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AN INTEGRATION OF INFORMATION TECHNOLOGY UTILIZATION IN TEACHING ENGLISH LANGUAGE AMONG ELEMENTARY LEARNERS

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ABSTRACT

This study examined the integration of Information Technology (IT) in teaching English among elementary learners in the 2nd Congressional District of the Province of Cotabato. Using a qualitative phenomenological approach, the research explored how teachers utilize IT tools, the improvements brought to the teaching-learning process, the challenges encountered, and the strategies used to address these issues. Findings revealed that teachers integrate IT through multimedia tools, interactive applications, and collaborative digital platforms to enhance language learning. These approaches improve lesson delivery, learner engagement, motivation, and student-centered learning. However, challenges such as poor internet connectivity, limited resources, lack of training, and time constraints hinder effective implementation. Teachers respond by adapting instruction through offline materials, flexible strategies, and continuous self-improvement. The study concludes that while IT integration significantly enhances English language teaching, sustained support, infrastructure development, and professional training are essential for maximizing its effectiveness.

INTRODUCTION

The rapid advancement of technology in the 21st century has significantly transformed the teaching and learning process, particularly in language education. Despite these developments, gaps in student performance—such as those reflected in international assessments—highlight the need for more effective instructional strategies. Information Technology (IT) has emerged as a powerful tool in enhancing English language teaching by providing interactive, engaging, and personalized learning experiences. In elementary education, where learners are at a critical stage of language development, the integration of

IT tools such as multimedia, online platforms, and digital applications can improve comprehension, engagement, and language skills. However, existing studies have largely focused on higher education, leaving a gap in understanding how IT is utilized at the elementary level. This study aims to explore how teachers integrate IT in teaching English, the improvements it brings to instruction, the challenges encountered, and the implications for teacher development and educational practice.

METHODS

This study utilized a qualitative phenomenological research design to explore the lived experiences of teachers in integrating Information Technology in English language teaching. The research was conducted in the 2nd Congressional District of the Province of Cotabato, covering municipalities such as Antipas, Arakan, Makilala, Magpet, and President Roxas. Participants included elementary teachers from Grades 4 to 6 who were selected through criterion-based purposive sampling, ensuring they had at least three years of teaching experience. Data were collected through interviews and focus group discussions using validated interview guides and audio recordings. The data were transcribed, translated when necessary, and analyzed using thematic analysis to identify patterns and themes. Ethical considerations such as informed consent, confidentiality, and respect for participants were strictly observed throughout the study.

RESULTS

The findings revealed that teachers integrate Information Technology in teaching English through several key approaches. These include multimedia-driven strategies such as the use of videos, songs, and digital storytelling to enhance vocabulary, pronunciation, and comprehension. Interactive and game-based tools like educational applications and online quizzes promote engagement, motivation, and active participation. Teachers also utilize collaborative digital platforms such as Google Classroom and online resources to encourage student-centered learning, teamwork, and independent exploration.

The integration of IT significantly improves teaching delivery by making lessons clearer, more organized, and visually engaging. It enhances learner motivation through interactive and gamified activities and supports student-centered learning by allowing learners to explore content at their own pace. Additionally, IT promotes active participation, collaboration, and the development of digital literacy skills.

However, the study also identified several challenges faced by teachers. These include infrastructural issues such as poor internet connectivity, lack of devices, and outdated equipment; teacher-related concerns such as limited training and low confidence in using technology; workload and time constraints; and learner-related issues such as unequal access to digital resources and low engagement in some cases.

To address these challenges, teachers employ adaptive strategies such as using offline materials, combining traditional and digital methods, preparing backup plans, and seeking professional development opportunities. They also collaborate with colleagues and continuously improve their digital skills to enhance teaching effectiveness.

DISCUSSION

The findings highlight the transformative role of Information Technology in improving English language teaching among elementary learners. The use of multimedia, interactive tools, and collaborative platforms aligns with modern educational practices that emphasize engagement, learner-centered instruction, and digital literacy. These strategies not only enhance comprehension and motivation but also prepare learners for the demands of a technology-driven world.

However, the challenges identified—particularly in infrastructure, teacher readiness, and access to resources—underscore the need for systemic support. Effective IT integration requires reliable internet access, updated equipment, and continuous professional development for teachers. Additionally, addressing the digital divide among learners is crucial to ensure equitable access to quality education.

Overall, the study demonstrates that while IT integration has significant potential to enhance English language teaching, its success depends on a combination of teacher creativity, institutional support, and resource availability. Strengthening these areas will enable educators to maximize the benefits of technology and improve learning outcomes for elementary learners.