

The Digital World: Language Teachers' Teaching Strategies in the 21st Century Teaching

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Abstract

The integration of digital technology has transformed teaching practices in 21st-century classrooms, particularly in language education. Digital tools enhance instructional strategies by improving access to information, fostering collaboration, and increasing student engagement (Kalyani, 2024). However, teachers face challenges in integrating technology effectively, including limited resources, lack of training, and unstable internet connectivity (Atilano-Tangetal, 2023). Understanding teachers' experiences is essential for identifying strategies that support effective digital integration. This study explored the lived experiences of language teachers in integrating digital technologies at the Polytechnic College of La Union. A qualitative phenomenological design was employed to understand teachers' perspective. Eleven (11) language teachers participated in in-depth interview, and the data were analyzed through thematic analysis to identify recurring themes. Ten key themes emerged: (1) Technology-Enhanced Teaching Strategies, (2) Integration of Multiple Digital Tools with Technological Challenges, (3) Poor Internet Connection, (4) Time and Skill Difficulties, (5) More Resources and Materials, (6) Increased Learner Engagement, (7) Technology Improves Teaching Efficiency and Professional Growth, (8) Technology Enable Flexible, Adoptive, and Engaging Teaching, (9) Responsiveness in Digital Learning, (10) Enhancing Student Engagement and Learning through Digital Tools. These findings indicate that digital technologies facilitate lesson preparation enable versatile teaching methods, and promote active, confident learning among students. The study concludes that digital technologies play a crucial role in enhancing language teaching strategies. Strengthening technological infrastructure, providing continuous professional development, and support teachers in integrating digital tools are recommended to maximize the benefit of technological in education.

Keywords: Digital technology, Language teachers, Technology Integration, Teaching strategies, Learner engagement, Professional development.

Introduction

The expansion of technology in the 21st century has become inevitable, with a profound impact on research, commerce, communication, governance, transportation, and most notably education. Consequently, many organizations, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), highly encourage the educators to embrace technology because these tools help them adopt new methods of teaching and learning.

As educators in the digital world embrace technology in modern education, the learning and teaching process has been fundamentally revolutionized by digital tools, multimedia materials, and interactive platform student participation, critical thinking, and problem-solving abilities (Kalyani et al., 2024). Furthermore, almost all teachers have made major progress in using digital technology to enhance students' access to information and chances for cooperative learning (Alenezi et al., 2023).

Additionally, the use of digital resources in the classroom represents a significant change in the educational landscape and has the potential to enhance learning accessibility, engagement, and personalization (Zou et al., 2025). Moreover, the study by Yilmaz (2021) demonstrates that the progressive incorporation of technology into the educational process has a positive effect on the critical and creative thinking, multifaceted 21st-century skills, and academic achievement of prospective teachers.

Similarly, educational tools are essential in promoting moral and ethical principles. For example, virtual laboratories and gamification (the incorporation of game elements into the learning process) promotes active engagement and develop a sense of responsibility in learners. Furthermore, digital technologies enable the display of interactive information about diverse cultural and spiritual heritage subjects, allowing students to internalize national ideals. Moreover, distance learning platforms, electronic textbooks, and AI- based educational systems are all helping to make the educational process more effective, (Shavkat & Kural, 2025).

Despite the advantages of introducing technology into education, various studies have identified challenges that instructors experience when integrating digital technology into education. According to Atilano Tang et al. (2023), various problem exist, including inadequate access to technology and poor internet connectivity, which makes it difficult for them to search for and find resources to utilize in their teaching method. Furthermore, most teachers lack training and support for integrating technology into their classroom instruction. Finally, teachers have limited time for technological integration. Similarly, the study conducted in American International Theism University Florida-US by Ahmad et al (2025) revealed that instructors were faced with problems in integrating technology, including the lowest confidence in their subject understanding, followed by their technological expertise.

Even though there are challenges encountered in digital integration, teachers are resilient and inventive. Still, they continue to integrate digital tools into their instructional practices. According to the study "Digital teaching strategies of Islamic education teachers" by Azman et al. (2025), most strategies used by Islamic educators are game-based digital strategies, web-based strategies, metaverse-based strategies, social media integration-based strategies, and interactive visual-based strategies. These findings have a significant impact on educational practices, particularly in terms of pedagogical innovation.

In the Philippines, gamification is one of the most employed digital strategies by educators in the 21st century classroom because it promotes engaging, fun learning and has a significant impact on the learning process. According to the Balbiran et al. (2025) in her study, "Effectiveness: An Educational Tool for Physical Education Online Learning for PHINMA-University of Pangasinan Students," using digital tool like Quizizz as a gamified learning tool in teaching physical education improves student performance and has a significant impact on engagement and retention.

However, a study conducted at Mariano Marcos State University by Lorenzo (2022) found that many teachers employ a variety of strategies, especially in teaching 21st-century literature. These methods include direct instruction, which is teacher-centered instruction; indirect instruction, also known as inquiry-based learning; interactive learning, which involves students in learning through discussions,

activities, collaboration; independent study, such as projects and individual reading assignments; and experiential learning, in which students act out and dramatize the subject.

These strategies are supplemented by digital resources such as Edmodo, flipped classes, eBooks, mobile textbooks, and multimedia/web tools. With technology in the teaching strategies, teachers are motivated and engaged. Additionally, students increased learning and participation, leading to positive development of learning.

As demonstrated by many studies above, there are benefits and struggles to incorporating technology into the educational process. The research also outlined the most popular digital strategies used by modern educators in the 21st century.

Nonetheless, there is a gap in understanding about the essence, meaning, and personal experiences of language teachers at the Polytechnic College of La Union about integrating digital into their teaching strategies. No one has captured the challenges and opportunities experienced by language teachers.

Therefore, the purpose of this research is to investigate the personal experiences of language teachers at Polytechnic College of La Union when it comes to using digital technology in their teaching strategies in the modern classroom. By conducting this study, the researchers will be able to better understand how difficult and helpful technological integration was. Furthermore, their stories are extremely valuable, particularly to future education students.

Review of Related Literature and Studies

This section presents literature and studies related on language teaching strategies used by instructors. It highlights language teachers' experiences, barriers, and challenges while using digital tools into their teaching practices in the twenty-first century.

Integrating Digital Technologies in Teaching Strategies

According to Ilyas & Muchsin (2025), the use of digital technology has changed education, particularly with the introduction of augmented reality (AR), artificial intelligence (AI), and learning management systems (LMS). However, there are obstacles to using this technical talent, including inadequate infrastructure, teacher preparedness, and gaps in digital access. Additionally, the results showed that integrating technology enhances students' engagement and efficacy as learners. Introducing students to digital learning tools encourages them to engage in interactive activities and multimedia-based learning. Furthermore, Haerazi (2024) emphasizes that integrating technology is essential in contemporary education. This study highlights the varied ways English lecturers at private colleges in West Nusa Tenggara, Indonesia, incorporate ICT. The survey revealed that these lecturers believe technology should be maximized in English language teaching programs, by using information and communication technologies (ICTs)—including interactive whiteboards, tablets, smartphones, and laptops—can enhance classroom engagement, improve productivity and learning outcomes, and increase students' motivation to study.

In a related context, Midigo (2025) looks into the efficacy of employing a variety of teaching techniques. The results showed that the lecture-based approach is commonly employed because of obstacles including low digital literacy and insufficient technology infrastructure. In order to improve teaching outcomes, the report also recommends expanding access to educational technology and improving digital training for teachers.

Similarly, Ogli et al. (2024) looked into the use and impact of digital tools in foreign language instruction. The results showed that students are encouraged to engage in role-playing, interactive activities, and multimedia learning through the use of digital learning tools. Additionally, students can improve their comprehension skills and increase cultural awareness by being exposed to language use in authentic contexts.

Lastly, Lee et al. (2025) examined how pre-service language teachers perceive the use of digital technologies in their teaching. The study found that these teachers generally held positive attitudes toward integrating digital tools into their instruction. In addition, they actively incorporated digital technologies in their classrooms and showed creativity in managing potential challenges that arose.

Similarly, Porras-Masero et al. (2022) said that it should be strengthened to promote the integration of digital technologies in the classroom, among which teacher training stands out as a determining factor, with special emphasis on initial training. This opens a debate about the training that future teachers receive in relation to the integration of digital technologies in the teaching process.

In line with this emphasis on the potential of technology integration, innovative pedagogies, and emerging trends in transforming education. According to Widad Ma et al. (2024) the use of project-based learning, flipped classrooms, and collaborative learning promotes active student participation and fosters creativity and problem-solving abilities. Personalized learning, adaptive learning platforms, and virtual reality offer tailored and immersive educational experiences.

Supporting this claim, according to Mahajan et al. (2023) that highlight various effective strategies for integrating technology in teacher education. These strategies encompass pedagogical approaches, professional development programs, collaboration learning experience, and the use of technology tools and platforms. The review synthesizes the evidence to identify key themes, patterns, and the best practices for successful technology integration.

Meanwhile, Halili et al. (2023) that the PLS-SEM approach demonstrated that all four factors have a substantial impact on in-service teachers' ICT integration and interact with each other. Meanwhile, attitudes, digital competence, and digital tools use have a mediating effect in this research.

Reinforcing this claim, Rosyidah et al. (2025) that suggest that effective TPD programs are those that not only provide hands-on technology training but also emphasize pedagogical alignment, collaboration among educators, and ongoing support. The article argues that successful integration of technology in the classroom requires a shift in both teaching practices and teacher mindsets, supported by institutional policies that promote innovation and adaptability.

Challenges and Opportunities Encountered when Using Digital Tools for Language Teaching

As per Insani et al. (2024), they investigated the digital proficiency of English as a Foreign Language (EFL) instructor. The findings emphasize specific challenges that teachers encounter when implementing interactive language assessments, such as identifying appropriate teaching resources, selecting acceptable assessment models, and incorporating digital tools into instructional procedures. However, participants believed that technology can improve student enthusiasm, involvement, and collaboration during assessments.

Similarly, Sari & Abrar (2024) stated that the integration of technology into English language learning has gained in popularity due to its ability to enhance educational experiences and results. The study investigates the challenges that teachers and students face while incorporating technology into the English language, as well as the benefits. The findings identified significant challenges, including

limited access to technology, a lack of digital literacy, and pedagogical concerns. The benefits include increased student motivation, exposure to real-world language resources, customized learning experiences, and multimodal learning opportunities. Furthermore, understanding the difficulties enables educators to make informed decisions and implement effective techniques for optimizing technology integration in language instruction, resulting in better learning experiences and outcomes.

In addition, Fentari (2025) highlighted that integrating technology into English language learning has had a significant impact on both teaching and learning, offering wider access to educational resources and enabling more interactive, engaging, and student-centered experiences. Nevertheless, educators still face challenges, including limited infrastructure, unequal access, and insufficient technical skills, which hinder effective implementation. The study emphasizes that digital technology must be thoughtfully integrated to overcome these challenges and enhance the quality of English education in primary schools.

Moreover, Dia (2024) noted that rapid technological advancements have transformed English language instruction. The study examined both the opportunities and challenges presented by these changes, suggesting that educators should share expertise, disseminate lessons learned, and adopt best practices from existing scholarship. Additionally, the study proposes solutions to address challenges faced by teachers, including the use of Computer-Assisted Language Learning (CALL), Mobile Phone-Assisted Language Learning (MPALL), and other technology tools tailored to specific teaching contexts.

Nevertheless, Poudel (2022) explored the growing integration of information and Communication Technologies (ICTs) in education, particularly in developed countries, and investigated their use in English Language Teaching (ELT) at higher education institutions in Nepal. The study found that ICTs can significantly enhance teaching and learning activities. However, it also suggests that careful management and selective use of ICTs are essential to ensure successful integration and to achieve effective learning outcomes in English language education.

Moreover, Ratna Rintaningrum (2023) Multiple benefits of technology integration in English language teaching and learning, including enabling activities like coding, online assessments, and collaborative work; enhancing test scores, response speed, and language skills across all four competencies; and providing access to resources, multimedia tools, and updated information while supporting both independent learning and innovative teaching methods.

Rastislav Metruk (2022) said that while around one third of the studied articles did not report any challenges related to smartphone-based English language learning, most contained drawbacks to some extent. Key identified issues include smartphone screen size limitations, internet connectivity problems, varying readiness levels of learners and practitioners, and uneven development of the four core language skills (listening, reading, writing, speaking).

Additionally, according to Kazi Imran Hossain (2024), Literature-based language learning (LBL) is effective for boosting linguistic proficiency, cultural awareness, and critical thinking in English learners, with a focus on multimodal approaches and cultural relevance. However, key challenges include selecting suitable materials, catering to diverse student motivation levels, and navigating linguistic complexity.

Similarly, The digital proficiency of English as a Foreign Language (EFL) teachers concerning language assessment development. Mistar et al. (2024) employing a qualitative phenomenological approach, it explores the subjective experiences and perceptions of EFL teachers engaged in constructing language

tests within educational contexts. Semi-structured interviews were conducted with three participants, each representing diverse backgrounds in English Language Teaching (ELT).

Consequently, Akbar Bahari (2022) the systematic review of 75 peer-reviewed articles from 2010 to 2020 identified both affordances and challenges of using virtual reality for teaching second language receptive and productive skills. Research showed an imbalance, with more focus on listening and speaking skills compared to reading and writing skills. The findings were organized in tables by language skill and visualized via hierarchical database formats, offering pedagogical guidance for teachers and highlighting areas needing further research for scholars.

Digital Strategies in Shaping Professional Practice and Learner Engagement in Language Teaching

In accordance with Souvik Barua (2023), learners' engagement was impacted via digital storytelling. Students' experiences with digital storytelling tools varied, according to research. Even though the learners had difficulties when engaging in language learning, the outcome shown notable benefits, including enhanced motivation to participate, the development of critical thinking skills, and the improvement of public speaking or writing abilities. However, because of the difficulties they encountered, some students show disinterest in using digital tools for language instruction. Additionally, the study validates successful digital technology adoption stories, such the narrative approach in language instruction programs across the globe.

Similarly, Handayani (2024) examined how technology has been incorporated into English language learning and its effects on student outcomes. The study suggests that using technology appropriately can enhance learning by providing students with flexible, real-time feedback and promoting a more collaborative learning environment. Additionally, successful integration of technology requires proper training for educators to maximize student learning outcomes.

In addition, Floris (2023) explored the role of Artificial Intelligence (AI) in shaping the teaching practices of English language teachers within Virtual Communities of Practice (VCoPs). The findings indicate that teachers actively utilize AI in language instruction, which helps facilitate information exchange, overcome teaching challenges, and support collaborative learning among educators and learners.

Lastly, Lihong Ma (2025) emphasized the importance of digital literacy in language learning. This study investigated the relationship between digital literacy and learning engagement among Chinese EFL teachers provided guidance and encouragement in using digital tools for EFL learning.

According to Ziyun Zhang and Ruixi (2025) this study identifies a strong positive relationship between digital literacy and language proficiency, highlighting how technological competence enhances motivation, engagement and PL, leading to improved language learning outcomes.

Similarly, digital technologies like synchronous platforms (e.g., Zoom), asynchronous tools (e.g., mobile apps), and gamified environments influence learners' emotional responses including motivation, anxiety, enjoyment, and frustration, which in turn impact learning outcomes. While short-term engagement and performance improvements from these tools are demonstrated, research on the long-term sustainability of their emotional effects remains lacking (Budi Waluyo ,2024).

Correspondingly, according to Senem Zaimoglu and Aysun Dagtas (2025) that teachers' interactions with GenAI are shaped by their pedagogical affordance, as well as their teaching values, imposed political agendas, and professional agency. This study calls for professional development programs

specifically designed for teachers' narrative identities to ultimately facilitate the ethical use of Gen AI in learner-centered EFL contexts.

In line with this, Oktarina et al.(2025) that co-creation techniques including peer feedback, collaborative writing projects, grammar exercises, and interactive translation tasks had positive effects on students in the English Language Education Program. These approaches enhanced student engagement, promoted autonomous learning skills, and. developed their critical thinking abilities. Additionally, students showed a greater sense of responsibility toward their own learning process.

Meanwhile, according to Ivy M Saballa (2025) that open-ended, probing, and real-life connection questions, along with personalized prompts, humor, rewards, and collaborative elements, enhance students' critical thinking and participation in EFL classes. Key challenges identified include balancing engagement with academic rigor and ensuring inclusivity for diverse learners. Teachers emphasized the value of culturally responsive methods, scaffolding, and student-led inquiry to address these needs, leading to a proposed three-month "Mastering the Art of Questioning" intervention with pre-assessment, training, and post-reflection phases.

The reviewed literature and studies consistently show that integration of technology in language teaching is pivotal in the twenty-first century. However, most studies focused on challenges encountered by Language Teachers, leaving a gap in understanding the obstacles and barriers experienced by both the educators and learners in integrating digital language education. The present study suggests that the incorporation of technological language teaching must be adapted and embraced by educators to improve language teaching.

Conceptual Framework

Figure 1: Research Paradigm

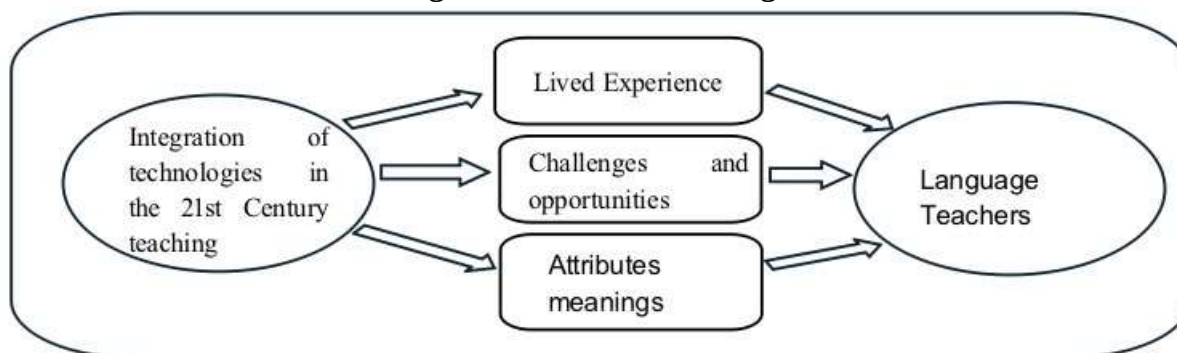


Figure 1 presents the research paradigm demonstrating the flow of the study from the major concepts to the intended participants. On the left side of the diagram, the frameworks identifies the major focus: the Integration of digital technologies in 21st-century teaching. In the middle part of the framework outlines the three key variables: (a) the lived experiences, which seek to capture the real-life, personal experience of language teachers as they integrate technology into their teaching settings; (b) the challenges and opportunities, which examine the difficulties encounter as well as well as the benefits they encountered when utilizing digital technologies to support instruction; (c), the attributed meaning, which explore how these tools shape teacher's professional practice and influence learner engagement in 21st-century teaching. These three variables directly involve the Language Teachers. By following this paradigm, the study aims to understand how digital integration affects the live experience of the language teachers in

21st century teaching.

Theoretical Framework

The 21st century teachers need teaching skills content mastery as well as integrating teaching with technology. Thus, this study is anchored on the theoretical support of three established frameworks that illuminate language teachers' digital teaching strategies in the 21st century digital world.

Technological Pedagogical Content Knowledge (TPCK) the field of educational research as a theoretical foundation for comprehending the knowledge of teachers needed for successful technology integration (Mishra & Koehler (2006). This theory will look at how language educators create teaching strategies and the application of these three strategies. It will also look at how language educators integrate technology tools with the way they teach and the content that is specific, to language. Thus, the Technological Pedagogical Content Knowledge framework will help the researchers understand how language educators use technology tools with their teaching approaches and language content.

Moreover, **Unified Theory of Acceptance and Use of Technology (UTAUT)**, which combines several technology adoption models to offer a thorough framework for comprehending how people and organizations adopt new technologies. Secondly, the Theory of Acceptance and Use Technology framework was conceived by Viswanath Venkatesh, Michael G. Morris, Gordon B. Davis, and Fred D. Davis (Venkatesh et al., 2003). To add on, the researchers will also look at the opportunities and challenges that language educators face. This theory will help the researchers to figure out why teachers choose to use or not use tools to teach languages.

Lastly, the **Sociocultural Theory**, which was mainly created by Russian psychologist Lev Vygotsky, highlights the critical role that social interaction and cultural context play in cognitive development. It asserts that learning is collaborative and that development is inextricably linked to one's surroundings (Mercadal, 2021). Ideas like scaffolding, language as a crucial mediator of thought, and the Zone of Proximal Development the difference

between potential with guidance and independent ability are fundamental to this theory. Lastly, the researchers will look at how interactions between educators and students help students develop comprehension. This study will analyze how classroom discourse, the sociocultural context of language instruction, and the incorporation of online resources affect

teaching methods and student engagement using Vygotsky's Sociocultural Theory as a framework. In particular, by shedding light on how social interactions, cultural norms, and digital technologies mediate both teachers' pedagogical approaches and students' engagement with language learning, the theory will offer a lens through which to examine what meanings language teachers attribute to the use of digital teaching strategies in shaping their professional practice and learner engagement in the digital age. These three frameworks will work together to organize data collection and analysis, assuring that the study fully captures the complex aspects of language educators' experiences in the realm of digital education. The investigation will employ each of the theories to link behavioural drivers, social effects, and the adoption of technology to build a holistic understanding of the influence of 21st century digital technology tools on language learning.

Statement of the Problem

This study aimed to understand the lived experiences of language teachers on their teaching strategies in the 21st century teaching at Polytechnic College of La Union.

Specifically, it sought to answer the following questions:

1. What are the lived experiences of language teachers in integrating digital technologies into their teaching strategies in the 21st -century classroom?
2. How do language teachers describe the challenges they encounter when using digital tools to facilitate language learning?
3. How do language teachers describe the opportunities they encounter when using digital tools to facilitate language learning?
4. What meanings do language teachers attribute to the use of digital teaching strategies in shaping their professional practice?
5. What meanings do language teachers attribute to the use of digital teaching strategies in shaping their learner engagement in the digital age?

Significance of the Study

This research was made with the aimed of understanding the lived experiences of language teachers in using digital tools for 21st -century teaching strategies at Polytechnic College of La Union. It hopes to establish insights on the challenges, opportunities, and meanings of digital integration in language education. The results of this study will be of valuable help to the following stakeholders in the realm of education.

Language Teachers. This study will help language teachers share their real experiences of integrating digital tools into their teaching strategies. They would be able to think carefully about how they design these strategies and learn new ways to become better at teaching with technology in the 21st century.

Students. This study will help students have more engaging language learning experiences through digital teaching strategies. They will be more involved in lessons that fit their learning styles in the digital age, which will help them learn and use the language more effectively.

School. The results of this study will assist the school in improving its 21st-century language teaching programs and strategies. The school can utilize this information to give teachers the right training and tools, making the institution's language education more modern and relevant.

Future Educators. Aspiring language teachers will gain access to knowledge about how to use digital tools in their teaching strategies for actual classrooms. They will understand the challenges and good things that come with 21st-century teaching, preparing them to teach well when they start their careers.

Scope and Limitations

This study was focused on The Digital World: Language Teachers' Teaching Strategies in the 21st Century teaching at Polytechnic College of La Union. It aimed to understand the lived experiences of language teachers in integrating digital technologies

into their teaching strategies, the challenges and opportunities they encounter, and the meanings they attribute to these strategies in shaping their practice and learner engagement. The data collection was conducted to ten (10) selected language teachers at Polytechnic College of La Union for School Year 2025-2026 who represent the population. It did not cover non- language teachers or teaching strategies that do not involve digital technologies. Each of the respondents was interviewed using the same set of guided questions prepared by the researchers.

The results of this study would be applicable only to the language teacher respondents of this study will

not be used as a measure for teachers in other institutions or levels of education. The main source of data was an in-depth interview, which are prepared and administered by the researchers.

Definition of Terms

For a better understanding of this study, the following terms were defined conceptually and operationally:

Digital age. The modern era defined by widespread digital technology use for information storage, processing, and communication; for this study, it means the period from 2000 onwards when internet. Access and electronic devices became integral to the institution's language teaching practices.

Digital Teaching Strategies. Pedagogical methods using computers, apps, websites, and online resources to support learning. Encompasses practices like Edmodo use, flipped classes, and other tech-integrated language instruction approaches.

Digital World. This is the way things are done now. Teachers talk to students, on the computer. Use special programs to help them learn. The language teachers use these tools all the time. They like to use platforms and apps to teach people new things.

Language Teachers. The people who teach English and Filipino at the Polytechnic College of La Union develop lessons for their students. They also assess how well their students can speak and understand English and Filipino. They make sure that their students do not just learn the language but also learn about the people who speak English and Filipino.

21st Century Teaching. This way of teaching is about helping students think critically and work together. It is also about being creative and knowing how to use technology. At the Polytechnic College of La Union language teachers plan their classes to include these skills and tools. The language teachers, at the Polytechnic College of La Union design their lessons to teach thinking and collaboration and creativity and technological literacy.

Methods

This part contains the methods including research methodology, data gathering procedure, sources of data, research instrumentation and ethical considerations.

Research Methodology

The study utilized a qualitative research approach. According to Lim (2025), qualitative research is a type of scientific investigation that emphasizes the depth and complexity of context and voice in understanding social phenomena. This strategy ensured a complete analysis of the phenomena, welcomes openness, and integrates a number of comparable methodologies, such as open-ended inquiries, in-depth and focus group interviews, and participant observation. This approach was used in the study because the researchers focused on the analysis of the phenomena, use open-ended inquiries and in-depth interviews to gather data, and understand the perspective of the participants.

Moreover, phenomenology was employed in this study. According to Gagura, G. (2023), phenomenological research design in education is a qualitative research method that focuses on individuals' subjective experiences in a given scenario or phenomenon. It tried to comprehend the significance and spirit of these experiences through in depth interviews, observations, and analysis of personal reflections. This method was appropriate for this study since the primary goal of this research is to look into the personal experiences of language teachers at Polytechnic College of La

Union when it comes to integrating digital technology in their teaching. Additionally, this study could help the researchers in making adequate interpretations of the data findings about other research objectives.

Data Gathering Procedure

To obtain the relevant data, the researchers identified the language teachers at Polytechnic College of La Union by coordinating with the college's academic affairs office and verified it with the department heads.

Moreover, the researchers utilized the interview method to extract information from the participants. Relevant questions were formulated to align with the study's objectives and ethical requirements for conducting research with educators, centering on exploring the lived experiences, challenges, opportunities, and perceived meanings of using digital teaching strategies in 21st-century language instruction.

Lastly, all participants were interviewed equally, and every interview was recorded using an audio device. Each session was followed by same structure and covered the same set of questions, ensuring consistent treatment across all respondents. All recorded interview contents were transcribed by the researchers.

Sources of Data

The data for this research were obtained from 11 language teachers to determine their teaching strategies in language learning when using digital tools. Moreover, this study was conducted at Polytechnic College of La Union, located in Agoo, La Union, Philippines. The setting was relevant to the study as it offers a group of language Instructors and various insights of the participant's experiences in integrating digital technologies in language learning.

Additionally, purposive sampling method was used in this study.

Purposive sampling is a non-probability sampling technique where researchers select participants based on specific criteria or purpose to the study's goal. Moreover, purposive sampling was suitable for this study as it offers a diverse perspective, targeted insights, and in-depth information. Furthermore, the criteria for choosing participants in this study include the language teachers' experiences with digital tools, varied teaching context, proficiency levels, accessibility, willingness, and innovative practices

Research Instrumentation

In this qualitative study, an interview guide was employed as the primary research instrument to gather in-depth, meaningful data from participants. The guide featured semi-structured, open-ended questions crafted to explore participants' experiences, perceptions, and insights related to the study's focus. This design enabled the researchers to maintain consistency across interviews while offering flexibility for participants to articulate their thoughts freely and expand on their responses. Probing questions were incorporated to clarify statements and prompt deeper reflection as required. Prior to commencing data collection, the interview guide was developed based on research questions and reviewed by subject-matter experts to verify its clarity, relevance, and content validity. A pilot interview was carried out to evaluate the flow and understandability of the questions, and minor adjustments were made based on the feedback gathered. During interviews, the guide acted as a structured framework ensuring all critical areas would be addressed while allowing natural dialogue to develop.

To ensure data trustworthiness, interviews take place in quiet, comfortable environments, and informed consent was secured from participants before recordings are made. All responses were transcribed verbatim to uphold accuracy and authenticity. The interview guide strengthened the study's credibility and dependability by delivering a systematic yet adaptable approach to data collection, enabling the capture of rich, detailed qualitative data that aligned with the research objectives.

Ethical Considerations

To ensure ethics in conducting research, the researchers strictly observed the following:

1. A communication letter was presented to the participants for permission to obtain the needed data.
2. The participants' names were not mentioned in any part of this research. The confidentiality of their personal information was strictly observed, as stated in the communication letter. All respondents were not forced to take part in the study. However, participants who willingly joined the properly informed of the process. They also informed as to the findings of the study.
3. The researchers observed correct sourcing or referencing of materials to uphold copyright laws. Honesty was faithfully observed in all procedures, especially in obtaining and interpreting data.
4. The researchers fittingly adhered to Lincoln & Guba's four general criteria in approach to trustworthiness of qualitative research. These are credibility, transferability, dependability, and conformability. The researchers considered each of these factors in writing this qualitative study.
5. During the interview with the participant, the participants were completely aware of the processes of the audio recording process.

Findings and Discussion

This section presents the findings of the study entitled “The Digital World: Language Teachers’ Teaching Strategies in the 21st Century Teaching.” The results are based on the lived experiences shared by language teachers from the Polytechnic College of La Union regarding their use of digital technologies in teaching. The data gathered from the participants were carefully analyzed and organized into themes that reflect their experiences, perceptions, and practices in integrating digital tools in the 21st-century classroom.

Lived-experiences of language teachers on their teaching

This section presents the findings regarding how language teachers describe their daily instructional practices in the 21st century. The emerging themes reveal a shift from traditional methods to digital integration, showing how modern tools lead to easier lesson preparation and professional happiness.

Table 1: Lived-experiences of Language Teachers on their Teaching

Code	Themes
1. Technology-supported lesson preparation and delivery	Technology Enhanced Teaching Strategies
2. Adaptation and challenges in technology integration	Integration of multiple digital tools with technological challenges

1. Technology-Enhanced Teaching Strategies

The findings reveal that language teachers’ lived experiences in the 21st century classroom are strongly

influenced by the integration of digital tools and technology-based resources. Participants reported that using laptops, presentation software, online applications, and artificial intelligence tools allows them to prepare lessons more efficiently, deliver instruction more effectively, and engage students more active in the learning process.

One participant shared that technology has significantly simplified lesson preparation and delivery. As one participant shared, Before I am using chalk and board in teaching. But for now, it is much more easier because all you need to do is to make your slides using PowerPoint presentation... and then that's it. You are done for the day all throughout the week. This statement suggests that digital presentations allow teachers to organize lessons in advance and reduce repetitive preparation.

Similarly, as one participant explained that digital applications help make lessons more visually engaging and structured. Participant 2 emphasized this by stating that I use Canva app to create my instructional materials and presentations. It helps me make my lesson more visually engaging and organized. This highlights how modern design platforms assist teachers in creating visually appealing instructional materials that can Capture students' attention.

Collectively, these responses indicate that teachers perceive digital tools as valuable resources that improve instructional delivery, increase classroom engagement, and simplify lesson preparation.

The participants' responses demonstrate that technology plays a significant role in shaping the teaching strategies of language teachers in the 21st-century classroom. Teachers described how digital tools such as presentation software, design applications, and artificial intelligence platforms enhance the efficiency of lesson preparation and instructional delivery.

Overall, the findings suggest that the integration of technology has transformed the lived experiences of language teachers by making their teaching strategies more efficient, interactive, and adaptable to the needs of modern learners.

The findings of this study support existing literature that emphasizes the positive impact of technology integration in education. According to Mishra and Koehler (2006), effective teaching in the digital age requires the Integration of technological knowledge, pedagogical knowledge, and content knowledge, which together form the Technological Pedagogical Content Knowledge (TPACK) framework. This framework explains how teachers can use digital tools to enhance instructional practices and improve student learning outcomes.

2. Integration of Multiple Digital Tools with Technological Challenges

The findings reveal that language teachers in the 21st-century classroom utilize multiple digital tools in their teaching practices while also experiencing certain technological challenges. Participants mentioned using devices such as laptops, mobile phones, projectors, Smart TVs, and Presentation software as part of their regular instructional strategies. Despite the advantages of these tools, teachers also acknowledged difficulties such as technical stress, reliability concerns, and classroom management issues that arise when integrating technology into the learning process.

One participant explained that different digital devices are frequently used during instruction. As one participant shared, I regularly use laptop, mobile phone, projector, clicker... Sometimes nakaka-stress... This statement suggests that although technology supports lesson delivery, managing multiple devices and tools can sometimes create pressure or stress for teachers.

The participants' responses demonstrate that while technology is widely used in modern teaching, language teachers still encounter challenges in effectively integrating multiple digital tools into classroom instruction. Teachers reported utilizing various devices such as laptops, mobile phones,

projectors, and Smart TVs to facilitate lesson delivery and enhance instructional support. These tools allow educators to present lessons in a more structured and organized manner, particularly through presentation software and digital modules. However, managing multiple technologies simultaneously may also increase teachers' workload and create stress, especially when technical issues arise or when devices fail to function properly.

The findings align with existing literature that discusses both the benefits and challenges of technology integration in education. According to Ertmer and Ottenbreit-Leftwich (2010), teachers often recognize the instructional potential of digital technologies but may face barriers such as technical difficulties, lack of confidence in digital resources, and classroom management concerns. These challenges can influence how teachers adopt and integrate technology into their teaching practices. The authors emphasize that effective technology integration requires not only access to digital tools but also the development of teachers' skills and confidence in using technology to support meaningful learning experiences.

Challenges Encountered by Language Teachers in Using Digital Tools

This section details the various obstacles and difficulties language teachers face when navigating digital platforms. Their responses revealed a range of technical and environmental barriers that illustrate the complexities of teaching in a digital landscape.

Table 2: Challenges Encountered by Language Teachers in Using Digital Tools

Code	Themes
1. Internet Problem and Limited Internet Access to Classroom	Poor Internet Connection
2. Time-consuming Preparation Challenging to keep students' attention when technical difficulties occur	Time Technical Difficulties

1. Poor Internet Connection

The findings show that one of the primary challenges encountered by language teachers in using digital tools is related to internet connectivity and equipment-related issues. Several participants emphasized that unstable internet connection and malfunctioning devices affect the smooth implementation of technology-based lessons.

One Participant stated that Poor internet connection is the main problem, especially in using videos. If there is no internet connection, I cannot use it and teach it to my class. This response indicates that many digital teaching strategies depend heavily on internet connectivity. These responses indicate that unreliable internet connection and limited technological resources remain significant barriers to effectively integrating digital tools into language teaching.

The responses suggest that technological infrastructure plays a crucial role in the successful integration of digital tools in language classrooms. Many teachers rely on digital resources such as videos, presentations, and online learning materials, which require stable internet connectivity and functioning equipment.

The findings support the study of Atilano Tang et al. (2023), which states that teachers often experience difficulties due to inadequate access to technology and poor internet connectivity. These limitations make it challenging for teachers to search for and utilize digital resources in their teaching methods.

2. Time and Skill Difficulties

Another challenge encountered by language teachers in using digital tools involves time constraints and difficulties related to technological skills. Participants reported that preparing digital learning materials and managing technological tools requires additional time and effort.

One participant directly expressed that, Preparing digital materials is extra time... time consuming. This suggests that creating digital presentations, searching for resources, and designing technology-based activities require additional preparation beyond traditional teaching methods.

Some participants also expressed hesitation in handling technological devices. For example, one teacher mentioned being afraid of setting up electrical equipment due to safety concerns. This suggests that teachers may benefit from further training or technical support to improve their confidence in using digital tools. Overall, the responses indicate that while digital technology provides many opportunities for language teaching, teachers still encounter challenges related to time management and technical competence.

Opportunities Encountered by Language Teachers in Using Digital Tools

This section explores the positive outcomes and professional advantages discovered by teachers through the use of technology. Their responses revealed how digital tools provide unique avenues for instructional growth and the enhancement of classroom resources.

Table 3: Opportunities Encountered by Language Teachers in Using Digital Tools

Code	Themes
1.Find all needed information and Broad perspective and ideas	More Learning Resources and Materials
2. Creative and Collaborative learning Student can practice and interact	Increased learner Engagement

1. More Resources and Materials

The findings reveal that one of the major opportunities encountered by language teachers when using digital tools is the availability of diverse learning resources and instructional materials. Many participants emphasized that technology provides easy access to information and allows teachers to obtain a wider range of teaching materials compared to traditional textbooks.

One participant highlighted the accessibility of information through digital tools, stating that In just one click away, you will be able to find all the needed information that you want using technology. This response indicates that digital tools allow teachers and students to quickly access relevant information needed for learning.

Another participant pointed out that digital tools help teachers explain concepts more clearly, suggesting that technology can improve the delivery of instructional content. Overall, the responses suggest that digital tools enhance the accessibility and diversity of learning resources in language teaching.

The findings support the study of Alenezi et al. (2023), which reported that teachers have made significant progress in using digital technology to enhance students' access to information and opportunities for collaborative learning. Digital tools allow teachers to expand instructional resources beyond traditional textbooks.

2. Increased Learner Engagement

Another opportunity identified by language teachers in using digital tools is the increase in student interest and engagement during lessons. Participants observed that technology helps create more interactive and enjoyable learning experiences.

One participant explained that technology makes learning more engaging for students, stating that Mas engaging yung paggamit ng technology sa mga bata... lalo na kapag marami silang nakikita sa PowerPoint mo na palipat-lipat or something. The participant also mentioned that students enjoy interactive activities and games integrated into digital presentations.

Additionally, exposure to authentic language materials such as videos featuring native speakers helps students improve their language skills and confidence. Overall, the findings indicate that digital tools enhance student interest and create a more dynamic learning environment.

The findings are consistent with the study of Wibowo et al. (2023), which reported that technology promotes active learning and makes lessons more interesting and enjoyable for students. The study also highlighted that technology increases interaction among students and between students and learning materials.

Meanings of Digital Teaching Strategies for Professional Practice

This section presents the findings regarding how language teachers perceive the deeper value of digital strategies in their professional development. Their responses revealed a strong connection between technological proficiency and their evolving identity as modern educator.

Table 4: Meanings of Digital Teaching Strategies for Professional Practice

Code	Themes
1. Gradual professional growth through technology adoption Professional development and skill enhancement	Improves Teaching Efficiency and Professional Growth
2. Collaboration and support for tech-enabled teaching, Balanced use of technology; flexibility in teaching methods	Technology Enables Flexible, Adaptive, and Engaging Teaching

1. Technology Improves Teaching Efficiency and Professional Growth

The findings reveal that language teachers attribute significant meaning to digital teaching strategies in shaping their professional practice. Participants described how technology not only improves the efficiency of their teaching but also contributes to their professional growth, adaptability, and ability to meet the needs of 21st-century learners.

One participant shared that learning to use technology has been part of their professional development as a teacher. According to one participant, I have learned using technology gradually... at first I'm having a hard time using technology but I guess I have adapted to it and I'm actually happy and contented using this technology nowadays. This response indicates that adopting digital tools contributes to teachers' professional growth as they develop new technological skills throughout their careers.

These findings suggest that the use of digital teaching strategies not only enhances instructional practices but also contributes to the professional growth and adaptability of language teachers in the 21st-century educational landscape.

The findings align with the study of Mishra and Koehler (2006), which emphasizes that effective teaching in the digital age, requires teachers to integrate technological knowledge with pedagogical and content knowledge through the Technological Pedagogical Content Knowledge (TPACK) framework. This integration enables teachers to enhance their professional practice and implement innovative teaching strategies.

2. Technology Enables Flexible, Adaptive, and Engaging Teaching

The findings indicate that language teachers perceive digital teaching strategies as tools that enable more flexible, adaptive, and engaging instructional practices. Participants described how technology allows them to design interactive lessons, adjust their teaching methods according to students' needs, and increase student participation in classroom activities.

One participant shared that digital teaching strategies help create engaging and flexible learning experiences for students. According to one participant, digital strategies make lessons more engaging and flexible, but they also take extra preparation and can have technical challenges. This statement suggests that while digital tools improve classroom interaction and flexibility, they also require additional effort from teachers in terms of preparation and technical management.

Overall, these responses suggest that language teachers attribute meaningful value to digital teaching strategies as tools that enhance engagement, support instructional flexibility, and allow them to adjust their teaching practices to better respond to the diverse learning needs of students.

The findings are supported by Hockly (2018) explained that digital technologies in language teaching provide opportunities for interactive and flexible learning, enabling teachers to design activities that support multiple language skills and cater to diverse student needs.

Meanings of Digital Teaching Strategies for Learner Engagement

This section presents the findings regarding how language teachers perceive the impact of digital strategies on student participation and interest. Their responses revealed how technology serves as a vital tool for fostering a more interactive and motivating learning environment.

Table 5: Meanings of Digital Teaching Strategies for Learner Engagement

Code	Themes
1.Digital strategies foster motivation, participation, innovation, and adaptability	Responsiveness in Digital Learning
2. Digital tools improve understanding, focus, and enjoyment	Enhancing Student Engagement and Learning through Digital Tools

1. Responsiveness in Digital Learning

The findings reveal that teachers perceive digital teaching strategies as tools that still require strong teacher guidance and adaptability to ensure learner engagement. Participants emphasized that the effectiveness of technology in the classroom depends largely on the teacher's ability to adjust teaching methods, observe students' needs, and provide timely responses during instruction.

One participant shared that teachers must adjust their teaching styles to ensure that students effectively learn from the lesson. One participant said the first thing that a teacher should do is to change their teaching styles in order for the students to learn something. This response indicates that teachers view adaptability as an essential element when integrating digital strategies in teaching.

The responses indicate that teachers play a crucial role in ensuring that digital teaching strategies lead to meaningful learner engagement. While technology provides various opportunities for interactive and innovative instruction, teachers believe that its effectiveness depends on their ability to guide, monitor, and adapt their teaching practices. Participants emphasized the importance of teacher flexibility, observation of student behavior, and timely feedback in maintaining student participation during technology-based lessons. Teachers also recognized the need to balance the use of digital tools with proper supervision to prevent students from becoming overly dependent on technology or distracted during class. These findings suggest that teacher-centered guidance remains essential in technology-integrated classrooms, where the teacher continues to serve as a facilitator who directs learning while utilizing digital tools to enhance student engagement.

The findings support the study of Ertmer and Ottenbreit-Leftwich (2010), which emphasizes that the successful integration of technology in education depends largely on teachers' pedagogical decisions and their ability to guide students in using digital tools effectively.

2. Enhancing Student Engagement and Learning through Digital Tools

The findings reveal that language teachers perceive digital teaching strategies as tools that promote student-centered learning by increasing learners' motivation, participation, and interaction during classroom activities. Participants emphasized that when digital tools are integrated into lessons; students tend to become more active, confident, and engaged in the learning process.

One participant shared that students become more motivated and interactive when digital tools are used during instruction. According to one participant, students are usually more active, motivated, and willing to interact when digital tools are part of the lesson. This response suggests that digital strategies help encourage learners to participate more actively in classroom discussions and activities.

In addition, the findings indicate that digital strategies contribute to the development of a more student-centered learning environment where learners become active participants rather than passive recipients of information. Through digital tools, students are able to interact more confidently, collaborate with peers, and engage more deeply with lesson content.

The findings support the study of Fredricks, Blumenfeld, and Paris (2004), who explained that learner engagement is closely linked to students' motivation, participation, and emotional involvement in classroom activities. The use of interactive strategies, including technology-based learning tools, can enhance these aspects of engagement.

Figure 2: Digital Language Teaching Strategy Model (DLTSM)



The model is presented using a combined circular and triangular structure to illustrate that the different elements are interconnected and continuously influence one another. The circular structure represents continuity, wholeness, and the ongoing interaction between teachers, technology, and learners in the digital environment. At the center of the model is "The Digital World: Language Teachers' Teaching Strategies in the 21st Century Teaching" which represents the core focus of the study. This central part is designed in green, symbolizing a stable and active internet connection, similar to WiFi signals and network indicators that indicate accessibility and connectivity. This reflects how teachers are actively connected to the digital world, allowing them to access online platforms, digital resources, and communication tools necessary for effective teaching. Inside the center is a red heart shape, representing teachers' lived experiences. This highlights that digital teaching is not purely technological; rather, it is deeply influenced by teachers' personal experiences, emotions, adaptability, and real-life classroom situations. It emphasizes the human aspect of teaching, where teachers continuously adjust their strategies based on their experiences and interactions with students in a digital context.

Within the model is a blue triangle, which represents innovation, creativity, and the continuous development of ideas in digital teaching. The triangular shape symbolizes growth, progression and transformation, indicating that teaching strategies evolve through the integration of technology. The use of blue reinforces the idea of innovation, imagination, and intellectual engagement, which are essential in designing effective digital learning environments. Along the inner lines of the triangle are the opportunities brought by digital technology, including More Resources and Materials and Increased Learner Engagement. These opportunities demonstrate how digital tools provide teachers with access to a wide range of instructional materials such as videos, online articles, interactive applications, and multimedia content. These resources support different learning styles, particularly auditory and visual learners, and allow teachers to present lessons more clearly and effectively. Additionally, increased learner engagement is achieved through interactive platforms, collaborative activities, and real-time communication, which motivate students to actively participate in the learning process. These elements serve as pathways for innovation, enabling teachers to explore new teaching approaches and continuously improve their instructional practices.

At the center of the triangle are the key outcomes that shape teaching practices and student engagement in the digital world. These include Improves Teaching Efficiency and Professional Growth, Enables Flexible, Adaptive, and Engaging Teaching, Responsiveness in Digital Learning, and Enhancing Student Engagement and Learning through Digital Tools. These components reflect the deeper meanings that teachers attribute to digital teaching strategies. Technology allows teachers to manage their time more efficiently, organize lessons effectively, and access professional development opportunities such as digital communities. It also enables flexibility in teaching, allowing educators to adjust their methods according to students' needs, learning pace, and abilities. Furthermore, digital tools enhance responsiveness by enabling teachers to provide immediate feedback, monitor student progress, and address learning gaps promptly. These outcomes highlight how digital technology not only improves teaching efficiency but also strengthens the overall quality of education and student learning experiences.

Part of the triangle is intentionally designed to extend slightly outside or appear "broken," symbolizing innovation emerging from challenges. In this section are the themes Technology-Enhanced Teaching Strategies and Integration of Multiple Digital Tools with Technological Challenges. These are represented using a square shape in dark gray or charcoal color, symbolizing gadgets or digital devices.

The gray color reflects constraints, rigidity, and the heavy weight of persistent challenges such as limited infrastructure, technical difficulties, and skill limitations. Connected to these are the specific challenges of Poor Internet Connection and Time and Skill Difficulties, which highlight the real barriers teachers face when integrating digital technology into their teaching

Overall, the model demonstrates the relationship between live-experiences, connection, innovation, opportunities, and challenges in digital language teaching. The use of shapes and colors strengthens the meaning of each component: green represents connectivity, red represents lived experiences, blue represents innovation and creativity, and gray represents challenges and limitations. The circular structure shows continuous interaction, while the triangle highlights growth and innovation, and the square represents technological tools and constraints.

In conclusion, the Digital Language Teaching Strategy Model (DLTSM) explains how digital technology shapes language teachers' strategies in the 21st century. It highlights the balance between opportunities and challenges, as well as the importance of teachers' lived experiences in navigating the digital world. The model shows that despite difficulties such as poor internet connection and limited skills, teachers continue to adapt and innovate, ultimately improving teaching effectiveness and enhancing student learning in the digital age.

Findings, Conclusion, and Recommendation

This section presents the findings obtained from the study, outlines the conclusions drawn from the analysis of these results, and provides recommendations to address identified issues or enhance current practices.

Summary of Findings

The following are the salient findings of the study:

1. Language teachers' lived experiences in 21st-century teaching are influenced by the integration of digital tools and technology-based resources. Based on the participants' responses, the themes Technology-Enhanced Teaching Strategies and Integration of Multiple Digital Tools with Technological Challenges were generated.
2. The challenges encountered by language teachers in integrating technology into their instructional practices include poor internet connection, limited internet access in classrooms, power outages, device malfunctions, time-consuming lesson preparation, and other technical difficulties. From the teachers' verbatim, the themes Poor Internet Connection, and Time and Skill Difficulties were generated.
3. Opportunities encountered by language teachers include access to varied materials for auditory and visual learning, quick access to information, broader perspectives, easier research, clearer lesson explanation, and increased learner engagement. Based on these findings, the themes More Resources and Materials and Increased Learner Engagement were generated.
4. The meanings of digital teaching strategies for professional practice include improved teaching efficiency, professional growth, and enhanced instructional flexibility. From these findings, the themes Improves Teaching Efficiency and Professional Growth and Enables Flexible, Adaptive, and Engaging Teaching were generated.
5. The meanings of digital teaching strategies for learner engagement highlight both teacher-centered and student-centered approaches. Teachers guide, monitor, and adapt technology-based instruction to

ensure meaningful learning. The themes Responsiveness in Digital Learning and Enhancing Student Engagement and Learning through Digital Tool were generated.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Language teachers' lived experiences show that technology enhances teaching strategies. They use digital tools like laptops, PowerPoint, and Canva to make lessons easier to prepare and deliver, though they also face challenges like technical issues and the need to balance tech with traditional methods.
2. The main challenges for language teachers using digital tools are poor internet connection and time/skill needs. Unstable internet disrupts lessons, while preparing digital materials takes extra effort and some teachers feel unsure about setting up or using new devices.
3. Digital tools bring valuable opportunities for language teaching. They provide more learning resources and materials than traditional textbooks, and make lessons more engaging which helps students pay attention and participate more actively.
4. Digital strategies improve teachers' professional practice in two key ways. They make teaching more efficient and help teachers grow in their careers, while also allowing for flexible and adaptable methods that can be adjusted to fit different student needs.
5. Digital tools boost learner engagement through both teacher guidance and student activity. Teachers play a big role in keeping students focused and balanced in tech use, while students become more motivated, confident, and involved when using digital tools in lessons.

Recommendations

In light of the findings and conclusions drawn from this study on language teachers' lived experiences, teaching strategies, challenges, opportunities, and perceptions of digital tools in 21st century instruction at the Polytechnic College of La Union, the following recommendations are proposed:

1. Language teachers may adopt a balanced integration of digital and traditional teaching strategies based on students' learning needs, classroom context, and lesson objectives. Rather than relying solely on one approach, combining technology-enhanced tools (e.g., Canva, Khan Academy, educational games) with conventional methods (e.g., textbooks, chalkboards) can create more inclusive and effective learning environments.
2. The institution may prioritize improving technological infrastructure and resources to address key challenges such as unstable internet connectivity, limited access to projectors/laptops, and outdated equipment. This includes expanding Wi-Fi coverage to all classrooms, providing sufficient digital tools for teachers and students, and ensuring access to reliable power sources to minimize disruptions during lessons.
3. Students should be encouraged and guided to use digital tools responsibly and actively engage in technology-based learning activities. Teachers can facilitate this by setting clear expectations for device use in class, providing orientation on digital platforms, and designing interactive tasks that promote collaboration, critical thinking, and meaningful participation rather than passive consumption of content.
4. The college administration and relevant educational bodies (e.g., Commission on Higher Education) should allocate dedicated budgets for professional development programs focused on digital literacy

and technology integration for language teachers. This includes free trainings, seminars, and workshops on using modern tools, addressing technical issues, and designing student-centered digital learning activities tailored to the needs of 21st-century learners.

5. Further research should be conducted to explore specific areas such as students' digital literacy levels, the long-term impact of technology integration on language learning outcomes, and effective strategies for balancing traditional and digital teaching methods. Additionally, studies can be expanded to include other institutions in the region to identify broader trends and challenges in technology-enhanced language education.
6. The institution should establish support systems for teachers, such as a dedicated technical assistance team and collaborative platforms where educators can share best practices, resources, and solutions to common challenges in using digital tools. This can help reduce teachers' workload and build a community of practice focused on innovative language teaching.

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