

ABSTRACT

This study investigates the issues faced by kindergarten teachers when integrating the *British Council's LearnEnglish Kids* (BCLK) platform into vocabulary teaching and how they perceive its use. The study was conducted in a kindergarten in Ciamis, Indonesia. A qualitative case study design was used. Thematic analysis was used to collect data through observations and semi-structured interviews with teachers in the classroom. The results showed that although BCLK has interactive and engaging features such as multimedia stories, songs, and games that enhance vocabulary mastery, several issues hinder its use. Limited technological infrastructure, lack of teachers' digital literacy, classroom management issues, and the need for more organized professional development are some of the issues. Despite these constraints, teachers found the platform useful because it was developmentally appropriate and aligned with curriculum objectives. Students showed high levels of engagement and were willing to continue using BCLK as a supplementary learning tool. This study is important because it addresses a significant gap in the literature on contextual issues related to the use of global educational platforms in resource-limited early childhood education settings in Indonesia. The study emphasizes that infrastructure, teacher readiness, and local pedagogical support are critical to successful adoption, although most previous research has examined technology integration in more sophisticated settings. The results provide a deeper understanding of how digital tools can be both promising and problematic in early childhood language education by drawing on MALL Theory, the TPACK framework, and Dual Coding Theory. By emphasizing the importance of teacher training, curriculum alignment, and technology access, this study offers practical benefits to educators, school administrators, policymakers, and educational technology developers. In addition, this study calls for greater institutional support and contextual conditions to ensure that platforms such as BCLK can truly improve early childhood vocabulary instruction.