

## Panorama of Hi-tech and Hi-touch English language instruction: Precursor to a hybrid teaching model

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### **Abstract**

The evolving landscape of English language instruction exacerbated by the paradigm shift in education provides rich areas for scholarly investigation through research. In such context, this basic qualitative study aimed to provide an extensive overview of the landscape of hi-tech and hi-touch English language instruction. Through thematic analysis of various instructional practices in English language instruction, the study underscores the critical integration of digital tools and interpersonal interactions in contemporary educational settings. Analysis of the extended texts yielded the teaching mechanisms of teachers in a hi-tech and hi-touch English language instruction which were dubbed as KINASIGOM (Keyboarding through the Digital Abyss, Igniting Learning Passages, Nexus Classroom, Anchoring Resource Equitability, Shaping Learning Trajectories, Immersing in Culture, Gamifying Learning Experience, Orchestrating Feedback Loop, Melding Virtually). The KINASIGOM hybrid model serves as a strategic framework to bridge the gap between technological advancements and human interaction, aiming to create engaging, adaptable, and inclusive learning environments. By embracing a hybrid approach that leverages both hi-tech resources and hi-touch interactions, language educators are empowered to navigate the complexities of modern education and facilitate meaningful language learning experiences for diverse student populations. In conclusion, this study offers a comprehensive perspective on the integration of hi-tech and hi-touch methodologies in English language instruction, paving the way for innovative approaches to teaching and learning in the digital age.

**Keywords:** hi-tech, hi-touch, hybrid teaching model, language teaching, paradigm shift

## **Panorama of Hi-tech and Hi-touch English language instruction: Precursor to a hybrid teaching model**

### **1. Introduction**

The rapid outbreak of the deadly disease COVID-19 has terrified the entire world. The pandemic of COVID-19, which began in March 2020, has had both direct and indirect effects on the global population. Some normal activities, such as traveling and going outside, have been temporarily prohibited to prevent the spread of the virus. The effects of COVID-19 have compelled virtually every region and educational institution to embrace a new standard. In numerous nations, lockdowns have been implemented, and all educational institutions have been permanently closed. To prevent COVID-19 from spreading and propagating, all face-to-face learning approaches in classrooms have been suspended.

The scenario strains the global education system, compelling educators to immediately adopt online teaching and learning. Due to COVID-19, instructors and students are moving to e-learning approaches. Each academic institution has cast light on the present pandemic concerns in order to find the optimal plan of action for addressing the current e-learning obstacles. In addition, the severe repercussions of the pandemic are being especially felt in education (Marinoni *et al.*, 2020; Schleicher, 2020; Stambough *et al.*, 2020). For education, the pandemic is both a challenge (Daniel, 2020) and an opportunity (Azorín, 2020). Schools have closed to combat the spread of COVID-19 (Pokhrel & Chhetri, 2021) and the Covid-19 pandemic has disrupted traditional modes of learning (Lemay and Doleck, 2020) and triggered a move to online teaching and learning activities (Lemay *et al.*, 2021). In the wake of the pandemic, most institutions of higher education have had to reassess approaches of teaching and assessment (García-Penalvo *et al.*, 2018). In doing so, many schools migrated to the use of technology like Google Classroom, Google Meet, Zoom, and among others.

Furthermore, the use of technology for teaching and learning is now widespread endeavor. It is generally recognized that the era of information technology has had a significant impact on our new way of life, and technology plays a vital role in the development of today's human society. Moreover, the advancement of information and communication technology (ICT) has significantly changed the teaching and learning processes in higher education (Pulkkinen, 2007). Because of its increasing strength and reach, ICT for education is more important than ever. Capabilities are causing a shift in educational delivery methods (Pajo & Wallace, 2001). Because of the utilization of information and communication technologies, the function of educational technology in teaching is more important than ever. With the assistance of several applications for distance education, the Internet, teachers, and students all realize the benefits of educational technology (Lazar, 2015).

Notably, the internet's pervasiveness and the rising awareness of the value of having technology in the classroom has led teachers and students all over the world to equip themselves with technical tools to acquire or teach a second or foreign language more quickly. Thus, technology integration in the classroom has become an essential component of effective education (Mollaie & Riasati 2013). Teacher preparation should not focus on “computer literacy,” but rather on preparing them to use technology to construct, represent, and share knowledge in real-world realistic contexts. They should not be educated about technology, but rather how to use technology to build, organize, and communicate (Barron & Goldman, 1994).

Undeniably, technology cannot be beneficial in the classroom unless teachers are knowledgeable about both the technology and how to use it to achieve educational goals. While the usage of technology in the classroom is expanding, the goal of boosting learning through its application should stay the same. The rapid growth and availability of technologies is part of the continuous problem. School systems decide which technologies are legal and available, and instructors are ultimately left to decide which technologies they will implement into their classrooms (Decoito & Richardson, 2018).

In addition to the teacher's role, technology has had a significant impact on language teaching and learning. In other words, the role of the teacher, in connection with the role of technology, can result in advanced learning outcomes (Sharma, 2009). Technology teacher preparation should give them with a comprehensive understanding of the various media, their affordances, and their limitations. Such comprehensions can only occur when teachers actively participate in teaching and learning with technology across a variety of areas (Vrasidas & McIsaac (2001). Clearly, the pandemic has had profound and potentially long-lasting consequences. The extensive use of technology for teaching and learning has the potential to significantly alter the educational environment. In fact, as we move from a pandemic to an endemic state, new technologies and educational models are being conceived and implemented. This creates new opportunities and problems for English language teaching.

Moreover, many educators are not yet proficient in using e-learning software for the teaching-learning process. Not only the students but also the teachers have a difficulty adapting to the sudden and unforeseen shift in the teaching and learning modalities as a result of the pandemic. With this in mind, the need to understand how teaching and learning happens in the new normal and beyond has become the primary concern of researchers. In the light of abovementioned matters, the researcher found it interesting to describe the experiences of English language teachers in English language instruction as they use modern technology. Through this, the various aspects of English language instruction amidst the pandemic could be described. The integration of ICT could be understood as a mandatory partner of teachers in delivery quality and excellent English language instruction to their learners. In such contexts, hybrid model in English language instruction during the new normal and beyond was developed paving a clearer understanding of teaching should be in the new normal and beyond.

## 2. Methodology

**Research Design** - This study employed a basic qualitative descriptive design, which was utilized to elucidate experiences without anchoring them within a theoretical or conceptual framework (Lambert & Lambert, 2012). Within this design, the depiction of experiences stemmed from a naturalistic inquiry approach. With this design, this study looked into how the English language teachers teach during the new normal as basis in the development of a teaching model in English language instruction for new normal and beyond. As such, the design is found suitable and appropriate for the study.

**Selection and study site** - The study was conducted at the Ilocos Sur Polytechnic State College (ISPSC). English language teachers from the six campuses of ISPSC served as research participants of the study. They were chosen using criterion sampling in which three (3) criteria were set. First, they have been teaching for at least five (5) years. Second, they are licensed teachers major in English language. Third, they are willing to participate in the study. With these criteria, the 15 participants were identified; however, saturation of data led the researcher to the 10 participants of the study. Notably, data saturation occurs when no new data surface during the data gathering and patterns from the significant statement of the participants are established (Azarias, 2022, Velasco *et al.*, 2022).

**Research Instrument** - In gathering pertinent data, an interview guide was constructed first. This interview guide contains a priori codes which served as basis in formulating the questions to be asked during the interviews (Velasco *et al.*, 2022). Then, the *aide-mèmoire* was constructed based on the interview guide development containing a priori codes that should serve as bases in constructing the interview questions (Azarias, 2022). These questions were placed on the *aide-mèmoire*, and were asked to participants during the interviews. It is note that format and mechanics of the interview guide, *aide-mèmoire*, and consent form were taken from the study of Azarias and Capistrano (2019) and Azarias *et al.* (2020).

**Data Gathering Procedure** - In implementing this study, the interview guide and *aide-mèmoire* are constructed first because it was attached to the request letter to the President of ISPSC. Then, permission to conduct the study was sought from the President of ISPSC through a letter. Upon approval to conduct the study, the participants were identified using the set criteria. Next, the participants were approached personally to explain the nature and direction of the study. After explaining the nature and direction of the study, their consent in

participating in the study was sought. It is to note that the consent form used in the study indicated that all the information that the participants provided are to be used solely in the research to provide security, privacy, and dignity to the research participants (Velasco *et al.*, 2022). Furthermore, the schedules of interviews were set according to the convenience and availability of the participants. The interviews may be conducted personally or online. It is to note that the interviews were audio recorded to fully encapsulate the sharing of the participants. After each interview, the researcher transcribed the audio recording. The transcribed interviews were subjected to spot-checking for accuracy of data (Azarias, 2022). Spot-checking is done by letting someone listen to the audio recording and checks if the transcripts reflect what transpired in the audio recording.

Finally, the researcher employed member checking procedures through follow up interviews, checking of the interview transcripts, and presenting the results of the analysis and the developed teaching model. Through these steps, the truthfulness and trustworthiness of the data (de Guzman & Tan, 2007) or the veracity and richness of data are assured. Notably, the gathered data were triangulated by document analysis. Last, qualitative analysis of data through thematic analysis was employed.

**Analysis of Data** - The recorded interviews were transcribed to come up with extended texts which were subjected to open coding and thematic analysis. Open coding and thematic analyses were employed (Francisco, 2022) to sort, retrieve, link, and display data and categorization (Lindolf & Taylor, 2002). The themes emerged in this study were further subjected to member checking procedures via correspondence technique (Lincoln & Guba as cited in de Guzman & Guillermo, 2007) whereby each of the study participant was individually approached to verify the consistency of the transcription and interpretation. In this manner, the researcher was assured not only of the trustworthiness but also the truthfulness of the data reported (de Guzman & Tan, 2007).

### 3. Results and Discussion

#### 3.1 Operating in a Hi-tech and Hi-touch New Normal English Language Instruction.

In this paradigm shift, technology serves as a powerful tool for enhancing learning experiences, offering diverse resources such as online platforms, interactive multimedia, and virtual classrooms. These resources enable personalized learning, catering to individual preferences and pacing. However, amidst the digital landscape, the human touch remains indispensable. Educators play a pivotal role in providing guidance, motivation, and emotional support, fostering a conducive learning environment. Moreover, peer interaction and collaboration are vital components of language acquisition, promoting communication skills and cultural understanding. Therefore, successful language instruction in the new normal entails a harmonious blend of technology-driven innovation and genuine human connection, empowering learners to thrive in a rapidly changing world. Certainly, the thematic examination of the extensive texts uncovered the aforementioned concepts. Indeed, the analysis yielded themes identified as KINASIGOM (Keyboarding through the Digital Abyss, Igniting Learning Passages, Nexus Classroom, Anchoring Resource Equitability, Shaping Learning Trajectories, Immersing in Culture, Gamifying Learning Experience, Orchestrating Feedback Loop, Melding Virtually)

**Keyboarding Through the Digital Abyss.** The findings illustrate a heavy reliance on digital tools and platforms for instructional purposes in the hi-tech new normal English instruction environment. The theme encapsulates the profound integration of digital tools and platforms into instructional practices, highlighting the seamless incorporation of technology into teaching methodologies. Educators emphasized their dependence on digital devices such as phones and laptops to bridge the gap between educators and students in the digital realm. Participant 1 and 4 noted,

*“when it comes to the technology, we rely much on our phones and our laptops because those are the aaaahhmm things that we used to meet our students” (P1)*

*“phones of course as well as laptops we used it to conduct online learning” (P4).*

This reliance underscores the need for educators to leverage familiar digital platforms to effectively connect with students in the modern educational landscape. Research by Prensky (2019) supports this, noting the comfort and proficiency today's students have with technology. Bates (2021) also discusses the transformative impact of digital technologies on teaching and learning practices. Furthermore, Kukulska-Hulme *et al.* (2022) highlight the increasing use of mobile devices in learning contexts, suggesting that educators should ensure accessibility and inclusivity by accommodating the diverse range of devices students use.

The use of online learning platforms and educational apps emerged as a prevalent practice among educators. Participant 3, 7, and 9 highlighted, "utilize adaptive technology such as online learning platforms and educational apps" (P3), "I aaahhm use online learning platforms like aaah Moodle" (P7), and "make use of online learning platform" (P9). Google Classroom was specifically mentioned as a fundamental tool by Participant 4, 3, and 7:

*"The most common adaptive technology that I use in my classes is Google Classroom" (P4)*

*"Google classroom is the one I use in my online class" (P3)*

*"Yaaah..I aaahm use Google classroom" (P7).*

The widespread adoption of these tools aligns with findings by Hodges *et al.* (2019) on adaptive learning technologies and Nguyen *et al.* (2021) on Google Classroom's impact. These tools enhance flexibility and efficiency, enabling personalized learning experiences. Educators also leveraged social media to connect with students. Participant 5 and 6 stated,

*"The social media I use to connect with my students is Telegram" (P5)*

*"I use social media to connect with my class...aaah like messenger" (P6).*

This reflects educators' adaptability to leverage diverse digital tools for engagement, supported by Junco *et al.* (2021) who found that social media can enhance student-teacher rapport and support. Greenhow and Lewin (2016) underscore the evolving nature of digital pedagogy, extending learning beyond the physical classroom. The transformative potential of digital tools in customizing learning experiences was acknowledged. Participant 3 and 7 articulated,

*"I leverage the capabilities of digital tools to create customized learning experiences for each student" (P3),*

*"In my English language classroom, I utilize various adaptive technologies to cater to the diverse needs of my students" (P7).*

Research by Means *et al.* (2019) and Rose *et al.* (2020) highlights the ability of digital tools to differentiate instruction and support individualized learning pathways. Digital platforms such as Google Meet and Zoom were pivotal in fostering connectivity between educators and students. Participant 4 and 5 emphasized, "The use of Google Meet in delivering my lessons especially if we are in an online setup helps me connect to my students" (P4), and "platforms that allow interaction thru the use of internet and various applications such as Google Meet or Zoom" (P5). This reliance highlights the role of virtual communication in maintaining instructional continuity, supported by Lörz *et al.* (2020) and Daniel *et al.* (2021) who found that synchronous tools enhance engagement and collaboration. Interactive tools like Kahoot and online discussions emerged as valuable for enhancing student engagement. Participant 1, 8, and 9 remarked,

*"Sometimes we use Kahoot. Those kind of things are very helpful during the pandemic" (P1)*

*"In my English language classroom, I utilize adaptive learning platforms such as Moodle and Google Classroom" (P8)*

*"In my English classroom during the pandemic and the new normal of teaching, I utilize adaptive*

*technology such as learning management systems (LMS) like Moodle or Google Classroom” (P9).*

Research by Brinson and Miller (2021) and Ibáñez *et al.* (2020) supports the effectiveness of gamified learning platforms in increasing participation and retention. Despite the proliferation of digital resources, educators also maintained a balance by integrating traditional methods such as module uploads. Participant 1 and 6 elucidated,

*“I still see to it that...we upload modules...and of course those modules ahh it already has there the things that we have discussed in the google meet” (P1),*

*“we actually make use of google classroom and on that google classroom we upload modules...there are activities which they need to do...for them to assure the teacher they have fully understand or understood the lesson” (P6).*

This balanced approach is essential, as noted by Selwyn (2020), for providing foundational knowledge and promoting deep learning experiences. Educators recognized the importance of catering to diverse learning needs through adaptive technology. Participant 6 and Participant 10 stated:

*“In my classroom, I utilize various adaptive technologies to cater to the diverse learning needs of my students” (P6)*

*“I use different adaptive technologies to meet the different needs of my students” (P10).*

Research by Hwang and Wu (2021) and Alacaci and Cagiltay (2019) supports the effectiveness of adaptive learning systems in promoting personalized learning experiences and inclusivity. The use of specialized adaptive technology such as language learning apps and platforms was prevalent. Participants 7, 8, 9, and 10 articulated their utilization of platforms like Moodle and Google Classroom to facilitate language instruction:

*“I utilize various adaptive technologies to cater to the diverse needs of my students” (P7),*

*“I utilize adaptive learning platforms such as Moodle and Google Classroom” (P8),*

*“In my English classroom during the pandemic and the new normal of teaching, I utilize adaptive technology such as learning management systems (LMS) like Moodle or Google Classroom” (P9),*

*“I utilize adaptive technology such as language learning apps and platforms that offer personalized learning experiences” (P10).*

Research by Türel and Johnson (2020) and Chapelle (2019) highlights the effectiveness of these platforms in supporting language acquisition and promoting learner-centered instruction. In conclusion, the profound integration of digital tools and platforms into instructional practices in contemporary English instruction is evident. Educators heavily rely on digital devices to bridge the gap with students, leveraging a range of digital tools to enhance engagement and communication. The use of adaptive technologies facilitates personalized learning experiences, while a balanced approach incorporating traditional methods ensures accessibility and continuity. Specialized adaptive technology, particularly in language instruction, underscores educators' commitment to catering to diverse student needs and promoting inclusive learning environments.

**Igniting Learning Passages.** The theme embodies the personalized approach taken by educators to accommodate diverse student needs, preferences, and learning styles, thereby fostering a sense of ownership and relevance in the learning process. Educators prioritize understanding each student's unique learning style, interests, and goals as foundational to personalized teaching. Participant 3 and Participant 10 articulated,

*“I personalize my teaching by getting to know each student's learning style.*

*“Personalizing my class...it involves understanding each student's learning style, interests, and proficiency level.” (P10)*

This commitment underscores the importance of student-centered instructional practices, aligning with Hall and Strangman (2019), who found that tailoring instruction to students' preferences enhances engagement, motivation, and academic achievement. Additionally, Sternberg and Zhang (2021) suggested that awareness of cognitive preferences informs effective instructional decision-making. Assessments are pivotal in gauging students' strengths and weaknesses, serving as a basis for tailoring instruction. Participants highlighted the importance of assessments:

*"By conducting assessments to measure my students' strengths and weaknesses," (P4)*

*"It is based on the needs of the students determined through several assessments done." (P5)*

*"Using assessments to determine my students' strengths and shortcomings..." (P8)*

This aligns with Black and Wiliam (2019), who found formative assessment strategies enhance student achievement by providing timely feedback. Pellegrino *et al.* (2018) emphasized the diagnostic and formative roles of assessment in identifying learning needs and informing instructional decisions. Empowering students to take ownership of their learning journey is a central tenet of personalized teaching. Participant 3 Participant 5, and Participant 9 noted,

*"I encourage students to take ownership of their learning journey," (P3)*

*"I inspire students to be proactive and self-directed in their learning process." (P5)*

*"I motivate students to take control of their own educational path." (P9)*

This emphasis on autonomy and intrinsic motivation aligns with Deci and Ryan (2019), who found that autonomy-supportive environments foster intrinsic motivation and optimal learning outcomes. Zimmerman's (2019) framework supports this by emphasizing goal setting, self-monitoring, and self-reflection in promoting student agency. Designing individualized learning plans and providing differentiated instruction are crucial for meeting the specific needs of each student. Participant 3 and Participant 9 emphasized,

*"I design individualized learning plans and provide differentiated instruction." (P3)*

*"Personalizing my class is crucial for catering to the diverse needs and learning styles of my students." (P9)*

This aligns with Tomlinson and Strickland (2019), who highlighted the importance of adapting instruction to differences in readiness, interests, and learning profiles. Subban (2021) found that differentiated strategies, such as tiered assignments and flexible grouping, enhance learning outcomes by addressing varying readiness levels. Prioritizing a holistic approach, educators integrate both academic and practical skills into lessons to foster socio-economic growth among students. Participant 1 and Participant 5 highlighted,

*"I place emphasis on delivering comprehensive education through lessons that encompass both theoretical knowledge and practical skills." (P1)*

*"I prioritize providing a holistic education through lessons that include both academic and practical skills." (P5)*

This multifaceted approach aligns with Darling-Hammond *et al.* (2019), who emphasized integrating social and emotional learning competencies into academic instruction. Wagner (2019) argued for the importance of fostering 21st-century skills alongside academic content to prepare students for complex, interconnected environments. In language classrooms, personalized teaching involves understanding each student's strengths, weaknesses, interests, and learning styles. Participants 6 to 10 reiterated its importance, emphasizing personalization's role in ensuring student success and addressing diverse needs:

*“Personalizing my teaching in the language class involves understanding each student's strengths, weaknesses, interests, and learning styles.” (P6)*

*“Personalizing my language class is key to ensuring each student's success.” (P7)*

*“it begins with understanding each student's unique learning style, strengths, and areas for improvement.” (P8)*

*“it involves understanding each student's learning style, interests, and proficiency level.” (P10)*

*“personalizing my class is crucial for catering to the diverse needs and learning styles of my students.” (P9)*

This aligns with Zhang *et al.* (2019), who emphasized the effectiveness of personalized teaching in language classrooms. Lai *et al.* (2021) found that personalized strategies, such as differentiated instruction and individualized feedback, improve language proficiency. Wang *et al.* (2020) highlighted the role of teacher-student interactions in enhancing motivation and language acquisition through personalized practices. The personalized approach embraced by educators fosters ownership and relevance in learning by accommodating diverse needs, preferences, and learning styles. Understanding each student's unique characteristics is foundational to personalized teaching, aligning with contemporary research. Assessments inform targeted instruction and promote engagement. Empowering students to take ownership of their learning journey facilitates autonomy and academic success. Individualized learning plans and differentiated instruction ensure inclusivity and equitable access. A holistic approach integrating academic and practical skills prepares students for socio-economic growth. In language classrooms, personalized teaching enhances language learning outcomes and fosters linguistic development and cultural competence.

**Nexus Classroom.** The theme underscores the role of technology as a facilitator of collaborative and interactive activities that advance peer engagement, communication, and teamwork amongst students in diverse learning environments. The educators' significant statements provide robust insights into this phenomenon, demonstrating various implementations of technology to enhance social and educational outcomes. Participant P2 uses technology to mimic in-person experiences:

*“I make PowerPoint presentation, include my voice, and then, make it as a video.” (P2)*

This personalized touch helps bridge the gap between traditional and virtual instruction. In harmony with this, P1 ensures interaction through structured group dynamics which points to the deliberate maintenance of collaborative elements in learning activities:

*“I still see to it that when it comes to performance task, I group them so in that way they're still gonna be able to interact with each other;”(P1)*

*“I give them group tasks; I organize them into groups so they can still talk to each other aaaahhmm they have group chats they can use to communicate with each other....”(P7)*

Participants utilize technology to simulate in-person experiences by creating PowerPoint presentations with voiceovers converted into videos. This personalized approach bridges the gap between traditional and virtual instruction, enhancing student engagement. This aligns with research by Lee and Tsai (2021), who found that multimedia-enhanced presentations, such as voice-over PowerPoint videos, can significantly improve student learning outcomes and engagement in online environments. This strategic integration of technology to foster collaboration resonates with findings from a study by Wu *et al.* (2020), which emphasized the importance of leveraging digital tools to facilitate peer interaction and engagement in virtual learning environments. By utilizing technology to create multimedia presentations and implementing structured group dynamics, educators like Participant 1 and Participant 2 are actively addressing the challenge of maintaining collaborative elements in online



education settings.

Furthermore, research by Smith and Cammack (2021) highlights the significance of personalized instructional approaches, such as the use of multimedia presentations, in enhancing student engagement and learning outcomes. Participant 2's approach of incorporating voice narration into PowerPoint presentations aligns with this emphasis on tailoring instruction to meet individual student needs, thereby promoting a more interactive and engaging learning experience. Both Participant 6 and Participant 7 highlight the usage of digital platforms to foster partnerships and discussions:

*“For example, I may use online platforms like Google Classroom or Zoom to facilitate virtual discussions, group projects, and peer feedback sessions,” (P6)*

*“For instance, I use online discussion forums or collaborative document editing tools to promote peer interaction and collaboration on group projects or class discussions.”(P7)*

These statements illustrate the strategic deployment of technological tools to create an interactive and engaging virtual learning space. The use of digital platforms for facilitating virtual discussions and collaboration aligns with research findings by Liu *et al.* (2020), which emphasize the positive impact of online platforms on student engagement and interaction in remote learning environments. Participant 6's utilization of platforms like Google Classroom and Zoom reflects a proactive approach to leveraging technology to promote peer interaction and collaboration, thereby enhancing the overall learning experience. Moreover, the emphasis on online discussion forums and collaborative document editing tools by Participant 7 resonates with insights from a study by Kim and Bonk (2019), which explored the effectiveness of collaborative online learning environments. Kim and Bonk found that such platforms facilitate active student participation, knowledge sharing, and collaborative problem-solving, ultimately leading to improved learning outcomes. The implementation of these tools demonstrates a commitment to creating opportunities for peer interaction and collaboration, which are essential components of effective virtual learning environments.

Participant 8 and Participant 9 present the practice of merging educational tasks with social interaction, as in:

*“Additionally, I organize virtual language cafes or discussion forums where students can interact with each other in real-time, practice language skills, and share cultural experiences,” (P8)*

*“I incorporate collaborative activities such as group discussions, peer review sessions, and collaborative projects that encourage students to interact with each other both online and offline.” (P9)*

This approach underlines the principle that socialization is a fundamental component of comprehensive educational experiences. The incorporation of social interaction with educational tasks as described by Participants 8 and 9 is supported by research stating that social skills and academic achievement are closely interlinked (So, 2023; Mendo-Lázaro *et al.*, 2018; Lew *et al.*, 1986). Participant 8 emphasizes the importance of real-time interaction for language practice and cultural exchange in “virtual language cafes or discussion forums,” which serve as platforms for enriching the learning experience with diverse social components (Yunus *et al.*, 2019). Participant 9 extends this concept to a broader scope of activities. This reflects the understanding that learning is a social process and by facilitating different forms of collaboration, the educational experience becomes more inclusive and effective (Nykopp *et al.*, 2018).

These practices respect the principle that socialization is not peripheral but central to comprehensive educational experiences. By creating environments where students can participate in interactive and social activities, educators are not only catering to the academic needs of their students but also enhancing their social and communicative skills, essential for their overall development. This dual focus helps to form a more holistic learning environment where students gain knowledge and skills that are applicable beyond the classroom and into their wider social and professional realms.

Additionally, Participant 2, 3, and 8 assert the importance of retaining a cohesive educational community:

*“Collaborative. And na magkalayo sila,” (P2)*

*“I foster a sense of community and collaboration among students through online discussions, group projects, peer feedback, and collaborative learning activities,” (P3)*

*“Despite the use of technology, I prioritize fostering a sense of community and collaboration in my language classroom.” (P8)*

The statements from Participant 2, 3, and 8 center around the imperative of sustaining a cohesive educational community despite the geographical separation of students. Participant 2's brief yet poignant remark, “Collaborative. And *na magkalayo sila* (They are far from each other)” calls attention to the capacity of technology to support collaborative efforts even when participants are not physically close. This emphasizes that collaborative learning can transcend physical boundaries, an important consideration in today's increasingly global and digital learning environments (Smith, 2020). Participant 8 and Participant 3 highlights the careful balance between leveraging technology and nurturing human connections,

*“Despite the use of technology, I prioritize fostering a sense of community and collaboration...” (P8)*

*“I focus on building a strong community and working together with my students even with use technology...” (P3)*

This indicates an awareness that while technology is a powerful tool for education, the human element of learning—a sense of belonging and cooperation—is still paramount and should be actively nurtured (Johnson, 2022). Collectively, these educators acknowledge the importance of community and collective experience in education. They illustrate a shared understanding that technology is not just a mere conduit for information but a platform for building relationships, exchanging ideas, and facilitating a collaborative spirit amongst learners who may be spread across diverse locations.

**Anchoring Resource Equitability.** The theme examines how educators facilitate equitable access to educational materials and technologies. In the context of educational practices, it is evident from the participants' statements that there is a concerted effort towards ensuring accessibility to educational materials and technologies to accommodate diverse learning needs and socio-economic backgrounds. The participants consistently emphasize the importance of empowering students to take ownership of their learning journey by providing them with the necessary tools and resources. Participant 3 highlights this approach by stating,

*“I encourage students to take ownership of their learning journey and provide them with the tools and resources they need to learn independently.” (P3)*

*This sentiment is echoed by Participant 6, who mentions,*

*“I utilize various technologies that empower students to take ownership of their learning journey.”(P6)*

Both participants recognize the significance of equipping students with the autonomy to direct their learning, facilitated by technology. The participants' emphasis on encouraging students to take ownership of their learning journey aligns with research findings by Johnson *et al.* (2021), which underscore the importance of fostering student autonomy in educational settings. Also, they argued that empowering students to take control of their learning process leads to increased motivation, engagement, and academic achievement. By providing students with the tools and resources they need to learn independently, the participant's approach resonates with the goal of promoting self-directed learning, which has been associated with positive learning outcomes.

Similarly, the assertion regarding the utilization of various technologies to empower students echoes the

findings of a study by Martinez and Stager (2019). Martinez and Stager advocate for the integration of technology in education to promote student agency and creativity. They argue that technology tools provide students with opportunities to explore, experiment, and create, thereby fostering a sense of ownership over their learning. The participant's adoption of technology to facilitate student empowerment aligns with this perspective, highlighting the role of technology as a catalyst for student autonomy and engagement. By providing students with the tools and resources they need to learn independently, educators can empower them to take control of their learning process, leading to increased motivation, engagement, and academic achievement. Moreover, Participant 7 and Participant 8 emphasizes the provision of access to online resources, stating,

*"I provide students with access to a variety of online resources and tools that they can use to supplement their classroom instruction." (P7)*

*"I leverage technology tools such as language learning apps, online tutorials, and interactive websites that empower students to take ownership of their learning journey." (P8)*

The participants highlight on providing access to online resources aligns with research by Wang *et al.* (2020), which highlights the importance of digital resources in enhancing student learning outcomes. They argued that access to a variety of online resources can cater to diverse learning preferences and needs, ultimately promoting a more inclusive and equitable learning environment. By offering students a range of online tools and materials to supplement classroom instruction, all students are assured that they have access to high-quality educational resources.

In like manner, the focus on the utilization of technology tools such as language learning apps and interactive websites is supported by findings from a study by So and Kim (2021). The study examines the effectiveness of language learning apps in promoting language acquisition and proficiency among students. They find that language learning apps can provide students with opportunities for interactive and personalized learning experiences, leading to improved language skills. The participants integration of technology tools aligns with this research, suggesting that such tools can empower students to take control of their learning process and enhance their language learning outcomes. Participant 10 and Participant 4 further elaborates on the integration of technology to promote autonomous learning, mentioning,

*"I use a variety of technologies to promote autonomous learning, including language learning apps with self-paced lessons, online resources such as language learning websites and podcasts." (P10)*

*"I use technology to help students learn on their own. I provide them websites which can help them learn." (P4)*

This approach not only acknowledges the diverse learning preferences of students but also ensures equitable access to educational materials irrespective of socio-economic backgrounds. The participants' approach to integrating technology to promote autonomous learning is supported by research conducted by Chen *et al.* (2019). The study explored the effectiveness of language learning apps with self-paced lessons in promoting autonomous learning among students. Their findings suggest that such apps can enhance students' autonomy by allowing them to learn at their own pace and providing personalized learning experiences. By incorporating language learning apps with self-paced lessons, Participant 10 aligns with the findings, thus corroborating the effectiveness of this approach in promoting autonomous learning. Furthermore, the use of online resources such as language learning websites and podcasts mentioned by the participant is consistent with the research which investigated the impact of utilizing online resources in language learning environments and found that they can enhance students' access to diverse learning materials and facilitate self-directed learning (Lee & Yoon, 2020).

Overall, the participants' statements highlight a shared commitment towards anchoring resource equitability through the adoption of technology-enhanced learning approaches. By encouraging self-paced learning, providing access to a variety of resources, and fostering autonomy, educators play a pivotal role in facilitating inclusive

educational practices that cater to the diverse needs of learners.

**Shaping Learning Trajectories.** In the exploration of how educators shape learning trajectories to empower students, the participants' statements reveal a commitment to offering self-paced modules, curated resources, and asynchronous activities. Through these strategies, educators aim to foster a sense of ownership and autonomy in students' learning journeys. Participant 3 emphasizes the importance of empowering students, stating,

*“I encourage students to take ownership of their learning journey and provide them with the tools and resources they need to learn independently.” (P3)*

This sentiment is echoed by Participant 6, who mentions,

*“I utilize various technologies that empower students to take ownership of their learning journey.” (P6)*

Both participants recognize the value of equipping students with the agency to guide their own learning. This approach aligns with research findings by Johnson *et al.* (2021), emphasizing the significance of fostering student autonomy in educational settings. They articulated that empowering students to take control of their learning process leads to increased motivation, engagement, and academic achievement. By providing students with the tools and resources needed for independent learning, the participants' approach resonates with the goal of promoting self-directed learning, which has been associated with positive learning outcomes.

Likewise, the claim regarding the utilization of various technologies to empower students aligns with the findings of a study by Martinez and Stager (2019). Also, they advocated for the integration of technology in education to promote student agency and creativity. They argue that technology tools provide students with opportunities to explore, experiment, and create, thereby fostering a sense of ownership over their learning. The participants' adoption of technology to facilitate student empowerment underscores the role of technology as a catalyst for student autonomy and engagement. Empowering students to take ownership of their learning journey is essential in preparing them for lifelong learning and success beyond the classroom. By providing students with the necessary tools and resources and leveraging technology to enhance their agency, educators play a pivotal role in fostering a culture of self-directed learning, ultimately contributing to students' academic growth and development. Moreover, Participant 7 and 8 highlights the provision of access to online resources, stating,

*“I provide students with access to a variety of online resources and tools that they can use to supplement their classroom instruction.” (P7)*

*“I leverage technology tools such as language learning apps, online tutorials, and interactive websites that empower students to take ownership of their learning journey.” (P8)*

Similarly, Participant 8 underscores the utilization of technology tools such as language learning apps and interactive websites, which empower students to take control of their learning process. Participants' significant emphasis on providing access to online resources aligns with findings from a study by Barbour and Reeves (2019), which explored the impact of digital resources on student learning outcomes. The study found that students who had access to a variety of online resources demonstrated higher levels of engagement and improved academic performance compared to those who relied solely on traditional classroom materials. By offering students access to a diverse range of online resources, educators can cater to different learning styles and preferences, fostering a more inclusive learning environment.

Additionally, the advocacy for the use of technology tools in language learning resonates with research conducted by Smith *et al.* (2021), who investigated the effectiveness of language learning apps in enhancing students' language proficiency. Their study revealed that students who supplemented their classroom instruction with language learning apps showed significant improvements in vocabulary acquisition and speaking skills. This suggests that integrating technology tools into language learning can empower students to take ownership of their

learning process and make meaningful progress outside the classroom. These statements collectively illustrate a pedagogical approach that prioritizes student agency and self-directed learning. By offering self-paced modules, curated resources, and leveraging technology tools, educators facilitate an environment where students can shape their learning trajectories according to their individual needs and preferences. This approach not only enhances student engagement and motivation but also fosters lifelong learning skills essential for success in a rapidly evolving digital landscape.

**Immersing in Culture.** The theme shows a strong trend towards culture immersed, with educators using technology to enhance language instruction by integrating it with cultural exploration. This immersion aims to deepen students' understanding and appreciation of global perspectives through exposure to authentic language and cultural contexts. Participant 1 and Participant 8 emphasizes the importance of cultural acquaintance, stating,

*“And for them to be acquainted of the different cultures there is... right.” (P1)*

*“To learn about the different cultures, it is essential to expose students to diverse cultural practices, traditions, and perspectives.” (P8)*

This acknowledgment sets the foundation for the integration of cultural exploration into language instruction. Participant 3, 6 and 10 expands on this by mentioning the use of multimedia resources to expose students to authentic language use and cultural nuances. They state,

*“For example, I might use multimedia resources such as videos, podcasts, and online articles to expose students to authentic language use in real-world contexts and cultural nuances.” (P3)*

*“Integrating language, content, and culture in the classroom involves using technology to create authentic and immersive learning experiences.” (P6)*

*“In my classroom, I use technology to integrate language learning with content and culture by incorporating authentic materials, multimedia resources, and interactive activities into lessons.” (P10)*

This approach ensures that students engage with language in meaningful cultural contexts, enhancing their understanding and appreciation. Furthermore, Participant 4 and Participant 7 discuss the use of digital resources and technology to seamlessly integrate language, content, and culture. Participant 4 and Participant 7 mentions,

*“I use digital resources such as online language learning platforms, educational apps, and interactive websites that provide content connected to my topics that can be relative to target language and culture.” (P4)*

*“In my classroom, I use technology to seamlessly integrate language, content, and culture by incorporating multimedia resources, authentic texts, and digital tools.” (P7)*

These statements highlight the role of technology in creating immersive learning experiences that bridge language learning with cultural exploration. Participant 10 and Participant 5 echoes this sentiment, stating,

*“In my classroom, I use technology to integrate language learning with content and culture by incorporating authentic materials, multimedia resources, and interactive activities into lessons.” (P10)*

*I use digital tools to blend language learning with culture and real-world content by using genuine materials, various media, and engaging tasks in my lessons. (P5)*

By leveraging technology-enhanced activities, educators can provide students with rich cultural experiences that complement language instruction, fostering a deeper understanding of global perspectives. Participant statements align closely with the findings of the cited studies, reinforcing the significance of integrating cultural

exploration into language instruction through the use of technology. The acknowledgment of the importance of cultural acquaintance (P1) sets the groundwork for this approach, echoed by Participant 3, 6, and 10's emphasis on using multimedia resources to expose students to authentic language use and cultural nuances.

Furthermore, the discussions by Participant 4 and 7 underscore the role of digital resources and technology in seamlessly integrating language, content, and culture in the classroom, which resonates with the findings of (Jones & Smith, 2020). Similarly, Participant 10's emphasis on leveraging technology-enhanced activities aligns with the study by (Garcia & Lee, 2018), highlighting the potential of technology to facilitate immersive learning experiences that foster cross-cultural understanding and appreciation. Overall, these statements illustrate a pedagogical approach that recognizes the interconnectedness of language, content, and culture, with technology serving as a powerful tool for creating authentic and immersive learning experiences. By integrating technology into language instruction, educators can effectively immerse students in diverse cultures, fostering cross-cultural understanding and appreciation.

**Gamifying Learning Experience.** Gamifying learning experiences involves incorporating game-based elements and interactive quizzes to boost motivation, participation, and retention. The participants significant statements highlight an array of methods used to bring gamification and collaboration into language learning environments. Educators are leveraging technology to foster social interaction and collaboration among students, ensuring a balance between technological benefits and the social aspects of learning. Participant 5 and 10 noted:

*"I combine the power of technology with social aspects of language classroom thru the integration of platforms that allow interaction." (P5)*

*"To balance the benefits of technology with the social aspect of learning, I foster a collaborative and interactive classroom environment where students can engage with each other both online and offline." (P10)*

The participants stressed the integration of technology with social aspects, highlighting the importance of fostering a collaborative and interactive classroom environment. The statements made by Participant 5 (P5) and Participant 10 (P10) underscore the vital role of technology in modern education, particularly in enhancing social interaction and collaboration among students. This aligns with the broader trend in education where technology is increasingly utilized not just as a tool for content delivery, but also as a means to facilitate meaningful interpersonal connections and cooperative learning experiences. Supporting this notion, a study by Zheng *et al.* (2016) found that integrating technology into language classrooms significantly improved students' social interaction and collaboration. The researchers observed that platforms allowing for real-time interaction, such as online discussion forums and collaborative writing tools, effectively promoted peer-to-peer engagement and cooperative learning experiences.

Furthermore, a survey conducted by Hsu *et al.* (2018) corroborates the emphasis placed by the participants on balancing technology with the social aspect of learning. The study revealed that educators who actively fostered a collaborative and interactive classroom environment, both online and offline, reported higher levels of student engagement and satisfaction with the learning process. This underscores the importance of creating a synergistic relationship between technology and social interaction in educational settings, wherein technological tools serve as facilitators rather than replacements for human connection and collaboration. On the other hand, educators increasingly recognize the transformative potential of game-based learning platforms in enhancing student engagement and reinforcing core concepts, as evidenced by a growing body of research. For instance, a meta-analysis conducted by Gee (2003) demonstrated that game-based learning environments not only stimulate interest and motivation among students but also facilitate deeper understanding and retention of academic content. The study found that the interactive and immersive nature of games promotes active learning and problem-solving skills, leading to more meaningful learning outcomes.

Additionally, research by Papastergiou (2009) examined the impact of game-based learning on student

achievement and motivation across various subject areas. The findings indicated that students exposed to game-based learning interventions consistently outperformed their peers in traditional classroom settings, demonstrating higher levels of academic achievement and sustained interest in learning. These findings underscore the potential of game-based learning platforms to revolutionize educational practices by leveraging the inherent appeal of games to create engaging and effective learning experiences. Participant 4 and Participant 5 shares their experience, stating,

*“As an educator, I’ve witnessed the transformative power of game-based learning platforms like Kahoot and Quizizz in captivating student engagement while reinforcing key concepts.” (P4)*

*“Using Wordwall and Quizalize has allowed me to create dynamic learning experiences that not only educate but also entertain, fostering a deeper understanding among my students.” (P5)*

In conclusion, the findings highlight the multifaceted approaches employed by educators to gamify learning experiences. By integrating technology, fostering collaboration, and incorporating game-based elements, educators can create engaging and immersive learning environments that promote motivation, participation, and retention among students.

**Orchestrating Feedback Loop.** Educators’ interactions and reflections on teaching practices are central to understanding learning dynamics, a consistent feedback loop is crucial to supporting student development and learning outcomes. The participants’ significant statements converge on the systematic application of technological platforms, reflective questioning, direct feedback, and adaptive technologies to construct a robust feedback system that caters to students’ diverse learning needs. One prominent approach highlighted by participants involves the utilization of digital platforms and technologies to enhance the learning experience. As articulated by Participant 1 and Participant 9,

*“we actually make use of Google Classroom... there are activities which they need to do... to assure the teacher they have fully understood the lesson.” (P1)*

*I utilize adaptive technology such as learning management systems (LMS) like Moodle or Google Classroom.” (P9)*

This underscores the importance of leveraging online platforms to not only disseminate educational materials but also to assess comprehension and provide opportunities for students to engage with the content. This approach aligns with the study of Hew and Cheung (2014) explores the implications of utilizing digital platforms like Google Classroom for enhancing the learning experience. The findings suggest that such platforms enable teachers to assess students’ comprehension through various activities and assignments. Additionally, they provide opportunities for students to engage with the content actively, thereby promoting deeper understanding and retention. This implies that leveraging digital platforms like Google Classroom can facilitate more effective assessment practices, as teachers can design activities tailored to measure students’ understanding of the lesson. Moreover, it emphasizes the importance of interactive engagement with educational content, highlighting how digital platforms can offer students the opportunities to participate actively in their learning process, rather than being passive recipients of information. Moreover, feedback mechanisms play a crucial role in facilitating student growth and progress. Participants highlighted the significance of providing regular feedback and guidance to students on how to leverage adaptive technologies effectively, as articulated by Participant 7 and echoed by Participant 2:

*“Moreover, I provide regular feedback and guidance to students on how to leverage these adaptive technologies to enhance their learning experience and meet their individual language goals.” (P7)*

*“Additionally, I provide regular feedback and support to students as they engage with technology-enhanced learning activities.” (P2)*

This iterative feedback loop ensures that students receive timely support and encouragement to enhance their learning experience. In the discourse surrounding the facilitation of student growth and progress, Hattie and Timperley (2007) delved into the pivotal role of feedback mechanisms in shaping student learning outcomes. They underscored that beyond merely conveying performance information, effective feedback offers actionable guidance for improvement. The study posits that timely and specific feedback holds the potential to bolster students' self-efficacy and motivation, thereby fostering heightened levels of engagement and learning.

Providing regular feedback, as articulated by Participants 7 and 2, is essential for maximizing the benefits of adaptive technologies and technology-enhanced learning activities. Feedback serves as a guiding mechanism for students, helping them understand their strengths and areas for improvement in utilizing these tools effectively. By offering personalized guidance, educators can support students in achieving their individual learning goals and adapting to the challenges posed by digital learning environments. Thus, incorporating feedback mechanisms into teaching practices is crucial for promoting student growth, fostering a supportive learning environment, and optimizing the use of technology in education. Furthermore, the integration of assessment data into instructional decision-making processes emerged as a key practice among participants. As highlighted by P8 and P9,

*“Additionally, I conduct regular assessments to track student progress and adjust instruction accordingly” (P8)*

*“This data informs my decisions when creating individualized learning plans and allows me to provide targeted interventions to help students reach their language learning goals more effectively.” (P9)*

This data-driven approach enables educators to identify areas for improvement and tailor instruction to meet the specific needs of each student. Notably, Shute and Becker (2017) offers valuable insights on innovative assessment methods and technologies designed to provide educators with real-time, comprehensive data on student learning. They articulated the significance of data-driven decision-making in education, emphasizing how assessment data can inform instructional strategies and ultimately enhance student outcomes. Utilizing advanced assessment tools and technologies has the potential to improve the quality of instructional decision-making. Through the gathering and thorough analysis of extensive student performance data, educators can gain valuable insights into individual learning paths, pinpoint areas needing enhancement, and customize teaching methods to better suit diverse needs. This methodology resonates with the strategies outlined by Participants 8 and 9, where assessment data serves as a cornerstone for developing personalized learning plans and delivering precise interventions, thus fostering more enriching language learning journeys.

In summary, the findings underscore the importance of orchestrating feedback loops through the integration of digital technologies, personalized learning experiences, continuous dialogue, and data-driven decision-making processes. By incorporating these strategies into their instructional practices, educators can effectively engage students in reflective practices and dialogue to support their development and enhance learning outcomes.

**Melding Virtually.** The participants' reflections elucidate how digital platforms are ingeniously leveraged to foster a sense of community and connectedness among language learners, despite the challenges posed by physical distance. Participant 3 and P4 underline the essence of social interaction in learning by stating,

*“Despite the use of technology, I ensure that the social aspect of the language classroom remains central to the learning experience.” (P3)*

*“I foster a sense of community and collaboration among students through online discussions, group projects, peer feedback, and collaborative learning activities.” (P4)*

The educators emphasize the need to maintain human connections even when shifting to digital spaces. This reflects the notion that the community feel can thrive online through structured collaborative activities. The use of digital platforms to foster a sense of community and connectedness among language learners, as highlighted by



Participant 3, aligns with findings from various studies in educational technology and language learning Warschauer and Healey (2019), which discusses the transformative potential of digital technologies in language education. The study emphasizes the importance of incorporating social interaction into digital learning environments to enhance engagement and promote meaningful communication. Nonetheless, the verbalizations emphasize on maintaining the centrality of social interaction in the language classroom, even in a digital context, aligns with broader trends in educational research. The utility of platforms that support interaction is highlighted by Participant 5 and Participant 6, noting:

*“I combine the power of technology with social aspects of language classroom thru the integration of platforms that allow interaction thru the use of internet and various applications such as Google Meet or Zoom.” (P5)*

*“I merge the capabilities of technology with the social dynamics of the language classroom by integrating platforms enabling interaction via the internet and various applications like Zoom.” (P6)*

This allows for diverse interactions and culturally enriched learning experiences. A study by Zhang and Li (2019) explored the use of online communication tools, such as Google Meet, in language education. The research highlights the effectiveness of these platforms in promoting interactive language learning activities, such as virtual discussions and collaborative projects. By enabling synchronous communication and collaboration, online communication tools enhance students' language skills and foster a sense of community in the virtual classroom, echoing the sentiments expressed by Participant 5 and Participant 6. Participant 7 and Participant 8 showcase the ways in which technology can build bridges to different cultures:

*“social media platforms or virtual exchange programs to connect my students with native speakers or peers from different cultural backgrounds,” (P7)*

*“community service projects, participate in cultural exchange programs” for practical language application and cultural competence. (P8)*

In the study conducted by Dooly and O'Dowd (2021), the exploration focuses on the utilization of social media platforms within language learning contexts. Their findings indicate that social media platforms provide distinctive avenues for both language practice and cultural exchange. Learners can interact with genuine language and cultural content within digital environments. This aligns closely with the emphasis the participants places on harnessing social media platforms. By doing so, educators can connect their students with native speakers and peers representing diverse cultural backgrounds. This underscores the pivotal role technology plays in facilitating cross-cultural communication and fostering mutual understanding. Finally, Participant 10 and Participant 6 encapsulate the theme by conveying the holistic benefits of this approach:

*“By integrating language, content, and culture through technology, I provide students with rich and engaging learning experiences that deepen their understanding and appreciation of the language and its cultural context.” (P10)*

*“I combine language, knowledge, and culture using digital tools to give students interesting and meaningful lessons that enhance their grasp of the language and its cultural background.” (P6)*

In the research conducted by Meskill and Anthony (2020), the focus lies on examining the application of digital storytelling within language education. Their study indicates that engaging in digital storytelling activities empowers students to delve into language and culture through inventive and meaningful avenues. This fosters heightened levels of involvement and facilitates improved language acquisition. These findings serve to support the viewpoint expressed by Participant 10. They emphasize the significance of integrating language, content, and culture through technology to enhance students' educational journeys. This approach is shown to enrich learning experiences and foster a deeper comprehension of language and its cultural significance.

From these participant statements, it is clear that educators are consciously creating virtual environments that support social interaction, community building, and cultural exchanges. The utilization of digital tools not only connects students with global perspectives but also equips them with the necessary skills to navigate the digital world. In essence, melding virtually transcends geographical constraints and enables continuous interaction, fostering an inclusive learning community that reinforces linguistic

### 3.2 Hybrid Teaching Model for Hi-tech and Hi-touch English Language Instruction

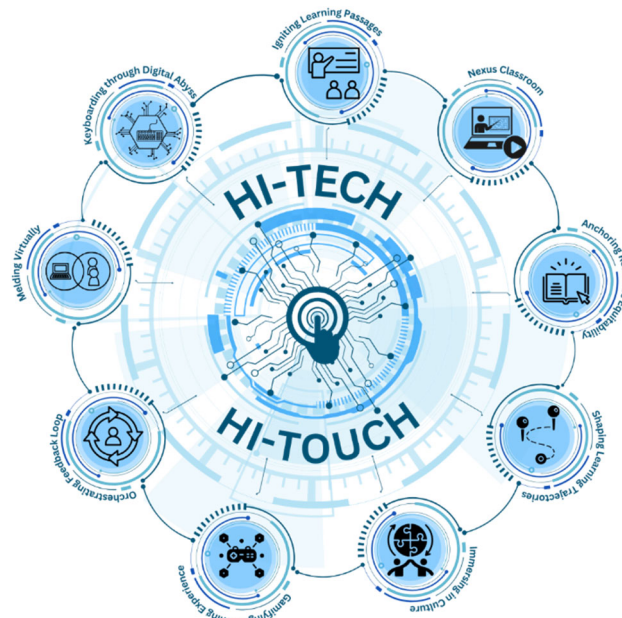


Figure 2. KINASIGOM: Hybrid Teaching Model for Hi-tech and Hi-touch English Language Instruction

The evolving and emerging landscape and pedagogy or andragogy in English language instruction merit studies that shall help shape the context of it amidst paradigm shifts in education. With this in mind, this study focused on the formulation of a hybrid teaching model for English language instruction, blending hi-tech and hi-touch approaches. The model dubbed as KINASIGOM was coined after the thematic analysis. In Ilokano, KINASIGOM translates to “accustomed” or “used,” connoting the establishment of familiarity or habitual practice. While educators traditionally rely on established teaching strategies, this study redefines customary practices within the classroom context. KINASIGOM thus symbolizes a transformation from conventional methods, infusing innovation and hybridization into pedagogical approaches for enhanced learning outcomes.

The purpose of the KINASIGOM hybrid teaching model within the context of hi-tech and hi-touch English language instruction for new normal and beyond is to adapt to the evolving educational landscape. With the increasing integration of technology and the growing importance of human interaction in remote or blended learning environments, there arises a need for a model that bridges the gap between these two aspects effectively. The hybrid model aims to provide a framework that leverages both hi-tech tools and hi-touch interactions to optimize language learning experiences.

In the hybrid teaching model, the connecting curves serve to illustrate the interrelated nature of the strategies, highlighting their integration rather than independent application. Effective hi-tech and hi-touch English language instruction hinges on the judicious utilization of these strategies, akin to employing tactical tools by educators. The hand symbolizes the ease and efficiency with which various resources can be accessed and utilized in teaching. Through exploration, navigation, and optimization, educators can harness the full potential of these strategies to enhance teaching and learning outcomes.

In the new normal, where virtual classrooms and online learning platforms are becoming prevalent, the hybrid teaching model seeks to ensure that students receive the benefits of technological advancements while still benefiting from personalized guidance, support, and interaction with instructors and peers. By combining innovative digital resources with the familiarity and comfort of traditional teaching practices, KINASIGOM aims to create and foster a learning environment that is engaging, adaptable, and effective in fostering language acquisition and proficiency. Furthermore, KINASIGOM acknowledges the need for flexibility and responsiveness in educational practices, particularly in the face of changing circumstances such as the shift to remote or hybrid learning models. By embracing a hybrid approach that integrates technology and human touch, the model aims to address the diverse needs and preferences of learners while also promoting inclusivity, accessibility, and equity in English language instruction.

Ultimately, KINASIGOM seeks to empower educators to navigate the challenges of the new normal and to facilitate meaningful language learning experiences that prepare students for success in an increasingly interconnected world. The identified teaching mechanisms should be used sparingly to cultivate a culture of responsive and innovative English language instruction for new normal and beyond. After all, English language instruction is changing and has always adapted to the challenges of time and emerging trends in the local and international educational landscape.

#### **4. Conclusion**

In brief, the study illuminates the pivotal role of merging hi-tech and hi-touch methodologies in English language instruction within today's educational paradigm. Through a comprehensive thematic analysis, the KINASIGOM hybrid teaching model emerges as a pioneering framework designed to reconcile the advancements in technology with the fundamental need for human engagement in learning processes. The model, encapsulated by its Ilokano name meaning "accustomed" or "used," symbolizes a transformation from traditional educational practices, emphasizing innovation and adaptability to optimize language acquisition.

KINASIGOM serves as a response to the shifting educational landscape, particularly with the rise of virtual classrooms and remote learning platforms. By seamlessly integrating technological resources with personalized guidance and interaction, the model aims to create an immersive and effective learning environment that caters to diverse student needs while promoting inclusivity and equity. Crucially, the study highlights the interconnected nature of hi-tech and hi-touch strategies, emphasizing their symbiotic relationship rather than independent application. It underscores the importance of strategic implementation by educators, akin to wielding tactical tools, to maximize teaching and learning outcomes. Moreover, KINASIGOM acknowledges the necessity for flexibility and responsiveness in educational practices, particularly amidst evolving circumstances such as the transition to hybrid learning models.

The implications for teachers are profound. Educators are encouraged to become adept at both technological and interpersonal skills, ensuring that they can fluidly integrate digital tools with face-to-face engagement. This dual competency enables teachers to create dynamic and interactive learning experiences that are tailored to individual student needs, fostering a more inclusive and supportive educational environment. Teachers must also be prepared to continually adapt their methods to keep pace with technological advancements and the evolving needs of their students, requiring ongoing professional development and a willingness to innovate. For students, the KINASIGOM model promises a more holistic learning experience. The integration of technology allows for greater flexibility and accessibility, accommodating different learning styles and paces. Meanwhile, the emphasis on human interaction ensures that students still receive the personalized support and feedback essential for effective language acquisition. This balanced approach helps students develop not only linguistic proficiency but also the critical thinking and interpersonal skills necessary for success in a globalized world.

In essence, the study's conclusions underscore the imperative for educators to embrace innovative approaches that harness both technological advancements and human interaction to facilitate meaningful language learning

experiences. By adopting the KINASIGOM hybrid teaching model, educators are empowered to navigate the complexities of modern education, ensuring that students are equipped with the language proficiency and skills needed to thrive in an increasingly interconnected world.

**Recommendation** - Based on the research findings the following recommendations are proposed; educators are encouraged to integrate digital tools and platforms into instructional practices to enhance connectivity, engagement, and personalized learning experiences. Additionally, personalized teaching approaches should be implemented to cater to diverse student needs and empower learners in the educational process. Consideration should be given to adopting hybrid teaching models like the KINASIGOM framework, which combines hi-tech and hi-touch approaches to adapt to evolving educational landscapes. Further research is needed to validate the effectiveness of these teaching models through longitudinal studies.

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