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## DIGITAL PEDAGOGY IMPLEMENTATION PRACTICES AND EXPERIENCES OF ENGLISH TEACHERS AS BASES FOR POLICY RECOMMENDATION

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### ABSTRACT

This study investigated the teachers' practices and experiences regarding the implementation of digital pedagogy as bases for policy recommendation in the public high schools in the District of San Enrique Province of Iloilo for S.Y. 2024-2025. The results revealed that the common digital pedagogy practices implemented by English teachers are multi-media based presentations, collaborative and interactive digital activities and blended and offline compatible learning. Key findings indicate that teachers have rewarding and motivating experiences, persistent challenges in digital pedagogy implementation, and professional growth, adaptability and digital skill development. English teachers implement digital pedagogy by integrating technology throughout the teaching process, adapting through low-tech and offline strategies and using blended and flexible teaching modalities. Policy recommendations were drawn based on the findings of the study.

**Keywords:** *digital pedagogy, practices, experiences, policy recommendation*

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## INTRODUCTION

English is widely recognized as the world’s language for communication, education, and global exchange. For many students, being proficient in English opens doors to academic success, employment opportunities, and access to information that continues to grow every day. In countries like the Philippines, where English is used as a medium of instruction and as a professional requirement, teachers are challenged to respond to diverse learning needs while ensuring that students develop strong language skills. This has made it increasingly important for schools to adopt teaching approaches that take advantage of digital tools to make learning more engaging, meaningful, and accessible.

As education continues to evolve, the role of technology has become more central than ever before. Teachers no longer rely solely on chalkboards or printed materials. According to Nanjundaswamy (2021), digital pedagogy has reshaped traditional classroom practices and introduced new ways of teaching and learning that had better reflect the realities of today’s digital world.

In English language teaching, these changes are especially visible. Many teachers now use learning management systems, interactive quizzes, virtual classrooms, mobile applications, and multimedia materials to capture students’ interest and help them develop their communication skills. Trust and Whalen (2021) emphasize that these digital tools do not simply deliver content, they support collaboration, creativity, and deeper engagement.

However, despite these benefits, the shift to digital pedagogy has not been easy for everyone. Teachers continue to struggle with limited internet access, lack of devices, and

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insufficient ICT facilities, challenges that are particularly common in rural schools. Many educators also lack sustained training in digital teaching strategies, leaving them unsure of how to integrate technology in ways that truly enhance learning (Tondeur et al., 2021).

Bond et al. (2021) highlight that the sudden transition to online platforms exposed gaps in preparation and support, making many teachers feel overwhelmed and under-equipped. These realities underscore the need for policies that genuinely respond to the challenges teachers face. Policies must go beyond simply providing devices, they should support professional development, ensure equal access to technology, and promote best practices in digital instruction (Orlando & Attard, 2021).

This study explored teachers' implementation of digital pedagogy, focusing on their challenges and the strategies they used to adapt and succeed. It was inspired by the researcher's observations of teachers struggling with unstable internet, limited devices, and the demands of redesigning lessons for digital platforms, while also showing resilience, creativity, and commitment to sustaining learning. By examining these experiences, the study aimed to contribute to improving digital pedagogy in both policy and classroom practice and to support a more effective teaching environment for English teachers in the digital age.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, research instrument, validity of the instrument, data gathering procedures, and data analysis

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techniques utilized in the study. These methodological components ensured that the findings on teachers' experiences, practices, and challenges in implementing digital pedagogy were systematically and rigorously obtained.

## Research Method

This study employed a qualitative research method using in-depth interview guides which is appropriate for exploring complex social phenomena such as teachers lived experiences with digital pedagogy. Qualitative research is especially valuable for studies aiming to explore human experiences and meanings in depth, as it enables researchers to capture rich, contextualized insights into participants' attitudes, behaviours, and perspectives that might not be evident through quantitative methods alone using interviews, focus groups, and observations (Pfeifer & Dolan, 2023).

## Research Design

A phenomenological research design was employed to explore the lived experiences of English teachers in implementing digital pedagogy. Phenomenology, as a qualitative approach, aims to understand how individuals interpret and assign meaning to their everyday experiences by examining the essence of a phenomenon from the viewpoint of those who have directly experienced it (Groenewald, 2025). This design was appropriate because it enabled the researcher to explore prevailing digital pedagogy practices among English teachers, understand how they integrate digital tools and strategies in their English instruction, and identify the challenges and coping mechanisms they experience in implementing digital pedagogy. Phenomenological inquiry facilitated rich, contextual, and

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participant centred accounts of teachers' experiences, making it suitable for capturing the complexity and depth inherent in technology mediated teaching practices (Merriam & Tisdell, 2022). This design aligned with the results of the study, which revealed a range of meaningful themes such as digital pedagogy as a rewarding experience, motivational and instructional shifts, resource limitations, and professional learning adaptations.

### Participants of the Study

The participants of the study were a total of twelve (12) selected high school English teachers in the Municipality of San Enrique, Province of Iloilo. They were selected based on the purpose for the study, which was the digital pedagogy implementation practices and experiences of English teachers. The participants were selected based on the following inclusion criteria: must be a high school English teacher; must have at least one year of experience implementing digital pedagogy; must be willing to participate and provide informed consent.

Their diverse experiences contributed significantly to the development of themes regarding digital pedagogy practices and experiences.

### Sampling Design

The study utilized a purposive sampling design. According to Nikolopoulou (2023), purposive sampling is a non-probability sampling method in which participants are deliberately chosen because they possess the specific characteristics required for the sample. In other words, individuals are selected intentionally in purposive sampling. Also known as judgmental sampling, this method depends on the researcher's discretion in identifying and selecting the

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individuals, cases, or events that can provide the most relevant information needed to achieve the objectives of the study.

### Research Instrument

A researcher-made interview guide served as the primary data-gathering instrument. The guide was designed to elicit in-depth insights into: teachers' practices and experiences in the implementation of digital pedagogy. Specific digital teaching practices they employ; and their overall perceptions and reflections on digital instruction.

Open-ended questions were crafted to encourage reflective and comprehensive responses, which enriched the thematic results of the study.

### Validity of the Research Instrument

To ensure the validity and credibility of the interview guide face and content validation were conducted by a panel of experts in English education, educational technology, and qualitative research. Their comments were used to refine wording, clarity, and alignment with the research questions.

### Data Gathering Procedures

The data gathering process followed these steps: The interview guide was finalized based on expert validation and pilot testing. Teachers were informed about the study through a recruitment letter and verbal orientation. Participants signed an informed consent form indicating voluntary participation, confidentiality assurances, and permission to record the interview. Individual interviews were conducted using the validated interview guide. Probing questions were asked to deepen and clarify emerging insights. With consent, interviews were

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audio-recorded. The researcher transcribed the recordings verbatim to ensure accuracy in capturing meaning. Transcripts were reviewed repeatedly to identify patterns that later contributed to the formulation of themes. This systematic procedure ensured that the results accurately reflected teachers' actual experiences, perspectives, and challenges in digital pedagogy implementation.

### Data Analysis

The qualitative data were analyzed using thematic analysis, which is a systematic process of identifying, examining, and reporting recurring patterns or themes within a dataset, enabling the researcher to organize and interpret rich qualitative information in a meaningful way (Nowell et al., 2021). It is a technique for characterizing data, but choosing codes and creating themes also require interpretation. It also involved the reading and re-reading the interview transcripts, identifying recurring ideas, phrases, and meaningful statements. Grouping codes into broader categories that reflected significant patterns, aligning themes with the research questions and removing overlaps. The themes were described and supported using participant quotes.

A panel of experts assessed the validity of the interview guide, and all feedback and suggestions related to its validation were carefully considered.

## RESULTS AND DISCUSSIONS

This study explored the digital pedagogy implementation practices and experiences of English teachers.

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The participants of the study were a total of twelve (12) selected high school English teachers in the Municipality of San Enrique, Province of Iloilo for the school year 2024-2025.

The research method used in the study was qualitative approach using researcher-made interview schedule. Thematic analysis was utilized to analyze and interpret the data. To ensure the validity and credibility of the interview guide, face and content validation were conducted by a panel of experts in English education.

The following are the findings of the study:

The common digital pedagogy practices implemented by English teachers were multimedia-based instruction, collaborative and interactive digital activities, and blended and offline-compatible learning approaches.

The experiences encountered by English teachers in implementing digital pedagogy practices were rewarding and motivating experience, persistent challenges in digital pedagogy implementation, and professional growth, adaptability, and digital skill development.

As to how do teachers implement digital pedagogy, the results revealed that teachers use digital pedagogy by integrating throughout the teaching process, adapting through low-tech and offline strategies, and using the blended and flexible teaching modalities.

## CONCLUSION

Based on the findings, several important insights emerged:

Digital pedagogy strengthens teachers' motivation and innovation. Teachers' positive emotional experiences—such as fulfillment, joy, and accomplishment—play a crucial role in

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sustaining digital pedagogy. When teachers see the impact of technology on learner engagement, they are more willing to innovate and explore new teaching approaches.

Infrastructure remains the greatest barrier, especially in rural areas. Despite teachers' enthusiasm, digital pedagogy cannot fully thrive without technological support. Internet instability, lack of devices, and insufficient ICT facilities create inequitable learning opportunities, disproportionately affecting rural schools.

Teachers demonstrate strong adaptability and creativity.

Teachers respond to challenges with resilience and creativity—designing offline materials, integrating low-tech tools, and modifying their teaching strategies. This adaptability reflects the profession's commitment to ensuring learning continuity.

Blended and flexible learning is becoming a norm. Teachers increasingly blend online, offline, synchronous, and asynchronous methods. Flexibility is no longer optional—it is essential in contexts with technological limitations and diverse learner needs.

Peer collaboration and professional development are essential supports. Teachers thrive when supported by colleagues and continuous training. Collaboration helps overcome technical and emotional challenges, while professional development improves confidence in integrating digital tools.

Teachers' mindsets influence digital pedagogy success.

A positive mindset—characterized by patience, resilience, and a willingness to learn—is central to navigating digital pedagogy challenges. Skill alone is not enough; emotional readiness significantly affects teacher performance.

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## RECOMMENDATIONS

Grounded in the study's findings and insights, the following recommendations are proposed for DepEd, school administrators, teachers, and stakeholders:

DepEd and policy makers should strengthen ICT infrastructure in rural and underserved schools by providing stable internet connectivity, ensuring access to laptops, tablets, projectors, and multimedia equipment, developing a national framework for digital pedagogy, standardizing digital pedagogy competencies and providing clear guidelines for implementing blended, online, and offline learning. Also, allocating funds for continuous teacher training to institutionalize digital pedagogy in INSET programs and to offer certification courses on multimedia, LMS use, and low-tech digital strategies.

School administrators should establish a functional ICT support system by employing school ICT coordinators or student tech support teams to maintain devices and ensure access to offline and online teaching resources. They should also create Professional Learning Communities (PLCs) to encourage peer mentoring, resource-sharing, and collaborative troubleshooting. They should as well support teacher well-being by offering stress-management programs and providing them realistic expectations in digital learning environments. School administrators should also promote Alternative Delivery Mode by adopting policies that support flexible learning delivery modes and providing schedules and platforms for asynchronous learning.

Teachers should continue enhancing digital competence by attending webinars and trainings, explore multimedia tools, LMS platforms, and offline digital strategies. They are also

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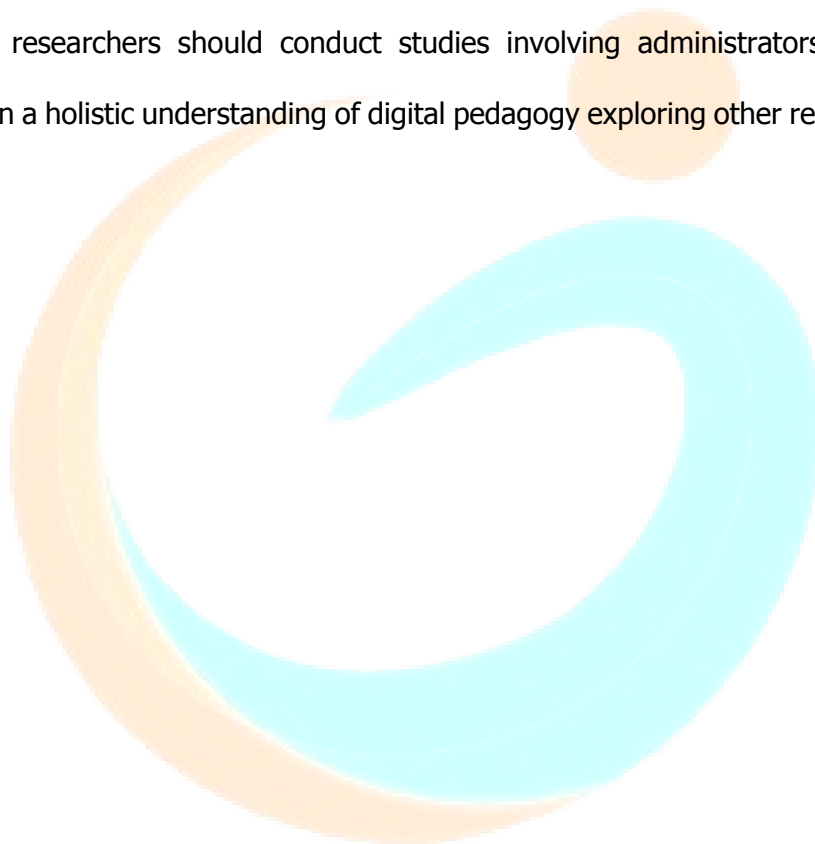
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encouraged to prepare offline and low-tech alternatives like download videos ahead of time, utilize TV, printed modules, and offline apps when internet is unstable. Teachers should engage in collaboration and peer support by sharing lessons, digital materials, and troubleshooting tips with colleagues, while maintaining a growth mindset and practicing self-care through continuous learning.

Future researchers should conduct studies involving administrators, parents, and learners to gain a holistic understanding of digital pedagogy exploring other research methods and designs.



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