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DIGITAL TECHNOLOGIES IN CHILDREN'S ORAL LANGUAGE LEARNING: A CONCEPTUAL NARRATIVE LITERATURE REVIEW OF TEACHER PRACTICES, PEDAGOGICAL CHALLENGES, AND INSTRUCTIONAL RESPONSES IN EARLY CHILDHOOD AND PRIMARY EDUCATION

TEKNOLOGI DIGITAL DALAM PEMBELAJARAN BAHASA LISAN ANAK: TINJAUAN LITERATUR NARATIF KONSEPUAL TINJAUAN PRAKTIK GURU, TANTANGAN PEDAGOGIS, DAN RESPON INSTRUKSIONAL DALAM PENDIDIKAN ANAK USIA DINI DAN SEKOLAH DASAR

F. Devi Kurnia[1*], Joko Pamungkas[2]
[1*] Yogyakarta State University, Email: fdevi.2025@student.uny.ac.id
[2] Yogyakarta State University, Email: joko_pamungkas@uny.ac.id

*email koresponden: fdevi.2025@student.uny.ac.id

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Abstract

Children's oral language development is a fundamental component of early literacy, classroom participation, social communication, and later academic achievement. The growing use of digital technologies in early childhood and primary education has created new opportunities for supporting children's speaking, listening, vocabulary development, storytelling, expressive language, and communicative confidence. However, the pedagogical contribution of digital technologies remains dependent on how teachers design, mediate, assess, and respond to children's language learning. This article presents a conceptual narrative literature review that maps, integrates, and critically describes theoretical perspectives and empirical findings on the use of digital technologies in children's oral language learning. The review draws on selected Scopus-indexed studies and relevant theoretical literature on sociocultural theory, scaffolding, pedagogical content knowledge, TPACK, digital play, professional vision, and formative assessment. The analysis identifies four major themes: digital technologies as mediational tools, teacher practices in digitally mediated oral language instruction, pedagogical and institutional challenges, and instructional responses for meaningful digital integration. The findings suggest that digital technologies such as video-recorded performance, SMART boards, e-storybooks, digital drama, robotics-based storytelling, language screening applications, and virtual interactions can support oral language development when embedded in active, dialogic, and teacher-mediated pedagogy. The review concludes that a pedagogy-first approach is needed to ensure that digital technologies are used not as isolated tools, but as resources for scaffolding, dialogue, play, feedback, formative assessment, and children's active language participation.

Keywords : Digital Technology, Oral Language Development, Narrative Literature Review, Early Childhood Education, Primary Education, Teacher Practices, Digital Pedagogy.

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Abstrak

Perkembangan bahasa lisan anak merupakan komponen fundamental dari literasi awal, partisipasi di kelas, komunikasi sosial, dan prestasi akademik di kemudian hari. Meningkatnya penggunaan teknologi digital dalam pendidikan anak usia dini dan pendidikan dasar telah menciptakan peluang baru untuk mendukung kemampuan berbicara, mendengarkan, pengembangan kosakata, bercerita, bahasa ekspresif, dan kepercayaan diri komunikatif anak. Namun, kontribusi pedagogis teknologi digital tetap bergantung pada bagaimana guru merancang, memediasi, menilai, dan menanggapi pembelajaran bahasa anak. Artikel ini menyajikan tinjauan literatur naratif konseptual yang memetakan, mengintegrasikan, dan secara kritis mendeskripsikan perspektif teoretis dan temuan empiris tentang penggunaan teknologi digital dalam pembelajaran bahasa lisan anak. Tinjauan ini mengacu pada studi terpilih yang terindeks Scopus dan literatur teoretis yang relevan tentang teori sosiokultural, scaffolding, pengetahuan konten pedagogis, TPACK, permainan digital, visi profesional, dan penilaian formatif. Analisis ini mengidentifikasi empat tema utama: teknologi digital sebagai alat mediasi, praktik guru dalam pengajaran bahasa lisan yang dimediasi secara digital, tantangan pedagogis dan kelembagaan, dan respons instruksional untuk integrasi digital yang bermakna. Temuan menunjukkan bahwa teknologi digital seperti pertunjukan yang direkam video, papan SMART, buku cerita elektronik, drama digital, bercerita berbasis robotika, aplikasi penyaringan bahasa, dan interaksi virtual dapat mendukung perkembangan bahasa lisan ketika diintegrasikan dalam pedagogi aktif, dialogis, dan yang dimediasi guru. Tinjauan ini menyimpulkan bahwa pendekatan yang mengutamakan pedagogi diperlukan untuk memastikan bahwa teknologi digital tidak digunakan sebagai alat yang terisolasi, tetapi sebagai sumber daya untuk mendukung, berdialog, bermain, memberikan umpan balik, penilaian formatif, dan partisipasi aktif anak-anak dalam berbahasa.

Kata Kunci : Teknologi Digital, Pengembangan Bahasa Lisan, Tinjauan Pustaka Naratif, Pendidikan Anak Usia Dini, Pendidikan Dasar, Praktik Guru, Pedagogi Digital.

1. INTRODUCTION

Oral language development is central to children's learning because it supports communication, literacy, thinking, social participation, and academic engagement. In early childhood and primary education, children use oral language to express ideas, negotiate meaning, ask questions, retell experiences, explain concepts, and participate in classroom interaction. Oral language is therefore not merely a supporting skill for literacy, but a core domain of learning that requires explicit pedagogical attention. Colognesi et al. (2023) emphasise that oral language in school is often used as a pedagogical tool during questioning, discussion, and reflection, but it should also be recognised as a learning domain.

The importance of oral language is further strengthened by evidence that early language skills predict later literacy and educational outcomes. West et al. (2024) argue that oral language skills provide the foundation for formal education, while many children enter school with language weaknesses that may affect their learning trajectory. This makes early childhood and primary education important periods for supporting children's speaking, listening, vocabulary, narrative competence, and communicative confidence.

The growing integration of digital technologies in classrooms has expanded the possibilities for oral language learning. Technologies such as video recording, tablets, SMART boards, e-storybooks, digital drama, robotics-based storytelling, virtual interactions, and language screening applications can provide new opportunities for children to speak, listen, act, retell, perform, and reflect. At the same time, technology does not automatically improve language learning. Its contribution depends on pedagogical design, teacher mediation, classroom interaction, assessment practices, and institutional support.

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Existing empirical studies have examined particular digital tools in relation to oral language, communication, vocabulary, early literacy, and teacher pedagogy. Colognesi et al. (2023) investigated video-recorded oral performances in elementary schools. Mathers and Siraj (2021) examined preschool teachers' knowledge of oral language pedagogy using video. Barakat (2023) studied digital drama-based instruction for receptive and expressive language among kindergarten children. Van Dijken (2023) investigated e-storybook reading on a SMART board with print referencing. Turner et al. (2023) explored virtual interactions that support oral language through play. These studies provide important empirical insights, but there remains a need for a conceptual narrative synthesis that integrates the theoretical and pedagogical meanings of these findings.

This article therefore aims to map, integrate, and critically describe theoretical perspectives and empirical findings on the use of digital technologies in children's oral language learning. The study is conceptual and library based. It does not involve clinical testing, experimental intervention, classroom observation, or fieldwork. Instead, it analyses existing scholarly literature to develop a deeper understanding of how digital technologies may support children's oral language development when mediated by teacher practices and pedagogical design.

The review is guided by the following questions. First, what digital technologies have been discussed as supporting children's oral language development in early childhood and primary education? Second, what teacher practices are associated with digitally mediated oral language instruction? Third, what pedagogical and institutional challenges appear in the literature? Fourth, what instructional responses are recommended to address these challenges?

2. RESEARCH METHOD

Research Design

This study used a conceptual narrative literature review design. A narrative literature review was selected because the purpose of this article is not to test an intervention, conduct a clinical trial, or produce statistical aggregation. The purpose is to map, integrate, interpret, and critically describe theoretical perspectives and empirical findings related to digital technologies in children's oral language learning.

A narrative literature review is suitable for exploring a broad and conceptually complex field because it allows the researcher to connect empirical studies with theoretical frameworks, identify conceptual patterns, and develop integrative interpretations. In this article, the narrative approach is used to explain how digital technology functions pedagogically in oral language learning, how teachers mediate digital tools, and what challenges and instructional responses emerge from existing literature.

Literature Sources and Corpus

The literature used in this review was drawn from previously collected and screened Scopus-related data on digital technologies, oral language development, early childhood education, and primary education. Although this article does not report a PRISMA-based SLR as its main method, it uses the already curated body of literature as the conceptual basis for analysis. The core empirical corpus includes studies on video-recorded oral performance, preschool oral language pedagogy, oral language enrichment, digital drama, SMART board assessment, e-storybook reading, virtual interactions, and robotics-based storytelling.

Table 1. Core Literature Corpus Used in the Narrative Review

No.	Author(s)	Year	Digital technology or focus	Educational context	Main contribution
1	Colognesi, Coppe, and Lucchini	2023	Video-recorded performance and digital tablets	Primary education	Video-supported oral communication and performance revision

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No.	Author(s)	Year	Digital technology or focus	Educational context	Main contribution
2	Mathers and Siraj	2021	Video-based oral language pedagogy tool	Preschool education	Teacher professional vision and oral language pedagogical knowledge
3	West et al.	2024	LanguageScreen and structured oral language intervention	Preschool education	Oral language enrichment, vocabulary, narrative, and targeted support
4	Barakat	2023	Digital drama-based instruction	Kindergarten	Receptive and expressive language development
5	Ning, DeWitt, Chin, and Alias	2022	SMART board-based assessment	Primary education	Interactive assessment and transdisciplinary language learning
6	van Dijken	2023	E-storybook on SMART board	Kindergarten	Print referencing, phonological awareness, vocabulary, and early literacy
7	Turner, Mantei, and Kervin	2023	Virtual interactions	Primary education	Oral language through play, shared experiences, and scaffolding
8	Ge, Cai, and Duan	2026	Robotics-based storytelling	Elementary-age children	Expressive language through robotics and storytelling
9	Tawalah and Gaber	2023	Smart board	Primary-age students with ASD	Social communication and social interaction

Analytical Procedure

The analysis was conducted through conceptual mapping and thematic integration. The literature was read and grouped according to four conceptual domains: digital technologies, teacher practices, challenges, and instructional responses. The themes were then interpreted using relevant theoretical perspectives, including sociocultural theory, scaffolding, pedagogical content knowledge, TPACK, digital play, professional vision, and formative assessment.

Table 2. Conceptual Categories Used for Analysis

No.	Category	Analytical focus
1	Digital technologies	Types of digital tools and their pedagogical affordances
2	Teacher practices	How teachers mediate, scaffold, assess, and extend oral language
3	Challenges	Pedagogical, technological, and institutional barriers
4	Instructional responses	Strategies recommended for meaningful digital oral language pedagogy
5	Theoretical interpretation	Concepts used to explain empirical findings

Theoretical Foundation

Sociocultural Theory and Digital Mediation

Sociocultural theory provides the main theoretical foundation for this review. Vygotsky (1978) argues that children's higher mental functions develop through social interaction and mediation by cultural tools. Language development is not only an individual cognitive process, but also a social process shaped by interaction with adults, peers, and learning environments. Digital technologies can therefore be understood as cultural tools that mediate children's opportunities to speak, listen, imitate, respond, perform, and construct meaning.

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This theoretical perspective is important because it prevents technology from being interpreted as an automatic cause of language development. Digital technologies support oral language only when they are embedded within meaningful interaction. A video recording, SMART board, e-storybook, or virtual interaction becomes pedagogically valuable when it creates opportunities for dialogue, scaffolding, reflection, feedback, and language production.

Scaffolding and Teacher Mediation

Bruner's (1983) concept of scaffolding explains how adults provide structured support that enables children to perform beyond their current independent ability. In oral language learning, scaffolding may appear as modelling vocabulary, expanding children's utterances, asking open-ended questions, prompting retelling, guiding attention to language features, and providing corrective or elaborative feedback.

The role of the teacher is therefore central in digital oral language learning. Digital technologies may create possibilities, but teachers determine how those possibilities are transformed into language-rich experiences. Teacher mediation becomes especially important for young children because their language learning depends heavily on social interaction, responsive feedback, and repeated opportunities to use language meaningfully.

Pedagogical Content Knowledge and TPACK

Shulman's (1986, 1987) pedagogical content knowledge explains that effective teaching requires more than content mastery. Teachers must understand how specific content can be represented, explained, and transformed for learners. In oral language instruction, this means teachers must understand what aspects of oral language matter, such as vocabulary, narrative structure, expressive language, receptive language, turn-taking, and communicative clarity.

The TPACK framework developed by Mishra and Koehler (2006) extends this idea into digital teaching. Teachers need to integrate technological knowledge, pedagogical knowledge, and content knowledge. A teacher who uses a SMART board or digital video effectively is not only technically competent, but also able to align the tool with oral language goals and appropriate instructional strategies.

Digital Play and Multimodal Learning

Digital play theory is useful for understanding digital drama, robotics-based storytelling, e-storybooks, and virtual interactions. Edwards (2013, 2019) and Fleer (2014) argue that digital play connects technology with imagination, action, symbolic representation, and social interaction. Children's oral language develops when digital environments encourage them to act, speak, narrate, role-play, negotiate, and collaborate.

Multimodal learning also helps explain why digital tools may support language learning. Children do not learn language only through words. They also use images, sound, gesture, movement, facial expression, and embodied action. Digital technologies can combine these modes, but their effectiveness depends on whether children are actively invited to produce language and not merely consume content.

3. RESULT AND DISCCUSSION

Digital Technologies as Mediational Tools for Oral Language Learning

The literature shows that digital technologies used in children's oral language learning include video-recorded performance, digital tablets, SMART boards, e-storybooks, digital drama, robotics-based storytelling, language screening applications, and virtual interactions. These tools differ in form, but they share a common pedagogical function: they can mediate children's opportunities to communicate, reflect, narrate, perform, and interact.

Video-recorded performance is particularly useful because it makes oral language visible and revisable. Colognesi et al. (2023) found that video-supported oral instruction improved children's verbal and non-verbal communication, especially in televisual genres. This finding is important because oral language is usually temporary and difficult to review. Video allows children and teachers

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to revisit oral performances, evaluate them, and make improvements. The value of video therefore lies not only in recording speech, but in creating conditions for feedback, self-assessment, peer evaluation, and revision.

SMART boards and e-storybooks offer another form of digital mediation. Van Dijken (2023) found that e-storybook reading on a SMART board combined with print referencing improved print knowledge, phonological awareness, and vocabulary. This suggests that digital display tools become effective when teachers actively guide children's attention to language and literacy features. A SMART board used merely as a screen has limited pedagogical value. A SMART board used for print referencing, questioning, vocabulary discussion, and shared reading can become a tool for oral language and early literacy development.

Digital drama and robotics-based storytelling provide opportunities for embodied and narrative language production. Barakat (2023) reported that digital drama-based instruction supported receptive and expressive language among kindergarten children. This finding suggests that children's language can be strengthened when they use voice, movement, facial expression, role-play, and symbolic action. Robotics-based storytelling adds another layer because children can create stories, animate characters, and explain their ideas through collaborative projects. These practices support oral language because they require children to organise ideas, use vocabulary, negotiate meaning, and present narratives.

Virtual interactions also offer strong pedagogical possibilities. Turner et al. (2023) show that virtual interactions can provide shared experiences, new information, scaffolded communication, and transfer from virtual to real contexts. Virtual interaction is particularly relevant for children who have limited access to certain physical places or experiences. At the same time, the literature warns that virtual interaction can become weak if children are positioned only as passive viewers. The central question is not whether the experience is digital, but whether it creates meaningful opportunities for children's oral participation.

Table 3. Digital Technologies and Their Pedagogical Affordances

No.	Digital technology	Pedagogical affordance	Oral language contribution
1	Video-recorded performance	Recording, reviewing, and revising oral performance	Verbal and non-verbal communication, self-assessment, peer feedback
2	Digital tablets	Portable recording and production	Oral performance documentation and reflection
3	SMART board	Interactive display and assessment	Vocabulary, engagement, oral response, authentic assessment
4	E-storybook	Shared digital reading	Vocabulary, print knowledge, phonological awareness
5	Digital drama	Role-play and embodied expression	Receptive and expressive language
6	Robotics-based storytelling	Narrative creation and collaboration	Expressive language and story organisation
7	Language screening application	Identification and monitoring	Targeted language support
8	Virtual interactions	Shared experience and remote access	Oral language through play, questioning, and new vocabulary

Teacher Practices in Digitally Mediated Oral Language Instruction

Teacher practices reported in the literature include modelling, questioning, scaffolding, guided retelling, feedback, peer interaction, self-assessment, print referencing, dialogic reading, and language expansion. These practices show that teachers remain the central mediators of digital oral language learning. Digital tools provide resources and contexts, but teachers determine whether those resources become meaningful language experiences.

Multidisciplinary Indonesian Center Journal (MICJO)
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Mathers and Siraj (2021) offer an important contribution by showing that preschool teachers need specific oral language pedagogical knowledge. Their Observing Language Pedagogy tool identifies three facets of teacher expertise: perceiving, naming, and interpreting. Perceiving refers to the ability to identify language-supporting strategies in classroom interaction. Naming refers to the ability to use professional vocabulary to describe those strategies. Interpreting refers to the ability to explain why a strategy matters for children's language development.

This finding is significant because it shows that digital pedagogy requires professional judgement. A teacher may know how to operate a video tool or SMART board, but may still lack the pedagogical language needed to identify and interpret children's oral language needs. Goodwin's (1994) concept of professional vision helps explain this issue. Teachers need to see classroom events not as ordinary interaction, but as pedagogically meaningful moments that require deliberate response.

West et al. (2024) also show that teacher-led oral language intervention can improve children's language outcomes when supported by structured activities. Their intervention combined whole-class language enrichment, shared reading, guided play, vocabulary teaching, narrative development, and targeted support. This supports the view that digital tools should be embedded in structured pedagogical routines rather than used as isolated activities.

Colognesi et al. (2023) demonstrate that teacher practices such as feedback, self-assessment, peer evaluation, and repeated performance are important in video-supported oral instruction. The technology makes performance review possible, but teacher mediation makes it meaningful. Van Dijken (2023) similarly shows that e-storybook reading becomes more effective when teachers use print referencing to direct children's attention to print, sound, and meaning.

Table 4. Teacher Practices in Digitally Mediated Oral Language Instruction

No.	Teacher practice	Description	Pedagogical relevance
1	Modelling	Demonstrating vocabulary, sentence structure, and oral expression	Supports imitation and language input
2	Questioning	Asking open-ended and cognitively demanding questions	Encourages extended talk and reasoning
3	Scaffolding	Providing temporary support for oral participation	Helps children move toward independent language use
4	Guided retelling	Supporting children to reconstruct stories	Develops narrative structure and sequencing
5	Feedback	Providing responses to oral performance	Supports revision and improvement
6	Peer interaction	Encouraging collaborative talk	Builds social communication and dialogue
7	Self-assessment	Helping children evaluate their own performance	Develops reflection and metalinguistic awareness
8	Print referencing	Directing attention to print and sound features	Links oral language with emergent literacy
9	Dialogic reading	Turning reading into conversation	Supports vocabulary and comprehension
10	Language expansion	Extending children's utterances	Promotes richer vocabulary and syntax

Pedagogical and Institutional Challenges

The literature identifies several challenges in using digital technologies for children's oral language learning. These challenges include limited teacher knowledge of oral language pedagogy, difficulty assessing oral language, passive technology use, infrastructure constraints, and insufficient professional development.

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Limited pedagogical knowledge is a central challenge. Colognesi et al. (2023) note that teachers may not always know which aspects of oral language should be taught and assessed. Oral language is complex because it involves verbal, non-verbal, contextual, and interactional dimensions. Speaking requires action skills, discourse skills, and linguistic-discourse skills. This complexity makes oral language difficult to evaluate using simple criteria.

Assessment is another major challenge. Oral performances are temporary, situated, and embodied. Unlike written work, spoken language is difficult to store unless recorded. Video, smart boards, and screening applications can help address this challenge, but they do not solve it automatically. Teachers still need clear criteria, rubrics, and formative assessment practices.

Passive technology use is also problematic. Turner et al. (2023) explain that technology can enable learning, but it can also constrain children's opportunities if the digital design limits participation, choice, and contribution. This point is crucial because many digital tools are visually attractive but pedagogically limited. If children only watch, listen, or click, their oral language production may remain minimal.

Infrastructure and institutional support also matter. Ning et al. (2022) argue that schools need interactive technologies and broader support to improve innovative learning and assessment. Turner et al. (2023) similarly show that digital and virtual experiences depend on access, bandwidth, technical support, and thoughtful design. These challenges suggest that digital oral language pedagogy is not only a teacher-level issue. It is an ecological issue shaped by classroom resources, school infrastructure, policy, professional development, and equity.

Table 5. Challenges in Digital Oral Language Pedagogy

No.	Challenge	Description	Critical implication
1	Limited pedagogical knowledge	Teachers may lack specific knowledge of oral language instruction	Professional development must focus on language pedagogy
2	Difficulty assessing oral language	Oral language is temporary, situated, and embodied	Teachers need rubrics, recordings, and formative assessment
3	Passive technology use	Children may only watch or listen without speaking	Digital tools must create active oral participation
4	Infrastructure constraints	Limited devices, weak internet, and technical issues reduce quality	Institutional and technical support are necessary
5	Insufficient professional development	Training often focuses on technical use rather than pedagogy	Training must integrate technology, pedagogy, and oral language

Instructional Responses for Meaningful Digital Integration

The reviewed literature suggests several instructional responses. The first response is strengthening teacher professional development. Mathers and Siraj (2021) argue that teacher development should focus on linguistic input, relational pedagogy, and cognitively challenging interactions. This means that professional development should not only teach teachers how to use digital tools. It should also train teachers to recognise language-learning moments, ask productive questions, expand children's utterances, guide retelling, and assess oral performance.

The second response is adopting a pedagogy-first approach. Technology should be selected because it supports specific oral language goals, not because it is new or attractive. Colognesi et al. (2023), van Dijken (2023), and Ning et al. (2022) show that digital tools become effective when used for clear instructional purposes such as oral performance revision, print referencing, vocabulary learning, phonological awareness, and authentic assessment.

The third response is designing active and dialogic digital learning. Children's oral language develops when they are invited to speak, retell, explain, question, perform, and collaborate. Digital

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drama, robotics-based storytelling, e-storybooks, and virtual interactions should be designed as spaces for children's language production, not merely spaces for screen exposure.

The fourth response is using technology for formative assessment. Video recording, smart boards, and language screening applications can help teachers observe and respond to children's language development. However, assessment becomes educationally meaningful only when the information gained is used to adapt instruction.

The fifth response is strengthening institutional support. Schools need to provide digital infrastructure, planning time, technical support, training, and policies that recognise oral language as a core learning domain. Without institutional support, digital pedagogy may remain dependent on individual teacher initiative.

Table 6. Instructional Responses Recommended in the Literature

No.	Instructional response	Description	Theoretical basis
1	Professional development	Training teachers in oral language pedagogy and digital mediation	Pedagogical content knowledge and professional vision
2	Pedagogy-first integration	Selecting tools based on language goals	TPACK
3	Active digital learning	Designing tasks that require speaking, role-play, and storytelling	Digital play and sociocultural theory
4	Formative assessment	Using digital tools to document and improve language learning	Formative assessment theory
5	Institutional support	Providing infrastructure, training, and policy recognition	Ecological systems theory

Proposed Conceptual Framework

The synthesis suggests a conceptual framework in which children's oral language development is shaped by the interaction among digital tools, teacher mediation, child participation, formative assessment, and institutional support. Digital technologies act as mediational resources. Teachers transform those resources into meaningful language activities through scaffolding, questioning, modelling, feedback, and assessment. Children develop oral language through active participation, storytelling, play, dialogue, and reflection. Schools support the process through infrastructure, professional learning, and policy alignment.

Table 7. Conceptual Framework for Digital Oral Language Pedagogy

Component	Function	Example
Digital tools	Provide resources for interaction, reflection, and representation	Video, SMART board, e-storybook, virtual interaction
Teacher mediation	Turns digital resources into language-learning opportunities	Scaffolding, modelling, questioning, feedback
Child participation	Produces language through meaningful activity	Retelling, role-play, discussion, storytelling
Formative assessment	Documents and guides improvement	Video review, smart board assessment, language screening
Institutional support	Enables sustainable implementation	Infrastructure, training, curriculum support

This framework rejects a technology-first model. It argues that technology should not be treated as the main driver of language development. The main driver is pedagogically mediated interaction.

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Digital technologies matter when they intensify, extend, or enrich children's opportunities to use language.

4. CONCLUSION

This conceptual narrative literature review examined the use of digital technologies in children's oral language learning in early childhood and primary education. Drawing on empirical studies and relevant theoretical perspectives, the review shows that digital technologies can support oral language development when they are embedded in intentional, active, and teacher-mediated pedagogy.

The review identified several digital technologies used in oral language learning, including video-recorded performance, digital tablets, SMART boards, e-storybooks, digital drama, robotics-based storytelling, language screening applications, and virtual interactions. These tools provide opportunities for children to speak, listen, retell, perform, collaborate, and reflect. Their effectiveness, however, depends on how teachers use them.

Teacher practices are central to meaningful digital oral language pedagogy. Effective practices include modelling, questioning, scaffolding, guided retelling, feedback, peer interaction, self-assessment, print referencing, dialogic reading, and language expansion. These practices show that teachers do not become less important in digital learning environments. Their role becomes more complex because they must connect digital affordances with oral language goals.

The review also identified challenges, including limited pedagogical knowledge, difficulty assessing oral language, passive technology use, infrastructure constraints, and insufficient professional development. These challenges show that digital pedagogy cannot be treated as a purely technical issue. It is a pedagogical, professional, and institutional issue.

The strongest instructional response is a pedagogy-first approach. Teachers should begin with clear oral language goals, then select digital tools that support those goals through interaction, scaffolding, feedback, play, and formative assessment. Schools should support this process through infrastructure, professional development, planning time, and curriculum recognition of oral language.

The main conclusion of this review is that digital technologies do not replace teacher mediation. They extend it. Children's oral language development is strengthened when digital tools are used to create rich, dialogic, playful, reflective, and socially meaningful opportunities for language use.

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