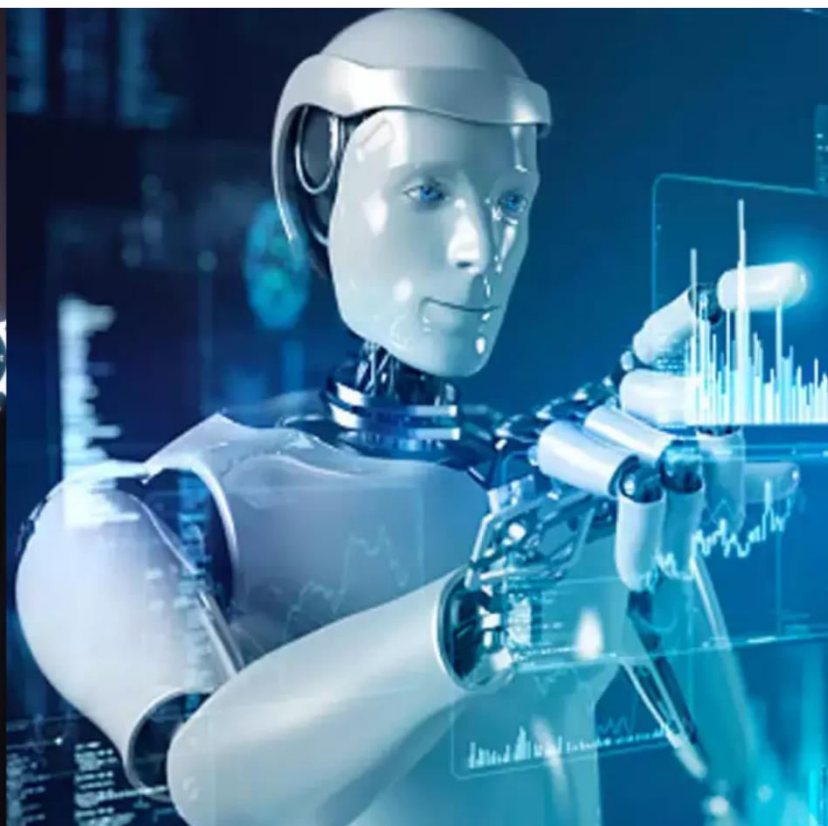




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# Teaching Approaches in Language Arts: Basis for Proposed Innovative Teaching Strategies Framework in the New Normal

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**ABSTRACT:** This research examines teaching strategies utilized in English/Language Arts classes in the context of the "New Normal" and, more specifically, the integration of technology. Based on the assumption that Language Arts are the pillars upon which proper communication is built and are the backbone of learning across disciplines, this study examines the manner in which the Senior High School instructors at Tanauan School of Fisheries employ the chosen pedagogical methods—i.e., Audio-Lingual and Audio-Visual, Oral-Situational, and Cognitive approaches. The research seeks to find out how these methods are used, how technology is incorporated in them, and how an innovative teaching strategies framework proposed can improve teaching.

A mixed-method design involved the use of self-developed questionnaires that were verified by expert review, and interviews and focus group discussions. There were 13 Language Arts teachers who took part in the research. Findings indicate that the identified instructional strategies are implemented to a moderate degree (composite mean = 3.10) and technology is becoming more integrated into these strategies (composite mean = 3.05), most notably through the use of tools such as slide presentations, video clips, and internet research exercises. The Cognitive Approach indicated the greatest degree of application, primarily through the implementation of graphic organizers and reflective questioning.

Findings affirm the necessity for sustained innovation in Language Arts instruction through the creation of a framework of teaching strategies that fit 21st-century skills and learner attributes. This study concludes that the incorporation of technology into pedagogy not only increases the efficacy of teaching but also fosters active, interactive, and substantial learning experiences. The framework being proposed seeks to assist educators in reshaping Language Arts teaching to address the changing needs of digital-age instruction.

**KEYWORDS:** Teaching Strategies; Language Arts/ English; Teaching Approaches; Student Engagement

## I. INTRODUCTION

Language Arts form the foundation of effective communication. The ability to construct meaning through reading, writing, listening, speaking, viewing, and inquiring—as well as the ability to present ideas through writing, speaking, and visual media—constitutes the core of English/Language Arts. These skills, essential to the health of our democracy and the quality of our culture, have become even more important with the rapid growth of modern communication media. Indeed, effective communication is critical, regardless of the devices used or the distances across which we communicate.

Collectively, English/Language Arts represent both a discipline in their own right—like Mathematics or Science—and a vital means of communicating about all other disciplines. Without a strong command of these skills, it becomes difficult to think about, understand, or explain concepts across subject areas. Therefore, the English/Language Arts Standards outline the knowledge and skills that all students need to be successful. These competencies are crucial for career readiness, college preparation, and active citizenship. Moreover, they are essential as students' progress from Pre-K to graduation, enabling them to access and share knowledge across content areas.



Consequently, schools and teachers must take deliberate action to support and hold students accountable for the application of performance indicators related to research, media analysis, informational and argumentative writing, informational reading, listening, and speaking. These skills should be applied, where appropriate, across all subject areas. The newly implemented K–12 curriculum has formally underscored this need for effective communication and cross-content literacy (Wa-Mbaleka, 2013).

Additionally, the everyday demands of classroom instruction increase in complexity each year due to evolving curricular standards, accountability requirements, and a growing diversity of student populations. New state frameworks and instructional trends continually redefine grade-level expectations. Approaches to teaching—defined as overarching perspectives on teaching and learning—are grounded in theoretical understandings of what language is and how it is learned. These approaches give rise to methods, which refer to specific ways of teaching and the classroom techniques employed to facilitate learning. Accordingly, English/Language Arts employs a range of approaches that are actively used in instruction.

## II. LITERATURE SURVEY

Approaches to teaching—defined as overarching perspectives on teaching and learning—are grounded in theoretical understandings of what language is and how it is learned. These approaches give rise to methods, which refer to specific ways of teaching and the classroom techniques employed to facilitate learning. Accordingly, English/Language Arts employs a range of approaches that are actively used in instruction.

To successfully implement these teaching approaches, educators must not only know how to apply them but also understand learners' characteristics. Surassawadee (2000) and Brown (2000) note that students typically display traits such as curiosity, activeness, a preference for group work, and short attention spans. Given these characteristics, it is evident that adolescent learners may struggle with sustained concentration, but they are inquisitive and thrive in active learning environments. Therefore, educators must thoughtfully select methods that both promote Language Arts learning and align with student needs and preferences.

In this context, various teaching approaches may be used in Language Arts instruction. However, educators must align these approaches with learning competencies and student interests in order to implement them innovatively. As Celce-Murcia (2006) suggests, teaching approaches in language education reflect particular models or research paradigms—essentially, educational theories.

In this regard, to develop effective English/Language Arts learners, students must be engaged as active participants in learning through the integration of appropriate teaching approaches and 21st-century tools, especially technology. Today's generation is growing up immersed in technology, adapting to the "New Normal" in education, and becoming increasingly familiar with digital learning environments. Computer technologies have significantly transformed how people access information, conduct research, and communicate globally. As a result, schools and teachers must update their teaching strategies—particularly through the use of technological tools and digital skills—to capture students' attention and maintain their engagement. Integrating technology into classroom instruction not only enhances interest but also improves lesson efficiency.

Technology integration within teaching strategies is a comprehensive process that blends educational theory, practical application, and innovation. This integration aims to align modern technological tools with instructional goals to support and improve learning outcomes. When tools such as computers and the internet are used to enrich instruction, the educational process becomes more accessible and efficient, enabling both teachers and students to overcome common learning challenges (UK, 2018).

Furthermore, Hawkins (2019) argues that another compelling reason for technology integration is the necessity for students to develop 21st-century skills. These skills include personal and social responsibility, planning, critical thinking, reasoning, creativity, strong communication abilities (both interpersonal and presentational), cross-cultural understanding, visualization, decision-making, and digital literacy—specifically, knowing how and when to use technology and choosing the appropriate tools for various tasks.

Since the New Normal is now recognized as the prevailing educational paradigm, the education sector must invest in the tools and resources necessary for today's learners. Given the evidence presented, it can be concluded that teaching Language Arts in the New Normal through technology-integrated approaches is an effective strategy. It helps enhance students' vocabulary acquisition and overall communication skills.

Thus, the present study investigated the English/Language Arts teaching approaches—specifically the Audio-Lingual, Audio-Visual, Oral-Situational, and Cognitive methods—used by Senior High School teachers at Tanauan School of Fisheries. The goal was to develop an innovative framework of teaching strategies for implementation in the New Normal. Ultimately, teachers are encouraged to foster interactive classrooms through educational technology or Information and Communications Technology (ICT) integration. This approach not only increases instructional efficiency in capable settings but also empowers both learners and communities to create positive, engaging learning environments that support student growth.

Therefore, the Department of Education must allocate adequate funding to ensure the availability and sustainability of ICT tools and equipment as a core component of the basic education curriculum.

### III. METHODOLOGY

This study aimed to provide an alternative method for teaching and learning English/Language Arts in the New Normal. To achieve this, the research involved all 13 Language Arts teachers from both the Junior High School and Senior High School departments of Tanauan School of Fisheries. Specifically, 7 participants were from Junior High School, and 6 were from Senior High School. These educators were selected using the universal sampling method, which ensured that every member of the population had an equal chance of participating. The researchers considered these respondents qualified to provide accurate and relevant information due to their direct experience in the classroom and their familiarity with the teaching approaches under investigation.

To gather data, a self-constructed questionnaire was developed by the researchers. This instrument was designed to assess the extent to which various teaching approaches are utilized and how technology is integrated into Language Arts instruction. The questionnaire used a four-point Likert scale with the following descriptors: 4 – Great Extent, 3 – Moderate Extent, 2 – Less Extent, and 1 – Least Extent. Respondents were instructed to select the number that best represented their level of agreement or practice regarding each item. The assessment focused on evaluating the degree to which objectives were met and how effectively teaching strategies were being implemented.

The questionnaire underwent a content validation process involving several teachers who reviewed its clarity, relevance, and alignment with instructional goals. Items were formulated based on an extensive review of literature, classroom observations, interviews, and the researchers' own teaching experiences. The structure of the instrument was informed by concepts from Marianne Celce-Murcia's Teaching English as a Second or Foreign Language (Third Edition). Additionally, interviews and focus group discussions were conducted to support and triangulate the survey data. The results of these qualitative methods were used to guide the development of a proposed innovative teaching strategies framework aligned with current needs in the New Normal.

For data analysis, the study employed a mixed-methods approach, combining both quantitative and qualitative techniques. This approach allowed for a more comprehensive examination of the current practices and teaching conditions. Quantitative data were analyzed using descriptive statistics. Frequency counts identified how many respondents utilized specific strategies, while weighted means and standard deviations were computed to determine the average extent of use for the three major approaches: Audio-Lingual and Audio-Visual, Oral-Situational, and Cognitive. Ranking was also applied to identify the most and least frequently used techniques among the respondents. Meanwhile, qualitative data from interviews and focus group discussions were thematically analyzed to provide deeper insights into the responses. This dual approach ensured a more accurate and meaningful interpretation of the data. The study did not attempt to control or manipulate variables but instead observed and measured naturally occurring practices.

Ultimately, this methodology provided a robust foundation for proposing an innovative teaching strategies framework tailored for English/Language Arts instruction in the New Normal. By gathering input from experienced teachers and

employing both statistical and interpretive analysis, the study aimed to deliver practical, research-based solutions that can improve instructional quality and student learning outcomes in the context of evolving educational demands.

#### IV. EXPERIMENTAL RESULTS

The following results revealed the answers sought in the research objectives of the study.

##### 1. TEACHING APPROACHES UTILIZED IN TEACHING LANGUAGE ARTS

In the 21st century, learning technologies have increasingly become pervasive within various forms of learning environments. Institutions of higher education are increasingly turning to these technologies to resource and support their teaching and learning environments under distributed circumstances, face-to-face or blended (Kumar, 2016). Hence, teaching approaches integrating technology in dealing with Language Arts is a must.

Innovative teaching approaches such as Communicative Language Teaching; Audio-Lingual and Audio-Visual; Total Physical Response; Lexical Syllabus; Task-based Language learning; Direct Approach; Silent Way; Community Language Learning; Reading Approach; and Suggestopedia were being utilized in teaching and learning Language Arts (Dendrinis, 2014).

##### 2. EXTENT OF THE UTILIZATION OF THE TEACHING APPROACHES IN TEACHING ENGLISH/ LANGUAGE ARTS:

- 2.1. Audio-Lingual and Audio-Visual
- 2.2. Oral-Situational Approach
- 2.3. Cognitive Approach

**TABLE 1: EXTENT OF THE UTILIZATION OF THE TEACHING APPROACHES IN TEACHING ENGLISH/ LANGUAGE ARTS**

Indicators	WM	SD	VI
A. Audio-Lingual and Audio-Visual			
I use...			
1. Makro Skills: Listening, Speaking, Reading and Writing	3.29	0.53	Great Extent
2. Spelling drills to the increasing vocabulary of the learner	3.18	0.52	Moderate Extent
3. Dialogues to begin the lesson	3.14	0.53	Moderate Extent
4. Mnemonics in the memorization of the terminologies of the lesson	2.86	0.61	Moderate Extent
5. Mimicry activity in dealing with pronunciation and enunciation of words	2.63	0.98	Moderate Extent
B. Oral-Situational Approach			
1. Educational games in the application part of the lesson.	3.27	0.83	Great Extent
2. Picture analysis activity in the presentation of examples/instances of the lesson.	3.18	0.86	Moderate Extent
3. Repetition method/ practice in dealing with stress and intonation.	3.14	0.63	Moderate Extent
4. Realia in demonstrating the meanings of the new Language Arts items.	3.10	0.69	Moderate Extent
5. Simulation Activity that will help the students to learn new terms in reading and writing skills situationally	3.08	0.77	Moderate Extent
C. Cognitive Approach			
1. Graphic organizers to illustrate certain topics and/or information such as concept paper/position paper/scientific report.	3.47	0.50	Great Extent
2. Reflective questions in asking the students to reflect on their experience and/or to justify and explain their thinking.	3.47	0.68	Great Extent
3. Series of pictures in creating the event chain pattern of an academic text.	3.30	0.80	Great Extent

4. Application relationships (relationships of reference) prompted by pictures, sound effects, or knowledge of the world.	3.05	0.64	Moderate Extent
5. Substitution drills to improve learners' command of structure or pronunciation.	2.89	0.70	Moderate Extent
<b>COMPOSITE MEAN</b>	<b>3.10</b>		<b>Moderate</b>
<b>Extent</b>			

Table 1 presents the tallied data of the Teacher-respondents in the extent of the utilization in teaching approaches in teaching Language Arts. The table was divided into three (3) teaching approaches correspondingly. Each table had five (5) teaching approaches with its corresponding indicators; weighted means; standard deviation; verbal interpretations; and rank. The frequency had an equivalent of the total population of the respondents of thirteen (13) Language Arts teachers in each of the indicators of Teaching Approaches presented correspondingly.

Which revealed that through the teaching approaches' strategies mentioned in the indicators such as picture analysis activity; drills; educational games; realia in the demonstration; simulation activity; graphic organizers; reflective question and answer activity; role-plays; and differentiated instruction are all into applications and audio-visuals that aid the learners in the teaching-and-learning process. The said result was dignified by the respondents through an interview that mentioned that students are into applications rather than content-based.

Hence, the statements were given, and the results of the study are parallel with each other. It only proved that the teaching approaches' strategies with the verbal interpretation of Moderate Extent in the general composite mean of 3.10 are utilized by the teacher-respondents in the teaching and learning processes of Language Arts subjects. It also proved that the teacher-respondents have knowledge and skills in utilizing such approaches given.

### 3. TECHNOLOGY IN THE TEACHING APPROACHES

TABLE 2: TECHNOLOGY IN THE TEACHING APPROACHES

Indicators	WM	SD	VI
<b>A. Audio-Lingual and Audio-Visual</b>			
<b>I may use ...</b>			
1. Flash slidex/ slide presentations when teaching vocabulary.	3.43	0.73	Strongly Agree
2. Videoclip presentation to be analyzed in the abstraction part of the lesson.	3.43	0.73	Strongly Agree
3. Word chart to introduce new words grammar to the students	2.90	0.84	Agree
4. Videoclip presentation to be analyzed in the abstraction part of the lesson.	2.80	0.94	Agree
5. Tape recorders/ recording activity to help students improve their pronunciation.	2.71	0.86	Agree
<b>B. Oral-Situational Approach</b>			
1. MS Powerpoint to show/ present certain reports on a specific topic.	3.73	0.45	Strongly Agree
2. Audio-visuals presentations that are contextualized to be used in their field of specialization.	3.56	0.55	Strongly Agree
3. Video clip shows an excerpt of one's literary pieces and/or current issues to be analyzed.	3.46	0.56	Strongly Agree
4. Visuals (realia, pictures, graphs, charts, photographs) to be analyzed and evaluated.	3.22	0.68	Agree
5. Filmstrips to enhance proper articulation, pronunciation, and modulation of the target language.	2.97	0.58	Agree
<b>C. Cognitive Approach</b>			
1. Internet in researching concepts in a specific context.	3.41	0.62	Strongly Agree
2. Audio-materials/ tape recorders of resource speakers in the developing mastery part of the lesson.	3.13	0.67	Strongly Agree



3. Four-pics One-Word activity using mobile applications to process critical thinking skills.	2.68	0.86	Strongly Agree
4. Group conferencing in chat applications regarding certain issues to be justified.	2.57	1.17	Agree
5. Computer laboratories maximization in giving formative and/or diagnostic tests.	2.43	0.80	Disagree
<b>COMPOSITE MEAN</b>	<b>3.05</b>		<b>Agree</b>

Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction, and feedback, and connection to real-world experts. Technology helps change the student/teacher roles and relationships: students take responsibility for their learning outcomes, while teachers become guides and facilitators.

The application of modern technology represents a significant advance in contemporary English language teaching approaches. In this regard, Table 2 presents the tallied data of the teacher-respondents perceived in Technology Integration in the Teaching Approaches in teaching Language Arts. The table was divided into three (3) teaching approaches with its corresponding indicators; weighted means; standard deviation and verbal interpretation.

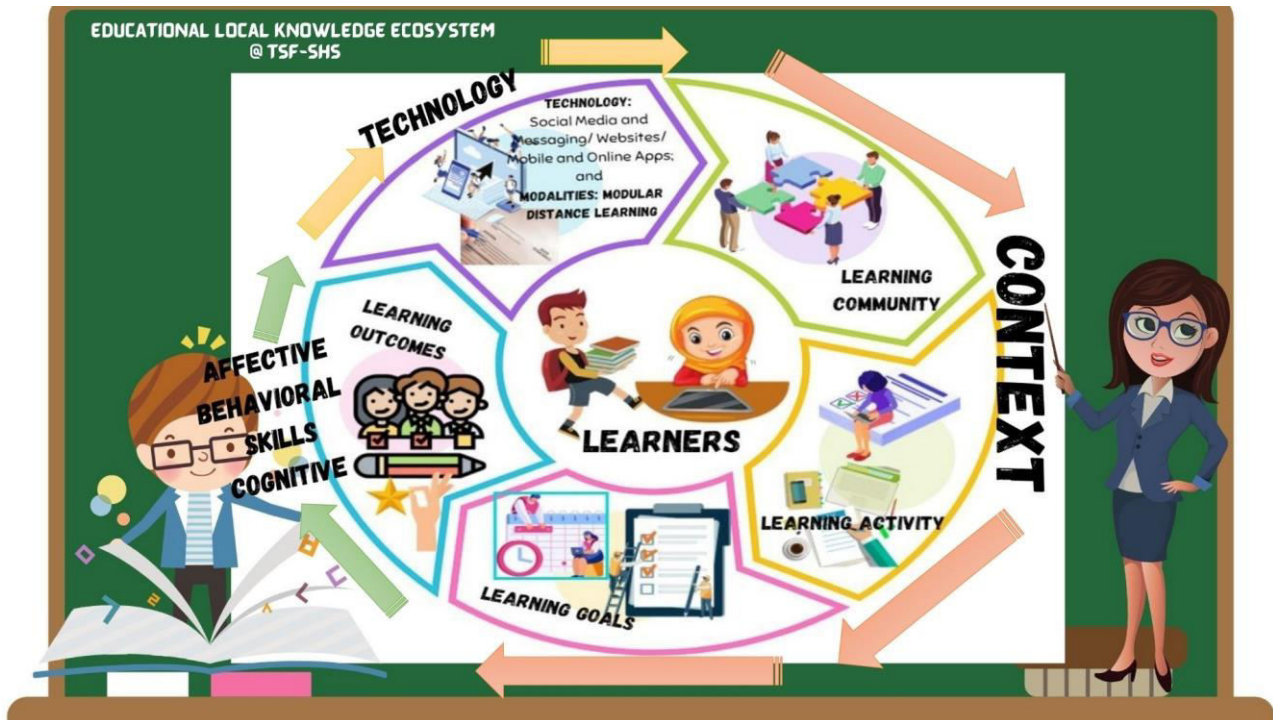
Furthermore, teaching approaches with teaching strategies integrating technology is a response to the call of the Department of Education order no. 42 series of 2016 that Information and Communication Technology (ICT) must integrated into the learning areas; and also, the continuation of the previous studies stated in Chapter 2.

Hence, based on the results, the innovative teaching approaches: Audio-Lingual and Audio-Visual; Oral-Situational; and Cognitive may integrate technology best with the Strongly Agree verbal interpretation in the following: Downloaded video in teaching oral communication lessons; Flash slidex/ slide presentations when teaching vocabulary; Videoclip presentation to be analyzed in the abstraction part of the lesson; MS Powerpoint to show/ present the certain report in a specific topic; Internet in researching concepts in a specific context; and Video presentation in oral communication that designed to get students familiar with foreign vocabulary in a fun, friendly, totally approachable. It only is shown that educational technology in teaching approaches may be integrated justified in Kumar, (2016).

The present study results of the general composite mean of 3.05 with the verbal interpretation of Agree show that technology integration in the teaching strategies of the Language Arts' teaching approaches plays a big role in language classes; for the respondents' answers in the interview that it can be used as a tool to facilitate teaching and learning. As one of the most important goals of using new ways of teaching language in secondary schools is to promote students' motivation towards learning, we can see in this study that teaching strategies integrating technology operates as a powerful pedagogical tool in English classes. This study supports the effect of the superiority of technology-based lessons as compared to traditional lessons. English teachers should consider their students' needs and interests, and the questionnaire results indicate that the majority of the students show their positive perceptions of using technology in English classes. This study is supported by the results of the earlier studies of Heick, (2018), Prishtina, (2016), Pedaste, (2014), Kazzim and Ali, (2015), Hawkins, (2019), and the like.

It only means that both of the present study and by the affirmation of the teacher-respondents will give an impression of there is a need to develop the teaching and learning process of Language Arts subjects through the integration of technology in such strategies mentioned in Table 2 above. For, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. It can help students to improve Makro skills such as listening, reading, speaking, writing, and viewing if they are aided by the technology. Technology alone isn't only the answer but the collaboration of teachers aligning the strategies with the learning competencies can help for the transformation of learning of the students.

#### 4. INNOVATIVE TEACHING STRATEGIES FRAMEWORK



The “Educational Local Knowledge Ecosystem @ TSF-SHS” represents an innovative teaching strategies framework designed to enhance the delivery of English/Language Arts instruction in the New Normal. Grounded in the findings of the study and aligned with the realities of modular and distance learning, this ecosystem highlights the dynamic and interconnected elements that contribute to effective and contextualized education.

At the core of the framework are the learners, whose engagement, development, and achievement are the central focus. Surrounding the learners are five essential and interrelated components: Technology, Learning Community, Learning Activities, Learning Goals, and Learning Outcomes—each functioning within the broader context of the educational environment.

##### 1. Technology Integration

This component emphasizes the use of social media, mobile apps, websites, and online platforms alongside modular distance learning as tools to facilitate flexible, inclusive, and accessible learning. The integration of technology is essential in reaching students regardless of geographical or socioeconomic limitations and supports differentiated instruction in English/Language Arts.

##### 2. Learning Community

A strong emphasis is placed on collaboration among teachers, learners, and stakeholders. The community fosters shared responsibility and reflective practices, making learning more meaningful and grounded in local knowledge and experiences. Through interactions, peer support, and teacher guidance, students are encouraged to co-construct knowledge within a supportive environment.

##### 3. Learning Activities

Activities are designed to be interactive, purposeful, and skill-driven, aligning with both traditional and digital modes of instruction. These activities integrate various approaches—including Audio-Lingual, Oral-Situational, Audio-Visual, and Cognitive strategies—identified in the study as effective in engaging students in the English/Language Arts curriculum. At the heart of these activities is the use of the Associative Cognitive Enhancer Strategy, which promotes meaningful learning by encouraging learners to connect new knowledge with prior experiences, concepts, and contexts.



This strategy stimulates higher-order thinking, retention, and comprehension, making lessons more engaging and cognitively enriching.

#### 4. Learning Goals

Learning objectives are clearly defined and tailored to address the competencies outlined in the K–12 English Curriculum. These goals guide instruction and assessment, ensuring that both teachers and learners are focused on achieving specific outcomes. The goals emphasize not only linguistic proficiency but also critical thinking, creativity, and communication skills.

#### 5. Learning Outcomes

This element reflects the cognitive, behavioral, affective, and skill-based growth of the learners. Outcomes are monitored and assessed through both formative and summative means, allowing teachers to evaluate progress and adjust strategies as needed. The inclusion of multiple intelligences and holistic development ensures that learning goes beyond academics and supports the overall well-being of students.

Contextualization underpins the entire ecosystem. The framework acknowledges that learning takes place within specific local and cultural settings, which influence the availability of resources, technological access, and learner backgrounds. By situating learning in local knowledge and practices, teachers can make instruction more relatable and impactful.

In summary, the Educational Local Knowledge Ecosystem provides a responsive and inclusive framework that bridges traditional teaching methods and digital innovation. It supports learner-centered instruction and empowers teachers to adapt their strategies to meet the challenges and opportunities of the New Normal. By embedding the Associative Cognitive Enhancer Strategy, the framework equips educators to design lessons that foster deep understanding and lasting knowledge connections—essential qualities for mastering Language Arts in today's evolving educational landscape.

### V. CONCLUSION

The findings of this study reveal that Senior High School Language Arts teachers at Tanauan School of Fisheries utilize a variety of teaching approaches—particularly Audio-Lingual and Audio-Visual, Oral-Situational, and Cognitive Approaches—to a moderate extent in their instruction. Among these, cognitive-based activities, including the use of graphic organizers, reflective questioning, and visual sequencing tasks, were noted as particularly effective. These strategies help support students' critical thinking and comprehension, especially when complemented by the Associative Cognitive Enhancer Strategy, which aids in connecting new knowledge to existing understanding.

Technology integration was found to be positively perceived by teacher-respondents and is already being incorporated into classroom practices, particularly in enhancing lesson delivery and student engagement. Tools such as video presentations, PowerPoint reports, online applications, and digital resources have helped facilitate a richer and more interactive learning environment. However, access to equipment and ICT infrastructure remains a limiting factor in some areas, underscoring the importance of systemic support and resource allocation.

Overall, the proposed Educational Local Knowledge Ecosystem Framework, which places the learner at the center and contextualizes instruction through technology, community, and activity-based learning, provides a relevant and forward-thinking model. It promotes the application of innovative, student-centered strategies aligned with 21st-century learning goals. The integration of technology and cognitive-based approaches—especially the Associative Cognitive Enhancer Strategy—can greatly support student learning outcomes, motivation, and engagement in the New Normal educational setting.

Based on the findings and conclusions, the following were recommended:

#### 1. Sustain and Expand the Use of Cognitive-Based Strategies

Schools should support the continued application of cognitive approaches that foster critical thinking and conceptual understanding. Teachers are encouraged to consistently incorporate strategies such as reflective questioning, graphic organizers, and event mapping to promote deep learning in Language Arts.

## 2. Integrate the Associative Cognitive Enhancer Strategy in Daily Instruction

Teachers should be trained to implement the Associative Cognitive Enhancer Strategy, a method that enhances retention and understanding by helping learners associate new information with prior knowledge. This approach should be embedded in lesson planning across topics to deepen engagement and comprehension.

## 3. Strengthen Technology Integration in Language Arts Teaching

While technology is already being used, more structured and consistent integration is recommended. The Department of Education should provide ongoing ICT training for teachers and invest in infrastructure to ensure that technological tools are fully utilized, especially in low-resource areas.

## 4. Implement the Proposed Innovative Teaching Strategies Framework

The Educational Local Knowledge Ecosystem should be adopted as a guiding model for Language Arts instruction. School leaders and curriculum developers are encouraged to align teaching practices with the framework's principles: learner-centeredness, contextualization, collaboration, and technology-supported activities.

## 5. Encourage Professional Learning Communities (PLCs)

Language Arts teachers should collaborate through PLCs to share best practices, develop shared instructional materials, and evaluate the effectiveness of their teaching strategies. Collaborative reflection enhances the consistent application of innovative approaches across grade levels.

## 6. Conduct Further Action Research

Teachers and school administrators are encouraged to engage in continuous action research to refine teaching approaches, assess learner responses, and further validate the effectiveness of strategies such as the Associative Cognitive Enhancer Strategy within diverse classroom contexts.

## 7. Support Policy Implementation on ICT in Education

The Department of Education should continue to reinforce policies that mandate ICT integration across all learning areas and ensure equitable access to digital tools. A clear policy framework will guide schools in transforming traditional methods into innovative, technology-driven instruction.

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