This descriptive-evaluative study focused on the formative evaluation of the Text2Teach technology, which is integrated in English, Mathematics, and Science subjects at the intermediate level. The technology was pilot tested in selected elementary schools in Ilocos Norte during School Year 2011-2012. The evaluation of the technology package was anchored on the feedback emerging from the practices of 12 intermediate teachers and the experiences of 108 Grades V and VI pupils from six of the pilot sites of the Text2Teach project of the Department of Education. These pilot sites include the following: Pasiocan and Buyon Elementary Schools in Bacarra; Dariwdiw and Mariano Marcos Memorial Elementary Schools in Batac City; and Sagpatan and Sarrat Central Elementary Schools in Sarrat.

Data were gathered using two sets of interview schedule. One instrument collected data from each group of respondents. Data gathered were processed and analyzed using frequency counts, percentages, and means.

The practices of the intermediate teachers who adopted and integrated the Text2Teach technology in their subjects are pedagogical, managerial, and technical in nature. Those practices, which run across the three phases of instructional delivery, were commonly and distinctly done by the teacher-respondents. This implies the varying levels of flexibility that mobile-and multimedia-based technology can offer to pedagogical processes even at the elementary level.

On the other hand, the experiences of intermediate pupils who used the Text2Teach technology across the three phases of instructional delivery evolved from their own initiatives, influenced by their teachers, and/or motivated by the interactive nature and multimedia features of the technology.

Most of the respondents had positive feedback regarding their practices and experiences in using the Text2Teach technology. Those sets of feedback were likewise common among the pupil- and teacher-respondents and distinct from one another. The positive ones revolved around the functionality of the technology package as reinforcement to the traditional teaching-learning processes as well as its multi-media attributes, particularly on the clarity of the visual, textual, and aural components, the comprehensibility and adequacy of its instructional contents, and the appropriateness of its pacing.
However, some of the teachers and pupils presented negative feedback on the adoption, integration, and utilization of the technology package in the various phases of instructional delivery. Such feedback centered on the limitations of the video clips in terms of instructional contents, the technical jargons and complex vocabulary, the accent of the narrator, and the relatively fast pace of the video clips.

Moreover, the teacher-respondents perceived the technology package as having high content quality and potential effectiveness, as well as very high reusability. Likewise, they perceived the same as generally easy to use. Nevertheless, there were some of them who pointed out the dimensions that need improvement and reinforcement. All of which are consistent with the negative feedback on the adoption and utilization of the Text2Teach technology.

The consolidated findings on the teachers’ practices in adopting the Text2Teach technology in their teaching-learning processes and the pupils’ experiences in using the same, and their corresponding positive and negative feedback together with the technology’s overall assessment, served as a spring board in forwarding strategies that could enrich technology adoption, integration, and utilization. Further, with the findings of this research as anchor, it is possible for the proposed strategies to strike a balance between and among a) which of the teachers’ practices and pupils’ experiences could be retained; b) which ones could be changed, enriched, or reinforced; and c) what else needs to be done or added to accommodate existing realities surrounding more meaningful adoption and utilization of the Text2Teach technology in the future.