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Article

Linguistic Inclusivity in A Special Program in Foreign Language (SPFL) on Technology-Infused Teams-Games- Tournament (TGT): A Mixed-Method Study

Amie Rose J. Ampo

1. Student Researcher, University of Perpetual Help System DALTA, Graduate School of Education, Las Piñas City, Metro Manila Philippines Teacher III, San Pedro Relocation Center National High School

* Correspondence: amierose.ampo@deped.gov.ph

Abstract: This study investigated how a World Englishes (WE)–informed, technology- infused Teams-Games-Tournament (TGT) strategy enhanced linguistic inclusivity, learner engagement, and English achievement among SPFL students in a public secondary school in San Pedro, Laguna. This study, conducted during the School Year 2025-2026, utilized a convergent parallel mixed-methods design in which quantitative data were gathered from 220 students through pre-tests, post-tests, and surveys. At the same time, the qualitative data were obtained from semi- structured interviews, focus groups discussions, and classroom observations. Findings showed a marked improvement in performance, with mean scores rising from Least Mastered (M = 6.46) to Mastered (M = 43.52) after the intervention. Surveys indicated very high engagement and acceptance of diverse English varieties, while qualitative results highlighted increased linguistic confidence, reduced anxiety in using localized English, and stronger participation supported by digital tools and team-based activities. Teachers affirmed that integrating WE principles with technology-enhanced TGT validated learners' linguistic identities and fostered inclusive, culturally responsive classroom environments. The study also produced an approved School Learning Action Cell (SLAC) session plan as its official output, supporting sustained professional development and the institutionalization of WE-informed,`technology-supported pedagogy. Overall, the study demonstrated that combining WE perspectives with a tech-supported TGT model is an effective, context-appropriate approach to improving language learning in multilingual Filipino settings. Its results align with SDG 4, Ambisyon Natin 2040, and NIBRA, contributing evidence-based insights for equitable and culturally grounded English language education in the Philippines.

Keywords: World Englishes, Teams-Games-Tournament, Linguistic Inclusivity, SPFL, Technology-Enhanced Learning, Cooperative Learning, English Achievement, Culturally Responsive Pedagogy

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1. Introduction

Situated within Philippine public secondary education's multilingual context, this study grew from repeated classroom observations of SPFL learners who regularly shifted among Filipino, English, and local languages. Despite this flexibility, many learners seemed unsure of their legitimacy as English users in classrooms shaped by prescriptive, native-speaker-oriented instruction emphasizing rigid grammar and imposed standards (Arakkitsakul). On the other hand, learners showed increased confidence, collaborative engagement and motivation when performing technology-mediated and game-based activities. These observations highlight the need to revisit the long-held norms of

language and teaching strategies, and to study pedagogical strategies that better support inclusive English learning in SPFL contexts.

To respond to this imperative, the concept of World Englishes (WE) is the conceptual organization of English as a global language franca consisting of multiple varieties of English, each of which represents a legitimate variety of English language, which is formed through local cultural identities and communication imperatives [1]. WE-informed pedagogy sees localized English features not as errors but as legitimate means of meaning-making, thereby making learners as authentic English users who go beyond the models of native speakers [1]. In addition, technology-enhanced cooperative approaches, such as the Teams-Games-Tournaments (TGT) framework, can increase learner engagement and academic achievement. By placing students in various teams, which compete in the form of education games, TGT encourages cooperation and peer support [2], [3], [4]. However, despite evidence for gamified and tech-enabled approaches, fewer studies directly examine how these methods can promote linguistic inclusivity and affirm learners lived linguistic identities in local contexts [1].

Addressing this gap, the study examines how a Technology-Infused TGT approach, guided by a WE lens, affects learner achievement and perceptions in the SPFL of a public secondary school in San Pedro, Laguna. This is in line with the call of SDG 4 for inclusive and equitable quality education and lifelong learning and the aspiration of Ambisyon Natin 2040 to enhance human capital towards a "matatag, maginhawa, at panatag na buhay" (Executive Order No. 14, 2023). Moreover, it contributes to the National Integrated Basic Research Agenda (NIBRA in 2023) under the National Research Council of the Philippines in 2023 particularly, the Education and Capacity Building and Cultural Heritage and Creativity clusters through the promotion of inclusive, innovative and technology-driven pedagogy that enhances outcomes while preserving cultural identity. In this context, San Pedro Relocation Center National High School (SPRCNHS) -- through its SPFL - Korean Program, which was established in 2018 with the Korean Cultural Center -- can serve as an appropriate site for exploring the contribution of principles of World Englishes and technology-infused, gamified cooperative instruction to the enactment of more culturally responsive English teaching within the SPFL curriculum.

This study is based on two complementary frames, World Englishes (WE), and Cooperative Learning Theory, especially Slavin's Teams-Games-Tournament (TGT) model. Drawing on Kachru's Three Concentric Circles of English (Kachru) and later work [5], [6], [7], WE conceptualize English as a pluralistic, dynamic language shaped by local cultures and user identities. In education, WE challenge the dominance of a single "native-like" standard by validating multiple English varieties as legitimate communicative resources and encouraging teachers to view localized Englishes as functional and meaningful rather than deficient (Kachru, as cited in Brown, Ghanbari).

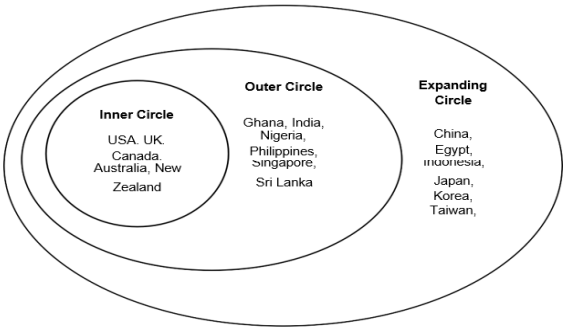


Figure 1. Adopted from Kachru's Concentric Circles representation of English-Speaking countries of the world [6]

Within this study, WE is integrated with Cooperative Learning Theory through the TGT strategy (Slavin), a structured approach developed by DeVries and Edwards and refined by Slavin. TGT organizes instruction through diverse teams, academic tasks, and

friendly competition to promote active participation, peer support, and shared accountability. Supported by digital task platforms and collaborative online tools, technology-infused TGT has been linked to increased learner motivation, engagement, and achievement [2], [3]. Integrating TGT with WE principles is intended to foster an interactive, learner-centered environment where learners can use and value localized English forms while strengthening linguistic competence, critical awareness, and collaborative skills.

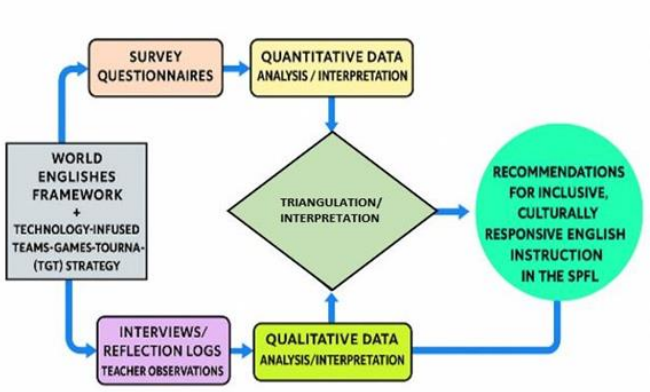


Figure 2. Paradigm of the Study on Linguistic Inclusivity in a Special Program on Foreign Language (SPFL) on Technology-Infused Teams-Games- Tournament (TGT)

Conceptually, the framework positions WE-informed, technology-enhanced TGT as the core instructional intervention and organizes the study through two complementary data strands. Quantitative data are gathered through survey questionnaires to identify measurable patterns in learner outcomes, while qualitative data are generated through interviews and teacher reflection logs to capture nuanced experiences of engagement and language practices. These strands converge through triangulation to support holistic interpretation and cross-validation of findings, culminating in evidence-based recommendations for inclusive and culturally responsive English instruction in the SPFL and demonstrating how cooperative and gamified strategies can foster linguistic inclusivity in multilingual Philippine classrooms.

1.1. Linguistically Inclusive, Technology-Enhanced Cooperative Learning in SPFL Contexts

The reviewed literature frames linguistic inclusivity in the SPFL as a multi-layered concern shaped by learner characteristics, classroom language ideologies, and the design of technology-mediated instruction. Demographic variables (e.g., gender and grade level/age) and technological proficiency function as conditions that influence access, participation, confidence, and achievement in language-learning settings [8]. In technology-infused cooperative approaches such as Teams-Games-Tournament (TGT), these conditions can either support equitable participation or reproduce inequities when differences in readiness are not addressed.

Age and grade level are consistently identified as determinants of language and literacy development in multilingual contexts. William et al. emphasize that age interacts with cognitive development, literacy readiness, and responsiveness to instruction across languages in multilingual Philippine classrooms, implying that SPFL practices are stronger when aligned with developmental readiness [9]. The relevance of Team, - Based Gamified Tasks (TGT) is its ability to balance the cognitive and linguistic demands with their growing proficiency and maturity. Such alignment is critical, because grade-level disparities can materially affect participation rates and educational outcomes. In the context of learning and development, the experience of participation is not only a matter of individual capacity but also depends on the task design traversing the range of developmental readiness.

Gender, too, is an axis with implications on language performance and engagement. Parangan and Buslon's 2020 study report a higher English proficiency among female students compared to their male counterparts in the context of the Philippine ESL environment, which could be seen as an empirical indication of broader trends of confidence, motivation and achievement in school. When gamified collaborations like TGT are rolled out, these gender-linked differences can introduce themselves into leadership dynamics, willingness to contribute verbally and the scaffolding processes that occur in teams. Consequently, ensuring equity requires paying attention to group dynamics in a deliberate way, in order to prevent gendered patterns from unwittingly directing differential gains or experiential learning.

Finally, the role of technological proficiency has become quite pivotal. As SPFL classrooms incorporate digital tools, learning management systems, and online collaboration platforms, being able to navigate these technologies is a significant factor in how effective instruction is and how engaged students are. Balalle links engagement in technology-enhanced learning to learners' ability to navigate educational technologies, while Javier shows that comfort with digital tools varies with contextual factors such as age, gender, and device access. Because technology-infused TGT often assumes baseline competence for digital quizzes and online cooperative tasks, variability necessitates scaffolding and differentiation, for which DigComp 2.1 can provide proficiency descriptors and guidance [10], [11], [12].

In the context of learner profiles, English achievement is defined both as a kind of baseline condition and as the focal outcome measure for SPFL interventions. Wang et al. suggest that English is a bridge language within which access to content in a foreign language and classroom discourse is shaped, but it is possible to encounter tension between the pathologized standards and local English usages that in turn influence confidence and performance [13]. Baseline differences- especially those related to gender- must thus be considered in assessing the effects of interventions, since unequal starting points may impact on how learners benefit from the use of cooperative roles, digital involvement and peer support (Bus lon and Parangan).

Methodologically, demonstrating academic effects with pre-test/post-test designs and quantifying academic gains in English languages when using various cooperative and gamified interventions is endorsed in the literature. Gamification and other TGT-like strategies are regularly evaluated in terms of increased language learning outcomes under certain conditions (e.g. when game mechanics are tuned to instructional aims and when collaboration is maintained) [14], [15], [16]. These works adopt the connection between gamified cooperative learning to the improvements in vocabulary retention, speaking confidence, oral performance, and overall achievement and willingness to communicate, which suggests that technology-enhanced TGT can increase opportunities to practice and reduce affective barriers [14], [15], [17].

Synthesizing the above, the outcomes can be classified as mediated by differences and moderated by instructional design of the learner by using cooperative structures to turn diversity into an asset when they can be implemented with intentionality (Slavin, of 1980). This is likely to be true if tasks offer a range of different pathways for participants with lower baseline proficiency, and if scaffolding and guidance are designed to overcome digital barriers for less technology-compliant learners [10], [11], [15]. Simultaneously, we need scholarship in translanguaging (and, in particular, World Englishes [WE]) if we want to interpret inclusivity as going beyond the testing of test scores and foreground linguistic legitimacy, identity and participation: classrooms have talked about being inclusive, but they still have defaulted to Inner-Circle norms, thus reinforcing alienation [7], [18], [19]. Philippine English, even, is still under-institutionalized despite the endonormative development [20], [21]. The literature agrees on the idea that WE is best enacted through the exercises of repeated and meaningful tasks, which technology-mediated TGT can offer, but whether handouts succeed or not depends on whether learners can feel safe,

included and recognized, which warrants the study of perceptions-in conjunction with achievement [5], [14], [18], [20], [22], [23], [24]

1.2. Statement of the Problem

This study explored how a technology-infused TGT strategy can advance linguistic inclusivity within a Special Program in Foreign Language (SPFL) in public secondary schools through the World Englishes lens. Specifically, it sought to answer the following research questions:

What is the demographic profile of the SPFL students in terms of:

a. Gender;
b. Grade level; and
c. Level of technological proficiency?

What is the level of achievement in English of the students in terms of scores in:

a. Pre-test; and
b. Post-test?

How do the students assess their Attitudes, Perceptions, and Experiences on Technology-Infused TGT and World Englishes Integration in terms of:

a. Demographic Profile & Technological Proficiency;
b. Academic Achievement in English (Pre-test & Post-test);
c. Relationship Between Factors and Academic Achievement;
d. Effectiveness of World Englishes-Integrated TGT Strategy; and
e. Students' Perceptions & Experiences?

Is there a significant difference in the level of achievement in English of the students in terms of scores in pre-test and post-test?

Is there a significant difference in the post-test scores in English of the students when grouped according to demographic profile?

How do students describe their experiences and challenges while engaging with World Englishes-based TGT activities in the SPFL?

How do teachers describe their experiences and challenges while using World Englishes-based TGT activities in the SPFL students?

Based on findings, what inclusive instructional program can be developed for SPFL using WE and TGT?

2. Materials and Methods

Research Design

This study employed a mixed-methods convergent design to examine how a World Englishes (WE)–informed, technology-infused Teams-Games-Tournament (TGT) strategy influenced learner achievement and perceptions in the Special Program in Foreign Language (SPFL) of a public secondary school in San Pedro, Laguna. In a convergent design, quantitative and qualitative data are collected in a single phase, analyzed separately, and then merged to compare, corroborate, or explain results [8], [25]. Accordingly, quantitative data measured changes in learners' achievement and perceptions, while qualitative data captured learner experiences and teacher observations; after separate analyses, both datasets were integrated to identify convergence, divergence, and expansion, strengthening triangulation and interpreting statistical patterns through contextualized classroom narratives.

Respondents and Sampling Technique

This investigation used both probability and non- probability sampling strategies, and thus fit into the mixed methods design.

During the quantitative phase of the study, students from a large public secondary school in San Pedro, Laguna, reflective of a significant sample size, consisting of Grade 7-10 students taking Spanish-Language-Focused Learning (SPFL) courses were recruited using stratified random sampling. This approach ensured that there was proportionality of each grade (Grade 7: 27; Grade 8: 58; Grade 9: 56; Grade 10: 79), thereby promoting precision as well as subgroup representativeness [8], [26].

In qualitative phase, purposive sampling was useful for getting in-depth and relevant perspectives. Eight scholars were selected to participate in the focus group discussions (FGD) which represented the group of both high performing learners and low performing learners, and three SPFL instructors participated in the classroom observation and the post-intervention interviews, which were selected because they had experience and were actively involved in the program [27]. Thus, how stratified random sampling (breadth) and purposive sampling (depth) merged contributed to the methodological strength of the mixed methods approach in consonance with the guidelines advocated for sampling integration in mixed methods research.

Instrumentation

The study used a three-part instrumentation package to examine linguistic inclusivity within a Technology-Infused Teams-Games-Tournament (TGT) approach integrated with World Englishes in the SPFL context. Data were gathered through (a) a structured survey to document learners' demographic profile (gender, grade level, technological proficiency) and measure attitudes, perceptions, and experiences of the strategy, (b) a standardized 50-item English achievement test administered as pre-test and post-test to determine performance growth, and (c) semi-structured interviews with students and teachers to generate detailed accounts of engagement, inclusivity, and challenges during WE-based TGT implementation. Collectively, these instruments enabled careful descriptive profiling; a rigorous measurement of changes in achievement; a systematic evaluation of perceived effectiveness and inclusivity; and sophisticated qualitative understandings of quantitative patterns that correspond to programmatic improvements.

The structured survey included a thorough demographic checklist in combination with a 4-point Likert scale (4=Strongly Agree to 1=Strongly Disagree), with a liberal use of the central point (neutral) being excluded on purpose to encourage clear responses. Subdomains included perceived learning efficacy, engagement, motivation, technological accessibility and usability, inclusion of different English varieties, collaboration as a peer, dynamics as a tournament and perceived impact on performance in English. Item and subscale means were interpreted through predefined labeled ranges (ie, 3.26-4.00=Strongly Agree/ Very High, 2.51-3.25=Agree/High, 1.76-2.50=Disagree/Low, 1.00-1.75=strongly Disagree/ Very Low). Achievement test question: The 50-item achievement test based on aligning the SPFL domains of vocabulary, grammar and language use, reading comprehension, and functional communicative tasks with pre-test scores to determine the baseline performance and post-test scores to signify change. Results were grouped into proficiency bands (34-50 = "Mastered," 17-33 = "Nearing Mastery," 1-16 = "Least Mastered"), and compared with survey results to investigate finiteness between learner perceived and achieved results.

Qualitative data was collected using semi-structured interviews, conducted separately with students and teachers, while focusing on the effects of TGT roles, the dynamics of tournaments and digital tools on engagement, confidence and exposure to varieties of English, inclusivity/exclusion and implementation difficulties. Further targeted facilitation strategies constraints observed learner gains recommendations are presented to the teacher. Interviews were audio-recorded with informed consent, verbatim transcribed, and continued until thematic saturation to ensure trustworthiness, was done using detailed codebook, double-coding, and inter-rater agreement checks. Instrument quality was improved through pilot testing and item analysis with reliability targets established for KR -20 (for dichotomous measure) and Cronbach's alpha (for survey subscales) equal to or greater than 0.70. Validity evidence was gained through the use of expert content review [28], face validity comment [29], internal consistency criteria [30], factor-analytic proving of construct validity, as well as item response theory and concurrent proof in case of availability to ensure psychometric validity [31].

Data Gathering Procedure

The study gathered data using coordinated quantitative and qualitative procedures anchored on the World Englishes (WE) framework and a Technology-Infused Teams-Games-Tournament (TGT) strategy. Quantitatively, a teacher-made English achievement test was administered as a pre-test before the four-week intervention and as a post-test

immediately after, using objective item types (e.g., multiple-choice, cloze tests, situational tasks) aligned with SPFL standards to measure learners' grammatical accuracy, pragmatic appropriateness, and recognition of World Englishes varieties; the tests were administered simultaneously to SPFL students in their respective classrooms to ensure consistent conditions. A structured survey questionnaire was also used to capture students' perceptions, attitudes, and experiences regarding the WE–TGT approach; it underwent expert validation, revision, and pilot testing (at least 30 students) and reliability checking via internal consistency measures such as Cronbach's alpha, consistent with recommended procedures for sound educational research (Creswell & Creswell, 2018). In addition, a five-point Likert-scale survey measured constructs such as cultural inclusivity, engagement, motivation, confidence in using English, and perceived relevance of English varieties in local and global contexts, with responses encoded and analyzed using SPSS to obtain accurate statistical results, a tool widely regarded as influential for such analyses [32]. Qualitatively, the study triangulated quantitative findings through focus group discussions (FGDs) with purposively selected students, weekly teacher observation logs documenting collaboration and inclusive language use during TGT activities, and post-intervention semi-structured interviews with SPFL teachers reflecting on implementation and learner responses, thereby supporting a holistic understanding of the intervention's impact.

3. Results and Discussion

Table 1. Demographic profile of the SPFL students in terms of gender, grade level, and technological proficiency

Profile	Description	f	%
Gender	Male	126	57%
	Female	94	43%
	Total	**220**	**100%**
Grade Level	Grade 7	27	12%
	Grade 8	58	26%
	Grade 9	56	25%
	Grade 10	79	36%
	Total	**220**	**100%**
Technological Proficiency	Foundation	195	89%
	Intermediate	23	10%
	Advanced	5	2%
	Highly Specialized	0	0%
	Total	**220**	**100%**

Table 2. Level of achievement in English of the students in terms of scores in pre-test and post-test

Range	Category	Pre-test		Post-test	
		f	%	f	%
34-50	Mastered	0	0	190	86.36
17-33	Nearing Mastery	10	4.88	27	12.27
1 - 16	Least Mastered	195	95.12	3	1.36
Total		**205**	**100**	**220**	**100**
	Over-all mean score	**6.46** (Least Mastered)		**43.52** (Mastered)	

Table 2 shows a marked improvement in respondents' English achievement from pre-test to post-test: in the pre-test, 195 (95.12%) were classified as Least Mastered and 10 (4.88%) as Nearing Mastery, with none reaching Mastered (overall mean = 6.46, Least

Mastered), whereas in the post-test only 3 (1.36%) remained Least Mastered, 27 (12.27%) were Nearing Mastery, and 190 (86.36%) achieved Mastered (overall mean = 43.52, Mastered). This pattern suggests that the technology-infused Teams-Games-Tournament (TGT) intervention, framed through a World Englishes lens, produced substantial gains by leveraging cooperative and gamified mechanisms (e.g., positive interdependence, individual accountability, structured team practice, and feedback) that can deepen engagement and increase meaningful practice opportunities (Buljan, 2025; Slavin, 1980; Vardhini, 2023). However, the variability (as reflected by the standard deviation) indicates that gains were not uniform, likely influenced by differences in digital proficiency, prior language exposure, and demographic factors affecting participation, alongside persistent beliefs about "correct" English that may heighten linguistic insecurity during competitive or public tasks [13], [18], [19], [20]. Overall, the results align with evidence that cooperative-gamified designs generate strong gains when aligned with learning goals, and that validating local English varieties can reduce "correctness policing," support risk-taking, and strengthen communicative performance in multilingual classrooms [14], [15], [17], [33].

Table 3. Assessment in Demographic Profile & Technological Proficiency

Demographic Profile & Technological Proficiency	Mean	StDev.	Interpretation
1. I feel confident using technology in my English classes.	3.25	0.76	High
2. My technological skills help me understand English lessons better.	3.54	0.63	Very High
3. Technology makes learning different English varieties easier.	3.57	0.60	Very High
4. I can use online tools effectively to complete English-related tasks.	3.49	0.58	Very High
5. My demographic background (gender/grade level) does not hinder my learning with technology.	3.19	0.76	High
Composite Mean	**3.407**	**0.514**	**Very High**

Legend: 1.00 – 1.75 Very Low; 1.76 – 2.50 Low; 2.51 – 3.25 High; and 3.26 – 4.00 Very High

Table 4. Assessment in Academic Achievement in English (Pre-test & Post-test)

Academic Achievement in English (Pre-test & Post-test)	Mean	StDev.	Interpretation
1. Technology-infused TGT activities improved my English test scores.	3.22	0.68	High
2. World Englishes-based lessons increased my confidence in English assessments.	3.31	0.67	Very High
3. My post-test performance was better because of the TGT activities.	3.42	0.56	Very High
4. Learning with technology helped me remember lessons more effectively.	3.46	0.59	Very High
5. I find English lessons more meaningful when technology is integrated.	3.40	0.64	Very High
Composite Mean	**3.363**	**0.477**	**Very High**

Legend: 1.00 – 1.75 Very Low; 1.76 – 2.50 Low; 2.51 – 3.25 High; and 3.26 – 4.00 Very High

Table 5. Assessment in Relationship Between Factors and Academic Achievement

Relationship Between Factors and Academic Achievement	Mean	StDev.	Interpretation
1. My technological proficiency positively affects my English performance.	3.52	0.60	Very High
2. Using technology motivated me to study English more.	2.95	0.84	High
3. I can perform better academically when technology is used in class.	3.14	0.83	High
4. TGT activities helped me develop problem-solving skills in English tasks.	3.20	0.77	High
5. Exposure to technology-based lessons improved my overall academic achievement.	3.19	0.72	High
Composite Mean	**3.197**	**0.602**	**High**

Legend: 1.00 – 1.75 Very Low; 1.76 – 2.50 Low; 2.51 – 3.25 High; and 3.26 – 4.00 Very High

Table 6. Assessment in Effectiveness of World Englishes-Integrated TGT Strategy

Effectiveness of World Englishes-Integrated TGT Strategy	Mean	StDev.	Interpretation
1. The TGT strategy helped me appreciate different English varieties.	2.92	0.79	High
2. TGT activities made learning English more interactive and enjoyable.	2.59	0.97	High
3. I was able to learn English better using the TGT approach compared to lectures.	3.30	0.72	Very High
4. Technology-based TGT activities encouraged teamwork and collaboration.	2.93	0.78	High
5. The integration of World Englishes in TGT enhanced my language learning experience.	3.22	0.68	High
Composite Mean	**2.993**	**0.623**	**High**

Legend: 1.00 – 1.75 Very Low; 1.76 – 2.50 Low; 2.51 – 3.25 High; and 3.26 – 4.00 Very High

Table 7. Assessment in Students' Perceptions & Experiences

Students' Perceptions & Experiences	Mean	StDev.	Interpretation
1. I enjoyed participating in TGT activities using technology.	3.23	0.81	High
2. Learning about different English varieties through TGT was exciting.	3.22	0.84	High
3. I faced challenges in using technology for TGT activities.	3.10	0.87	High
4. Despite challenges, I prefer TGT-based learning over traditional methods.	3.20	0.82	High
5. I would recommend TGT activities for learning English in future classes.	3.25	0.77	High
Composite Mean	**3.198**	**0.740**	**High**

Legend: 1.00 – 1.75 Very Low; 1.76 – 2.50 Low; 2.51 – 3.25 High; and 3.26 – 4.00 Very High

Students' ratings indicated generally strong technological confidence and readiness for technology-infused learning: they reported high confidence using technology in

English classes and agreed that demographic background (gender/grade level) does not hinder learning with technology, while rating as very high the extent to which technological skills support understanding, enable learning of different English varieties, and facilitate effective use of online tools. Collectively, learners appear to be more strategically situated in an environment of Teacher Guided Thinking (TGT) using technology whereby digital proficiency is supposedly responsible for intrinsic motivation whilst simultaneously catalysing collaborative inquiry, constructivist meaning making and feedback processes in consonance with the goals of Spaced Language Proficiency Framework (SPFL). Nonetheless, the noted heterogeneity in responses suggests the need for a subset of learners to be meticulously scaffolded (i.e., differentiated pacing, tiered onboarding protocols, normative practices that promote "inclusive" collaboration) to ensure equitable participation with extant empirical data showing the correlation of a heightened level of technological readiness with increased engagement and better learning outcomes under gamified environments [10], [15], [16].

Shifting focus to performance metrics, highly positive judgments on achievement related metrics were submitted by students which displayed a high (to very high) concensus that technology integrated TGT inculcated better test performance, strengthened assessment confidence through lessons delivered using Web Enhanced and increased retention and ontological relevance of English in Technologically integrated settings. Such strong autobiographical endorsement suggests cooperative peer interaction, instantaneous feedback and deliberate practice imbedded into TGT protocols has contributed to mastery of targeted competences, albeit in the context of SPFL where English has been the translational link to supplementary language acquisition.Still, variability implies uneven gains associated with differences in technological proficiency, prior exposure, and affective factors tied to “standard” English norms, highlighting the need for differentiated supports (e.g., tool onboarding, calibrated task complexity, and explicit validation of local Englishes) to sustain achievement across subgroups. These interpretations align with research showing that TGT effectiveness depends on positive interdependence and accountability and that gamified structures improve performance when tightly linked to learning goals rather than superficial rewards [10], [14], [15], [17], [18], [19], [20].

Across constructs, students found a strong correlation between enabling conditions - especially technological skills - and achievement was perceived, while the WE-integrated TGT strategy is considered effective, enjoyable and collaborative and recommendable as well, albeit seeing problems inherent in technology utilisation. The particularly high ratings for both effectiveness and experience implicate the successful establishment of an engaging and supportive environment in which cooperative game structures and digital tools were shown to play a collective role in facilitating participation, feedback and the negotiated construction of meaning, while legitimacy of local English varieties concurrently mitigating linguistic insecurity and confidence of communication - core outcomes for linguistic inclusivity within SPFL contexts. Nevertheless, the divergent participant experiences, taken together, suggest that these benefits were not widely distributed, likely as a function of digital readiness, prior experience with gamified learning, and divergent orientations with "inclusion" of "correctness," and hence the imperative of tiered supports, explicitly WE-informed inclusion norms, and differentiated roles and tasks to equally benefit participants.

Table 8. Test of significant difference in the level of achievement in English of the students in terms of scores in pre-test and post-test

Mean		t-value	p-value	Decision	Interpretation
Pretest	**Post-test**				
6.46 (Least Mastered)	**43.52** (Mastered)	-54.47	p < 0.001	Reject Ho	Significant

Decision rule: If p val < α, Reject Ho; and If p val > α, Accept Ho

The results show a statistically significant difference between respondents' pre-test and post-test mean scores (computed t = -54.47, p = 0.001 < 0.05), leading to the rejection of the null hypothesis and indicating that the instructional intervention produced a meaningful improvement from baseline to post-instruction performance. In a Transformative Global Teaching technology-enhanced environment as theorized through the World Englishes premise, the gained advantages can be explained by the synergistic value of positive interdependence, structured competition, and direct formative feedback, as well as the process of legitimizing the local varieties of the English language and alleviating linguistic insecurity along with the expansion of opportunities of contact and practice. However, their variation as indicated by the standard deviation implies that gains were not equal which, probably, was triggered by differences in digital readiness, existing exposure to cooperative learning strategies, and orientations to linguistic norms; this highlights the necessity of tiered tool onboarding, clear validation of local Englishes, and moderated roles and complexity of tasks to level benefits given. This interpretation aligns with evidence linking well-designed TGT to achievement gains when anchored to clear pedagogical aims and feedback and with SPFL/World Englishes scholarship emphasizing that plural, locally grounded English practices support authentic participation and stronger outcomes.

Table 9. Test of significant difference in the post-test scores in English of the students when grouped according to demographic profile

Demographic Profile / Post Test	Statistics	P-value	Decision	Interpretation
Grade Level	100.33	0.000	Reject Ho	Significant
Gender	1.971	0.643	Accept Ho	Not Significant
Technological Proficiency	1.671	0.190	Accept ho	Not Significant

Decision rule: If p val < α, Reject Ho; and If p val > α, Accept Ho

The findings show that post-test English scores differed significantly by grade level (computed F = 100.33, p = 0.000 < 0.05), indicating meaningful variation in outcomes across grade cohorts, whereas no significant differences were found when scores were grouped by gender (computed t = 1.971, p = 0.643 > 0.05) or by technological proficiency (computed F = 1.671, p = 0.190 > 0.05). The latter trend would suggest that the developmental period and cumulative exposure to curricular engagements has most likely influenced the degree to which the students capitalized on the World Englishes-infused, and technology-enhanced TGT strategy - older learners might reuse wider linguistic repertoires, better metacognitive control, and increased familiarity with routines that underpin structured cooperation and uptake of feedbacks - and variability means that differences between grade groups remained as a result of interplay influences of digital readiness, participation dynamics, and previous orientations to norms of standard only Such interpretation is consistent with findings that demographic profiling (including grade level) correlates with the engagement and performance in technology-enhanced learning (that the age effect on readiness has an effect on language development in multilingual Philippine settings and interacts with the variation in digital practices [9], [11], and that, for cohort disparities, the validating local forms of English can better advance learning yet may depend on individual.

Experiences with World Englishes and Local English Use

Technology-infused Teams-Games-Tournament (TGT) activities grounded in World Englishes within the SPFL context revealed that learners initially experienced anxiety about accent, correctness, and peer judgment, but gradually developed stronger confidence, belongingness, and willingness to speak when their speech styles were recognized as legitimate and incorporated into tasks. Three interrelated patterns emerged: (a) **respect validation**, where acknowledging students' accents and localized expressions

reduced anxiety and increased participation; (b) **peer exposure**, where sustained interaction with diverse accents normalized variation, expanded vocabulary, and made language use feel more authentic and enjoyable; and (c) **Philippine English affirmation**, where treating the local variety as identity-linked and culturally relevant strengthened comprehension, real-life connections, and engagement. These shifts were corroborated by observations of more inclusive interactions and heightened participation, aligning with World Englishes and ELF perspectives that critique Inner-Circle norm dominance and advocate routine pedagogical normalization of local varieties [7], [18], [19], as well as Philippine scholarship highlighting how classroom ideologies can marginalize Philippine English and why deliberate instructional designs are needed to legitimize it [20], [21], [34]. Consistent with cooperative learning and gamification research, the findings also suggest that purposefully designed, tech-supported TGT can translate affective gains into more active communication and inclusive peer learning through positive interdependence, accountability, and identity-affirming interaction [5], [14], [15], [22], [35].

Perceptions of the TGT Activities

Technology-infused Teams-Games-Tournament (TGT) activities in the SPFL were perceived as highly engaging, competitive, and enjoyable, reshaping classroom routines by increasing students' anticipation for lessons, sustaining attention, and reducing stress relative to more traditional tasks. Two linked patterns emerged: **competitive interest**, where tournament-style competition motivated learners to prepare more, stay focused, and participate more actively—often with less fear of failure—and **enjoyable elements**, where teamwork, point-based rewards, fast-paced rounds, and friendly rivalry made learning feel collaborative, playful, and rewarding while supporting vocabulary growth and visible progress. These perceptions were reinforced by observations of stronger on-task behavior, higher motivation, improved peer dialogue, and a more positive classroom climate, suggesting that TGT can create motivating, low-anxiety learning spaces that benefit both academic engagement and socio-emotional well-being. Consistent with cooperative learning and gamification research, TGT's effectiveness is explained by positive interdependence and accountability and is further strengthened when technology provides immediate feedback and game mechanics remain tied to learning goals [15], [17]. Supporting evidence from Philippine and comparable EFL contexts likewise indicates that well-designed TGT can reduce correctness anxiety, promote spontaneous language use through peer scaffolding, and increase active participation when friendly rivalry and collaboration are foregrounded [14], [22], [35].

Motivation, Confidence, and Participation

World Englishes-sensitive, technology-infused Teams-Games-Tournament (TGT) activities in the SPFL were experienced as motivating and confidence-building, with students reporting greater excitement for lessons, reduced boredom, and increased anticipation for game rounds alongside more frequent participation in English tasks. Three connected patterns emerged: **interest boost**, where the playful, fast-paced structure sustained attention and made learning feel enjoyable; **confidence gains**, where repeated low-stakes speaking opportunities reduced shyness and worry about accent while strengthening willingness to share ideas and volunteer responses; and **team involvement**, where cooperative structures promoted peer mentoring, shared responsibility, and inclusive idea-sharing that supported both cognitive problem-solving and socio-emotional encouragement. These empirical findings are supported by systematic observations of increased engagement, improved concentration and an enhanced tendency for voluntary contributions (and thus suggesting a role of a linguistically inclusive Teaching Guidance Transition (TGT) paradigm in easing the transition of learners from a passive mode of participation to a more confident and active role within classroom interaction). The interpretation herein is consistent with the theory of cooperative learning, which explains how the mechanisms of positive interdependence and individualized accountability lead to equitable participation and role allocation in the learning environment. Moreover, it is congruent with the existing research in gamification, which finds that feedback-rich, goal-aligned competitive mechanics promote increasing engagement and bolstering self-assurance while simultaneously

reducing the performance anxiety [15], [17]. Philippine and regional evidence further supports that TGT-based interventions can lower correctness anxiety, normalize diverse English use, and encourage mentoring and support roles within teams, thereby sustaining participation across sessions [14], [22], [35].

Technology Use

World Englishes-based, technology-infused Teams-Games-Tournament (TGT) activities in the SPFL showed that digital tools strengthened lesson delivery by making game mechanics, quizzes, scoring, and multimedia support clearer, faster, and more engaging, while also creating participation barriers when access and usability were constrained. Three interrelated patterns emerged: **digital helpfulness**, where apps, online quizzes, videos, instant scoring, and visual interactivity supported comprehension, attention, and enjoyment; **tech challenges**, where slow internet, glitches, limited or shared devices, unfamiliarity with tools, distractions (e.g., pop-ups), unclear instructions, and pacing mismatches disrupted flow and reduced efficiency; and **tech impact**, where technology increased motivation and interactivity but sometimes heightened stress through time pressure and immediate score visibility. Observations similarly indicated that technology boosted engagement and motivation yet required teacher mediation, scaffolding, and flexible adjustments to manage connectivity and usability problems. These findings align with technology-enhanced learning research emphasizing that engagement gains depend on users' readiness, access, and digital skill levels [10], [11] and that structured competency frameworks can guide tool selection and scaffold design to reduce frustration [12]. Consistent with gamified cooperative language learning evidence, immediate feedback and multimedia supports can improve attention, accountability, and willingness to communicate when mechanics are instructionally aligned and sensitive to real device/connectivity constraints [15], [22], [35].

Suggestions for Improvement

World Englishes-based, technology-infused Teams-Games-Tournament (TGT) activities in the SPFL elicited student recommendations that centered on improving technological and instructional inclusivity while sustaining engagement and expanding the approach across subjects. Three linked patterns emerged: **key challenges**, where unstable internet, unequal or shared device access, varied digital skills, confusing instructions, noisy environments, difficult tasks for beginners, and fast time limits disrupted participation and increased stress; **better TGT**, where learners proposed practical refinements such as pre-class tool practice, clearer step-by-step directions, differentiated pacing and added time, offline/backup options for tech failures, improved equipment (e.g., bigger screens), small rewards, and stronger teacher preparation in app use; and **cross-subject fit**, where students expressed optimism that TGT could enhance engagement, collaboration, review, and exam preparation in areas such as Science, Math, and History, provided teachers receive adequate support. Observations similarly emphasized that addressing infrastructure constraints, strengthening orientations and clarity, and adjusting pacing would improve lesson flow and equitable participation in linguistically diverse classrooms. This interpretation aligns with technology-enhanced learning research noting that motivation and participation depend on readiness and access, making explicit onboarding, calibrated pacing, and targeted professional development essential [10], [11], and with guidance suggesting that competency frameworks can inform scaffolded, device-flexible, and offline-friendly designs to reduce overload [12]. Consistent with cooperative learning and gamified instruction, TGT's cross-curricular transferability is supported by principles of positive interdependence and individual accountability and by evidence that stabilized technology, immediate feedback, clear guidance, and paced rounds enhance engagement and confidence [14], [15], [17], [22], [35]

Implementation of the Teachers

Teachers' accounts of implementing World Englishes-based, technology-infused Teams-Games-Tournament (TGT) in the SPFL indicated that effective delivery depended on combining linguistic inclusivity with purposeful digital integration and ongoing scaffolding to support comprehension and equity. Three interrelated patterns emerged:

World Englishes, where teachers deliberately exposed learners to diverse accents and legitimized local English use, prompting a shift from initial surprise and hesitation toward curiosity, respect, acceptance, and greater confidence; **TGT + tech**, where tools such as quizzes, multimedia presentations, videos, and digital flashcards increased motivation, participation, and peer collaboration while supporting varied learning modalities; and **activity adjustments**, where teachers slowed pacing, sequenced examples from local to global varieties, and built in discussion time to prevent frustration and cognitive overload during competitive rounds. Observations similarly documented a trajectory from early uncertainty to engagement as accents were validated and supports were introduced, underscoring that implementation required pedagogical creativity alongside careful mediation to ensure that competition and technology served inclusivity rather than becoming barriers. This interpretation aligns with World Englishes and ELF scholarship emphasizing that routine validation of local varieties reduces linguistic insecurity and enables authentic participation beyond Inner-Circle norms (Matsuda; Seidlhofer; Vance), including Philippine evidence on American-norm bias and the need to operationalize Philippine English through scaffolded classroom practice (Dela Cruz; Manalastas; Moody). It also coheres with cooperative learning and gamified instruction research showing that TGT's positive interdependence, accountability, and technology-mediated feedback can strengthen engagement and willingness to communicate when mechanics are instructionally aligned and paced to sustain comprehension [14], [15], [17], [22], [35]

Observed Learner Engagement and Participation of the Teachers

Teachers' accounts of World Englishes-based, technology-infused Teams-Games-Tournament (TGT) in the SPFL showed that learner engagement and participation increased as students' attitudes toward linguistic diversity shifted, while technical and comprehension barriers intermittently constrained access. Three interrelated patterns emerged: **local varieties**, where learners moved from initial amusement or hesitation about non-standard pronunciations toward curiosity and pride as their accents and localized English were validated; **TGT engagement**, where the competitive yet collaborative structure activated shy learners, increased peer talk, and created a more energetic and inclusive classroom climate; and **implementation challenges**, where digital literacy gaps, unfamiliar accents, and connectivity disruptions sometimes slowed gameplay and required additional clarification and troubleshooting. The empirical observations supported these prevailing trends, signalling that noteworthy participative engagement depends on the simultaneous affirmation of both local and global kinds of English apart from the attendant provision of support systems for disabling emergent exclusions as a result of disproportionate access to technology and/or phonological variability. Such interpretation is in tune with current World Englishes and ELF scholarship arguing that routines of validation of diverse Englishes counteract the processes of privileges of Innerircle standards and as a byproduct, operationalize the fortification of the willingness to communicate, which is further supported by Philippine evidence that captures a predilection towards American normative standards and simultaneously supports the need to operationalize Philippine english through systematically structured classroom. It also coheres with cooperative learning and technology-enhanced gamification research indicating that TGT can amplify motivation and participation through positive interdependence, accountability, and immediate feedback, provided implementation includes scaffolds such as practice rounds, multimodal supports for accent comprehension, and infrastructure-aware, paced delivery [14], [15], [17], [22], [35]

Language Development and Inclusivity of the Teachers

World Englishes-based, technology-infused Teams-Games-Tournament (TGT) in the SPFL was reported by teachers to support both language development and linguistic inclusivity, with students showing measurable growth in vocabulary and fluency alongside stronger confidence in their accents and a heightened sense of belonging. Three connected patterns emerged: **language gains**, where repeated team interaction and exposure to diverse Englishes expanded learners' lexical repertoire and improved oral fluency; **confidence diversity**, where validating multiple accents reduced linguistic

insecurity (e.g., fewer apologies for "non-native" pronunciation) and normalized speaking with local identities; and **inclusive climate**, where reflecting students' varieties in examples and tasks strengthened voice recognition, identity validation, solidarity, and a more supportive classroom atmosphere. Observations reinforced these patterns through noted improvements in oral communication, reduced anxiety, and a more positive, inclusive learning climate, suggesting that sustained WE-oriented TGT can function simultaneously as a communicative practice space and an identity-affirming environment. This interpretation aligns with World Englishes and ELF scholarship emphasizing that normalizing plural Englishes counters Inner-Circle norm pressures and enables authentic negotiation across accents [7], [18], [19], including Philippine research highlighting American-norm bias and the importance of operationalizing Philippine English through routine classroom validation [20], [21], [34]. It also coheres with cooperative learning and gamified instruction evidence showing that TGT's positive interdependence, individual accountability, and technology-mediated feedback can translate inclusive input and validation into sustained participation, vocabulary retention, and confidence [14], [15], [17], [22], [35]

Challenges and Practical Considerations of the Teachers

Teachers' reflections on implementing World Englishes-based, technology-infused Teams-Games-Tournament (TGT) in the SPFL highlighted that successful delivery depended as much on practical logistics as on pedagogy, with infrastructure and readiness shaping who could participate fully and how smoothly lessons ran. Three connected patterns emerged: **TGT challenges**, where connectivity gaps, limited device access, and insufficient time for app training disrupted quizzes and multimedia tasks and slowed lesson pacing; **student adaptation**, where learners became increasingly autonomous and confident with the tools once explicit guidance was provided and game mechanics made participation intrinsically motivating; and **do differently**, where teachers identified concrete refinements such as pre-preparing media (e.g., WE audio clips), building offline/low-tech backups, and front-loading tool training earlier in the course to reduce predictable friction. Observations reinforced that technical constraints can impede flow but that pre-planning and scaffolding streamline implementation and protect inclusivity. This interpretation aligns with technology-enhanced learning research emphasizing that engagement benefits are contingent on access, readiness, and the match between tool complexity and users' skills [10], [11], and that competency frameworks can guide calibrated onboarding and support to reduce barriers while maintaining interactivity [12]. It also coheres with gamified cooperative learning evidence showing that stabilized technology and immediate feedback within structured team competition can boost participation, confidence, and retention when designs remain pedagogically grounded and sensitive to device/connectivity realities [17], [22], [35].

Recommendations of the Teachers

Teachers' recommendations for sustaining World Englishes-based, technology-infused Teams-Games-Tournament (TGT) in the SPFL emphasized that the approach is worth continuing and scaling because it increases participation, creates an enjoyable and inclusive learning atmosphere, and leverages healthy competition to energize classroom interaction, while also requiring intentional sequencing and program-level supports to remain equitable. Three interrelated patterns emerged: the adoption rationale where instructors supported the use of TGT as a way to raise motivation and engagement, and instead of allowing extrinsic language motivations, they were more interested in considering outcomes as forms of participation that were inclusive across groups with varying proficiency and accent; the implementation advice where instructors recommended public-making of preliminary training resources for digital tools, recommendations about a locally vicinity approach (localised to familiar accenting varieties before introducing wider varieties) and low-stakes introductory quizzing to ease anxiety and prevent confusion; and the program improvements where instructors called for expansion of the resourcerepos of World Englishes, offline accessibility to observations reinforced that the approach increases classroom energy and motivation but depends on resource readiness and teacher preparation to run smoothly.

This interpretation aligns with World Englishes and ELF scholarship showing that systematic validation of local varieties and carefully structured exposure to diverse Englishes counter Inner-Circle norm bias and support confidence and willingness to communicate [7], [18], [19], including Philippine evidence on American-norm preferences and the need for routine classroom designs that legitimize Philippine English [20], [21], as well as SPFL-related work highlighting the importance of practical frameworks for operationalizing WE principles [13], [33], [36]. It also coheres with cooperative learning and gamified instruction research indicating that TGT's positive interdependence and accountability, combined with goal-aligned mechanics and immediate feedback, can enhance engagement and confidence, especially when supported by lightweight/offline options, reusable media, and targeted teacher PD [10], [11], [12], [14], [15], [17], [22], [35]

4. Conclusion

a. The SPFL cohort was predominantly male across junior high, with larger representation in higher grade levels and mostly basic technological proficiency. This profile suggests that technology-infused TGT must assume only basic digital skills and include structured onboarding, tool scaffolds, and low-barrier platforms. Calibrated supports are needed to ensure equitable participation across gender, grade level, and varying levels of tech readiness in World Englishes-integrated TGT.

b. The progression from the lowest mastery observed when the students were pre-tested to being in the predominant mastery level when they were tested post-tested shows that a World Englishes-oriented, technology-integrated TGT has proven to be effective in improving English achievement. The finding of an increase in the mean scores and a decrease in the number of the lowest mastery band learners suggests an outcome that goes beyond incremental improvements. The combining of collaborative gamified sequences with feedback intensive team interactions seems to have enhanced opportunities for deliberate practice and consolidation, thus supporting learner's movement in both competence and confidence in regards to the target skills.

c. Students' high rated assessments of readiness, technological proficiency in performance are indicative of a strong perceived congruence between learner capacities and the requirements of World Englishes - integrated TGT. They reported increased engagement, confidence and substantive learning as well as a recognition of an English languages multiplicity in gamified, cooperative frameworks. Nonetheless, the inconsistency of ratings demonstrates that benefits were mediated by variables including digital preparedness, the backdrop of exposure to English pre-teens and in the interpersonal use of non-standard varieties, thus making the importance of differentiated scaffolding and transparent processes of inclusion in order to protect equitable findings.

d. The large pre-to-post test differential validates the assumption that a positive impact of a World Englishes based, technology-rich TGT on English achievement has taken place. The use of structured competition, of collaborative teamwork and of timely feedback ostensibly served to reinforce repeated language practice and the consolidation of linguistic proficiency. By validating the local varieties, the intervention was probably the way to reduce anxiety and maximize participation, or to increase substantive possibilities for genuinely using English. In summation, the methodology was used and was found both interesting and empiric.

e. Disparities in performance by grade level after the post tests indicate the influence of learner maturity and prior competence in modulating the extent of improvements from World Englishes - integrated, technology infused TGT. The better performance of the respective older cohorts could be due to larger linguistic repositories, greater metacognitive control, and greater digital task acclimatisation. Asone is that, whilst it may mitigate the potential increase in inequities associated with this approach, program implementation needs to include differentiated pacing of programs, calibrated task difficulty and overt

endorsement of different Englishes, with focused scaffolds designed for younger or less prepared students.

f. Students described the World Englishes based, technology infusing TGT as interesting and identity-affirming based on the reduction of anxiety and high participation owing to the legitimisation of Philippine English and other varieties. Participants also recognized that, within affordances of technology increased interactivity and clarity, but also propose obstructions concerning connectivity, device access and usability limitations. In order to underline the prerequisites for the sustainability of inclusivity and broaden applicability beyond disciplinary boundaries, their recommendations emphasized added conducting more explicit instructions, providing flexible pacing, designing off-line contingencies and thorough teacher training.

g. Educators reported that World Englishes- any English-based, technology-driven TGT was incredibly beneficial for vocabulary acquisition, oral fluency, confidence and equity of participation (by validating a spectrum of accents in a collaborative competitive context of participation). They simultaneously found barriers such as connectivity failures, device limitations, gaps in digital literacy and time pressures that might be an issue with access. Suggested improvements include pre-implementation training of teachers in a tool, the availability of offline alternatives, introducing structured exposure of teachers to various English varieties, and institution-based resources for ongoing professional development to continue and propagate the approach.

Recommendations

a. **For Students.** Provide short orientation sessions on the tools and on linguistic inclusivity (e.g., valuing Philippine English and other varieties). Build basic–intermediate digital skills, clarify teamwork/game norms, and include anxiety-reducing practice rounds so all learners can participate equitably.

b. **For English Language Teachers.** Embed WE-informed, tech-infused TGT routinely using cooperative tasks that legitimize multiple Englishes, ensure positive interdependence, and give timely feedback. It is imperative to differentiate roles, pacing and technological supports based on symbolic capabilities with learners in accordance with their linguistic preparedness and their digital competencies whilst ensuring that the inclusion is continually monitored through formative evaluations.

c. **For SPFL Teachers.** Employ TGT across units using technology ensuring that they align with the outcomes of SPFL - collaboration, motivation and inclusivity Support systems for higher learners include differentiation in offering tiered supports of guided tool use, low-tech/offline supports, and clear guides as we use digital tools. Coordinate with colleagues in sharing materials, systematically troubleshooting constraints, and refining WE- aligned task designs.

d. **For Teachers of Other Learning Areas.** Adapt TGT principles—teamwork, gamified review, and immediate feedback—to subject content. Use localized examples and allow flexible language use where appropriate. Provide digital scaffolds and offline equivalents so participation is not limited by device access or connectivity.

e. **For Curriculum Planners and Developers.** Integrate WE-based, tech-infused cooperative models into SPFL/English guides. It is imperative that the linguistic realities of Philippine English and its local variants be acknowledged as very real educational assets. Accordingly, I offer the opportunities to develop illustrative TGT curricula, roster of evaluative instruments, and a variety of scaffolding modalities in tiers where the integration of the technological processes utilize a synchrony of collaborative praxis and provision of equitable inclusion.

f. **For School Heads and Principals.** Improving enabling conditions - Tools and time (connected quality, time for "teachers" to plan, access to shared devices, availability of internet/sender, etc.), reliable connectivity, etc. Stanton Lect. Enhancing enabling conditions are one regimentation of foundational necessity.

It is incumbent upon the institution to fund professional development on wellness, equity, cooperative learning methodologies and gamification strategies and make it mandatory. Incorporating measures of digital equality as well as linguistic inclusion into the protocols of observations and ongoing improvement processes is required for the sustained effectiveness of these initiatives.

g. **For DepEd Supervisors.** Use findings to strengthen division support: develop training modules on WE and TGT, and integrate digital equity and linguistic inclusivity indicators in monitoring tools. Surface effective practices through LACs and regional sharing, prioritizing underserved and Indigenous communities.
h. **For the Local Community.** Partner with schools to address access gaps (community Wi-Fi, device sharing, learning hubs). Support TGT showcases that highlight local culture and language resources. Engage parents and local leaders as partners to reinforce linguistic pride and sustained participation.
i. **For National Government Agencies.** Align ICT investments and teacher capacity-building with explicit goals on digital equity and linguistic inclusivity. Produce national exemplars and guidelines for WE-based, tech-infused cooperative learning to support quality, accessible implementation aligned with SDG 4 and national priorities.
j. **For Policy Makers and Legislative Bodies.** The imperative hence lies in making policy frameworks clearly reflect the pedagogical legitimacy of kinds of English, while at the same time providing forward-facing collaborative, gamified instructional methodologies which could work to reduce learner anxiety while expanding participation. Moreover, a long-term commitment on making ICT infrastructure, with requisite professional development for educators, financially available is a must to support equitable, scalable education.
k. **For Education Advocates and NGOs.** Facilitate the pilot implementation of women-empowered technology (WE)-guided training (TGT) programs within resource constrained and Indigenous contexts (ensure that such initiatives simultaneously address inequities of digital access and further strengthen the affirmation of identity) In addition to this, author comprehensive compendiums of open source resources, organizational perform instructional workshops and systematically produce empirical evidence of implementation outcomes so that these can inform advocacy campaigns, influence the agenda of donors and facilitate strategic school partnerships.
l. **For Future Researchers.** I am proposing to use multi-site, longitudinal, and comparative research designs in the examination of web-enabled, technology-infused formative assessment strategies. Such studies should look rigorously at the long-term academic outcomes and also at the socio-emotional outcomes, systematically examining what instructional design features will be most effective in supporting diverse learner subgroups (e.g., Indigenous learners, those in lower grade levels, and those who have limited access to educational resources) in order to refine models with the priority of equity.

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