

Lived Experiences of English Teachers in Integrating Bloom's Digital Taxonomy on Their Differentiated Instruction Practices: A Phenomenological Study

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Abstract

This qualitative research, a hermeneutic study, focused on exploring and capturing the essence and meaning of lived experiences of English teachers in integrating Bloom's Digital Taxonomy (BDT) into their differentiated instruction practices. Bloom's Digital Taxonomy highly contributes to the change that education witnesses today. Students acquire knowledge and skills in various ways and at different speeds, and the idea of giving a personalized learning experience for students in a digital classroom is challenging. From the interviews and observations conducted, participants revealed that acceptance and self-initiated learning served as the key to adapting to technology and learning tools as anchored in BDT for the sudden paradigm shift in education. Participants considered technical aspects, digital literary skills, monitoring, and interaction as challenges to overcome and should be a part of the virtual preparedness. Moreover, teachers positively embrace and maximize the use of technology in education. BDT keeps them on track in aligning learning objectives in differentiated instruction attainable in a virtual set-up. The use of Digital tools as anchored in BDT boosts engagement and motivation, builds closer imitation of face-to-face classes, and enhances education delivery and management in a virtual environment. The researcher recommends that teachers undergo professional development focusing on BDT in differentiated instruction teaching English subjects. The education may use the MDT-EDP Training plan of this study and may conduct a needs analysis to provide the most relevant training for the educators based on their skills, needs, and interest.

Keywords: *Digital Literacy; Bloom's Digital Taxonomy; Virtual Environment*



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INTRODUCTION

To respond to the challenges posed by COVID-19 in primary education, The Department of Education introduced the Basic Education Learning Continuity Plan during COVID-19 (BE-LCP). According to DepEd, distance learning will be an essential modality of learning delivery in the incoming school year. Distance Learning is also called distance education, e-learning, or online learning. This learning platform uses Information and Communication Technology. It uses digital tools such as Google, podcasts, online resources, video lectures, and online channels (UNESCO, 2020). With online learning, the use of technology has emerged more.

In line with this, Andrew Churches introduced Bloom's Digital Taxonomy to strengthen the process of online teaching and learning. It was initially Benjamin Bloom's Taxonomy, but Churches (2008) added the integration of the Information and Communication Technology skills. Students will learn through ICT-integrated assessments and activities as teachers know that learners have different ways and places to acquire knowledge. Therefore, teachers should use differentiated

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instruction to meet the needs of every student. Educators must observe and understand the differences and similarities among the learners and use this information to plan strategies and approaches to addressing the needs of each learner. Educators must provide each learner with tasks that will improve their learning. Differentiated instruction with technology allows teachers to engage students in various ways while also changing the pace of learning, difficulty levels, and teaching strategies to engage and challenge learners.

Differentiated instruction also allows teachers to start thinking and working more intelligently and efficiently rather than trying to satisfy the requirements of varied learners by working harder. Today's educational system requires educators to be more adaptable, resourceful and focused on the needs of learners and society amidst the pandemic. In the ever-changing curriculum, teachers must deeply understand the learners' needs to become productive individuals in the community. It is highly possible when their environment provides quality learning through enhanced technology delivery.

Digital Taxonomies are considered a new educational phenomenon rapidly being engaged in higher education. As part of the umbrella term Digitalization, Bloom's Digital Taxonomy (BDT) highly contributes to the change that education witnesses today (Zouaoui, 2017). This qualitative phenomenological study aimed to analyze the experiences and understanding of English educators in incorporating Bloom's Digital Taxonomy in their differentiated instruction practices due to the unexpected changes in the educational set-up caused by the pandemic. Furthermore, the researcher was interested in learning about the challenges teachers face when delivering differentiated lessons in an online classroom and how they maximize the use of digital tools anchored in BDT in the teaching and learning process through online learning delivery. To explore and understand the lived experiences of English teachers in integrating Bloom's digital taxonomy on their differentiated instruction practices, the researcher formulated the following research questions:

1. How do the participants describe the challenges of integrating Bloom's Digital Taxonomy in their differentiated instruction?
2. How do educators perceive their experiences with Bloom's Digital Taxonomy integration in differentiated instruction in the new normal?
3. What themes emerge from the testimonies shared by the educators on Bloom's digital taxonomy integration in their differentiated instruction in the new normal?
4. Based on the findings and reflections, what training program can the researcher provide for educators?

LITERATURE REVIEW

Technology is becoming a more effective form of learning in today's classroom. With the ever-changing world of technology, teachers work hard to incorporate technology into their everyday instruction to connect student passion with learning. Likely, Harris (2016) exclaimed that today's instructors are under tremendous pressure to give students a quality education based on 21st-century standards. One of those standards is providing pupils with the technological and informational abilities they need to succeed in an ever-changing, technology-driven environment. The pandemic has led students and teachers to study and work from home, leading to the delivery of online learning platforms. As learning and teaching tools, technologies force teachers and

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students to use them, much like learning a new task. Preparing teachers should actively engage in the practice by attending webinars and self-initiated learning. Teachers must become "active agents of their professional progress." (Schleicher, 2012; Cortezano, 2021). It may be achievable if teachers use Dewey's (1933) reflective practice, which is the ability to reflect on one's activities to engage in a continuous learning process. According to Zweig and Stafford (2016), this preparation was highly mandatory, even pre-pandemic. The K-12 online learning has increased national attention to the need for a skilled online teaching workforce. Providing professional learning opportunities for teachers to teach and support students in online and blended-learning environments is essential.

Teachers have made much effort to professionally develop their skills and knowledge for the 21st-century learners that are more exposed to the use of technology.

Digitalization improves and facilitates the learning processes worldwide. According to studies, an up-to-date way of Computer-assisted instruction is a powerful additional instrument that can help improve student achievement. "Increasing student achievement has emphasized many educational strategies" (Patterson, 2005).

Andrew Churches created Bloom's Digital taxonomy to account for the new behaviors, actions, and learning possibilities that have emerged due to technology. He discovered the digital tools and verbs connected with each level, from the lowest to the highest (Munzenmaier & Rubin, 2013). Bloom's Revised Taxonomy considers various traditional classroom practices, behaviors, and actions, while Bloom's Digital Taxonomy (BDT) focuses on the new processes and activities linked with web 2.0 technologies. This revision by Andrew Churches would be one of the main foundations of this study.

Similarly, Skiba (2013) introduced the concept of Bloom's Digital Taxonomies and how to employ various technology tools to recall images. It provides extra resources that may engage students in the classroom and online. He emphasizes the usage of videos to help students assess and produce while also achieving their goals. In connection to the study, participants have interviewed about their best practices that highly engage students using digital tools available in an online class.

According to Karatza (2019), teachers should use the available tools for differentiation to achieve differentiation. For the past two decades, technology tools have received much interest because it proves that they could help improve learning outcomes when properly integrated into an educational framework. Information and communication technology (ICT) is an instrument for assisting instructors in implementing differentiated instruction because it allows students with various learning profiles to work at the same level simultaneously and the possibility of peer interaction.

Upon being mentioned, in the differentiated instruction-virtual learning environment, the students could choose the different activities they wanted to do according to their preferences and learning styles.

The teacher's time and effort in integrating technology into differentiated classes can benefit the learning process. The internet is brimming with activities and resources that can readily match the needs of a differentiated instruction deployment (Vargas-Parra et al., 2018).

Moreover, differentiated instruction aims to bring changes in the learning process to accommodate a variety of differences in learners' readiness, interests, and learning styles

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Tomlinson (2001). Teachers personalize lessons to match their students' interests, needs, and strengths. This teaching method allows students to choose how they study and lets teachers customize learning. This strategy also necessitates instructional clarity and well-stated learning goals to help students achieve their objectives.

Challenges are evident in planning differentiated instruction in English classes in a virtual environment. Differentiated instruction is an instructional approach that focuses on addressing individual differences, learning styles, and intelligence. According to Tomlinson (2005), differentiated instruction aims to maximize each student's full learning potential. Moreover, the original taxonomy and Anderson and Krathwohl's (2001) revised taxonomy centered on the cognitive domain. These are helpful as classroom teachers, but they do not address the activities that take place in the classroom. This Digital Taxonomy encompasses both cognitive and non-cognitive aspects and approaches and tools. These are the elements that are useful to employ in the classroom. Similarly, in earlier taxonomies, the mental level is determined by the quality of the activity or process rather than the action or process itself (Churches, 2008).

Wedlock and Growe (2017) stressed that innovative strategies and instructional practices must be integrated and practiced rigorously into the curriculum to keep students' attention on learning. Hence, incorporating digital tools and using them intelligently in educational settings may offer opportunities for various benefits to learners. Mullen and Wedrick (2008) supported this claim. He stated that the twenty-first Century's literates would be those who will be proficient in using digital tools as pedagogical tools.

In relation, the study by Amin and Mirza (2020) affirmed that teachers of the virtual university have better skills in bookmarking, advanced searching, Skyping, and data processing through computers. It supports the notion of Cardoso (2019) that only teachers' awareness and the proper use of digital tools can support the development of the tech-savvy generation. He also stressed that incorporating technology effectively into the curriculum and instructional practice may help educationists and teachers reduce the time and cost of educational activities in conventional settings.

Downes (2010) explained that using each digital verb and its associated tool depends entirely on experience, careful planning, and clarity of learning outcomes. Thus, in an Online and Digital Learning (ODL) environment, students and teachers learn to collaborate and exercise their freedom and creativity by engaging more in assigned tasks. Teachers are limited in helping digital learners develop their skills and build their confidence. However, we should not assume that students will use social media for academic or business purposes. They still need mentoring to apply digital pedagogy to cope with the challenges of the digital world.

Differentiated instruction aims to bring changes in the learning process to accommodate a variety of differences in learners' readiness, interests, and learning styles (Tomlinson, 2001). A differentiated pedagogical philosophy is primarily the practical part of differentiated education. It is a method of modifying teaching and learning systematically and flexibly to respond to students' performance levels while allowing them to develop and fulfill their potential. Modern education reshapes the traditional classroom by including all students with various competencies, interests, and learning profiles (Karatza, 2019).

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The content comprises the knowledge, concepts, and abilities students will need to learn. It also contains information about what the teacher intends for their students to learn and how they will access this information. As a result, differentiation by content refers to changes and adjustments to what the student wants to learn and varied modes of delivery such as videos, pictures, or audio.

Educators are aware that students learn in various ways and at varying speeds. However, for instructors thrown into the deep end of the digital space, offering a tailored learning experience for students in a digital classroom may be complicated. Conversely, this online environment is well suited to engage different types of students through personalization. In addition, using digital tools in the online classroom does not require a big technical learning curve.

During COVID-19, the initial focus in adapting to digital classrooms' 'new normal' was simply transferring the curriculum online. However, educators are now considering adjusting their lesson plans to this new paradigm to make class time more engaging—and productive.

Some teachers use technology in the classroom to differentiate instruction, often by employing specialized strategies that help students become lifelong learners. Differentiated education is a method in which teachers employ various techniques to help students learn more effectively. Instructional styles in teaching fulfill the needs of a varied population of pupils. According to a study, most EFL teachers encourage implementing and integrating Bloom's Digital Taxonomy in their classes because it allows teachers and learners to access digital equipment and strategies to assess their production during learning/teaching. They consider the teacher's reflections, perceptions, and responses as the backbone of the study because they foster the research project and strengthen the clarification. Their answers revealed that Bloom's Digital Taxonomy constructs a new form of student learning and offers modern and skillful teachers who believe in the potential of Bloom's Digital Taxonomy and apply it meaningfully within EFL courses. Most teachers and students are highly motivated to adopt this effective integration of Bloom's Digital Taxonomy.

According to [Nelson \(2021\)](#), integrating differentiation into an online learning environment is a new frontier that deserves attention and study to optimize the learning experience for students. The increased usage of online learning has exposed various difficulties students have faced. The vast majority of students were caught off guard by such a significant shift in schooling. They needed some basic qualifications to succeed in an online course. Digital literacy is one of these required qualifications. We live in an era of digitalization, and COVID-19 has demonstrated the importance of these skills in all aspects of life, particularly in education in various settings worldwide ([Karagul et al., 2021](#)).

Moreover, according to [Tomlinson \(2008\)](#), teachers may use technology to customize the curriculum to meet the requirements of each student. Integrating technology diversifies pupils' tasks and motivates them to learn and progress.

While differentiated instruction can provide multiple learning channels, it does not replace individualized instruction. This method focuses on the overall learning process and encourages students to participate in meaningful ways. Differentiation is more like a one-room classroom than differentiation. That kind of instruction acknowledged that the teacher needed to work with the entire class, small groups, and individuals at different times. These differences were essential to

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assist each student advance in their understanding and skills while fostering a sense of community among the kids (Tomlinson, 2017).

As presented in this literature and studies, these support the connection of the major components of Blooms to differentiate instruction this study emphasized effectively. Research and findings prove that digital learning highly affects students' progress, motivation, and engagement. Teachers, on the other hand, must help expose and promote digital learning in the classroom. They play a significant role in efficiently and effectively integrating technology.

This study would benefit the educators and future educators of the new typical educational system. This study served as a learning reference for real-life experiences of teachers during the pandemic. Participants shared their perspectives, challenges, and experiences in integrating the latest revision of Bloom's Taxonomy which is Bloom's Digital Taxonomy, into their differentiated instruction. The findings of this study will help them learn from the experiences of educators who are utilizing the integration of technology in their teaching and learning process. This study will also allow educators to become more aware of how to maximize the use of digital tools in creating practical assessments and activities according to the needs of the learners.

Moreover, the study contributed to the limited body of literature concerned with integrating Bloom's Digital Taxonomy in differentiated instruction in the online delivery of teaching.

RESEARCH METHOD

This study used theme-centered or category-based analysis as its qualitative method. The treatment of qualitative data is described in Figure 1 with the following explanation.

1. For data triangulation, the researcher conducted an asynchronous interview through a google form, a one-on-one interview, a focus group discussion, and a classroom observation. Google meet was the platform used for all the online interviews. The researcher conducted classroom observation on the platform the participants chose to use. Six participants allowed the researcher to conduct classroom observation. The researcher transcribed the data in classroom observation in a narrative form.
2. After all the interviews, the researcher personally transcribed all the verbatim statements of the 9 participants. The researcher validated their interview responses from the result of their one-on-one interviews. After the transcription, a Focus Group Discussion was conducted to make a follow-up interview on unclear answers during the one-on-one interview. The transcriptions were submitted to each participant to validate and confirm their shared testimonies.
3. The researcher made a horizontal and vertical format of the data bank of the participants' transcribed verbatim statements in all the interviews and a separate sheet for the classroom observations.
4. The researcher identified the participants' significant statements/horizontalization in the databank and treated them similarly. The researcher highlighted the statements that best described the phenomenon under study from the transcript, and she recorded them in a different word file. This method is known as horizontalization. The researcher carefully reviewed the listed significant statements of each participant to ensure that there were no repetitive statements.

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5. After the researcher reviewed that all the horizons have met the requirements, she clustered these statements into meaning units and themes. From the significant statements of the participants, she generated subordinate themes. Each of the subordinate themes was related to the integration of BDT in their differentiated instruction. The researcher consolidated the long transcripts and comparable thoughts to create more focused beginning topics. From the basic themes, the researcher also created sub-themes formed due to similar grouping statements. The researcher eliminated the irrelevant, overlapping, or repetitive statements when organizing statements into themes.
6. Following the extraction of sub-themes from subordinate themes, the sub-themes were checked and reviewed before being clustered into final or superordinate themes. The researcher grouped all similar concepts in this step. The researcher maintained that the sub-themes and main topics reflected real-life experiences. When creating the final themes, she ensured that each of the five superordinate themes described an aspect of the participant's experiences. She ensured that the final themes were also descriptive to remain descriptive of the participant's life experiences. Some details were added to superordinate themes to guarantee that the content and texture of the experiences were not lost. After creating the five superordinate themes, it was peer-reviewed by three qualitative researchers and the participants themselves.
7. Next, the researcher synthesized the themes into textual and structural descriptions. She included individual textural descriptions for each participant. The researcher presented each participant's perceptions of the studied experience. In a textural description, she described what the experience was. Participants' exact statements should be included, according to [Moustakas \(1994\)](#), to communicate their unique experiences of the topic studied. The researcher combined the topics to form a textual representation of the participants' experiences. The researcher constructed the story depicting the participant's encounter with the phenomena using verbatim statements provided by the subject to thoroughly convey the experiences captured by the final themes.
8. The researcher created a composite textural description of the experience's meanings and essences. The group description of the participants' lived experiences of the phenomenon studied was the subject of the composite textural description. [Moustakas \(1994\)](#) led to the understanding that each participant's invariant meanings and themes depict the group as a whole while asserting and generating composite textural descriptions ([Moustakas, 1994](#)).
9. For each participant, the researcher also prepared specific structural descriptions. The researcher wrote a structural description of the individual's life experiences using the initial and final themes. The meanings the individual linked to the experiences, problems, and perceptions on integrating BDT on English teachers' differentiated instruction practices were examined in a structural description. To thoroughly convey the implications of obstacles, significant experiences, and perceptions that spelled the individual has lived experiences on this phenomenon, the subject mentioned certain verbatim statements.
10. After that, the researcher put together a composite structural description. This level of study requires the integration of all structural themes that develop into a "universal structural description of the experience" ([Moustakas, 1994](#)). The structural description describes "how"

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the experience occurred (Creswell, 2007). The researcher discussed the individual's meanings for their lived experiences in a structural description.

11. Then, the researcher synthesized the meanings and essences of the experiences from the composite textural and structural descriptions. At this point, the textural and structural descriptions were merged "intuitive-reflectively" (Moustakas, 1994) to synthesize the meaning of the experience by the participants. She used a thematic framework proposed by Kriukow (2020) to present the five primary themes. He emphasized that the researcher could publish her findings in whatever format she wanted, such as tables, graphs, or plain text.

TREATMENT OF QUALITATIVE DATA

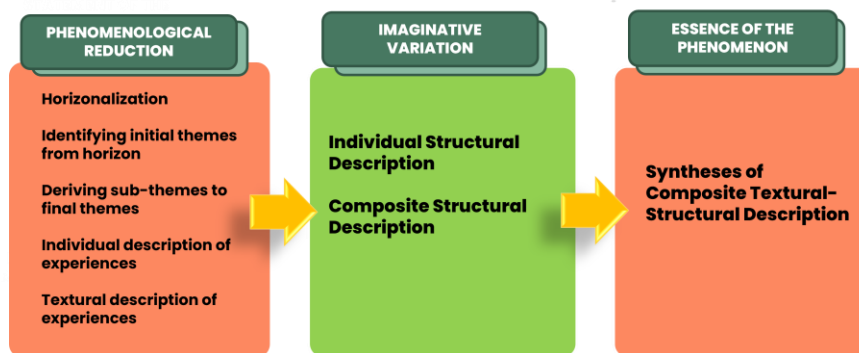


Figure 1. Treatment of Qualitative Data

FINDINGS AND DISCUSSION

Most participants describe the challenges they face in integrating Bloom's Digital Taxonomy into their differentiated instruction are enormous. The participants shared the most common challenges of the student's lack of knowledge of technology, the availability of online devices and connectivity, the limitations of interaction, and setting criteria for different activities aligned with one learning objective.

However, most have also mentioned that challenges in planning and executing lessons integrated with BDT in differentiated instruction practices are not evident. They have noted that the two complement each other, and BDT serves as a guide on offering various learning plans and activities attainable in a virtual set-up. Based on their experiences, most participants described that differentiated instruction has been achievable using Bloom's Digital Taxonomy.

All the participants have perceived that they are all integrating Bloom's Digital Taxonomy in their differentiating instruction practices in an online set-up. The participants shared their experiences during a one-on-one interview, focus interview, and classroom observation. The participants have considered the diversity of the learners. Learning styles and needs have been considered in the planning of instruction. As part of the planning and implementation under BDT and DI, they provide various learning resources, supplemental resources, activities, and assessments using digital tools. The objectives aligned with BDT and the appropriate digital tools needed to support the learning experiences.

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The participants have shared the same experiences on how helpful BDT is to differentiated instruction. They have mentioned that using Bloom's Digital Taxonomy objectives positively affects the learners' performance. It boosts the learners' engagement, interest, and motivation for efficient and effective learning. However, since Bloom's Digital Taxonomy brings a significant change in the traditional education setting and the participants were forced to this paradigm shift, they have mentioned that they are not still fully adaptive to Bloom's Digital Taxonomy. They believe there is still much to explore when digitally anchoring the learning objectives.

The participants also shared that the digital tools supporting the learning objectives anchored to BDT should be considered user-friendly and easy to use. They have recommended learning tools such as Flipgrid, Kahoot, Canva, Quizizz, Classpoint, Edmodo, Zoom, Facebook group, and Google Classroom. These tools mentioned support and enhance the delivery of instruction virtually. These tools provide a closer imitation of face-to-face classes as an alternative vehicle for delivering effective and efficient teaching and learning practices.

Five themes emerged from the testimonies of the lived experiences of the English teachers in integrating Bloom's digital taxonomy on their differentiated instruction practices. These five Superordinate Themes described the aspect of the actual experiences shared by the participants.

Acceptance and self-initiated learning is vital to be adaptable to the use of technology and learning tools anchored in BDT, which is vital to the preparation for the sudden paradigm shift in education.

Bloom's Digital Taxonomy has been an essential component in the planning and executing of attainable learning objectives in the virtual classroom. Based on the testimonies of the participants, they were integrating technology in their instruction even before the pandemic. However, it is not consistent because of the challenges, such as the student's lack of knowledge in digital literacy and the availability of the devices needed. As a result, teachers made their way on how they will adapt and adjust to the full integration of technology in education. The participants have attended various seminars, peer teaching demos, and self-study to familiarize digital platform's functions and features. They have manifested their initiative in the professional development needed in this sudden paradigm shift.

Teachers positively embrace and maximize the use of technology in education. BDT keeps them on track to align learning objectives in differentiated instruction that are attainable in a virtual set-up.

It is evident from the participants; that they have embraced and used the technology and integrated BDT in their differentiated instruction. They have provided and recommended digital tools they often use in their instruction during the virtual set-up. They maximize the use of online platforms and other digital devices in presenting lessons. BDT, as the majority of the participants have described, is a guide in planning. It helps make choices on the learning experiences the teacher wants the students to achieve. Differentiation becomes achievable because of Bloom's Digital Taxonomy.

Participants considered technical aspects, digital literary skills, monitoring, and interaction as challenges to overcome and should be a part of the virtual preparedness.

Participants shared their experiences on the challenges that occurred in the integration of BDT and DI. First is the challenge regarding the knowledge of some of the students. They have mentioned that some of the students lack technical knowledge. One participant also said the teacher's understanding of the use of technology. Teachers should be more steps ahead of the use of technology since the learners are in the 21st Century. They have mentioned that not everyone is digitally literate. Another challenge is the limited monitoring and interaction in a virtual set-up. Problems in technical aspects, such as the lack of students' tools to participate in online learning and the excellent internet connection, are part of the significant challenges in the teaching and learning process and must be considered as part of virtual preparedness.

Digital tools anchored in BDT boost engagement, and motivation, build closer imitation of face-to-face classes, and enhance education delivery and management in a virtual environment.

The participants have shared and observed the positive result in the student's performance and engagement, motivation, and interest. They have mentioned that the learners have been more participative and active in teaching and learning. They have also noted that some students showed excellence in providing output using digital tools. The participants have manifested that the online platforms available on the internet have a big part in the closer imitation of the face-to-face classes. Digital tools available on the internet have become a good platform for enhancing educational delivery and management.

Be a lifelong learner and make technology a partner and support system for integrating BDT in differentiated instruction providing effective and efficient teaching and learning.

The participants have given an inspiring piece of advice for other English educators. They have mentioned that we should always continue learning the ropes as educators. Adapt to the changes; we must learn new pedagogy and unlearn ineffective practices. Be flexible and accept changes. We have to know the recent trends in education.

The participants also stated that they accept the idea that a teacher would be more effective and efficient with the help of technology. Technology integration plays a vital role in teaching students in the 21st Century. They are more exposed to the digital age, and teachers should be more steps ahead of them. Technology is a great support and a partner. Explore the technology and maximize the use of digital tools available for teaching and learning.

They also have advice that we always consider the student's learning needs. The participants mentioned the importance of aligning the objectives with BDT and differentiating the instruction.

The participants have mentioned in the study that most of them are still adapting and integrating Bloom's Digital Taxonomy into their differentiated instruction. They expressed that they enjoy these changes but still need to learn more about BDT. One participant mentioned that they know many things to explore that will help them in effective and efficient teaching using BDT. Change is just the start of the learning process for teachers regarding Bloom's Digital Taxonomy.

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They also shared that teaching face to face would be better if there is the integration of the use of BDT in differentiated instruction in the face-to-face environment.

The study necessitates training based on the findings of the study focusing on maximizing the use of digital tools for English differentiated practices for educators. This training plan consisted of:

1. **SECTION 1: BLOOM'S DIGITAL TAXONOMY IN DIFFERENTIATED INSTRUCTION OVERVIEW AND FRAMEWORK.**

This section covers the introduction and overview of Digital Tools and Differentiated Instruction. The framework of BDT and its goal and purpose for teachers in the teaching process.

2. **SECTION 2: Maximizing Digital Tools for Differentiated Instruction Training Process (MDTDI-TP).**

This section provides the process flow as to how to implement the program. This part presented a clear and organized way to run the program to achieve the desired goal.

3. **SECTION 3: Differentiated Activities using Digital Tools Training Plan (DADTTP).**

This area includes the contents and instructional area. Section 3 covers Bloom's Digital Taxonomy's differentiated activities- strategies, and approaches.

4. **SECTION 4: Training Program Evaluation. (TPE)**

The last part of the training plan focuses on monitoring and evaluating the training and its outcome. Section 4 also includes monitoring the sustainability and impact of the training conducted among teachers in the new normal.

CONCLUSION

The researcher derived the following conclusions from the participants' shared testimonies and the researcher's reflections and analysis. The participants believed that based on their experiences, differentiated instruction has been achievable using Bloom's Digital Taxonomy. The two complemented each other in teaching and learning, especially in a virtual classroom. They also believed that the participants had shared the same experiences on how helpful BDT is to differentiated instruction. They have mentioned that using Bloom's Digital Taxonomy objectives positively affects the learners' performance. It boosts the learners' engagement, interest, and motivation for efficient and effective learning. The participants also shared that the digital tools supporting the learning objectives anchored to BDT should be considered user-friendly and easy to use. These tools provide a closer imitation of face-to-face classes as an alternative vehicle for delivering effective and efficient teaching and learning practices. The participants also believe that there is more to explore in maximizing BDT, and teachers are lifelong learners and should be flexible and adaptable to changes, especially in integrating the advancement and use of technology in the teaching and learning process for 21st-century learners.

The researcher's recommendations are offered based on the findings of the study. Educational institutions may provide good facilities, devices, and strong internet connections in all schools so that integrating Bloom's Digital taxonomy in differentiated instruction will be consistent when the educational set-up is back to face-to-face classes. Teachers may always have professional development that focuses on BDT exploring the use of technology in terms of tools for assessment,

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activities, learning instruction, and other learning resources for English subjects in their differentiated instruction.

Moreover, teachers may consider utilizing various educational technology in teaching to enhance the digital literacy skills needed by their 21st-century learners. This study may contribute to the limited literature on integrating Bloom's Digital Taxonomy in differentiated instruction in online teaching delivery. Future researchers may consider conducting a quantitative study similar to the focus of the current research.

LIMITATION & FURTHER RESEARCH

This study has several limitations. It focused on the experiences of the participants who belong to one institution. Participants were teachers who did not use a required or specific Learning Management System and could freely maximize the use of any educational platform. Furthermore, this study has restricted the cognitive domain; instead, it focused on the mental elements and digital tools in differentiated instruction practices. This Digital Taxonomy encompasses both cognitive and non-cognitive aspects and approaches and tools. These are the elements that are useful to employ in the digital classroom.

These are the various suggestions proposed for further research. Schools and educators can use the themes found in this research to learn more about the integration of Bloom's Digital Taxonomy in differentiated instruction practices in the teaching and learning process. Further research may include the cognitive domain of Bloom's Digital Taxonomy and may consider a qualitative study similar to the focus of this research. Moreover, further research may consider a study of the training program manual presented as an output. Future scholars may conduct additional studies to study areas not included in this work to overcome limitations and delimitations.

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