



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

3 Aug 2026

DIVISION MEMORANDUM

No. 379, s. 2026

**STRENGTHENING ENGLISH LANGUAGE TEACHING THROUGH
TRADITIONAL AND TECHNOLOGY-ENHANCED STRATEGIES
(TRADTECH)**

TO: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public and Private School Heads – Elementary and Secondary
English Language Teachers and Master Teachers
All Concerned

1. In support of the Schools Division Office of Batangas' BATANGAN 2.0 TALAS-DUNONG Framework, particularly its commitment to strengthening learners' literacy, communication, and critical thinking skills, the Curriculum Implementation Division through the English Program hereby launches **Project TRADTECH** (*Traditional and Technology-Enhanced English Language Teaching*): ***Bridging Time-Tested Practices and Technology-Enhanced Learning for Every Batangueño Learner.***

2. Project TRADTECH is **not a separate or stand-alone program**, but rather a **strategic initiative that reinforces the implementation of the Revised K-12 English Language Curriculum** through the balanced and purposeful use of both traditional and modern teaching approaches in English Language Education.

3. The project recognizes that while technology offers innovative opportunities for learning, traditional language teaching practices continue to provide meaningful and effective experiences that develop foundational language skills. Through TRADTECH, schools are encouraged to maximize the strengths of both approaches to create engaging, inclusive, and responsive learning environments.

4. Project TRADTECH aims to:

- strengthen the implementation of the English Language Curriculum through varied and effective classroom practices;
- promote the balanced integration of traditional and technology-enhanced teaching strategies across the language macro skills;



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- c. improve learners' listening, speaking, reading, viewing, and writing competencies through meaningful learning experiences;
- d. encourage innovation while preserving proven instructional practices that support language and literacy development;
- e. provide opportunities for learners to develop communication skills necessary for academic success and lifelong learning; and
- f. establish a culture of reflective practice among English teachers through continuous monitoring and sharing of effective classroom strategies.

6. TRADTECH highlights the strategic combination of:

A. Traditional Approaches (TRAD)

These include, but are not limited to:

- Poem recitation
- Declamation
- Storytelling
- Oral interpretation
- Vocabulary-building activities
- Spelling exercises
- Oral reading
- Speech choir
- Read-aloud sessions
- Reading circles
- Journal writing
- Debate and public speaking
- Guided and independent reading activities

B. Technology-Enhanced Approaches (TECH)

These include, but are not limited to:

- Digital storytelling
- Educational podcasts
- Audiobooks
- Multimedia presentations
- Interactive reading platforms
- E-books
- Learning management systems
- Video-based learning tasks
- Digital writing platforms
- Collaborative online projects
- AI-assisted learning tools, where appropriate and ethical



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- Creation of multimedia outputs
6. TRADTECH shall support the development of:
- **Listening** through storytelling, dictation, podcasts, audiobooks, and multimedia listening activities;
 - **Speaking** through recitation, declamation, storytelling, debates, oral presentations, podcasts, and video recordings;
 - **Reading** through guided reading, library reading, reading circles, e-books, digital texts, and online reading platforms;
 - **Writing** through journal writing, vocabulary development, spelling activities, essays, blogs, collaborative writing, and digital composition; and
 - **Viewing and Representing** through visual interpretation, poster-making, multimedia presentations, infographics, and digital content creation.
7. Schools are encouraged to integrate TRADTECH practices into regular classroom instruction and existing literacy and language development programs. The project shall complement and strengthen the development and mastery of learning competencies and support current initiatives in English, Reading, Literacy, and Learning Recovery Programs. **It shall NOT be implemented as an additional activity or stand-alone event.** Schools may contextualize the implementation of TRADTECH based on learners' needs, available resources, and school priorities.
8. Implementation of Project TRADTECH shall be monitored through appropriate means, including:
- a. school surveys, curriculum mapping and needs assessment tools;
 - b. classroom observations and learning walks;
 - c. review of lesson plans, instructional materials, and learner outputs;
 - d. accomplishment reports and portfolio documentation;
 - e. school and district monitoring activities; and
 - f. learner performance data and literacy indicators.
9. Results of the monitoring activities shall serve as basis for:
- the provision of technical assistance;
 - capacity-building and professional development activities;
 - enhancement of instructional practices;
 - recognition of promising and innovative practices;
 - development of contextualized support materials; and
 - strengthening of English language and literacy programs across the Division.



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10. School Heads, English Coordinators, and Teachers shall ensure the effective integration of TRADTECH strategies in classroom instruction and support activities consistent with the goals of the English Language Curriculum and BATANGAN 2.0 TALAS-DUNONG.
11. This Memorandum shall take effect immediately upon issuance.
12. Immediate dissemination of and compliance with this Memorandum are desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

Encl.: None
Reference: none

To be indicated in the Perpetual Index
under the following subjects:

Issuance Division Memorandum

MLJCB/ STRENGTHENING ENGLISH LANGUAGE TEACHING THROUGH TRADITIONAL AND TECHNOLOGY-
ENHANCED STRATEGIES (TRADTECH)/ 82-154622 /8/3/2026



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**Traditional and Technology-Enhanced English Language Teaching
(TRADTECH)
MONITORING TOOL**

School: _____
District: _____
School Head: _____
English Coordinator/Department Head: _____
Date Monitored: _____

I. PROJECT IMPLEMENTATION AND MANAGEMENT

Indicators	STATUS (implemented)	STATUS (not implemented)	Means of Verification	Remarks
1. Project TRADTECH is integrated into the English Department/School Implementation Plan.			Plans, Reports	
2. Teachers are oriented on the goals and implementation of Project TRADTECH.			Meeting Minutes	
3. The school promotes the balanced use of TRAD and TECH strategies.			Lesson Plans, Reports	
4. School leadership monitors the implementation of TRADTECH.			Monitoring Reports	
5. TRADTECH implementation is evident across grade levels.			Monitoring Records	

II. IMPLEMENTATION OF TRADITIONAL STRATEGIES (TRAD)

Traditional Strategy	Grade Level /s	Competencies Addressed	Total number of competencies	Means of Verification	Remarks
Poem Recitation				Programs, Videos	
Storytelling				Photos, Outputs	



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Oral Reading				Reading Records	
Vocabulary-Building Activities				Worksheets, Portfolios	
Spelling Activities				Assessment Results	
Declamation/Public Speaking				Documentation	
Debate/Extemporaneous Speaking				Videos, Rubrics	
Journal/Composition Writing				Learner Outputs	
Guided and Independent Reading				Reading Logs	
Other Traditional Strategies					

III. IMPLEMENTATION OF TECHNOLOGY-ENHANCED STRATEGIES (TECH)

Technology-Enhanced Strategy	Grade Level/s	Competencies Addressed	Total number of competencies	Means of Verification	Remarks
Educational Videos				Lesson Documents	
Digital Storytelling				Learner Outputs	
Podcasts/Audiobooks				Audio Files	
Interactive Reading Platforms				Platform Reports	
E-books/Digital Texts				Reading Logs	
Multimedia Presentations				Presentations	
Collaborative Online Writing				Digital Outputs	
QR-Based Learning Materials				Materials	
AI-Assisted Learning Activities				Outputs	
Other Technology-Based Strategies					



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IV. TRADTECH IMPLEMENTATION ACROSS THE MACROSKILLS

Macro skill	Evident TRADTECH Strategies Used	Grade Level/s	Competencies Addressed	Total number of competencies	Remarks
Listening					
Speaking					
Reading					
Writing					
Viewing and Representing					

V. CURRICULUM ALIGNMENT

Indicators	Means of Verification	Remarks
1. TRADTECH strategies are aligned with curriculum standards and competencies.	Lesson Plans	
2. TRADTECH strategies support the development of language macro skills.	Learning Resources	
3. Activities address identified learner needs.	Intervention Plans	
4. Strategies support literacy and communicative competence development.	Learner Outputs	
5. TRADTECH complements English Language Curriculum implementation.	Monitoring Reports	

VI. LEARNER ENGAGEMENT AND OUTPUTS

Indicators	Means of Verification	Remarks
1. Learners actively participate in TRADTECH activities.	Observation Reports	
2. Learners produce quality oral outputs.	Videos, Rubrics	
3. Learners produce quality written outputs.	Portfolios	
4. Learners demonstrate creativity and innovation.	Projects	
5. Learners demonstrate increased confidence in English communication.	Observation Notes	



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VII. IMPACT ON LEARNING

Indicators	Grade Level/s	Means of Verification	Remarks
1. Improvement in vocabulary development is evident.		Assessment Results	
2. Improvement in reading performance is evident.		Reading Assessment Data	
3. Improvement in oral communication skills is evident.		Performance Tasks	
4. Improvement in writing proficiency is evident.		Writing Outputs	
5. Improvement in learner engagement and participation is evident.		Survey Results	

VIII. SURVEY AND FEEDBACK RESULTS

Indicator	Means of Verification	Remarks
Teacher feedback on TRADTECH implementation collected and analyzed	Survey Results	
Learner feedback on preferred TRAD and TECH strategies collected and analyzed	Survey Results	
Findings are utilized to improve implementation	Improvement Plan	
Good practices are documented and shared	Reports	
Challenges and needs are identified for technical assistance	Reports	

SUMMARY OF FINDINGS

Strengths

Areas for Improvement

Promising Practices Identified

Recommended Technical Assistance

Action Points



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Monitored by: _____

Conforme: _____
School Head / PSDS