

# Integrating Information and Communication Technology in Teaching English: Lived Experiences of Elementary Teachers

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*Abstract* — This study uncovered the experiences and challenges of elementary teachers of Davao Central District, Davao City Division in integrating information and communications technology in teaching English language. There were ten (10) teachers who participated in the study. This study made use of a phenomenological approach using in-depth-interview to gather information with regards to their respective experiences and challenges. Based on the results of thematic analysis the following themes were revealed: enhanced student engagement and participation, improved teaching efficiency and instructional delivery, and professional growth and adaptability in using technology. The coping mechanisms of teachers with the challenges while integrating ICT in their English classes were: proactive adaptation and contingency planning, commitment to lifelong learning and professional growth, and navigating challenges with resilience and creativity. The educational management insights drawn from the findings were: enhancing teaching effectiveness and student engagement, improving teacher efficiency and encouraging creativity, and institutional support and continuous training. Thus, ICT offers numerous benefits but obstacles such as limited resources, unstable internet connections, and digital literacy gaps must be addressed through long-term solutions. Strengthening infrastructure, providing reliable access to technology, and fostering collaboration among schools and government agencies create a sustainable path for ICT integration.

*Keywords* — *Integrating information, communication technology in teaching English*

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## I. Introduction

Technology is perhaps the strongest factor shaping the educational landscape today. Many schools are showing support for increased levels of technology in the classroom by providing hardware such as tablets, laptops, and personal computers, enhancing internet connectivity, and implementing programs designed to improve computer literacy for both teachers and learners. Although teachers generally appreciate the benefits of educational technologies, they often find smooth and effective integration of new educational technologies challenging. From acquisition of new technology equipment to adaptation of curricula and teaching techniques to incorporate new educational tools, technology integration presents significant challenges to educators at each level of school systems. Due to the use of ICT in education, it has changed a number of factors like pedagogy, student teacher relationship, concept of literacy and students' learning achievement. Therefore, the teachers should be ICT literate along with the ability to use and

incorporate it in teaching. Teachers need to be updated with the technological knowledge since it is always in a state of flux more so than content and pedagogical knowledge.

On the other hand, English has been considered as a global language. It is the language of international trade, tourism, education, and diplomacy. It is a must to learn and speak English language to be one of the members of this globalized world. Due to the growing spread and need for English language throughout the world, there is an amazing trend in learning English language.

The growing global demand for English has led to its widespread teaching across various institutions. However, teaching English effectively remains a complex and multidimensional task. Effective English language instruction helps learners develop the skills and understanding needed to communicate meaningfully, beyond memorization.

In the 21st century, the integration of Information and Communications Technology (ICT) has become essential in English Language Teaching (ELT), transforming traditional methods into more interactive, student-centered approaches. ICT not only enhances learning and teaching but also equips learners with vital digital skills.

In the Philippines, the Department of Education has implemented the DepEd Computerization Program (DCP) to strengthen computer literacy and support ICT integration in public schools. This shift has led to the use of modern tools like computers, smartphones, online platforms, and educational applications, replacing traditional materials. As a result, both teaching methods and classroom experiences have evolved significantly, making English language learning more dynamic and effective.

### **PURPOSE OF THE STUDY:**

This study aims to explore the lived experiences of public elementary teachers in Davao Central District as they integrate ICT in teaching English. Using a phenomenological approach, it seeks to uncover the challenges they face through in-depth interviews and to generate meaningful insights. These findings will serve as valuable propositions to support and guide teachers in effectively using ICT in their English classes.

### **RESEARCH QUESTIONS:**

The study explores the lived experiences of teachers in integrating ICT in teaching English. It investigates the lived experiences of Davao Central District Elementary School teachers who are using ICT in teaching English; it seeks answers to the following research questions:

1. What are the experiences of teachers in teaching English integrating ICT?
2. How the teachers cope with the challenges in using ICT in teaching English?
3. What educational management insights can be drawn from the findings of the study?

## REVIEW OF SIGNIFICANT LITERATURE:

This section presents a review of significant literature. This further discusses the contentions of the authors from the international to local settings. Studies conducted by other countries are also presented to support the claims of the variables used under study.

### **Experiences and Challenges in Teaching English Using Information and Communication Technology**

Using Information and Communication Technology (ICT) in English Language Teaching (ELT) offers numerous opportunities for both teachers and students, particularly in enhancing the teaching of core language skills such as listening, speaking, reading, writing, vocabulary, and grammar (Bhattarai, 2021). ICT integration creates a motivating and engaging learning environment, increases student curiosity, and encourages interaction and knowledge sharing in the classroom (Pazilah, Hashim, & Yunus, 2019). The use of multimedia technology improves communicative competence, broadens knowledge of English culture, and enhances both teaching efficiency and classroom interaction. It also reduces learners' hesitation and shyness through increased exposure to English.

However, despite these benefits, ICT integration poses several challenges. Teachers must be ICT literate to effectively handle tech-savvy learners and apply suitable digital tools and teaching strategies (Hafifah, 2019). The process requires extra effort, time, and skills from teachers. Infrastructure issues such as lack of electricity, devices, internet connectivity, and funding further complicate ICT use in schools. Amutha (2020) highlighted the lack of qualified ICT teachers, inadequate policies, and financial and curriculum-related problems in Nepalese government schools. Additionally, overdependence on ICT can reduce student-teacher interaction and limit student focus and cognitive development (Pazilah et al., 2019). Some teachers may struggle to maintain control over the classroom or become overly reliant on multimedia.

A digital divide also persists, especially in developing countries. Bhattarai (2021) noted that not all teachers and students have equal access to ICT, even within the same school, leading to unequal learning opportunities. In the Philippines, Abrigo, Ocdol, and Sadia (2019) found that while technology integration enhances student engagement and performance, challenges such as limited resources, lack of training, and varying technological skills among teachers remain. Dublar (2023) echoed these challenges, emphasizing the need for improved infrastructure, teacher development, and equitable access to maximize technology's benefits in education.

Ardic (2021) similarly reported that limited access to devices, poor internet connectivity, and low teacher ICT competency hinder technology integration. Palattao and Barrot (2019) raised additional concerns about data privacy and security, recommending the development of clear policies for the safe use of educational technology. Akram et al. (2022) found that teachers generally have a positive perception of ICT in teaching, seeing it as a tool to enhance instruction and learner engagement. However, barriers such as slow internet, load shedding, lack of

infrastructure, insufficient online teaching experience, and training continue to hinder effective ICT use. Turugare et al. (2020) emphasized the growing global recognition of ICT's importance in improving instructional practices, while also noting that technological competence remains a key obstacle for many teachers.

### **Coping Mechanisms on the Challenges In Teaching English Using Information and Communication Technology**

The Philippine government has prioritized the integration of technology in education through various policies and initiatives. Ranosa (2020) noted that the Enhanced Basic Education Act of 2013 emphasized the use of ICT to enhance learning outcomes. To support this, the Department of Education (DepEd) launched initiatives like the DepEd Computerization Program (DCP), which provides ICT tools and training to public schools, and the National Teachers' Academy for ICT Integration (NTA), which offers ICT-focused teacher training.

Teacher training plays a crucial role in the effective use of technology in classrooms. According to Taguinod, Baylon, and Mirandilla (2020), teachers who received relevant training demonstrated improved teaching practices and contributed to better student outcomes. They stressed the importance of continuous, adaptive training that keeps up with technological advancements.

In terms of coping mechanisms, Makabenta (2021) identified several strategies teachers use to manage challenges: maintaining positive well-being, practicing effective time management, showing openness to change, engaging in peer mentoring, and promoting collaboration with stakeholders. These approaches help teachers remain resilient and resourceful despite constraints.

Simbajon (2021) explored coping styles further and categorized them into passive, active, and avoidant types. Passive coping involves spiritual practices such as prayer and religious reframing. Active coping includes problem-solving, seeking support, and using digital platforms like Facebook Messenger for collaboration. Avoidant coping involves redirecting stress through academic pursuits, such as enrolling in graduate programs or participating in school projects and committees.

### **Educational Management Insights**

Information and Communication Technology (ICT) plays a vital role in promoting **learner autonomy** by enabling students to learn at their own pace and convenience. Joshi and Paudel (2019) emphasized that traditional teaching methods no longer support independent learning, and that ICT integration encourages a shift from teacher-centered to student-centered instruction. This transition fosters greater student independence and engagement in the classroom.

Liu et al. (2022) supported this by highlighting that ICT-integrated approaches enhance student motivation, cognitive understanding, and learning outcomes. They also noted that

technology allows learners to stay connected with peers and instructors via social platforms, promoting active participation and collaborative learning. They recommended the use of computer-supported collaborative concept mapping to further encourage learner engagement.

In the Philippine context, Atanacio and De Guzman (2020) found that using educational technologies like tablets and online resources positively impacts student learning, improving engagement, motivation, critical thinking, and problem-solving skills. Teachers also reported increased confidence in delivering instruction.

Barrot and Balansag (2020) showed that gamified mobile learning applications significantly improved K-12 students' engagement, achievement, and attitudes toward learning, concluding that such tools are effective in enhancing education.

Meanwhile, Japay and Rojas (2019) acknowledged existing barriers to technology integration—such as poor infrastructure and lack of teacher training—but pointed out the potential of emerging technologies like virtual and augmented reality to improve educational experiences. They stressed the need for continuous support and professional development for teachers to fully harness ICT's potential in classrooms.

## II. Methodology

This chapter presents the methodology, philosophical assumptions, qualitative assumptions, design and procedure, research participants, ethical consideration, role of the researcher, data collection procedures, data analysis methods, analytical framework, strategies to ensure trustworthiness, and ethical considerations upheld throughout the study. Explored facts and knowledge in this study necessitate the consequent design and implementation is explored and elaborated in this chapter.

### Design and Procedure

This study employed a **qualitative phenomenological research design** to explore the lived experiences of public elementary teachers integrating ICT in teaching English. As explained by Lester et al. (2020) and Bhandari (2020), phenomenology emphasizes personal perspective and interpretation, seeking to uncover the essence of participants' experiences by "bracketing" assumptions. Qutoshi (2025) noted that data collection and analysis in this approach occur simultaneously, allowing for deeper insight into individual motivations and actions.

The primary data collection method was **in-depth interviews**, supplemented by **structured questionnaires with open-ended questions** for participants who were less accessible. This dual approach ensured flexibility and inclusivity. According to Delve and Limpaecher (2022), open-ended questions are effective in gathering detailed responses, especially in settings where

face-to-face interaction may be limited. A **purposive sample** of teachers was selected to ensure meaningful engagement with those who have directly experienced the phenomenon.

Data analysis involved **coding and thematic synthesis**, focusing on significant statements and patterns to draw out key themes. Attention was also given to non-verbal cues—such as tone and emotion—to enrich understanding. The researcher actively engaged in the process while **bracketing personal biases** to allow the authentic voices of participants to emerge.

### **ETHICAL CONSIDERATIONS:**

This study upholds the highest ethical standards to ensure the protection, dignity, and well-being of all teacher-respondents involved. As a qualitative research endeavor, it acknowledges the sensitivity and subjectivity of the lived experiences being explored, particularly those related to teaching challenges and personal coping mechanisms. The research is guided by the core ethical principles of respect for persons, beneficence, and justice, as outlined in key ethical guidelines for social science research.

### **Research Participants**

This study involved ten (10) purposively selected public elementary teachers from the Davao Central District, Division of Davao City. These individuals served as the primary informants whose lived experiences in their teaching journey were explored in depth. All participants had been in service within the Department of Education (DepEd) for at least three years, held plantilla positions as teachers, and had consistently received a Very Satisfactory performance rating over the past three consecutive years. Both male and female school heads were included to ensure a balanced representation of perspectives.

The selection of participants followed a purposive sampling approach, aligning with the phenomenological nature of the study. This method was employed to identify and include individuals who were most knowledgeable and experienced in teaching, thereby ensuring that the data gathered was rich, relevant, and authentic. Through in-depth interviews (IDIs) and focus group discussions (FGDs), the participants shared insights into their personal and professional experiences, leadership challenges, and coping strategies providing valuable contributions to the understanding of educational leadership in their unique context.

### **RESEARCH INSTRUMENT:**

To ensure the credibility, transferability, and dependability of the study, a combination of qualitative research tools was employed. The lived experiences of teachers were explored through audio-recorded, one-on-one unstructured interviews, supplemented by peer debriefing sessions and detailed field notes. Each informant participated in sessions lasting approximately 1 hour and 25 minutes, completed over a five-day period. These methods allowed for a deep and reflective

account of the participants' teaching journeys, offering authentic insights into their challenges, strategies, and growth.

An interview guide consisting of five open-ended questions was used to facilitate the unstructured interviews. These questions were thoughtfully designed to align with the key themes of the study and aimed to extract rich narratives that could support and validate the research findings.

As supported by Fuster-Guillen (2019), in-depth interviews were used to uncover the personal histories and interpretations that each teacher brought to their teaching experience. The conversational style of interviewing allowed participants to narrate the lived meaning of their experiences without the influence of theoretical presuppositions. Close observation further enriched the data by capturing non-verbal cues, behaviors, and the contextual environment of the respondents, offering a more holistic understanding of their perspectives. Although participant observation was not fully integrated, the researcher maintained cultural sensitivity and immersed in the school environment as much as was ethically and practically feasible.

In addition to the interviews, a Focus Group Discussion (FGD) was conducted with five other teachers, separate from the individual interview group. These FGDs created a space for collective reflection, allowing participants to engage with each other's perspectives, challenge assumptions, and build on shared experiences. As highlighted by Stewart and Shamdasani (2019), FGDs provided deeper insight into the shared realities of teachers, while also drawing out individual voices within the group dynamic. This interactive method generated a more nuanced understanding of the leadership challenges, values, and practices that define the participants' lived experiences.

## **Data Collection**

The data for this study were gathered through a structured, step-by-step process designed to ensure ethical integrity and alignment with the research objectives. The focus was to authentically capture the lived experiences of public elementary teachers in Davao Central District, Division of Davao City, as they navigated their teaching journeys.

During the first week of May 2025, selected teachers were formally oriented regarding the study. Their informed consent was obtained after discussing the research's purpose, process, and ethical considerations, including confidentiality and voluntary participation.

Data collection took place during the first and second weeks of May 2025. In-depth, one-on-one interviews and focus group discussions were conducted using a semi-structured interview guide. Each session lasted approximately 1 hour and 25 minutes. The interviews were audio-recorded with the participants' permission, and field notes were taken to supplement the recordings. The interviews provided rich narratives about the participants' teaching practices, challenges, coping mechanisms, and professional growth.

From the third week of May to the fourth week of May 2025, the data were analyzed through a rigorous process of coding and thematizing. Responses were categorized, and patterns and trends were identified by comparing and contrasting individual experiences. This thematic analysis revealed key insights into the teaching journeys of teachers, capturing both shared and unique dimensions of their lived experiences.

### **Data Analysis**

The study used **thematic analysis** to understand the lived experiences of public elementary teachers. This method allowed the researcher to identify patterns and themes from participant narratives, following Creswell's model to organize and interpret data through coding. The analysis followed Creswell's (2020) process of deriving themes from grouped codes. As supported by Chali, Eshete, and Debela (2022), themes were seen as meaningful patterns that emerged from participants' responses.

The first step was **data familiarization**, where the researcher deeply engaged with the interview transcripts by reading them multiple times and taking notes to identify initial insights and reflections.

The next phase involved **coding**, where the researcher created brief labels to capture key ideas from the teachers' experiences. Both literal (semantic) and deeper (conceptual) meanings were considered, and important extracts were grouped under their respective codes. Themes were then constructed from the codes, representing important patterns related to the teachers' journeys—such as their **challenges, strategies, and motivations**. These themes were repeatedly reviewed against the full data set to ensure consistency and accuracy.

The researcher critically reviewed the themes to ensure they authentically represented the participants' stories. This step helped in refining the themes to tell a meaningful narrative about the teaching context in Davao Central District. Each theme was **clearly defined and named** to communicate its core message effectively, making the thematic structure easy to understand for academic and educational audiences.

Finally, the findings were written up by integrating the themes with **direct participant quotes**, connecting them with existing literature to enhance interpretation. This process emphasized the study's academic contribution and relevance.

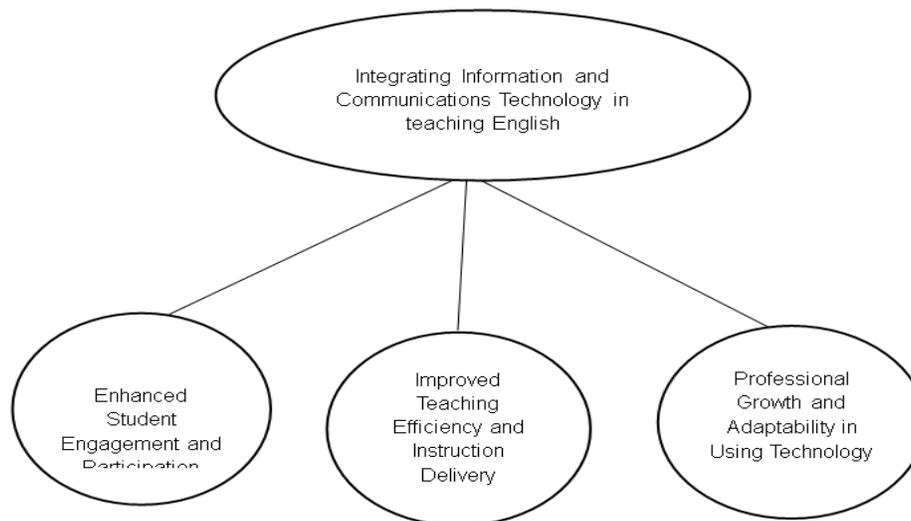
The overall thematic analysis was conducted rigorously and reflectively, ensuring the **credibility, trustworthiness, and depth** of the study's results.

### III. Results and Discussion

The study explored the lived experiences of elementary teachers in integrating information and communications technology in teaching English. Themes were extracted based on participants' responses to each question.

#### *The Experiences of Teachers in Integrating Information and Communication Technology in Teaching English.*

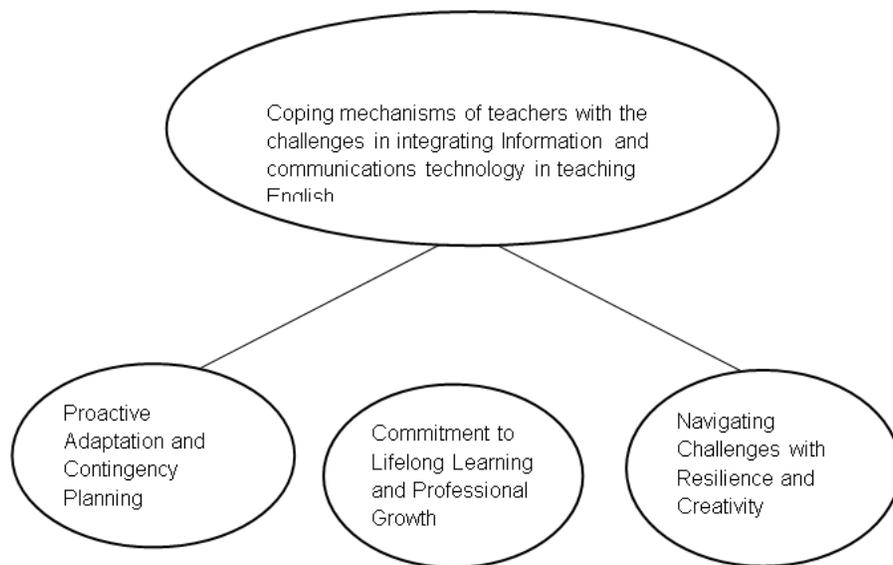
Figure 1 shows the experiences of teachers in integrating Information and Communication Technology in Teaching English. Based on the data, three key themes emerged from the participants' responses. First, **enhanced student engagement and participation** highlighted how the use of ICT significantly increased students' interest and involvement in English lessons. Teachers noted that digital tools such as PowerPoint presentations, YouTube videos, and interactive games like Kahoot! and Quizizz transformed traditional teaching into more engaging, student-centered experiences. Second, **improved teaching efficiency and instructional delivery** emphasized how ICT tools enhanced the organization and effectiveness of teaching. Educators shared that resources like Google Classroom, multimedia content, and PowerPoint allowed for more dynamic lesson planning, clearer content delivery, and real-time assessment and feedback. Lastly, **professional growth and adaptability in using technology** revealed that ICT integration contributed to teachers' ongoing professional development. Many expressed increased confidence in using digital tools and a willingness to explore new technologies, recognizing the importance of adapting to the evolving educational landscape.



**Figure 1. Integration of Information and Communication Technology in Teaching English**

*Coping mechanisms of teachers with the challenges while integrating information and communication technology in teaching English*

Figure 2 highlights the coping mechanism of teachers with the challenges while integrating information and communication technology in teaching English. Based on the emerging themes, teachers coping with challenges in integrating ICT into English instruction adopted three main strategies. First, **proactive adaptation and contingency planning** involved anticipating technological issues by preparing offline materials, downloading multimedia resources, and blending digital with traditional teaching methods to maintain lesson continuity and student engagement. Second, **commitment to lifelong learning and professional growth** highlighted teachers' dedication to enhancing their ICT skills through training, collaboration, and exploring new digital tools, enabling them to design engaging and effective English lessons. Lastly, **navigating challenges with resilience and creativity** showed how educators addressed technical limitations by adopting flexible, innovative approaches—such as gamified learning and hybrid instruction—to ensure active student participation and successful lesson delivery.

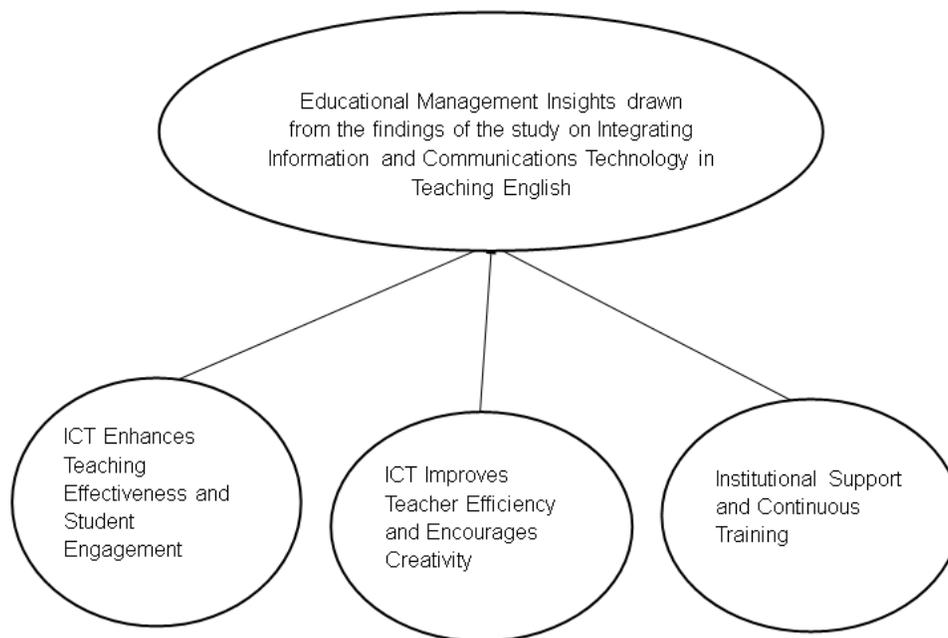


**Figure 2. Coping Mechanisms of Teachers with the Challenges while Integrating Information and Communications Technology in English**

*Educational Management Insights drawn from the findings of the study on Integrating Information and Communications Technology in Teaching English*

Figure 3 revealed the Educational Management Insights drawn for the findings of the study on Integrating Information and Communication Technology in Teaching English. Based on the responses of the participants, three key themes emerged regarding the integration of ICT in English

teaching. First, **ICT enhances teaching effectiveness and student engagement**, as it creates interactive and dynamic learning environments that support clearer concept delivery and accommodate various learning styles. Second, **ICT improves teacher efficiency and encourages creativity** by simplifying lesson planning, reducing workload, and providing diverse tools that promote innovative and effective instruction. Third, **institutional support and continuous training** is essential, with participants emphasizing the need for adequate training, resources, and recognition to confidently implement ICT in the classroom. While the benefits of ICT are evident, challenges such as limited resources, unstable internet connections, and digital literacy gaps must be addressed. Long-term solutions, including strengthened infrastructure, reliable technology access, and strong collaboration between schools and government agencies, are vital for sustaining effective ICT integration.



**Figure 3. Educational Management Insights drawn from the findings of the study on Integrating information communications and technology in teaching English**

#### Chapter 4- Implications and Future Directions

This chapter serves as a critical component of the study, providing insights into the practical, policy, and research implications of the findings, offering guidance for future integration of information and communications technology in teaching English. It discusses the implications of the study's findings and suggest potential future directions for research or practice in the field of teaching.

##### Implications

The study showcased and discussed how its findings can inform and improve integration of information communications technology in teaching English. It highlights the experiences of English teachers in using ICT tools and the strategies they adopt to overcome challenges in the classroom. Findings emphasize the positive impact of ICT on student engagement, teaching efficiency, and teacher development, while also addressing the need for institutional support and infrastructure.

In the teachers' experiences with ICT integration three themes have emerged: The first theme, Enhanced Student Engagement and Participation. Teachers observed that ICT significantly boosts student interest and involvement in English lessons. Tools such as PowerPoint, YouTube videos, Kahoot!, and Quizizz make lessons more interactive and student-centered, increasing motivation and engagement.

The second theme, Improved Teaching Efficiency and Instructional Delivery underscores that ICT streamlines lesson planning, enhances instructional clarity, and supports real-time assessment. Platforms like Google Classroom and multimedia content enable structured and dynamic content delivery.

Finally, Professional Growth and Adaptability in Using Technology elucidates that integrating ICT encourages continuous learning and professional development. Many educators reported increased confidence in using digital tools and an openness to exploring new technologies to stay relevant in modern education.

In the coping mechanisms of teachers with the challenges while integrating information and communication technology in teaching English emerged three themes. The first theme, proactive adaptation and contingency planning highlights that to address technological barriers, teachers prepare offline resources, download multimedia materials, and blend digital and traditional instructional methods to ensure lesson continuity.

The second theme, commitment to lifelong learning and professional growth underscores that teachers refine their expertise through specialized training, peer collaboration, and exploration of digital tools like interactive storytelling platforms and language-learning apps.

Finally, the theme of navigating challenges with resilience and creativity emphasizes that despite technical limitations, educators develop creative solutions, such as gamified learning experiences, adaptive reading platforms, and hybrid teaching models to maintain student engagement.

In the Educational Management Insights in Integrating Information and Communications Technology in Teaching English three themes have emerged. Firstly, enhancing teaching effectiveness and student engagement emphasizes that ICT tools create dynamic and interactive learning environments, helping teachers deliver clearer lessons while accommodating different learning styles.

Secondly, improving teacher efficiency and encouraging creativity accentuates that by streamlining lesson planning and reducing workload, ICT empowers educators to innovate and enhance instructional strategies.

Lastly, institutional support and continuous training stresses schools and government agencies play a vital role in ensuring ICT accessibility through adequate training, resource allocation, and infrastructure improvements. Addressing challenges like limited resources, unreliable internet, and digital literacy gaps requires long-term collaboration. While ICT offers numerous benefits, obstacles such as limited resources, unstable internet connections, and digital literacy gaps must be addressed through long-term solutions. Strengthening infrastructure, providing reliable access to technology, and fostering collaboration among schools and government agencies create a sustainable path for ICT integration.

### **Future Directions**

ICT has reshaped English language teaching, offering enhanced engagement, efficiency, and professional development opportunities. However, challenges such as technical limitations and resource constraints require innovative coping mechanisms and institutional backing. Strengthening infrastructure, providing continuous training, and fostering collaboration among educators and policymakers will ensure sustainable ICT adoption, ultimately transforming the learning experience. To further improve ICT integration in English language teaching, future research and initiatives should be explored:

#### **Teachers**

May actively engage in lifelong learning and professional development to stay updated on emerging trends and best practices in teaching. Utilizing student-centered approaches such as project-based learning, gamification, flipped classrooms, and interdisciplinary teaching will enhance students' critical thinking and problem-solving skills. Additionally, collaborating with peers and participating in mentorship programs will help teachers navigate the challenges of implementing innovative teaching techniques effectively.

By aligning efforts among policymakers, school administrators, and teachers, the future of integrating ICT in teaching English can foster student engagement, practical skill development, and career readiness in the 21st-century classroom.

#### **School administrators**

May facilitate continuous professional development and capacity-building programs for teachers, enabling them to effectively utilize innovative teaching strategies. Schools must also provide adequate resources, modern facilities, and technological tools that support interactive learning experiences. Moreover, fostering collaborative learning environments through

partnerships with industries and communities can further enhance students' real-world applications.

### **Policymakers**

May establish comprehensive guidelines and policies that promote technology-driven and skills-based education. This includes investing in digital infrastructure, integrating emerging technologies (such as artificial intelligence and virtual simulations), and ensuring alignment with industry trends. Additionally, policies should support teacher training programs and curriculum development that focus on ICT learning and sustainability.

### **Future Researchers**

May offer insights into how educators adapt to technological advancements in the classroom. Future researchers are encouraged to build on these findings by exploring the long-term effects of ICT integration on students' language proficiency and engagement. Further studies may also investigate the role of school leadership, infrastructure, and continuous teacher training in sustaining effective ICT practices. Comparative research across different regions or educational levels could also deepen the understanding of best practices and challenges in technology-enhanced English instruction.

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