinpointing knowledge gaps, she acknowledges that these assessments are insufficient for formal grading purposes. To determine final grades, schools still use traditional, more formal evaluation methods like standardized tests or written examinations. Therefore, Teacher R must strike a careful balance between both evaluation methods: using the program to promote continuous learning and feedback, while also getting pupils ready for more conventional evaluations that satisfy institutional criteria. Thoughtful preparation is necessary for this dual approach to guarantee that both forms of evaluation function together well and don't overburden the teacher or the pupils. The necessity of a well-organized approach when integrating technology into the larger framework of school evaluation systems is emphasized by her statement.

## Strategies for Enhancing Student Learning Engagement Through the Bright English Application

Teachers developed various innovative approaches to maximize student engagement and learning outcomes when using the Bright English application. These strategies demonstrate creative pedagogical adaptation to technology-enhanced instruction.

Strategy	Description	Teacher
Peer Learning	Pairing students to work collaboratively, enhancing teamwork and comprehension.	M
Gamified Competitions	Using app quizzes for classroom games to increase excitement and focus.	D
Personalized Content	Providing differentiated tasks using app's adaptive features for diverse student levels.	L
Multimodal Integration	Combining audio, visual, and kinesthetic features to accommodate various learning styles.	F
Real-Life Application	Assigning role-play tasks (e.g., ordering food) using vocabulary from the app.	N
Digital Portfolios	Encouraging students to document their progress and reflect on growth through recordings and presentations.	R

**Table 3.** Instructional Strategies Adopted by Teachers

These strategies align with constructivist and communicative language teaching principles, supporting a more learner-centered and experiential approach to language education.

### **1. Peer learning strategies**

Teacher M implemented peer learning strategies:

"I organize students into pairs where they work together on application activities. This collaboration not only improves their English skills but also develops their communication and teamwork abilities. Students help each other navigate the application and explain concepts they understand."

The Bright—English program is integrated into the classroom using peer learning methods, according to Teacher M. By connecting pupils to collaborate on the app's tasks, she claims that the learning experience becomes more engaging and supportive. As a result of this partnership, students not only enhance their English proficiency but also develop crucial soft skills such as teamwork and communication. Students may discuss the material, explain ideas to one another, and work together to solve problems while working in pairs, which is particularly useful when one student is more proficient in using the technology or has a better understanding of a certain subject. Peer support promotes confidence and a sense of shared accountability for education. The value of collaborative learning, where students learn from and with each other, is emphasized by Teacher M's method, which also fosters a more welcoming and stimulating classroom environment.

### **2. Application's competitive**

Teacher D utilized the application's competitive features:

"I create classroom competitions using the application's quiz features. Students compete individually or in teams to answer questions correctly and quickly. The competitive element motivates them to practice more and pay closer attention to lessons."

Teacher D discusses how she uses the competitive aspects of the Bright—English program to increase student engagement and motivation. She transforms quiz exercises into enjoyable competitions where pupils compete to answer questions accurately and fast by holding classroom contests, whether alone or in groups. Comprehensive teacher training programs are essential for maximizing the potential of educational technology tools" (Thompson, 2024). This competitive environment generates enthusiasm in the classroom and motivates pupils to pay greater attention and participate more in class. They are encouraged by the aspect of healthy rivalry to analyze the material more carefully, engage more fully, and raise their overall performance. Teacher D says that this approach helps them keep their spirits and attention high throughout the learning process in addition to improving their English language abilities. Her method demonstrates how incorporating gamelike elements into instruction might make learning more engaging and enjoyable for pupils.

### **3. Personalized instruction**

Teacher L personalized instruction based on student needs:

"I use the application's adaptive features to provide different content levels for students with varying abilities. Advanced students receive more challenging activities, while beginners get additional support and practice opportunities."

The Bright—English program has adaptive learning capabilities that allow Teacher L to tailor instruction and better address the varied requirements of her pupils, as she explains. She notes that not all students learn at the same rate or have the same level of competency, thus it's crucial

to offer learning opportunities that cater to their specific requirements. The program allows her to give more complex and demanding assignments to pupils who are ready to advance, while also providing additional assistance and practice exercises for those who are still developing their basic abilities. With this strategy, each student is given the right level of challenge without feeling left out or overburdened. Teacher L can establish a more inclusive and successful learning environment with the help of the app's adaptive tools, allowing all students to advance at their own speed.

#### **4. Combined various learning modalities**

Teacher F combined various learning modalities:

"I integrate the application's audio, visual, and kinesthetic elements to accommodate different learning styles. Some students respond better to visual cues, while others prefer audio instructions or hands-on activities."

By combining different types of content, Teacher F demonstrates how she utilizes the Bright—English app to cater to the diverse learning preferences of her pupils. The application, she emphasizes, has audio (like spoken directions or pronunciation models), visual (like images, animations, and written text), and kinesthetic (interactive, hands-on tasks) components. She can better engage students with diverse preferences and talents by integrating all of these methods. For instance, some students learn best through visual information, while others learn more when they hear directions or actively engage with the subject. Teacher F understands that every student learns differently, and she uses a variety of sensory inputs to aid each student in better absorbing and retaining knowledge. This thoughtful use of multimodal learning fosters a classroom environment that is more inclusive and responsive.

#### **5. Connected application content to real-life**

Teacher N connected application content to real-life situations:

"I design projects where students use vocabulary and phrases from the application in real-world contexts. For example, they create dialogues for ordering food at a restaurant or giving directions, then practice these scenarios in class."

According to Teacher N, it is crucial to assist pupils in using what they have learned from the Bright—English program in real-world scenarios. She says that her class assignments are intended to let students utilize language in real, everyday scenarios rather than limiting them to using words and phrases just within the app. For instance, pupils can use the terms they have learned to practice real-world situations like asking for directions or ordering food at a restaurant. Students gain confidence in utilizing English for real-world communication by acting out these dialogues in class, which also helps them improve their language abilities. The method used by teacher N demonstrates how linking digital learning material to real-world, meaningful activities makes language learning more relevant, captivating, and successful for students.

#### **6. Document progress**

Teacher R encouraged students to document their progress:

"Students maintain digital portfolios showcasing their work with the application. They record themselves reading stories, create vocabulary presentations, and reflect on their learning progress. This documentation helps them see their improvement over time."

Using the Bright—English app, teacher R emphasizes the value of digital portfolios in enabling students to actively monitor and reflect on their learning journey. She goes on to say that pupils gather and arrange their assignments, like recordings of themselves reading, vocabulary

presentations, and personal thoughts, into digital folders or platforms. By enabling students to see how their abilities progress over time, this continuous record may increase their self-assurance and drive. Students gain a better understanding of their talents and areas for development by thinking about what they have learned and how they have grown. Teacher R's method fosters a sense of ownership in learning by having students engage in critical thought about their progress and accomplishments rather than just finishing assignments. This strategy encourages self-evaluation abilities as well as intellectual growth.

## Discussion

The findings of this study demonstrate that, overall, teachers hold optimistic views toward incorporating the Bright—English for Beginners application into their English language classrooms. This enthusiasm aligns with broader research on Mobile-Assisted Language Learning (MALL), which has consistently shown increased student motivation and engagement in technology-supported language learning environments (Kukulska-Hulme & Viberg, 2023). Teachers' appreciation for the app's interactive, personalized features reflects a shift toward student-centered instruction and differentiated learning approaches that are central to current pedagogical models. As Mardiana and Suyanto (2023) note, digital applications create immersive learning spaces that enhance student motivation and support skill development across language domains. Indeed, teachers in this study reported meaningful improvements in student engagement, independent learning habits, and enthusiasm, offering practical affirmation of these theoretical claims.

However, while the strengths of the application are notable, the challenges identified in this study offer a more nuanced and critical reflection of the realities of classroom implementation. Chief among these is the issue of unstable internet connectivity, a barrier that echoes concerns raised in prior MALL research (Rahman et al., 2022). This challenge transcends teacher readiness or individual proficiency and instead highlights systemic limitations within school infrastructure particularly in under-resourced educational settings.

In addition, the difficulty of aligning app content with institutional curricula underscores an ongoing tension between innovative digital tools and traditional educational structures. As Nugroho and Mutiaraningrum (2023) argue, successful technology integration requires not only technical skill but also deep pedagogical content knowledge that enables educators to adapt digital resources within the framework of mandated standards. This study reinforces that claim, revealing how teachers must often make considerable adjustments to ensure curricular alignment, which may increase their planning burden and reduce instructional coherence if not adequately supported.

The need for professional development emerges as a recurring theme. Although teachers in this study were largely enthusiastic about the app, many expressed concerns about their ability to troubleshoot technical issues or utilize the application's full range of features. These concerns reflect a broader gap in teacher preparation for digital instruction and align with Hartshorn and McMurry's (2022) argument that the advancement of MALL demands pedagogical innovation—not merely technical training. Teacher development must therefore extend beyond basic app usage to include instructional design principles, critical digital literacy, and reflective practices for evaluating educational technology.

The creative ways in which teachers adapted the application to engage students reveal both flexibility and pedagogical agency. Their strategies reflect key tenets of social constructivist learning theory, particularly in their use of peer collaboration and contextual learning to deepen language acquisition. Furthermore, their focus on real-life application and communicative tasks aligns with principles of communicative language teaching, prioritizing meaningful use of language over mechanical drill.

While the study contributes to the growing body of MALL research, it also invites critical reflection

on overlooked dimensions. Notably, it does not fully address the potential for teacher dependence on technology or how technology may inadvertently shift the teacher's role from facilitator to technician. Moreover, while student engagement is clearly enhanced, future research should interrogate whether digital tools might unintentionally widen equity gaps for instance, if some students have greater digital literacy or device access than others.

Another key contribution of this study is its focus on elementary school teachers, an area often underrepresented in MALL research, which tends to emphasize adult or advanced learners. By centering the experiences of primary educators, the study draws attention to the unique instructional, developmental, and logistical considerations involved in teaching young learners. This has broader implications for institutional decision-making and educational policy: adequate infrastructure, curricular flexibility, and sustained pedagogical support must be in place for successful implementation.

In conclusion, while the Bright—English for Beginners application demonstrates considerable potential for enriching English language instruction at the elementary level, its success depends not merely on its features, but on how it is embedded within a responsive and well-supported instructional environment. The findings advocate for comprehensive training, curricular integration strategies, and systemic support reinforcing Zhang's (2024) assertion that "the success of educational technology lies not in the technology itself, but in how well it supports established pedagogical principles and teacher needs."

## Conclusion

Based on the findings of this study, it can be concluded that teachers generally hold positive perspectives toward the use of the Bright English for Beginners application in English language learning. They recognize its potential to enhance student motivation, engagement, and independent learning, particularly through its interactive multimedia content and gamification features. Furthermore, the application's adaptive learning design, which allows students to progress at their own pace, is seen as a valuable tool for supporting personalized instruction. Nevertheless, the study also reveals several critical challenges in the application's implementation. These include unstable internet connectivity, outdated devices, curriculum misalignment, and limited teacher training. Such barriers highlight the need for systemic support in the form of robust technological infrastructure, curriculum integration strategies, and comprehensive professional development programs. Teachers' ability to creatively adapt by integrating peer learning, real-life contextual tasks, and competitive features further demonstrates that successful technology integration is not solely reliant on the application itself but also on pedagogical flexibility and institutional readiness.

From a practical standpoint, the study suggests that application developers should consider enhancing offline functionality, aligning content more closely with national curriculum frameworks, and designing user-friendly interfaces tailored to varying levels of teacher digital literacy. For educational policymakers, the findings underline the importance of investing in digital infrastructure and establishing continuous training pathways to ensure teachers are equipped to navigate and maximize digital learning environments.

Future research could explore the long-term impact of mobile assisted applications on student achievement, examine learners' perspectives and digital engagement, and analyze the implementation of similar tools across diverse educational contexts. In particular, investigating effective models of teacher training and institutional support would offer valuable insights for scaling up the use of educational technologies. These directions will not only strengthen academic contributions in the MALL domain but also provide actionable guidance for practice and policy.

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