

Elementary English Teachers' Perceptions of Technology-Enhanced Language Teaching: A Qualitative Inquiry toward Developing a Contextualized Teaching Model

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ABSTRACT

Technology-enhanced language teaching offers opportunities to improve learner engagement and language development; however, its effectiveness depends on how teachers align technology with pedagogical goals and classroom realities. This study explored elementary English teachers' perceptions and experiences of technology-enhanced language teaching and developed a contextualized teaching model grounded in their instructional practices. Using a qualitative interpretive descriptive design, data were gathered through semi-structured interviews with elementary English teachers and analyzed using reflexive thematic analysis. Five interconnected themes emerged: technology promotes interactive and meaningful language learning; facilitates multimodal language development; is shaped by contextual realities; requires teacher adaptability; and is most effective when purposeful, contextualized, and teacher mediated. These findings informed the development of the TEELT-CARE Model, a cyclical and context-responsive framework comprising learner and context analysis, English language learning outcomes, purposeful technology selection, multimodal and active language practice, teacher mediation and adaptive implementation, and assessment and reflective improvement. The study concludes that effective technology-enhanced English language teaching should be learner-centered, pedagogy-driven, context-responsive, flexible, and teacher-mediated rather than technology-driven. The TEELT-CARE Model provides a practice-oriented framework that may guide teachers and schools in integrating technology meaningfully while remaining responsive to learner diversity, available resources, and local classroom conditions.

Keywords: technology-enhanced language teaching, elementary English teachers, technology integration, interpretive description, TEELT-CARE Model, contextualized teaching model

INTRODUCTION

The increasing integration of digital technologies in education has transformed the ways teachers design instruction, engage learners, deliver learning materials, provide feedback, and facilitate the development of language skills. In English language education, technology-enhanced language teaching (TELT) goes beyond the mere use of computers, applications, and other digital resources; it involves the purposeful integration of technology with appropriate pedagogical practices to facilitate meaningful language learning. At the elementary level, effective technology integration becomes particularly important because teachers must consider learners' developmental characteristics, language abilities, curriculum requirements, available resources, and classroom conditions when selecting and using technological tools. Thus, teachers remain central to determining how technology is translated into meaningful pedagogical practice. This study therefore explores elementary English teachers' perceptions and experiences of technology-enhanced language teaching and uses the insights emerging from their instructional experiences as the foundation for developing a contextualized Technology-Enhanced English Language Teaching (TEELT) Model.

Existing literature demonstrates that effective technology integration is influenced by teachers' technological competence, pedagogical knowledge, beliefs, professional development, and teaching context. Mishra and Koehler (2006), through the Technological Pedagogical Content Knowledge (TPACK) framework, emphasize that meaningful technology integration occurs when teachers establish appropriate connections among

technology, pedagogy, and subject content. Similarly, Ertmer and Ottenbreit-Leftwich (2010) maintain that teachers' knowledge, beliefs, confidence, and competence influence their willingness and ability to integrate technology into classroom practice, while Tondeur et al. (2017) emphasize the relationship between teachers' pedagogical beliefs and technology use. In the Philippine public-school context, Losdo and Dela Cerna (2026) found that teachers generally demonstrated a proficient level of educational technology competence and classroom integration, with technology integration into the curriculum emerging as a particular strength. However, digital literacy still required further development, while technology integration in assessment was comparatively weaker. Their study further emphasized that sustained professional development, mentoring, institutional support, reliable technological resources, and context-responsive capacity building are necessary to advance teachers from functional technology use toward more meaningful and effective integration. Collectively, these studies demonstrate that meaningful technology-enhanced teaching involves not only technological competence but also teachers' pedagogical decisions, beliefs, experiences, and the particular contexts in which technology is used.

Recent empirical evidence from Asian and developing-country contexts further supports the growing importance of technology integration in English language teaching. In Indonesia, Mali (2023) investigated the technological practices of 111 EFL teachers from 21 provinces and found that teachers used a variety of technologies to support English teaching and learning, while also encountering practical challenges in their implementation. The study demonstrated that technology integration had become part of teachers' post-pandemic instructional practices rather than merely a temporary response to remote learning. (journal.uinsuku.ac.id)

More specifically at the primary-school level, Santosa, Senawati, and Dang (2022) examined ICT integration among primary English teachers through classroom observations and interviews. The teachers perceived ICT as beneficial when supported by clear instructional planning; however, poor internet connectivity and inadequate facilities at school and at home remained significant barriers. These findings are particularly relevant to the present study because they demonstrate that the effectiveness of technology-enhanced English teaching depends not only on teachers' willingness to use technology but also on infrastructure, access, and purposeful pedagogical planning. (e-journal.metrouniv.ac.id)

Similarly, Jeon (2022) examined technology-supported EFL instruction among primary school learners in South Korea through a 17-week flipped EFL course. The study found that learners exposed to the flipped approach demonstrated improved digital literacy and perceptions of technology usefulness and reduced technology-related anxiety compared with the control group. The findings suggest that carefully structured technology-enhanced instruction can contribute not only to language-learning experiences but also to learners' confidence and capacity to use technology for learning. (Taylor & Francis Online)

Evidence from Indonesia also indicates that teachers generally hold positive perceptions of ICT integration while continuing to experience resource-related constraints. Eryansyah and Erlina (2023) found that EFL teachers perceived ICT positively and recognized its effectiveness in supporting student learning, although inadequate facilities and resources remained important barriers to regular implementation. Likewise, Mali (2023) reported the use of diverse technologies among Indonesian EFL teachers, reinforcing the view that teachers' technological practices are shaped by both pedagogical intentions and the resources available within their instructional contexts. (Thai-Journal Online)

Recent Philippine studies provide additional evidence from a developing-country setting. Alfeche and Abarquez (2024), in a study involving 170 teachers in Misamis Oriental, examined challenges associated with technology integration and teaching performance, highlighting the continuing importance of teachers' capacity and contextual conditions in technology-supported instruction. Similarly, Dalangin (2024), in a study of 175 elementary teachers in Sariaya East District, examined teachers' perspectives, practices, and challenges concerning technology-enhanced instruction. These studies demonstrate that technology integration in Philippine elementary education is influenced by teacher competence, available resources, and the practical conditions under which instruction occurs. (Philippine EJournals)

Collectively, these recent studies reinforce the findings of the present research. Across Asian and developing-country contexts, technology has considerable potential to make language instruction more interactive,

multimodal, learner-centered, and engaging. At the same time, its successful implementation remains affected by internet connectivity, access to devices and facilities, teacher competence, professional development, and contextual differences among schools and learners. These empirical findings strengthen the rationale for the TEELT-CARE Model, which does not treat technology as an isolated instructional solution but positions it within learner and context analysis, clearly defined English language learning outcomes, purposeful technology selection, active and multimodal language practice, teacher mediation and adaptation, and continuous assessment and reflection.

Despite the growing body of research on educational technology, an important gap remains in understanding how elementary English teachers perceive and experience technology-enhanced language teaching and how their experiences can be transformed into a contextualized pedagogical model. Much of the existing research has focused on measurable dimensions such as digital competence, technological proficiency, readiness, technology acceptance, and frequency or extent of technology integration. Notably, Losdo and Dela Cerna (2026) acknowledged that the exclusive use of a quantitative approach may not fully capture teachers' experiences and the contextual realities surrounding educational technology integration. Their study also identified context-specific concerns, including limited digital resources, unstable internet connectivity, and insufficient continuous training, highlighting the need to understand technology integration within teachers' actual working environments. Consequently, there remains a need for qualitative inquiry that moves beyond determining how proficient teachers are in using technology toward understanding how they perceive, experience, adapt, and make pedagogical decisions about technology in English language instruction. More importantly, limited attention has been given to synthesizing such teacher-generated insights into a contextualized teaching model specifically responsive to elementary English language education.

Addressing this gap was important because meaningful pedagogical innovation should be grounded in the actual experiences, needs, and conditions of teachers and learners rather than solely in generalized technology-integration frameworks. Through qualitative interpretive description, the present study examined elementary English teachers' experiences and identified recurring themes concerning their technology-enhanced practices, pedagogical decisions, challenges, adaptations, and perceived enabling conditions. These themes provided the empirical foundation for developing a contextualized TEELT Model responsive to learner needs, curriculum expectations, available technological resources, and local classroom realities. The developed model provides elementary English teachers with practical guidance for integrating technology meaningfully into language instruction while assisting school administrators and teacher educators in designing appropriate professional development and support mechanisms. At the scholarly level, the study extends existing research by shifting the focus from measuring technology proficiency and integration toward understanding the pedagogical experiences behind technology use and translating these experiences into a context-responsive teaching model.

General Objective

To explore elementary English teachers' perceptions of technology-enhanced language teaching and develop a contextualized teaching model grounded in their experiences.

Specific Objectives

1. To explore how elementary English teachers perceive and experience technology-enhanced language teaching in their instructional practice.
2. To develop a contextualized English language teaching model grounded in the themes that emerge from the teachers' experiences and perceptions.

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative interpretive descriptive research design to explore elementary English teachers' perceptions and experiences of technology-enhanced language teaching and to develop a

contextualized Technology-Enhanced English Language Teaching (TEELT) Model. Interpretive description is an applied qualitative approach that examines participants' experiences within their actual contexts and generates practical knowledge that can inform professional practice (Thorne, 2016). This design was chosen because it directly aligned with the study's objectives: first, to understand how teachers perceived and experienced technology integration in English instruction; and second, to translate the emerging patterns and insights from these experiences into a context-responsive teaching model.

Unlike phenomenology, which primarily focuses on the essence of lived experiences, or grounded theory, which aims to generate a theory, interpretive description allowed the researchers to move from understanding teachers' experiences toward developing practical pedagogical applications. Data were gathered through semi-structured interviews and were analyzed using reflexive thematic analysis to identify recurring themes related to teachers' practices, experiences, challenges, and pedagogical insights. These themes served as the empirical foundation for developing the contextualized TEELT Model. At the time of manuscript preparation, all data collection and data analysis procedures had been completed, and the findings reported in this paper were derived from the completed semi-structured interviews and reflexive thematic analysis.

Research Participants

The participants of the study consisted of 15 elementary English teachers who were teaching in public elementary schools at the time of data collection. The participants were selected through purposive sampling to ensure that they possessed relevant experience in integrating technology into English language instruction. To ensure rich and relevant data, participants should meet the following inclusion criteria:

1. Currently teaching English in an elementary school;
2. Have at least two years of teaching experience;
3. Regularly utilize technology-enhanced instructional tools such as multimedia presentations, educational applications, learning management systems, online resources, or artificial intelligence-supported educational technologies;
4. Willingly provide informed consent to participate in the study.

Ethical Consideration

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the appropriate school authorities, and participants were informed of the study's purpose, procedures, expected outcomes, and voluntary nature. Informed consent was secured before the interviews, with participants assured of their right to decline participation or withdraw at any time without penalty.

Confidentiality and anonymity were maintained by using participant codes (e.g., P1, P2, P3) instead of names and by excluding personally identifiable information from the findings. Interview data and research documents were securely stored, restricted to authorized access, and used solely for research purposes. Participants were treated with respect and were encouraged to express their experiences and perceptions freely without pressure or influence.

To ensure research integrity and trustworthiness, participants' responses were represented accurately, quotations were not fabricated or taken out of context, and themes were derived directly from the data. The researcher also practiced reflexivity to recognize potential biases and ensure that interpretations remained grounded in the participants' accounts.

Research Locale

The study was conducted among selected elementary teachers handling English from the Schools Division of Bislig City, Schools Division of Surigao del Sur, and Schools Division of Agusan del Sur, Philippines. These

divisions were selected to represent varied educational contexts where differences in digital resources, internet connectivity, learner characteristics, and teachers' experiences may influence technology integration. Participants had experience using technology in English instruction, providing diverse perspectives on its contribution to learner engagement and language development, implementation challenges, and adaptive practices when technological resources are limited. The inclusion of teachers from the three school divisions therefore provided an appropriate setting for developing a contextualized technology-enhanced English language teaching model grounded in teachers' actual experiences, needs, and instructional practices.

Limitations of the Study

This study had several limitations that should be considered when interpreting its findings and the developed TEELT-CARE Model. First, the study involved a relatively small purposively selected sample of elementary English teachers. Although the qualitative interpretive descriptive design allowed for an in-depth examination of teachers' experiences and perceptions, the limited sample size did not permit statistical generalization to the broader population of elementary English teachers. The findings should therefore be understood as context-specific insights rather than representative claims about all teachers.

Second, the study was conducted within the Philippine educational context, specifically among elementary English teachers from selected school divisions. The participants' experiences were shaped by local curriculum requirements, school resources, technological infrastructure, learner characteristics, and community conditions. Consequently, the findings and the TEELT-CARE Model may not be directly transferable to educational settings in other countries or to schools with substantially different technological, cultural, socioeconomic, and curricular conditions. Application of the model in other contexts may require further contextual adaptation.

Third, the study relied primarily on self-reported data obtained through semi-structured interviews. Participants' responses reflected their personal perceptions, recollections, and interpretations of their technology-enhanced teaching practices. As such, the data may have been influenced by recall bias or social desirability bias, particularly if participants tended to emphasize successful practices or provide responses they perceived as professionally desirable. The absence of direct classroom observations also limited the researchers' ability to independently verify whether the reported practices consistently occurred during actual instruction.

Fourth, as with qualitative research, researcher subjectivity may have influenced data interpretation. Although reflexive thematic analysis provided a systematic process for identifying patterns across participants' accounts, theme development necessarily involved researcher judgment in coding, interpreting, organizing, and synthesizing the data. Reflexivity and careful grounding of interpretations in participants' verbatim accounts were therefore important in reducing, although not completely eliminating, the potential influence of researcher bias.

Finally, the TEELT-CARE Model was developed from the themes generated from the participants' experiences and perceptions, but the present study did not establish its effectiveness through classroom-based implementation or experimental testing. Thus, the model should be regarded as an empirically grounded, context-responsive framework that requires further validation and evaluation. Future studies may examine its applicability using larger and more diverse samples, multiple educational settings and countries, classroom observations, learner performance data, and mixed-method or longitudinal designs. Pilot implementation and evaluation of the TEELT-CARE Model are also recommended to determine its practicality, effectiveness, and transferability across different elementary English teaching contexts.

RESULTS AND DISCUSSION

The data generated from the semi-structured interviews were analyzed using reflexive thematic analysis consistent with the study's qualitative interpretive descriptive design. The analysis focused on understanding how elementary English teachers perceived and experienced technology-enhanced language teaching and on identifying practice-oriented insights that informed the development of a contextualized Technology-Enhanced English Language Teaching (TEELT) Model. Five interconnected themes emerged from the participants' accounts: (1) Technology Promoted Interactive and Meaningful Language Learning; (2) Technology Facilitated

Multimodal Language Development; (3) Technology Integration Was Shaped by Contextual Realities; (4) Teacher Adaptability Sustained Technology-Enhanced Instruction; and (5) Effective Technology Integration Was Purposeful, Contextualized, and Teacher-Mediated. These themes reflected the teachers' actual instructional experiences, perceived benefits, challenges, adaptive practices, and pedagogical insights.

Theme 1. Technology Promoted Interactive and Meaningful Language Learning

The first theme revealed that technology enhanced learner engagement by making English lessons more interactive, enjoyable, and meaningful. Teachers consistently observed that learners became more attentive, motivated, confident, and willing to participate when lessons incorporated videos, educational games, multimedia presentations, digital stories, and other interactive resources.

Participant 1 described a noticeable change in classroom participation:

“First, I noticed that learner participation has increased. Before, only a few pupils volunteered to answer questions. Now, because lessons include videos, games, and interactive activities, more pupils are willing to participate.” (P1)

The same participant further explained that technology created a more encouraging learning environment:

“For the learners, lessons become more enjoyable and meaningful. They are more confident in participating because learning feels less intimidating.” (P1)

These observations were echoed by Participant 2, who recalled the effect of an animated video during a vocabulary lesson:

“The pupils became excited and immediately connected the vocabulary with the pictures they saw. During the discussion, I noticed that even my quiet learners volunteered to answer questions. That experience convinced me that technology can increase learners' confidence and participation.” (P2)

These verbatim accounts demonstrated that technology was valued not simply because it introduced digital resources into the classroom, but because it encouraged learners to become active participants in the learning process. Teachers associated technology-enhanced activities with increased attention, motivation, participation, and confidence, particularly among learners who were otherwise hesitant to participate.

This finding is consistent with Ottenbreit-Leftwich et al. (2010), whose empirical study found that teachers incorporated technology when they perceived it as valuable for addressing students' learning needs, including enhancing comprehension and engagement. Likewise, Ertmer et al. (2012) found that teachers with student-centered pedagogical beliefs tended to use technology in ways that promoted authenticity, student choice, and collaboration. The findings therefore indicated that the effectiveness of technology integration should be evaluated according to its contribution to meaningful learner engagement and language use rather than merely according to the frequency or sophistication of technology use.

Theme 2. Technology Facilitated Multimodal Language Development

The second theme showed that technology facilitated language development by exposing learners to multiple forms of input, including text, pictures, sounds, videos, animations, and interactive activities. Teachers perceived these multimodal resources as particularly useful in supporting vocabulary development, pronunciation, listening, speaking, reading, and comprehension.

Participant 1 explained:

“I observed improvements in language skills, particularly vocabulary development, listening comprehension, and reading comprehension. Pupils remember new words more easily when they see pictures, hear correct pronunciation, and use the words in interactive activities.” (P1)

Participant 5 similarly observed:

“In terms of language development, I have observed improvements in vocabulary, pronunciation, listening comprehension, and reading comprehension. Learners remember concepts better because technology provides meaningful contexts for learning.” (P5)

Participant 2 also emphasized the pedagogical value of combining different modes of presentation:

“I also think technology allows teachers to become more creative. Instead of relying on one teaching strategy, we can combine visual, auditory, and interactive activities that accommodate different learning styles.” (P2)

These statements demonstrated that teachers perceived technology as providing learners with multiple pathways for accessing and processing English. Instead of depending solely on printed texts or verbal explanations, learners could simultaneously see, hear, and interact with language. Participant 5's experience further showed that technology supported vocabulary, pronunciation, listening, and reading development, while Participant 2 explicitly identified visual, auditory, and interactive modes as complementary instructional resources.

The finding supports Ertmer and Ottenbreit-Leftwich (2010), who emphasized that meaningful technology integration requires more than access to digital resources; teachers' knowledge, confidence, beliefs, and pedagogical decisions determine whether technology becomes an effective instructional tool. Thus, the findings suggested that multimodal technology should be deliberately connected with clearly defined English language outcomes and opportunities for learners to actively practice language rather than treating multimedia exposure itself as evidence of learning.

Theme 3. Technology Integration Was Shaped by Contextual Realities

Despite teachers' positive perceptions of technology, the third theme revealed that technology integration was strongly influenced by contextual realities. Participants repeatedly identified unstable internet connectivity, limited access to devices, electricity interruptions, inadequate school equipment, and differences in learners' access to technology as barriers to implementation.

Participant 1 described these constraints:

“The biggest problem is unstable internet connectivity. Sometimes videos do not load, or online activities cannot be completed because the signal is weak. Another challenge is the limited availability of gadgets. Not all learners have personal devices, especially in our community. There are also occasions when electricity interruptions affect our planned activities.” (P1)

Participant 2 reported a similar experience:

“Our biggest problem is unstable internet connectivity. Sometimes planned online activities cannot continue because the signal becomes very weak. Another challenge is the limited number of gadgets available to learners. Not every family can afford smartphones or tablets, especially in our community.” (P2)

Participant 5 further highlighted unequal access to technology:

“One major issue is unreliable internet connectivity, especially during online learning activities. Another challenge is the unequal access to digital devices among learners. Some pupils have smartphones and internet access at home, while others do not.” (P5)

These accounts demonstrated that successful technology integration could not be understood solely in terms of teachers' technological competence or willingness to use digital tools. The actual implementation of technology-enhanced English instruction was conditioned by infrastructure, connectivity, equipment, and learners' socioeconomic and technological circumstances.

The finding is supported by Ottenbreit-Leftwich et al. (2018), who found that school resources and the educational environment strongly influenced teachers' technology-integration practices even when teachers possessed strong internal enabling factors. Similarly, Tondeur et al. (2017) identified school context as an important factor influencing teachers' actual technology use. The findings therefore indicated that a contextualized technology-enhanced teaching model should not assume continuous internet connectivity, individual access to devices, or equal levels of technological readiness. Instead, teachers needed to assess their learners, available resources, and instructional environments before deciding how technology could appropriately support learning.

Theme 4. Teacher Adaptability Sustained Technology-Enhanced Instruction

The fourth theme demonstrated that teachers actively responded to technological constraints through flexibility, resourcefulness, collaboration, and continuous professional learning. Instead of abandoning planned lessons when technology became unavailable, participants prepared offline resources, printed materials, downloaded videos, backup activities, and cooperative learning arrangements.

Participant 1 explained:

"I always prepare backup plans. If the internet is unavailable, I use downloaded videos or offline PowerPoint presentations. If there is unavailable of gadgets, I organize them into groups so they can share available devices. I also prepare printed worksheets in case technology fails unexpectedly." (P1)

Similarly, Participant 3 stated:

"I always prepare alternative plans before every lesson. Whenever possible, I download videos in advance so they can be played without internet access. If technology becomes unavailable, I immediately shift to printed learning materials and group discussions." (P3)

Participant 5 emphasized flexibility as an essential teacher characteristic:

"I have learned that flexibility is very important. Before every lesson, I prepare both digital and printed instructional materials. If technology becomes unavailable, I immediately shift to alternative learning activities. I also download videos and presentations in advance so that internet interruptions will not affect the lesson." (P5)

The participants' responses demonstrated that teachers were not passive users of technology but active instructional decision-makers who adapted technology use according to classroom conditions. Their strategies included preparing offline alternatives, sharing available devices through group work, and maintaining traditional instructional resources as contingency measures.

Adaptability also involved continuous professional development. Participant 1 reported continuously attending webinars and training programs to improve digital skills, while Participant 3 similarly emphasized participation in webinars and professional development activities. These experiences suggested that technological competence was not static but developed through continuous learning, experimentation, and collaboration.

This finding is consistent with Ertmer et al. (2012), who found that successful technology-using teachers attributed their practices partly to problem-solving dispositions and partly to professional and administrative support. Consequently, professional development should extend beyond training teachers to operate particular applications. It should strengthen their capacity to select, adapt, substitute, and critically evaluate technological resources according to changing instructional circumstances.

Theme 5. Effective Technology Integration Was Purposeful, Contextualized, and Teacher-Mediated

The fifth and overarching theme revealed that teachers consistently regarded technology as a pedagogical support rather than a replacement for the teacher. Effective integration was perceived as purposeful, learner-centered, context-responsive, and aligned with clearly defined learning outcomes.

Participant 2 emphasized the importance of purposeful selection:

“It is not simply using gadgets because they are available. Instead, it is selecting technology that helps learners understand the lesson better.” (P2)

Participant 3 likewise emphasized purpose:

“I emphasize the word ‘purposeful’ because I believe technology should always support the learning objectives and not simply be used because it is available.” (P3)

The continuing importance of teacher mediation was particularly evident in Participant 1's statement:

“I believe technology is a powerful tool, but it is not the solution to every educational problem. The most important factor is still the teacher's ability to facilitate meaningful learning experiences. Technology should always support effective teaching rather than replace it.” (P1)

Participant 5 reinforced this position by emphasizing the relational dimension of teaching:

“I still believe that the heart of education is the relationship between the teacher and the learner. Technology can make lessons more engaging and efficient, but it cannot replace empathy, encouragement, patience, and genuine concern for learners.” (P5)

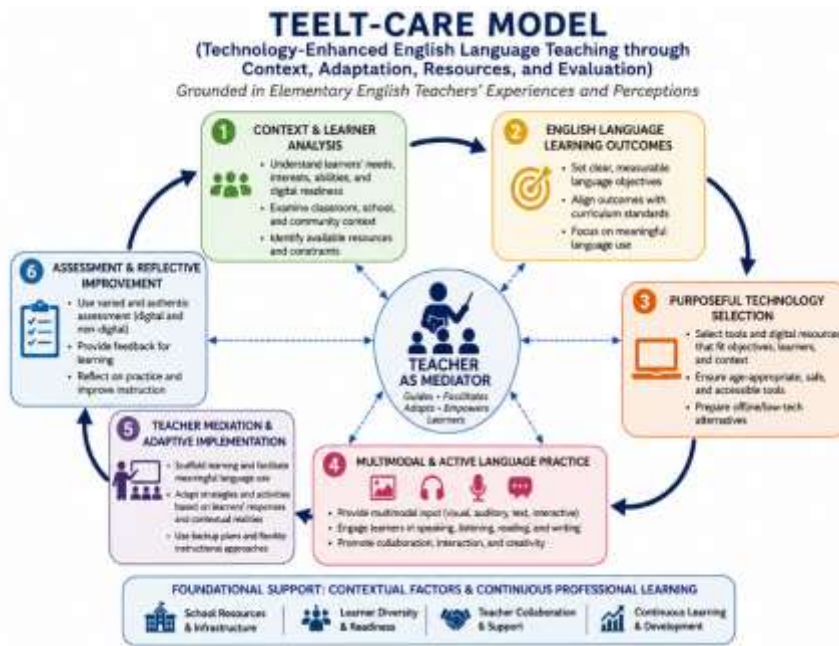
These statements provided strong evidence that participants did not regard technological sophistication as synonymous with effective teaching. Instead, technology became meaningful when it served clearly defined pedagogical purposes and when teachers remained responsible for selecting resources, guiding learners, facilitating interaction, contextualizing materials, and assessing learning. Participant 2 specifically emphasized that technology should be selected according to its capacity to improve understanding, while the other participants repeatedly positioned the teacher as the central mediator of technology-enhanced instruction.

Contextualization was equally important. Participants indicated that technology-enhanced instruction should respond to learners' cultural backgrounds, everyday experiences, available school resources, and curriculum requirements. For example, Participant 3 explained that a contextualized model should use “examples and learning activities that are familiar to the learners' daily experiences and cultural backgrounds” and should remain adaptable to schools with limited technological resources.

This finding reinforces Tondeur et al. (2017), who demonstrated the relationship between teachers' pedagogical beliefs and their educational uses of technology, and Mertala (2019), who emphasized that teachers' technology-related beliefs are influenced by micro- and macro-contextual factors. The findings therefore indicated that technology itself should not serve as the starting point of instruction. Teachers should first identify learners' needs, classroom realities, and intended English language learning outcomes and then determine which technological resources could meaningfully support those outcomes.

Taken together, the five themes demonstrated that effective technology-enhanced English language teaching was fundamentally a pedagogical and contextual process rather than a technology-driven practice. Technology promoted engagement and multimodal language development, but its successful implementation was influenced by resource limitations and depended heavily on teachers' adaptability, pedagogical judgment, and mediation. These interconnected findings provided the empirical foundation for the development of the TEELT-CARE Model, in which learner and context analysis, English language learning outcomes, purposeful technology selection, multimodal and active language practice, teacher mediation and adaptive implementation, and assessment and reflective improvement functioned as interconnected components of context-responsive technology-enhanced English language teaching.

Figure 1. Developed Contextualized English Model Grounded



The **TEELT-CARE Model** illustrates a cyclical and context-responsive approach to technology-enhanced English language teaching in elementary classrooms. It begins with understanding learners and their context, which informs the setting of meaningful language outcomes. Teachers then purposefully select technology that best supports those outcomes and design multimodal, active learning experiences. Through ongoing mediation and adaptive practices, teachers respond to learners' needs and classroom realities. Finally, assessment and reflection guide continuous improvement of instruction. The model is sustained by strong foundational support—resources, learner diversity, collaboration, and professional learning—ensuring that technology use is meaningful, purposeful, and ultimately enhances English language learning.

Development of the Contextualized TEELT-CARE Model

The findings informed the development of the Technology-Enhanced English Language Teaching through Context, Adaptation, Resources, and Evaluation (TEELT-CARE) Model, a practical framework that translates teachers' experiences into actionable classroom practices. The model consists of six interconnected components: (1) Context and Learner Analysis; (2) English Language Learning Outcomes; (3) Purposeful Technology Selection; (4) Multimodal and Active Language Practice; (5) Teacher Mediation and Adaptive Implementation; and (6) Assessment and Reflective Improvement. Together, these components provide a systematic process for planning, implementing, and refining technology-enhanced English instruction while remaining responsive to diverse classroom contexts.

Context and Learner Analysis

The model begins with understanding learners before selecting technological tools. Teachers first examine learners' grade level, language proficiency, prior knowledge, cultural background, digital readiness, and available technological resources. This ensures that technology serves instructional needs rather than becoming the starting point of lesson planning, an approach consistent with learner-centered technology integration frameworks.

Teaching Commons+1

For example, a Grade 2 teacher introducing vocabulary on community helpers may use pictures of local barangay workers, farmers, vendors, and health workers instead of unfamiliar international examples. In schools with limited internet connectivity, downloaded videos, printed flashcards, and television-based presentations may be prepared before class. Teachers may also conduct a quick learner inventory by asking pupils about available devices at home or observing their confidence in using digital materials.

Suggested strategies:

- Conduct a short learner-needs survey at the beginning of a unit.
- Use local stories, familiar places, and community experiences.
- Prepare both online and offline instructional options.
- Organize learners into pairs or groups when devices are limited.

English Language Learning Outcomes

After analyzing learners, teachers identify clear English language outcomes before selecting technology. The findings indicated that participants consistently connected technology use with specific objectives such as vocabulary development, reading comprehension, listening, speaking, pronunciation, and grammar.

For instance, if the objective is “identify five new vocabulary words correctly,” technology becomes a support rather than the lesson itself. A teacher may begin with a short animated vocabulary video, guide learners in pronouncing each word, and conclude with a matching activity using printed picture cards or digital flashcards.

Example classroom activities:

- Vocabulary Hunt: Learners identify objects shown in a short video.
- Story Prediction: Learners predict a story using picture slides before reading.
- Pronunciation Echo: Learners repeat words after an audio recording.

These activities demonstrate that learning outcomes determine technology selection rather than the reverse, which aligns with TPACK-based instructional planning.

Purposeful Technology Selection

The third component emphasizes selecting technology according to its instructional purpose, accessibility, and appropriateness for elementary learners. Participants repeatedly stressed that technology should support learning objectives rather than simply introduce digital tools into the classroom.

Teachers may choose simple, widely available tools such as:

PowerPoint: Visual vocabulary presentations, storytelling, and sentence-building activities.

YouTube (downloaded when necessary): Listening practice, pronunciation modeling, and story introductions.

Canva: Flashcards, posters, worksheets, and reading materials.

Google Forms: Short quizzes and formative assessments.

Quizizz or similar applications: Interactive review games when connectivity permits.

Teachers working in resource-constrained classrooms may rely on downloaded videos, offline PowerPoint presentations, printed visual aids, and television-based instruction without reducing lesson quality. The emphasis remains on selecting the simplest tool that effectively supports the intended learning objective.

Multimodal and Active Language Practice

The findings demonstrated that learners benefited when technology was combined with opportunities for active participation rather than passive viewing. Consequently, the model recommends using technology as a stimulus



for speaking, listening, reading, writing, and collaborative learning activities instead of allowing learners to remain passive observers.

Teachers may also implement activities such as:

- Digital Storytelling: Learners retell a story after watching a short video.
- Picture Talk: Learners describe local community scenes displayed on slides.
- Vocabulary Relay: Teams identify pictures shown on the screen.
- Collaborative Sentence Building: Groups create sentences using newly learned words.

These examples reflect participants' successful practices of combining multimedia resources with collaborative and hands-on learning. Research on TPACK-based lesson exemplars similarly demonstrates that technology is most effective when embedded within interactive instructional strategies rather than functioning as an isolated digital activity.

Teacher Mediation and Adaptive Implementation

Teacher mediation represents the central component of the TEELT-CARE Model because participants consistently emphasized that technology cannot replace the teacher's instructional role. Teachers remain responsible for guiding discussions, explaining concepts, monitoring learner participation, scaffolding difficult tasks, and adapting lessons whenever technological limitations arise.

Practical implementation includes:

- Previewing videos before class.
- Downloading online resources in advance.
- Preparing printed worksheets as backup materials.
- Setting clear classroom rules for device use.
- Providing step-by-step guidance during digital activities.
- Organizing cooperative learning groups when devices are limited.

For example, if internet access suddenly becomes unavailable during a listening lesson, the teacher may immediately shift to downloaded audio recordings or conduct a teacher-led read-aloud using printed story materials. Similarly, when only one projector is available, learners may complete pair or group tasks instead of individual device-based activities.

The participants' adaptive practices illustrate that flexibility, scaffolding, and teacher judgment sustain technology-enhanced instruction even under resource limitations. Recent classroom-based TPACK studies likewise emphasize offline preparation, collaborative support, and flexible implementation as essential strategies for successful technology integration.

Assessment and Reflective Improvement

The final component encourages teachers to evaluate both learner achievement and the effectiveness of technology integration. Assessment extends beyond measuring language performance to examining whether the selected technological resources genuinely supported learning objectives.

Teachers may combine formative and performance-based assessments such as:

- Google Forms quizzes for immediate feedback.



- Exit tickets identifying one new vocabulary word learned.
- Oral retelling after digital storytelling.
- Pair dialogue performance.
- Vocabulary picture matching.
- Reading comprehension questions.
- Teacher observation checklists.

Reflection also forms an essential part of the process. After each lesson, teachers may ask questions such as:

- Did the technology improve learners' understanding?
- Which activity generated the greatest participation?
- What challenges occurred?
- Which backup strategies worked effectively?
- What should be modified in the next lesson?

This continuous evaluation-reflection cycle enables teachers to refine instructional decisions over time and aligns with established technology integration frameworks that recommend evaluating both learner outcomes and the instructional effectiveness of selected technologies.

Practical Classroom Application of the TEELT-CARE Model

To illustrate the model's classroom application, consider a Grade 3 English lesson on Describing Animals. The teacher first analyzes learners' vocabulary level and available classroom resources. The lesson objective is for learners to correctly use five descriptive adjectives in oral sentences. The teacher then selects an offline PowerPoint presentation and a downloaded short animal video because internet connectivity is unreliable. After watching the video, learners complete a Picture Talk activity by describing animals shown on the slides, followed by a Pair Dialogue using descriptive adjectives. If electricity fails, printed animal picture cards replace the digital presentation. Finally, learners complete a short exit ticket by writing one adjective they learned and using it in a sentence while the teacher reflects on learner participation and areas for improvement.

This example demonstrates how the six components operate as an integrated instructional cycle rather than isolated teaching techniques. The TEELT-CARE Model therefore provides teachers with concrete, flexible, and context-responsive guidance for planning and implementing technology-enhanced English instruction while remaining grounded in learner needs, pedagogical purpose, available resources, and continuous reflective practice

CONCLUSION

The study concluded that elementary English teachers generally perceived technology-enhanced language teaching as beneficial in making English instruction more interactive, meaningful, and supportive of multimodal language development. However, effective integration depended on learners' needs, learning objectives, available resources, classroom realities, and teachers' ability to adapt and mediate technology use. These findings led to the development of the TEELT-CARE Model, which emphasizes learner and context analysis, clear language outcomes, purposeful technology selection, multimodal and active language practice, teacher mediation and adaptation, and assessment and reflection. Overall, the findings demonstrated that effective technology-enhanced English teaching should be learner-centered, pedagogy-driven, context-responsive, flexible, and teacher-mediated rather than technology-driven.

RECOMMENDATIONS

Based on the findings and conclusion, the study recommends that elementary English teachers adopt the TEELT-CARE Model to guide purposeful, learner-centered, and context-responsive technology integration in English instruction. Schools should provide adequate technological resources, continuous professional development, and collaborative support to strengthen teachers' capacity to adapt technology to varying classroom conditions. Teachers should also prioritize learning outcomes and learner needs when selecting digital tools and maintain flexible offline alternatives when resources are limited. Finally, future studies may implement and evaluate the TEELT-CARE Model in different elementary school contexts to determine its applicability, effectiveness, and areas for further refinement.

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