Integration of Culturally Responsive Teaching (CRT) With Digital Learning Tools in Grade 8 English Language Teaching

Guinsatao, Devert O.; Maglian, Margaret C.; Malac, Devine T.; Mobilla, Rapunzel A.; Panggaga, Amnah S.

College of Education, Polytechnic University of the Philippines - Taguig Campus Gen. Santos Ave., Lower Bicutan, Taguig City, Philippines

***Corresponding Author**

DOI: https://doi.org/10.47772/IJRISS.2026.101000469

Received: 10 October 2026; Accepted: 15 October 2026; Published: 05 November 2026

ABSTRACT

The integration of digital learning tools with culturally responsive teaching in English classrooms remains underexplored. This study described the perceived levels of digital tool integration in English lessons, digital tool integration in culturally responsive teaching, and culturally responsive teaching practices among Grade 8 English teachers in public junior high schools in Districts I and II of Parañaque City, Philippines. It also examined differences by demographic and professional profile. A quantitative, descriptive-differential design using total enumeration was employed. Forty of 43 identified teachers completed a researcher-made, expert-validated questionnaire. Data were analyzed using frequencies, percentages, means, standard deviations, and the Kruskal–Wallis H test at the .05 significance level. Availability and access to digital tools (M = 2.72), frequency of technology integration (M = 3.18), and preparedness (M = 3.23) were rated "Sometimes." Stable internet connection during class received the lowest availability rating (M = 2.33, "Rarely"). Teachers agreed that digital tools supported collaborative learning (M = 3.16) and strongly agreed with statements about perceived learning outcomes from integrating digital tools with culturally responsive teaching (M = 3.33). Culturally relevant materials (M = 3.45) and culturally responsive instruction (M = 3.57) were rated "Always." Only age showed a statistically significant difference in perceived learning outcomes (H = 10.09, p = .02). All other comparisons were not statistically significant. These self-reported findings do not establish causal relationships. The results suggest reliable internet access, technical support, sustained professional development, interactive digital activities, and culturally grounded instructional materials as priorities for supporting teachers' reported classroom practices.

Keywords: Culturally Responsive Teaching (CRT), Digital Learning Tools, English Language Teaching, Grade 8, Teacher Demographic Profile

INTRODUCTION

Background of the Study

In this new generation, teaching is one of the professions with the most crucial, sensitive, and congested expectations, where every teacher is expected to make every English lesson both culturally responsive and technologically integrated. However, their level of preparedness and readiness suggests otherwise. Digital literacy requires more than basic computer skills (Khomyshak, 2022; Rahman et al., 2023). Limited training and institutional support may weaken teachers' confidence in culturally and technologically responsive teaching (Schirmer & Lockman, 2022; Tarrayo et al., 2023), and restricted access to digital resources (Rengur et al., 2024) and to culturally relevant instructional materials (Aditya et al., 2023; Parba, 2021) can further limit how engaging and inclusive English lessons become. Teacher profile may also matter: younger teachers have been described as more inclined to integrate digital tools and older teachers as stronger in cultural responsiveness (Alegarme et al., 2025).

In the Philippines, English is both a second language and a medium of instruction (Office of the President, 2003), and Grade 8 learners are at a stage when their cultural and linguistic identities are still developing. Culturally Responsive Teaching (CRT) seeks to ensure that no learner is left behind because of cultural or linguistic background. A mixed-methods study of classrooms teaching English as a foreign language found that students responded positively to culture-integrated lessons and reported greater motivation and understanding of language contexts (Anuyahong et al., 2024). National policy supports this direction. Republic Act No. 10533 promotes a contextualized, learner-centered, culture-sensitive curriculum (Republic of the Philippines, 2013). Department of Education (DepEd) Order No. 10, s. 2024, emphasizes values formation, cultural awareness, learner-centered instruction, and technology integration in the MATATAG Curriculum (Department of Education, 2024), and DepEd Order No. 35, s. 2016, establishes Learning Action Cells (LACs) for collaborative, school-based professional development (Department of Education, 2016).

Related Literature

Related studies suggest that teacher profile and preparedness shape how culture and technology enter instruction. Seniority has been associated with teachers' use of technology after professional development, although experience interacts with school factors such as leadership and institutional support (Peled & Perzon, 2022). In Peñablanca, Cagayan, 52 instructors of Agta learners, who had good cultural competence generally, differed by ethnicity, with Itawit teachers ranked better than Ibanag and Ilocano teachers. However, the cultural competence was not substantially correlated with teaching performance (Abadejos, 2025). Digital competence is multidimensional and the UNESCO framework identified seven domains including hardware and software, communication and cooperation, digital content creation and issue solving (Rahman et al., 2023). Filipino university English teachers that transitioned to flexible learning cited internet connectivity and student involvement as the primary issues (Tarrayo et al., 2023). Teachers also tend to rely on their own reading and conversations with colleagues rather than formal professional development (Hernandez, 2022), although prolonged professional development in culturally responsive pedagogy might heighten teachers' awareness of their own biases (Brady, n.d.).

Interactive videos, game-based applications, online quizzes and discussion forums have been used to increase student engagement in asynchronous learning (Heilporn et al., 2021), however, access to digital resources does not guarantee effective integration (Santosa et al., 2022) and infrastructure limitations can impede the use of technology in under-resourced schools (Chen et al., 2022; Rengur et al., 2024). The integration of cultural components with technology has been reported to enhance students' interest and participation and to offer possibilities for expressing their cultural identity in English (Ospina et al., 2024). Likewise, culturally responsive practices in English teaching have been linked to increased engagement and language learning outcomes (Rima et al., 2024), and deep engagement with concepts of CRT has been linked to more inclusive classrooms and better relationships with diverse learners (Matiso, 2023). Locally contextualized materials increase the relevance, engagement, and cultural literacy of English education (Aditya et al., 2023), and critical, culturally grounded texts can promote learner autonomy and critical literacy (Parba, 2021).

A gap between what teachers know and what they do nevertheless persists. Instructors may endorse CRT in principle while implementing only partial or surface-level practices (Schirmer & Lockman, 2022; Yoon, 2023), and training often addresses CRT and technology separately. Much of the available evidence comes from higher education or non-junior high contexts, and the reviewed studies offered little evidence on whether the integration of digital tools and CRT among junior high school English teachers differs by demographic and professional profile.

THEORETICAL AND CONCEPTUAL FRAMEWORK

The study was anchored on CRT (Gay, 2010, 2018) and on the Culturally Rooted Pedagogical Framework (CRPF) of Camiring-Picpican et al. (2025). Gay (2018) described CRT as recognizing students' cultural backgrounds and integrating their cultural experiences and values into instruction. The CRPF draws on Decolonial Theory and Culturally Responsive Pedagogy, is suited to Philippine education, and emphasizes four areas: cultural grounding and contextual relevance, academic rigor, intercultural competence and global awareness, and teachers' cultural competence. It identifies Filipino culture-informed practices such as *bayanihan*

(collective help), *pagtutulungan* (helping one another), and *kuwentuhan* (sharing of stories) as resources for participation, cooperation, and critical thinking, and it treats teachers' cultural competence and reflective practice as essential. The framework is supported by Culturally Sustaining Pedagogy (Paris & Alim, 2017), which seeks to sustain students' cultural and language practices, and by the Funds of Knowledge theory (Moll et al., 1992), which regards the knowledge students gain from community life as a learning resource.

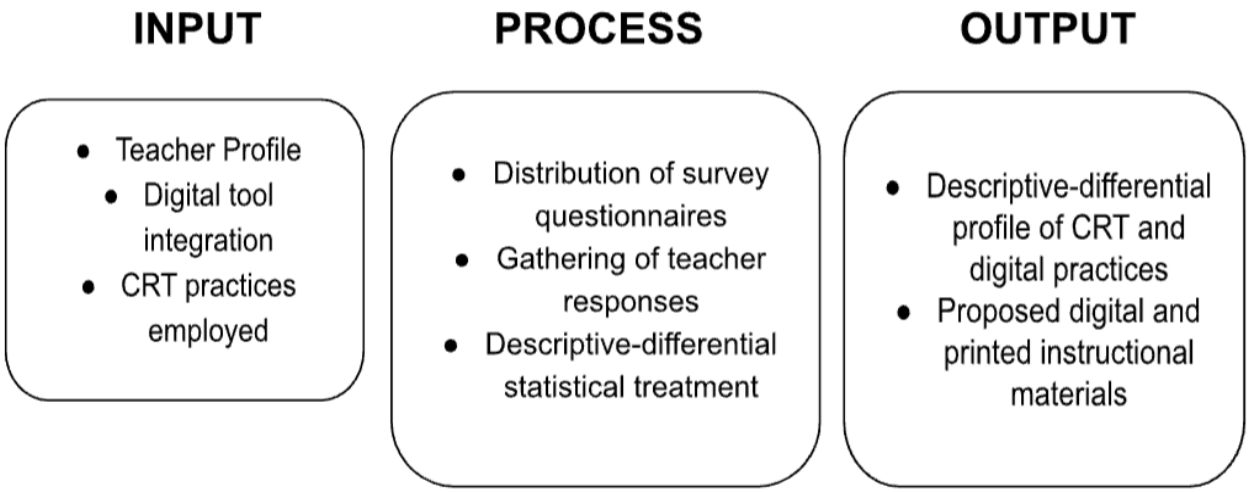


Figure 1. Conceptual framework of the study (input–process–output model)

In this study, digital tools were treated as instructional media through which culturally responsive practice may be carried out, such as multimodal, collaborative, and gamified platforms that present culturally relevant content and support shared learning. Because teachers' cultural competence and professional preparedness may vary with their background, the study examined whether levels of digital tool integration and CRT differed across teacher groups. An input–process–output model guided the study. The inputs were the teachers' demographic and professional profile, the level of digital tool integration, and the extent of CRT practices. The process was a survey analyzed with descriptive and differential statistics. The outputs were the descriptive-differential profile of the teachers and, as a separate recommendation drawn from the findings rather than from the statistical analysis, culturally sensitive and digitally integrated instructional materials.

Statement of the Problem and Hypotheses

The study sought to answer the following questions: (1) What is the demographic profile of the Grade 8 English teachers in terms of age, ethnicity or cultural background, years of teaching experience, years of teaching Grade 8 English, field of specialization, highest educational attainment, and relevant training attended in digital literacy and technology integration and in CRT or inclusive pedagogy? (2) What is the level of digital tool integration in English lessons, as perceived by the teachers, in terms of availability and access to digital tools, frequency of technology integration, and teacher preparedness in using digital tools? (3) What is the level of digital tool integration in CRT in terms of collaborative learning via digital tools and digital tools, CRT, and outcomes? (4) What is the level of CRT practices in terms of culturally relevant materials and culturally responsive instruction? (5–7) Is there a significant difference in each of these three areas when the teachers' demographic profile is considered? The following null hypotheses were tested at the .05 level of significance:

H_{01}: There is no significant difference in the digital learning tool integration in Grade 8 English when teachers' demographic profile is considered.

H_{02}: There is no significant difference in the digital tool integration in culturally responsive teaching of Grade 8 English teachers when the demographic profile is considered.

H_{03}: There is no significant difference in the culturally responsive teaching practices of Grade 8 English teachers when the demographic profile is considered.

METHODOLOGY

Research Design

This study used a quantitative research approach with the use of descriptive-differential design based on a cross-sectional survey. This approach and design allowed the researchers to describe, through numerical data, the current status of digital tool integration and CRT in Grade 8 English teaching as perceived by the teachers and to determine whether these levels were significantly different when the respondents were grouped according to their demographic and professional profile. Since all measures were based on the self-perceptions of the teachers, the study reflects their views rather than what the researchers directly observed in their classroom practices or the student learning outcomes, and the design does not allow for causal inferences.

Locale, Population, and Respondents

The study was conducted in the 14 public junior high schools of Districts I and II of Parañaque City, Philippines, referred to as School A to School N (Table 1). The locale was chosen because the researchers were familiar with the area and because little research had examined the integration of CRT and digital learning tools among Grade 8 English teachers in this city. The population comprised teachers handling regular Grade 8 English classes in Academic Year 2026–2027: 22 in District I and 21 in District II, or 43 in total. Since the population was small, with several schools having only one or two Grade 8 English teachers, census sampling (or total enumeration) was used. Out of the 43 teachers, 40 completed and returned the questionnaire, and three did not participate (one each from School B, School G, and School J). The final sample therefore consisted of 40 respondents. School codes are used for confidentiality only, and the study did not compare schools.

Table 1. Frequency and Percentage Distribution of the Respondents in Terms of School

School code	District	Teachers identified	Respondents (n)	% of respondents
School A	I	2	2	5.00
School B	I	2	1	2.50
School C	I	2	2	5.00
School D	I	10	10	25.00
School E	I	1	1	2.50
School F	I	4	4	10.00
School G	I	1	0	0.00
School H	II	3	3	7.50
School I	II	3	3	7.50
School J	II	2	1	2.50
School K	II	5	5	12.50
School L	II	3	3	7.50
School M	II	2	2	5.00
School N	II	3	3	7.50
Total	**I and II**	**43**	**40**	**100.00**

Note. District I: Schools A–G; District II: Schools H–N. School codes follow the order in which schools were listed in the thesis and imply no ranking.

Research Instrument

Data were gathered with a researcher-made, five-part survey questionnaire with 35 items in Parts III to V. Part I presented the researchers' information and the informed consent form. Part II focused on the respondents'

demographic and professional profile: age, ethnicity or cultural background, years of teaching experience, years of teaching Grade 8 English, field of specialization, highest educational attainment, and relevant training attended in digital literacy and in CRT. Part III measured the integration of digital learning tools in English language teaching in terms of availability and access, frequency of technology integration, and teacher preparedness in using digital tools. Part IV determined the integration of digital tools in culturally responsive teaching, specifically the use of collaborative learning via digital tools and digital tools, CRT, and outcomes. Part V focused on culturally responsive teaching practices, including culturally relevant materials and culturally responsive instruction. Each of the seven indicators comprised five items rated on a four-point scale. Parts III and V used a frequency-based scale (Never to Always), and Part IV used an agreement scale (Strongly Disagree to Strongly Agree); the same numerical ranges were applied to all parts, as shown in Table 2.

Table 2. Rating scales and verbal interpretations

Scale	Range	PART III. Availability and Access to Digital Tools; Frequency of Technology Integration; Teacher Preparedness in Using Digital Tools	PART IV. Collaborative Learning via Digital Tools; Digital Tools, CRT and Outcomes	PART V. Culturally Relevant Materials; Culturally Responsive Instruction
4	3.25–4.00	Always	Strongly Agree	Always
3	2.50–3.24	Sometimes	Agree	Sometimes
2	1.75–2.49	Rarely	Disagree	Rarely
1	1.00–1.74	Never	Strongly Disagree	Never

Note. CRT = Culturally Responsive Teaching.

The thesis adviser reviewed the questionnaire for appropriateness and coherence, and three experts validated it: a doctorate holder in Educational Management specializing in Curriculum Studies, a statistician who was also a college instructor, and a statistician with a degree in engineering. Their comments and recommendations were incorporated into the final version. The questionnaire was also pilot-tested prior to the actual data gathering.

Data-Gathering Procedure

Before the actual data gathering, the questionnaire was pilot-tested. The researchers obtained ethical clearance from the Polytechnic University of the Philippines - University Research Ethics Committee (PUP-UREC) on 06 April 2026. Subsequently, the researchers submitted a letter of request and a survey guide to the Schools Division Office of Parañaque City for permission to conduct the study in the 14 schools. After receiving approval, the researchers submitted letters of request to the school principals. Thereafter, the researchers approached the heads of the English department or designated English coordinators in every school to help select the qualified Grade 8 English teachers. Each survey guide contained the informed consent form and the survey questionnaire on separate pages. The researchers distributed the survey questionnaire in every school, and the respondents may complete it during their free time, and the participating schools reached out to the researchers to collect it. Data were collected from June 23, 2026 to July 16, 2026. The informed consent form covered the study's background and purpose, procedures, potential benefits and risks, cost of participation, confidentiality, voluntary participation, and the research team's contact information. All information was treated confidentially and used only for research and academic purposes.

Data Analysis

Data were processed using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) version 26. Frequencies and percentages described the respondents' demographic and professional profiles. Means and standard deviations described the levels of digital tool integration in English lessons, digital tool integration in culturally responsive teaching (CRT), and CRT practices, interpreted using the scales in Table 2. Since the indicator scores were ordinal and the groups were small and unequal in size, the Kruskal–Wallis H test, a

nonparametric test for comparing independent groups, was used to compare each indicator across the categories of each demographic and professional variable. Eight profile variables were tested against seven indicators, for a total of 56 comparisons (24 for H_{01}, 16 for H_{02}, and 16 for H_{03}). A null hypothesis was rejected when $p \leq .05$ and failed to reject when $p > .05$.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 3. Demographic and professional profile of the respondents

Profile variable and category	n	%
Age (years)		
20–30	6	15.00
31–40	14	35.00
41–50	11	27.50
Above 50	9	22.50
Ethnicity or cultural background		
Tagalog	18	45.00
Bisaya	9	22.50
Ilocano	2	5.00
Bicolano	2	5.00
Waray	1	2.50
Maguindanao	1	2.50
Pangasinan	1	2.50
Others	6	15.00
Years of teaching experience		
1–5 years	4	10.00
6–10 years	13	32.50
11–15 years	5	12.50
16 years and above	18	45.00
Years of teaching Grade 8 English		
1–5 years	22	55.00
6–10 years	8	20.00
11–13 years	10	25.00
Field of specialization		
English / English Education	37	92.50
Literature	2	5.00
Linguistics / Applied Linguistics	1	2.50
Highest educational attainment		
Bachelor’s degree	14	35.00
With MA/MS units	14	35.00
Master’s degree	8	20.00
With doctoral units	2	5.00
Doctoral degree	2	5.00
Digital literacy/technology integration trainings attended (last 5 years)		
None	1	2.50
1–2	28	70.00

3–4	8	20.00
5–6	3	7.50
CRT/inclusive pedagogy trainings attended (last 5 years)		
None	4	10.00
1–2	31	77.50
3–4	5	12.50

Table 3 presents the demographic and professional profile of the 40 respondents in this study. It was shown that the largest group in this study were 31–40 years old (n = 14, 35.00%), and the smallest were 20–30-year-old (n = 6, 15.00%). Meanwhile, many of the respondents reported Tagalog as their ethnicity (n = 18, 45.00%). It was then followed by Bisaya (n = 9, 22.50%). Then Waray, Maguindanao, and Pangasinan were the least represented groups among the ethnicities mentioned (n = 1, 2.50%), and six respondents (15.00%) reported other ethnic or cultural backgrounds that were not specified. The ethnicity of the respondents in this study is similar to the ethnicity that can be found in the Philippines. According to the Philippine Statistics Authority (2023) in their latest 2020 Census of Population and Housing, 26%, or majority of the 108.67 million population in the Philippines reported Tagalog as their ethnicity, followed by Bisaya and Ilocano. This indicates that the respondents of this study came from different ethnic and cultural backgrounds, just like how diverse the ethnic or cultural background that the Philippines has.

In terms of overall teaching experience, the largest group had 16 years and above of teaching experience (n = 18, 45.00%), followed by those with 6–10 years of teaching experience (n = 13, 32.50%). While the smallest group consists of those with 1-5 years of experience (n = 4, 10.00%). In teaching Grade 8 English, most of the respondents had 1-5 years of teaching Grade 8 English (n = 22, 55.00%), followed by those with 11-13 years of teaching Grade 8 English (n = 10, 25.00%), and the smallest group had 6–10 years of experience in teaching this grade level (n = 8, 20.00%). Then, most of the respondents specialized in English or English education (n = 37, 92.50%), followed by those who specialized in literature (n = 2, 5.00%), and linguistics or applied linguistics (n = 1, 2.50%). For highest educational attainment, equal numbers held a bachelor's degree only and a bachelor's degree with MA/MS units (n = 14 each, 35.00%), followed by those with a Master's Degree (n = 8, 20.00%). Meanwhile, smaller numbers had doctoral units (n = 2, 5.00%), or a Doctoral degree (n = 2, 5.00%).

For the training, most respondents had attended 1-2 trainings on digital literacy and technology integration in the last five years (n = 28, 70.00%), while 1 respondent (2.50%) reported none. Then, most of the respondents attended 1 to 2 trainings related to Culturally Responsive Teaching/Inclusive Pedagogy in the last five years (n = 31, 77.50%), while four respondents (10.00%) reported none. This indicates that exposure to relevant training was present but limited. Hernandez (2022) said in their study that teachers often rely on their own reading and exchanges with colleagues rather than structured professional development.

Digital Tool Integration in English Language Lessons

Table 4. Level of digital tool integration in English language lessons as perceived by the teachers:

Indicator	**M**	**SD**	**Verbal interpretation**
Availability and access to digital tools			
1. A stable internet connection is available during English class sessions.	2.33	0.94	Rarely
2. Sufficient digital devices (e.g., laptop, projector, tablet) are available for instructional use.	3.15	0.92	Sometimes
3. Functional multimedia equipment (e.g., speakers, interactive displays) is accessible for classroom instruction.	2.67	0.83	Sometimes
4. Online educational platforms (e.g., LMS, collaborative tools, gamified applications) can be accessed when needed for lessons.	2.78	0.80	Sometimes
5. Digital learning materials in downloadable or offline format are available for use during English lessons.	2.70	0.72	Sometimes

Overall	**2.72**	**0.62**	**Sometimes**
Frequency of technology integration			
1. Digital presentations (e.g., slideshows or multimedia materials) are used to introduce or explain lesson content.	3.72	0.51	Always
2. Online collaborative tools (e.g., shared documents or discussion platforms) are incorporated into learning activities.	3.23	0.73	Sometimes
3. Gamified learning applications or interactive quizzes are utilized to assess student understanding.	2.70	0.79	Sometimes
4. Multimedia resources (e.g., educational videos or audio materials) are integrated to enhance language instruction.	3.30	0.65	Always
5. Digital platforms are used to assign, collect, or provide feedback on student outputs.	2.95	0.78	Sometimes
Overall	**3.18**	**0.53**	**Sometimes**
Teacher preparedness in using digital tools			
1. Demonstrates confidence in operating various digital learning platforms (e.g., learning management systems, video conferencing tools, interactive applications) during instruction.	3.35	0.74	Always
2. Integrates digital tools into lesson planning to enhance student engagement and understanding of the lesson content.	3.38	0.67	Always
3. Troubleshoots basic technical issues (e.g., connectivity problems, software errors) that occur during digital instruction.	3.00	0.68	Sometimes
4. Participates in professional development activities aimed at improving digital literacy and technology integration skills.	3.23	0.62	Sometimes
5. Selects digital tools that align with instructional objectives and students' learning needs.	3.20	0.69	Sometimes
Overall	**3.23**	**0.58**	**Sometimes**

Note. M = mean; SD = standard deviation. Interpretation scale: Never (1.00–1.74), Rarely (1.75–2.49), Sometimes (2.50–3.24), Always (3.25–4.00). The overall mean is the mean of the five indicator items.

Table 4 presents the teachers' perceived level of digital tool integration in English lessons. The first indicator, which is the "Availability and access to digital tools," had an overall mean of 2.72 (SD = 0.62), which is verbally interpreted as "Sometimes". The teachers rated the item "Sufficient digital devices (e.g., laptop, projector, tablet)" highest since it obtained the highest mean (M = 3.15, SD = 0.92, "Sometimes"), followed by "Online educational platforms (e.g., LMS, collaborative tools, gamified applications) can be accessed when needed for lessons" (M = 2.78, SD = 0.80, "Sometimes"), and the teachers rated the item "A stable internet connection is available during English class sessions" lowest since it obtained the lowest mean (M = 2.33, SD = 0.94, "Rarely"). The higher mean for physical devices supports Rahman et al. (2023) who used UNESCO's (United Nations Educational, Scientific and Cultural Organization) Global Framework of Reference on Digital Literacy to explain that hardware and software are among the essential competency areas of digital literacy. However, internet connectivity as the lowest mean is consistent with Tarrayo et al. (2023) who reported that internet connectivity was a crucial concern among Filipino English teachers in flexible learning. This indicates that even though teachers have sufficient devices, the unstable connectivity may constrain regular use of digital tools in class.

Meanwhile, the second indicator which is the "Frequency of technology integration" had an overall mean of 3.18 (SD = 0.53) which is verbally interpreted as "Sometimes". The teachers rated the item "Digital presentations such as slideshows or multimedia materials to introduce or explain lesson content" highest since it obtained the highest mean (M = 3.72, SD = 0.51, "Always"), followed by the item "Multimedia resources are integrated to enhance language instruction (M = 3.30, SD = 0.65, "Always"). While the teachers rated the item "Using gamified learning applications or interactive quizzes to assess student understanding" lowest since it obtained the lowest mean (M = 2.70, SD = 0.79, "Sometimes"). This pattern suggests that teachers reported using digital tools more to support content delivery than for interactive or assessment-oriented tools. It is consistent with Khomyshak (2022) who distinguished basic computer literacy and the higher level of skill for the skillful and

creative use of electronic tools (multimedia resources and interactive platforms) in English education. The greater reported use of presentation-based tools than interactive tools suggests that the technology integration of teachers may be oriented more toward content delivery than student engagement.

Then the third indicator, which is the "Level of Teacher Preparedness in Using Digital Tools" had an overall mean of 3.23 (SD = 0.58), which is verbally interpreted as "Sometimes". The teachers rated the item "Integrating digital tools into lesson planning" highest since it obtained the highest mean (M = 3.38, SD = 0.67, "Always"), followed by the item "Demonstrates confidence in operating digital platforms" (M = 3.35, SD = 0.74, "Always"). While the teachers rated the item "Troubleshooting basic technical issues" lowest since it obtained the lowest mean (M = 3.00, SD = 0.68, "Sometimes"). The teachers thus reported being more prepared to use digital tools for lesson planning and instruction rather than addressing technical problems. According to Rahman et al. (2023), problem-solving is one of the competency areas of digital literacy, and Tarrayo et al. (2023) reported that technical problems were common among Filipino teachers in technology-based instruction. Therefore, practical training in troubleshooting may help the teachers use digital tools more smoothly and minimize interruptions during lessons.

Digital Tool Integration in Culturally Responsive Teaching

Table 5. Level of digital tools integration in culturally responsive teaching as perceived by English teachers:

Indicator	M	SD	Verbal interpretation
Collaborative learning via digital tools			
1. Digital platforms are used to facilitate group tasks that require students to collaborate in completing shared outputs.	3.03	0.66	Agree
2. Online discussion forums or collaborative applications enable students to exchange ideas and provide feedback to peers.	2.90	0.81	Agree
3. Digital tools support cooperative learning activities that reflect shared responsibility and collective participation.	3.20	0.79	Agree
4. Technology-based activities encourage active participation from all members during group work.	3.33	0.73	Strongly Agree
5. Collaborative digital tasks promote meaningful interaction among students from diverse cultural backgrounds.	3.35	0.66	Strongly Agree
Overall	**3.16**	**0.60**	**Agree**
Digital tools, CRT, and outcomes			
1. Digital tools are used to present culturally relevant content that enhances understanding of lesson concepts.	3.32	0.66	Strongly Agree
2. Technology-supported activities encourage learners to connect academic content with their cultural experiences.	3.33	0.66	Strongly Agree
3. The integration of digital platforms with culturally responsive strategies increases active participation during lessons.	3.28	0.72	Strongly Agree
4. Digital and culturally grounded instructional approaches contribute to the development of learners' language skills.	3.33	0.69	Strongly Agree
5. The combined use of technology and culturally responsive instruction strengthens critical thinking and intercultural awareness.	3.40	0.71	Strongly Agree
Overall	**3.33**	**0.63**	**Strongly Agree**

Note. M = mean; SD = standard deviation; CRT = Culturally Responsive Teaching. Interpretation scale: Strongly Disagree (1.00–1.74), Disagree (1.75–2.49), Agree (2.50–3.24), Strongly Agree (3.25–4.00).

Table 5 shows the perceptions of teachers in digital tool integration in Culturally Responsive Teaching. The first indicator which is the "Collaborative learning via digital tools" had an overall mean of 3.16 (SD = 0.60), which

is verbally interpreted as "Agree". The highest-rated item was the "collaborative digital tasks promote meaningful interaction among students from diverse cultural backgrounds" (M = 3.35, SD = 0.66, "Strongly Agree"), followed by the item "Technology-based activities encouraging active participation from all group members" (M = 3.33, SD = 0.73, "Strongly Agree"). The lowest-rated item was the "Online discussion forums or collaborative applications enable students to exchange ideas and provide feedback" (M = 2.90, SD = 0.81, "Agree"). This indicates that the teachers perceived collaborative digital tasks as supporting culturally engaged learning, but forum-type collaboration was rated lowest. This is consistent with the finding of Ospina et al. (2024), who found that integrating culture and technology motivates students and increases participation, and Heilporn et al. (2021), who said that asynchronous tools such as discussion forums need facilitation to keep the students engaged.

The second indicator which is the "Digital tools, CRT, and outcomes" had an overall mean of 3.33 (SD = 0.63) which is verbally interpreted as "Strongly Agree". The highest-rated item was "The combined use of technology and culturally responsive instruction strengthens critical thinking and intercultural awareness" (M = 3.40, SD = 0.71). While the lowest rated item, though still at the level of "Strongly Agree," was the "Integration of digital platforms with culturally responsive strategies increases active participation during lessons" (M = 3.28, SD = 0.72). The narrow range across items indicates a consistently positive perception rather than a differentiated pattern across items. This finding is aligned with Ospina et al. (2024), who found that combining cultural elements with technology increases the motivation of students. It is also aligned with the finding of Rima et al. (2024), who reported that incorporating culturally responsive approaches into English language teaching can enhance both student engagement and language learning outcomes of students. These ratings, however, reflect teachers' perceptions and do not measure learner outcomes.

Culturally Responsive Teaching Practices

Table 6. Level of culturally responsive teaching practices as perceived by English teachers

Indicator	M	SD	Verbal interpretation
Culturally relevant materials			
1. Instructional materials include texts that reflect Filipino culture, local histories, or indigenous knowledge.	3.38	0.67	Always
2. Selected learning resources connect lesson content to students' cultural backgrounds and real-life experiences.	3.53	0.64	Always
3. Supplementary materials are adapted or modified to incorporate local cultural contexts into classroom instruction.	3.45	0.60	Always
4. Learning materials promote diverse ethnic and regional cultural groups relevant to the students' backgrounds.	3.40	0.63	Always
5. Instructional resources encourage critical reflection on cultural perspectives and societal issues relevant to students' communities.	3.50	0.55	Always
Overall	**3.45**	**0.53**	**Always**
Culturally responsive instruction			
1. Lessons explicitly connect English language content to students' cultural backgrounds and lived experiences.	3.43	0.68	Always
2. Allows or encourages the use of students' local language or dialect to support understanding during lessons.	3.50	0.55	Always
3. Instruction encourages students to share perspectives shaped by their cultural and linguistic backgrounds.	3.60	0.55	Always
4. Teaching strategies are adjusted to accommodate students from diverse cultural and social contexts.	3.62	0.54	Always
5. Classroom activities promote respect, inclusion, and equitable participation among culturally diverse learners.	3.68	0.53	Always
Overall	**3.57**	**0.48**	**Always**

Note. M = mean; SD = standard deviation. Interpretation scale: Never (1.00–1.74), Sometimes (1.75–2.49), Often (2.50–3.24), Always (3.25–4.00).

Table 6 presents the teachers' perceived Culturally Responsive Teaching Practices. The first indicator which is the "Culturally relevant materials" had an overall mean of 3.45 (SD = 0.53) which is verbally interpreted as "Always". The highest-rated item was that "Selected learning resources connect lesson content to students' cultural backgrounds and real-life experiences" (M = 3.53, SD = 0.64), and the lowest, though still "Always," was that the "Instructional materials include texts reflecting Filipino culture, local histories, or indigenous knowledge" (M = 3.38, SD = 0.67). These results are consistent with the findings of Aditya et al. (2023) and Parba (2021) that integrating local cultural and historical content into English lessons supports students' self-awareness and cultural relevance.

The second indicator which is the "Culturally responsive instruction" had an overall mean of 3.57 (SD = 0.48) which is verbally interpreted as "Always". The item "Classroom activities promotes respect, inclusion, and equitable participation among culturally diverse learners" was rated highest (M = 3.68, SD = 0.53), while the item "Lessons explicitly connect English content to students' cultural backgrounds and lived experiences" was rated lowest, though still "Always" (M = 3.43, SD = 0.68). This suggests that the relational and behavioral dimensions of CRT were reported as more strongly enacted than the explicit integration of cultural content into lessons and materials. This pattern fits Lee's (2021) concept of teacher embodiment as lived pedagogy, which emphasizes respect and cultural sensitivity in teacher–student interactions, and Matiso's (2023) finding that deep engagement with CRT concepts improves inclusiveness and teacher–student relationships.

Differences by Demographic and Professional Profile

Table 7. Kruskal–Wallis H (p) for each indicator by demographic and professional profile

Profile variable	Availability and access	Frequency of integration	Preparedness	Collaborative learning	Digital tools, CRT, and outcomes	Culturally relevant materials	Culturally responsive instruction
Age	3.31 (.35)	7.03 (.07)	4.09 (.25)	5.48 (.14)	**10.09 (.02)**	0.92 (.82)	2.33 (.51)
Ethnicity/cultural background	3.80 (.80)	8.79 (.27)	9.37 (.23)	13.50 (.06)	11.85 (.11)	6.32 (.50)	10.14 (.18)
Years of teaching experience	1.92 (.59)	2.62 (.45)	1.65 (.65)	4.37 (.22)	2.67 (.45)	0.51 (.92)	0.01 (.99)
Years of teaching Grade 8 English	0.98 (.61)	4.74 (.09)	2.21 (.33)	1.27 (.53)	3.79 (.15)	2.51 (.29)	3.71 (.16)
Field of specialization	4.18 (.12)	3.92 (.14)	4.78 (.09)	1.78 (.41)	1.29 (.52)	0.37 (.83)	0.31 (.86)
Highest educational attainment	2.11 (.72)	1.13 (.89)	1.45 (.84)	1.76 (.78)	2.66 (.62)	4.04 (.40)	6.50 (.17)
Digital literacy/technology integration trainings	4.06 (.26)	4.00 (.26)	2.60 (.46)	6.67 (.08)	5.78 (.12)	1.87 (.60)	0.07 (.99)
CRT/inclusive pedagogy trainings	0.72 (.70)	3.17 (.21)	2.00 (.37)	3.96 (.14)	2.65 (.27)	0.00 (.99)	1.45 (.48)

Note. Cell entries are H (p). * $p \leq .05$ (null hypothesis rejected); all other comparisons $p > .05$ (null hypothesis not rejected). CRT = Culturally Responsive Teaching.

Table 7 summarizes the Kruskal–Wallis H results for the 56 comparisons made: eight profile variables across seven indicators. Only one comparison was statistically significant at the .05 level: age on the digital tools,

CRT, and outcomes indicator (H = 10.09, p = .02). For all other comparisons, the test failed to reject Ho. A result that is not statistically significant means that no significant difference was detected in this sample; it does not show that groups were equal.

Digital tool integration in English lessons (Ho1)

None of the 24 comparisons for availability and access, frequency of technology integration, and preparedness was statistically significant, so the test failed to reject Ho1 for any indicator. The p-values ranged from .12 to .80 for availability and access, .07 to .89 for frequency, and .09 to .84 for preparedness. For frequency, age (H = 7.03, p = .07) and years of teaching Grade 8 English (H = 4.74, p = .09) came closest to .05 but remained above it. The absence of significant differences does not mean that all teachers had the same access; rather, efforts to improve access, frequency, or preparedness may target teachers generally without assuming that a particular profile group is better placed. This is consistent with Peled and Perzon (2022), who described technology integration as shaped by contextual and situational conditions rather than by any single demographic characteristic. Earlier studies reported that younger teachers showed greater interest in digital tools (Alegarme et al., 2025) and that teachers with more experience used technology less after training (Peled & Perzon, 2022). These patterns were not statistically evident in this sample, and factors beyond the profile variables examined may help explain variation in integration.

Digital tool integration in culturally responsive teaching (Ho2)

For collaborative learning via digital tools, none of the eight comparisons was significant (p-values from .06 to .78), so the test failed to reject Ho2 for this indicator. No significant difference in collaborative learning was detected between groups.

For digital tools, CRT, and outcomes, only age yielded a statistically significant difference (H = 10.09, p = .02), so Ho2 was rejected for age on this indicator, while the test failed to reject Ho2 for the other seven profile variables (p-values from .11 to .62). Table 8 shows the mean ranks by age group. Teachers aged 20–30 years (n = 6) had the highest mean rank (30.92), followed by those aged 41–50 (n = 11; 24.09), 31–40 (n = 14; 17.07), and above 50 (n = 9; 14.50).

Table 8. Mean ranks for digital tools, CRT, and outcomes, by age group

Age group	n	Mean rank
20–30 years	6	30.92
31–40 years	14	17.07
41–50 years	11	24.09
Above 50 years	9	14.50

Note. Kruskal–Wallis $H = 10.09$, $p = .02$. CRT = Culturally Responsive Teaching.

The youngest group ranked highest, although the pattern across the other age groups was uneven (ages 41–50 ranked above ages 31–40). This is partly consistent with the description of younger teachers as more interested in digital tools (Alegarme et al., 2025). Years of teaching experience, however, did not differ significantly on this indicator (H = 2.67, p = .45), so the result should not be read as an effect of being new to the profession. Two cautions apply. First, pairwise follow-up comparisons were not conducted, so it cannot be said which age groups differ from one another. Second, the 20–30 group had only six respondents. The age result should therefore be treated as a tentative pattern in this sample that calls for replication, not as evidence that age determines perceptions. It does suggest that support for combining digital tools with culturally responsive practice should reach teachers of all age groups.

Culturally responsive teaching practices (Ho3)

None of the 16 comparisons for culturally relevant materials (p-values from .29 to .99) and culturally responsive

instruction (p-values from .16 to .99) was statistically significant, so the test failed to reject Ho3. Teachers' use of culturally relevant materials was reported as consistently high irrespective of age, ethnicity, experience, specialization, educational attainment, or training. This should not be read as evidence that these characteristics are irrelevant. Notably, the statistic for CRT or inclusive pedagogy training was near zero ($H = 0.00$, $p = .99$), meaning that teachers with no such training ($n = 4$) reported using culturally relevant materials at levels similar to those with more training. Given the small size of this group, this should be read cautiously. One possible explanation, not measured in this study, is that such practices are developed informally, as Hernandez (2022) reported that teachers often build culturally responsive practice through personal reading and colleagues, while leaving room for more structured training.

For culturally responsive instruction, readiness to enact such practices may not be strongly determined by demographic background alone, and individual disposition, classroom experience, or informal professional learning may carry more weight, although these factors were not measured in this study. This is consistent with Chahar Mahali and Sevigny (2022), who found that age, gender, and ethnicity considered together did not significantly predict Canadian preservice teachers' self-efficacy for culturally responsive teaching, and with Abadejos (2025), who found that although ethnicity was associated with teachers' cultural competence, that competence was not significantly related to teaching performance.

CONCLUSIONS

Within the limits of a self-reported, descriptive-differential study of 40 Grade 8 English teachers, the following conclusions were drawn.

1. **Demographic and professional profile of Grade 8 English teachers.** The respondents had varied demographic and professional profile characteristics. The largest groups were aged 31-40 years (35.00%), Tagalog (45.00%), and 16 years or more overall teaching experiences, but most had taught Grade 8 English for only 1-5 years. Almost all specialized in English, and most had attended one to two trainings on digital literacy and on CRT in the last five years.
2. **Digital tool integration in English language lessons.** Teachers perceived integration to occur "Sometimes," indicating that it was not yet consistent. Devices were rated as more available than stable internet connection; teachers reported using digital tools more to deliver content through presentations than for gamified or interactive activities; and they are reported being more prepared to use digital tools for planning and instruction than to solve technical problems.
3. **Digital tool integration in culturally responsive teaching.** Teachers generally agreed that digital tools support collaborative learning and strongly agreed that combining technology with culturally responsive instruction yields positive outcomes, although these are perceptions rather than measured outcomes. Collaborative digital tasks were perceived as promoting interaction among culturally diverse students. Online discussion forums or collaborative applications for peer feedback, and the increase in active participation through combined digital and culturally responsive strategies, received the lowest ratings within their indicators, although both remained positive.
4. **Culturally responsive teaching practices.** Teachers reported consistently high CRT practices, with instruction rated slightly higher than materials. Relational and inclusive classroom practices were reported as more consistently enacted than the embedding of local histories and indigenous knowledge in materials and lessons. These ratings are self-reported and may be affected by social desirability.
5. **Differences in digital learning tool integration in English lessons by teachers' demographic and professional profile.** No statistically significant difference was found in availability and access, frequency of integration, or preparedness across the profile variables examined.
6. **Differences in digital tool integration in culturally responsive teaching by teachers' demographic and professional profile**. No significant difference was found for collaborative learning. For digital, CRT, and outcomes, only age showed a significant difference.
7. **Differences in culturally responsive teaching practices by teachers' demographic and professional profile.** Culturally relevant materials and culturally responsive instruction did not differ significantly across the profile variables examined.

RECOMMENDATIONS

1. **Development and adoption of culturally responsive, digitally integrated instructional materials.** The highest-rated item on culturally relevant materials was that resources connect lessons to students' cultural backgrounds, and the lowest-rated was that materials include Filipino culture, local histories, and indigenous knowledge. English departments, together with school heads and curriculum developers, are encouraged to produce culturally responsive and digitally integrated materials, such as digital and printed storybooks, interactive worksheets, illustrated workbooks, booklets, pamphlets, and comic strips, that explicitly embed local histories and indigenous knowledge in Grade 8 English content, with teachers involved in selecting and contextualizing them. Reading materials based on the local cultural content has been reported to increase relevance, engagement, and cultural literacy of English instruction (Aditya et al., 2023), and culturally relevant texts have been linked to learner autonomy and critical literacy (Parba, 2021).
2. **Strengthening of ICT infrastructure, internet connectivity, and technical support.** Troubleshooting was the lowest-rated aspect of preparedness, and a stable internet connection was the lowest-rated indicator of availability. The Division Office and school administrators are encouraged to conduct a school-level audit of internet and device access, prioritize connectivity upgrades where they are most needed, and assign information and communications technology (ICT) support personnel to assist teachers with recurring technical issues. Connectivity was a major concern for Filipino teachers in flexible learning (Tarrayo et al., 2023), and infrastructure limitations can impede consistent technology use in under-resourced contexts (Chen et al., 2022).
3. **Intensified and sustained training on digital literacy and culturally responsive teaching.** Most teachers had attended only one or two training sessions on digital literacy or CRT in the last five years. Schools, through Learning Action Cells (LACs), and the Division Office are encouraged to institutionalize recurring rather than one-off training that goes beyond awareness to classroom-ready strategies, including troubleshooting. Implementing culturally responsive pedagogy requires ongoing professional development and support (Caingcoy, 2023). In the absence of formal development, teachers often rely on informal exchanges (Hernandez, 2022). Support should reach teachers of all ages.
4. **Expanded use of interactive, gamified, and collaborative digital platforms.** Reported technology use leaned toward content delivery. Through the training above, teachers may be supported in designing lessons that regularly include gamified applications, interactive quizzes, and structured online discussion tasks that draw on students' diverse cultural perspectives. Game-based applications, online quizzes, and discussion forums have been associated with student engagement in blended and asynchronous instruction (Heilporn et al., 2021), and Khomyshak (2022) treated such tools as part of making English instruction interactive.
5. **Further research using multiple data sources and larger samples.** Future research may (a) combine questionnaires with classroom observations, interviews, focus-group discussions, or student performance indicators to reduce reliance on self-reports and to explore age-related pattern and teachers' actual materials and classroom practice; and (b) replicate the study in larger and more diverse samples across divisions, grade levels, and teaching contexts, with adequate representation of demographic groups and teaching-experience levels. Because technology integration may be more affected by school-level conditions such as leadership, institutional support, and a culture of experimentation than by individual profile (Peled & Perzon, 2022), future studies could also incorporate such conditions.

Limitations

This study has several limitations. First, the data were based on teachers' self-reports, which may be affected by response bias, social desirability, and subjective interpretation and may not reflect actual classroom practice, teaching effectiveness, or student learning outcome; no observations, interviews, or student performance data were collected. Second, the study covered a census of only 40 grade 8 English teachers in public junior high schools in two districts of one city, which limits generalizability to other levels, subjects, or areas, and several subgroups were very small (one or two respondents in some ethnic and "no training" categories), so comparisons involving them are unstable. Third, the instrument was researcher-made; its content validity test rests on expert review, its internal consistency is reported in Table 2. Fourth, neither pairwise follow-up tests nor adjustments

for multiple comparisons were conducted. Fifth, ratings for CRT practices were concentrated at the upper end of the scale, which may reflect ceiling effects. Finally, the descriptive-differential design describes differences among respondent groups and does not allow causal conclusions. The findings should therefore be interpreted cautiously.

Ethical Approval

The study was granted ethical clearance by the Polytechnic University of the Philippines University Research Ethics Committee (PUP-UREC) on 06 April 2026 under UREC Code 2026-0417, prior to data collection.

Conflict Of Interest

The researchers declared no conflict of interest in the conduct of this study.

REFERENCES

1. Abadejos, M. P. A. (2025). Cultural Competence And Teaching Performance of English-Based Subject Teachers of Agta Learners: Basis for a Proposed Instructional Management Plan. AIDE Interdisciplinary Research Journal, 13(1), 193–223. https://doi.org/10.56648/aide-irj.v13i1.205
2. Abdul Jalil, C. R. (2023). The application of culturally and linguistically responsive pedagogy in English speaking classrooms: A case study. International Journal of English Language Teaching, 11(2), 72–91.https://doi.org/10.37745/ijelt.13/vol11n27291
3. About AmBisyon natin 2040. (n.d.). https://2040.depdev.gov.ph/about-ambisyon-natin-2040/
4. Aditya, D. A., Sada, C., & Riyanti, D. (2023). Designing reading material based on local cultural content for year-8 students of public junior high schools. Journal of English Educational Study, 6(2), 182–191. https://doi.org/10.31932/jees.v6i2.2721
5. Alegarme, K. R. C., Oliver, F. M., & Baluyos, G. R. (2025). Enhancing Grade 7 students' literary comprehension through role-playing activities in Philippine folk narrative lessons. International Journal of Science and Research Archive, 16(3), 518–529. https://doi.org/10.30574/ijsra.2025.16.3.2563
6. Almacen, J. E., & Labitad, G. (2024). Multimedia tools on learners' performance in Filipino. https://philarchive.org/rec/ALMMTO
7. Amalia, R., & Taufiq, M. A. (2023). Cultural literacy in academic-related documents of English subject in junior high school. Lingua Didaktika, 17(1), 1–13. https://doi.org/10.24036/ld.v17i1.119604
8. Ancheta, J. R. (2025). Computer-Mediated Communication in Language Teaching: Challenges and responses of Filipino ESL teachers in the Philippines. Jurnal Komunikasi Malaysian Journal of Communication, 41(1), 351–367. https://doi.org/10.17576/jkmjc-2025-4101-20
9. Anuyahong, B., Songakul, K., & Rattanapong, C. (2024). Analyzing the role of culture in TEFL pedagogy and its implications for language teaching. International Journal of English Language Teaching, 12(4), 40–56. https://doi.org/10.37745/ijelt.13/vol12n44056
10. Babanto, M. G., Babanto, M. D., Bante, M. A., Camua, R. D., De Leon, M. A. S., Guinto, G. G., Mangulabnan, G. O., Mercado, M. F. A., Natividad, R. R., Fabian-Perona, E., Santos, P. J. P., Torres, M. L. B., & Anicas, R. P. (2023). Attitudes towards Philippine English: The case of ESL teachers in selected provinces in Central Luzon, Philippines. International Journal of Multidisciplinary: Applied Business and Education Research, 4(7), 2939–2958.https://doi.org/10.11594/ijmaber.04.07.29
11. Bacus, R. C., & Suganob, J. M. (2023). Teaching English to learners of different cultural minority groups. World Journal of English Language, 13(7), 524–537. https://doi.org/10.5430/wjel.v13n7p524
12. Brady, C. J. (n.d.). The impact of a series of professional development sessions on Culturally Responsive Pedagogy (CRP) on the awareness level of seven teachers at a suburban high school. Scholar Commons. https://scholarcommons.sc.edu/etd/7519/
13. Buenacosa, M. S. A., & Petalla, M. B. (2022). Embracing the unknown: Adaptability and resiliency of out-of-field secondary teachers teaching English in public schools. Asian Jou
14. Buo, M. C., & Hermosa, J. P. (2025). Levels of historical consciousness and appreciation of local cultural heritage among Grade 8 students in Lucena City. International Journal of Multidisciplinary: Applied Business and Education Research, 6(8), 4101–4118. https://doi.org/10.11594/jimaber.06.08.29

15. Caingcoy, M. E. (2023). Culturally responsive pedagogy: A systematic overview. Diversitas Journal, 8(4).https://doi.org/10.48017/dj.v8i4.2780
16. Camiring-Picpican, H., Flores, K. G., Caban, R. M., Mohadali, S. D., Galdonez, D. C., & Alih, C. B. (2025). Pedagogical innovations based on Philippine cultural practices: A framework for culturally responsive teaching in higher education. International Journal on Culture, History, and Religion, 7(Special Issue 2), 433–451.https://doi.org/10.63931/ijchr.v7iSI2.168
17. Chahar Mahali, S., & Sevigny, P. R. (2022). Multicultural classrooms: Culturally responsive teaching self-efficacy among a sample of Canadian preservice teachers. Education and Urban Society, 54(8), 946–968. https://doi.org/10.1177/00131245211062526
18. Chen, F., Cheng, J., Huang, X., Zhao, W., Zhuo, X., & Zhao, Y. (2025). The Value, Challenges and Path of Integrating Chinese Culture into Higher Foreign Language Teaching from the Perspective of Students. English Language Teaching, 18(3), 1. https://doi.org/10.5539/elt.v18n3p1
19. Chen, J., Kong, D., Zou, M. (2022, September 2). English as a foreign language teacher engagement with culturally responsive teaching in rural schools: Insights from China. Frontiers in Psychology, Educational Psychology, 13. https://doi.org/10.3389/fpsyg.2022.990363
20. Department of Education. (2015, July 29). Adopting the Indigenous Peoples Education Curriculum Framework (DepEd Order No. 32, s. 2015). Department of Education Philippines. https://www.deped.gov.ph/wp-content/uploads/2015/07/DO_s2015_32.pdf
21. Department of Education. (2016, June 7). The Learning Action Cell as a K to 12 Basic Education Program school-based continuing professional development strategy for the improvement of teaching and learning (DepEd Order No. 35, s. 2016). Department of Education Philippines. https://www.deped.gov.ph/wp-content/uploads/2016/06/DO_s2016_035.pdf
22. Department of Education. (2024, July 23). Policy guidelines on the implementation of the MATATAG curriculum. Department of Education, Philippines. https://www.deped.gov.ph/wp-content/uploads/DO_s2024_010.pdf
23. Dimaculangan, N. G. (2022). Speakers' ambivalent attitude toward Philippine English: An issue for integrating the variety into ESL instruction. Journal of World Englishes and Educational Practices, 4(2), 97–104. https://doi.org/10.32996/jweep.2022.4.2.8
24. Du, S.-L. (2023). The application of the cultural comparison method in the cultivation of intercultural communicative competence in junior middle school English teaching. Education, Teaching and Learning, 5(4), 41–49. https://doi.org/10.55571/ettl.2023041
25. Etcoy, D. M. P., Joverto, A. K. A., & Paligutan, M. J. A. E. (2023). ESL pedagogy in Philippine colleges: Issues and reforms through 21st-century teaching perspective. Diversitas Journal, 8(4).https://doi.org/10.48017/dj.v8i4.2761
26. Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.
27. Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (n.d). United Nations. https://sdgs.un.org/goals/goal4
28. Heilporn, G., Lakhal, S., & Bélisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. International Journal of Educational Technology in Higher Education, 18(1), 25. https://doi.org/10.1186/s41239-021-00260-3
29. Hernandez, A. (2022). Closing the achievement gap in the classroom through culturally relevant pedagogy. Journal of Education and Learning, 11(2), 1. https://doi.org/10.5539/jel.v11n2p1
30. Khomyshak, O. (2022). Using digital learning tools in the English language teaching in primary school. Modern Information Technologies and Innovation Methodologies of Education in Professional Training: Methodology, Theory, Experience, Problems, 63, 123–131. https://doi.org/10.31652/2412-1142-2022-63-123-131
31. Khoo, E., & Huo, X. (2022, September 8). The efficacy of culturally responsive pedagogy for low-proficiency international students in online teaching and learning: A Canadian experience with an online reading-writing program. Journal of Teaching and Learning, 16(2). https://doi.org/10.22329/jtl.v16i2.70
32. Lee, A. (2021). Teacher embodiment of culturally responsive pedagogies in a fifth grade classroom . Profesorado, Revista De Currículum Y Formación Del Profesorado, 25(3), 91–110.
33. Mahani, S. (2023). Applying culturally relevant pedagogy to online learning. Canadian Perspectives on Inclusive Education.https://doi.org/10.18733/cpi29708

34. Matiso, N. (2023). Social transformation in English first additional language teaching and learning classrooms: Multilingual pedagogy. E-Journal of Humanities, Arts and Social Sciences, 4(13), 1515–1526. https://doi.org/10.38159/ehass.202341310
35. Nasrullah, E. R., Umar, V., Ningsih, R. P., Nor, H., Fauziah, S., & Fadillah, A. S. N. (2025, March). Technology integration in English language teaching and learning. ResearchGate. https://www.researchgate.net/publication/390299514_TECHNOLOGY_INTEGRATION_IN_ENGLISH_LANGUAGE_TEACHING_AND_LEARNING_PENERBIT_CVEUREKA_MEDIA_AKSARA
36. Nitiasih, P. K., Santosa, M. H., Suarcaya, P., & Ratnaya, G. (2023). Micro learning media for teaching English at junior high school students. Journal of Education Technology, 7(4), 696–707.https://doi.org/10.23887/jet.v7i4.69627
37. Octaberlina, L. R. (2023). Exploring the use of digital technology in English language teaching: Strategies and methods for effective implementation. ELT Forum, 7(1), 1–12.https://doi.org/10.29240/ef.v7i1.6977
38. Ospina, S. C., Lozano, J. D. V., & Martinez, L. F. R. (2024). Integrating culture and technology in the English language learning process. Ciencia Latina Revista Científica Multidisciplinar, 8(5), 10101–10122. https://doi.org/10.37811/cl_rcm.v8i5.14400
39. Parba, J. (2021). Teaching critical vocabulary to Filipino heritage language learners. Education Sciences, 11(6), 260. https://doi.org/10.3390/educsci11060260
40. Peled, Y., & Perzon, S. (2022). Systemic model for technology integration in teaching. Education and Information Technologies, 27(2), 2661–2675. https://doi.org/10.1007/s10639-021-10694-x
41. Philippine Statistics Authority. (2023, July 3). Ethnicity in the Philippines (2020 Census of Population and Housing). https://psa.gov.ph/system/files/phcd/PR%20on%20Ethnicity.pdf
42. Polytechnic University of the Philippines. (n.d.). Vision and the 10 pillars.Polytechnic University of the Philippines. https://www.pup.edu.ph/president/vision
43. Rahman, A., Al-Qasri, S., & Ofara, W. (2023). Exploring Digital Literacy Practices in English Language Learning for Secondary Level Students. JOLLT Journal of Languages and Language Teaching, 11(4), 722–734. https://doi.org/10.33394/jollt.v11i4.8939
44. Rengur, Z. A., Kumala, S. A., & Fajrin, M. (2024). English Language Learning Strategies Integrated with Technology to Improve the Learning Outcomes of Junior High School Students in Palu City. Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI), 4(2), 390–398. https://doi.org/10.53299/jppi.v4i2.519
45. Republic of the Philippines. (2013, May 15). Republic Act No. 10533: Enhanced Basic Education Act of 2013. Official Gazette. https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/
46. Rima, R., Muhyidin, A., Leksono, S. M., & Jamaludin, U. (2024). Exploring culturally responsive teaching practices in English language teaching at high schools in Banten Province: Perceptions, strategies, challenges, and opportunities. Edukatif: Jurnal Ilmu Pendidikan, 6(3), 2145–2155. https://doi.org/10.31004/edukatif.v6i3.6620
47. Rivera, M. D., & Flores, G. M. (2024). Flipped classroom approach for enhancing linguistic competence. International Journal of Educational Research and Evaluation, 13(5). http://doi.org/10.11591/ijere.v13i5.27365
48. Rojo, J. D., Sevillano, K. C., Gaña, M. S., & Tubera, F. D. (2025). UTILIZATION OF GOOGLE CLASSROOM AND STUDENT ENGAGEMENT AMONG ENGLISH MAJORS IN KOLEHIYO NG PANTUKAN. EPRA International Journal of Multidisciplinary Research (IJMR), 802–812. https://doi.org/10.36713/epra22399
49. Sales-Batang, R., Jaafar, M., Domingo-Alejo, J., Ramirez, M., Varona, F. A., & Saquing, J. (2025, July 31). Cultivating intercultural competence through culturally grounded pedagogy: A cultural studies perspective in Philippine higher education institutions. International Journal on Culture, History, and Religion, 7(SI2), 735–750. https://doi.org/10.63931/ijchr.v7iSI2.241
50. Santos, A., Fernandez, V., & Ilustre, R. (2022, July). English language proficiency in the Philippines: An overview. International Journal of English Language Studies, 4(3), 46–51. https://doi.org/10.32996/ijels.2022.4.3.7
51. Santosa, M. H., Senawati, J., & Dang, T. T. (2022). ICT Integration in English Foreign Language Class: Teacher's Voice in Perceptions and Barriers. Pedagogy Journal of English Language Teaching, 10(2), 183. https://doi.org/10.32332/joelt.v10i2.5168

52. Sasan, J. M. (2023). Enhancing English proficiency for Filipinos through a multimedia approach based on constructivist learning theory. Lingua Franca, 2(2), 45–60. https://doi.org/10.37680/linguafranca.v2i2.2422
53. Schirmer, B., & Lockman, A. (2022). Culturally Responsive Teaching in an Undergraduate Online General Education Course. Online Learning, 26(3). https://doi.org/10.24059/olj.v26i3.2805
54. Shannaq, B., Saleem, I., AlRawahi, S., Almhlawi, S., & AlMaqbali, S. (2025). Enhancing student motivation and competencies: integrating E-Learning, technological literacy, and cultural alignment. Emerging Science Journal, 9(1), 451–467. https://doi.org/10.28991/esj-2025-09-01-025
55. Tarrayo, V. N., Paz, R. M. O., & Gepila, E. C. (2023). The shift to flexible learning amidst the pandemic: the case of English language teachers in a Philippine state university. Innovation in Language Learning and Teaching, 17(1), 130–143. https://doi.org/10.1080/17501229.2021.1944163
56. Tarrayo, V. N., Potestades, R. R., & Ulla, M. B. (2021). Exploring the Gender Perspective in English Language Teaching (ELT): Voices from ELT Practitioners in Philippine Higher Education Institutions. Sexuality & Culture, 25(5), 1634–1652. https://doi.org/10.1007/s12119-021-09840-x
57. Vonti, L. H., Rosyid, A., Indriyani, & Muchtar, A. K. (2025). Cultural responsiveness and digital tools in literacy instruction: Insight from Indonesian high school teachers. Educational Research and Journal of Education, 13(1). https://doi.org/10.25134/erjee.v13i1.11195
58. Yan, T., & Jing, X. (2023). The integration of cultural content in Chinese junior high school English teaching: Effects and strategies. English Language Teaching and Linguistics Studies, 5(5), 157–169.https://doi.org/10.22158/eltls.v5n5p157
59. Ying, Y.; Su, Y. Teaching Design of the Junior High School English Reading for Deep Learning. Journal of Educational Technology and Innovation 2024, 6 (1). https://doi.org/10.61414/jeti.v6i1.182.
60. Yoon, B. (2023). Research synthesis on culturally and linguistically responsive teaching for multilingual learners. Education Sciences, 13(6), 557. https://doi.org/10.3390/educsci13060557
61. Yu, L. (2023). Research on oral English teaching strategies in junior high school based on communicative language teaching. Education Research, 5(5), 112–120. http://dx.doi.org/10.26855/er.2023.05.016
62. Yuliantari, S., & Huda, T. (2023). Integration of culturally-responsive teaching in English learning. Jurnal Pendidikan Bahasa Indonesia, 1(1), 17-29. https://doi.org/10.47134/jpbi.v1i1.17