



MeTayutay: An E-Learning Instructional Tool on Figures of Speech in Selected Short Stories by Genoveva Edroza-Matute

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Abstract

This study evaluates the effectiveness of MeTayutay, an e-learning tool designed to teach figures of speech and examines the figures of speech found in selected works of Genoveva Edroza-Matute as supplementary learning material. It is grounded in the TPACK Framework (Mishra & Koehler), Connectivism Learning Theory (Siemens & Downes), Formalist Theory, and Reader's Response Theory. Analysis identified metaphor, paradox, hyperbole, synecdoche, metonymy, simile, rhetorical question, personification, and euphemism in Matute's works, with metaphor being the most frequently used. These works serve as valuable resources for teaching figurative language. Additionally, MeTayutay proves to be an effective digital instructional tool for improving students' understanding of figures of speech, reinforcing their learning through interactive and supplementary content.

Keywords: E-Learning Material, Figures of Speech, Supplementary Learning Material, Website

Introduction

With the rapid advancement of technology, life is also changing quickly—not only for students but also for teachers (Javaid et al., 2021). According to the latest surveys, 76% of students say that technology enhances their learning (EdWeek, 2023, cited in Lockwood, 2023), and 90% of teachers say that technology helps them more effectively assess students' knowledge (State of Technology in Education Report, 2023, cited in Lockwood, 2023). Technology plays a significant role in education. DepEd Pasig (2016) stated that "education is the key to a comfortable life." Students can only achieve this with the help of teachers employing various effective strategies in teaching subjects such as Filipino.

However, despite the benefits that technology brings to education, it also has a negative impact on learning (Bigirwa et al., 2020) (Sun & Cheng, 2007). According to Angel (2019), students struggle with a more profound analysis of literary works, particularly in interpreting their figurative language, due to various factors influenced by technology. Al-Khawaldeh et al. (2016) discovered that students' ability to understand figurative language is extremely low. Due to technology, students' interest in literature, such as short stories, has significantly decreased, contributing to their difficulty comprehending figurative language (Javaid et al., 2021).

However, when used correctly, it is undeniable that technology significantly contributes as an additional tool in teaching, especially in the Philippines, where 73.6% of the country's population uses the internet, based on data from the 2024 Global Digital Reports at the start of the year (Alhawiti & Abdelhamid, 2017). Many innovative and interactive activities can be done using technology, and as time continues to evolve alongside the influx of modern technologies, teaching activities will undoubtedly become enjoyable (Farhan et al., 2019). The integration of technology and the creativity of teachers ensures that the teaching process will not be dull or tiresome for students (Juancho, 2021). Thus, in this study, the researchers aim to develop an effective e-learning instructional tool using technology (Mohammed et al., 2021), which will serve as a supplementary tool for studying figures of speech and literature, particularly the works of Genoveva Edroza-Matute. An instructional tool that will develop students' knowledge of the language and immerse their hearts in the literary works of the Philippines.

Literature Review

This research is based on four theories that explain the use of technology in teaching and text analysis (Farhan et al., 2019) (Debattista, 2018). The TPACK Theory is the basis for the integration of content, pedagogy, and technology to enhance teaching, while the Connectivism Learning Theory emphasizes the role of technology in learning in the digital age, using the MeTayutay website as an intervention (Kaur, 2013). Meanwhile, the Formalism Theory focuses more on the structure and style of a literary work, particularly on how figures of speech are used in the short stories of Genoveva Edroza-Matute. On the other hand, the Reader's Response Theory, highlights the active role of the reader in interpreting a text or the literary works (Karthik et al., 2019) (Ghai & Tandon, 2023). These theories illustrate the connection between technology, literary structure, and reader interpretation in the learning process that is integrated in the e-learning instructional tool, the Metayutay.

Research Method

Research Design

This study used the Research and Development (R&D) Model of Borg and Gall (1963), which was also used by Gustiani (2019). This refers to the creative formation of instruction materials that require thorough and systematic planning to form new

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knowledge that can be used for teaching and learning. This model is suitable for the study because it aims to develop instructional material and determine its effectiveness. According to Kenton (2022), Research and Development Design focuses on studies that create new materials for learning.

Borg and Gall's R&D Model aims to create a high quality product that effectively addresses the needs of the students. This research also used the pre-experimental design. The researchers utilized the *single-group pretest-posttest design*. Nonetheless, this design is subject to validity concerns and may be influenced by factors such as history, maturity, testing, instrumentation, and statistical regression (Siedlecki, 2020; Stratton, 2019 in Mondragon et al., 2023).

Research Locale

This study was conducted at one of the National High Schools in General Santos City located at Fil-Am Avenue, Purok 11A, General Santos City, South Cotabato, Philippines. Established in 1991, the school accommodates students from Grade 7 to Senior High School. The school year 2024-2025 has 7,055 students and 240 teachers. The Grade 8 students have a total of 1,076, divided into twenty-four (24) sections under five (5) programs: Special Program in Arts (SPA), Special Program in Journalism (SPJ), Special Program in Sports (SPS), Science, Technology, and Engineering (STE), and the Basic Education Curriculum (BEC).

Respondents

The respondents of this study were the Grade 8 students in the STE program, specifically the two sections, Edison and Linnaeus, at Fatima National High School for the school year 2024- 2025. They were selected as respondents because, first, the learning competency used by the researchers as the primary basis is directly related and aligned with the lessons covered at the Grade 8 level. The respondents were also supported by recommendations from teachers, who noted that most STE students struggle with Filipino, particularly with figures of speech. This was confirmed through interviews with the Filipino teacher for Grade 8 STE students, who affirmed that students generally struggle in Filipino because they focus on other subjects that they specialize in, such as Science and Mathematics, which leads to neglect of different subjects like Filipino. The teacher also added that the students tend to think logically and interpret figurative expressions or literary devices in a very literal manner.

Research Instruments

This study utilized two (2) instruments in conducting the research: the Achievement Test (pretest and posttest) and the e-Instructional Material. Experts validated these instruments to ensure their reliability, relevance, and accuracy before being used in the study.

The achievement test was used to gather the necessary data through pretest and posttest. It consisted of fifty (50) questions about figures of speech and the figures of speech in selected works by Matute. The questionnaire was based on a Table of Specifications (TOS) and

underwent validation to ensure that it was correct, appropriate, and accurate.

MeTayutay, the e-instructional Material, served as a supplementary learning material for teaching about figures of speech. The researchers developed it using a website-based approach grounded in the TPACK Framework. WordPress and Canva were utilized in their creation. The website underwent revisions and validation before the implementation of the study.

Data Collection

This study used specific steps to collect data. First, the researchers provided a letter of consent to the principal of Fatima National High School, which served as evidence for the coordinator and the Filipino teacher of Grade 8 STE, as they were the study's respondents. In conducting the study, the researchers' first step was to analyze and categorize the figures of speech in selected short stories by Genoveva Edroza-Matute. The method by Sugiyono (2017), also used in Mentari's (2022) study, was applied in examining the texts. Second, the researchers developed an e-instructional website called **MeTayutay**. Third, the researchers developed a questionnaire to determine the students' scores in the pretest and posttest. Fourth, the developed website and questionnaire were subjected to validation and revision by the adviser and master teachers in Filipino to ensure they were precise, accurate, and appropriate. Revisions were made based on feedback and suggestions to produce a correct questionnaire and website. Fifth, the researchers conducted a pretest among students as an initial assessment. In the teaching process, they used traditional teaching methods focusing solely on writing on the board and speaking as the primary means of explaining the lesson. The teacher in Filipino served as a guide in the discussion to teach the topic more effectively without using any interventions or modern tools. Sixth, the

E-instructional material was developed as supplementary learning material for the topic, and the researchers guided the students on how to use it. Afterward, the researchers conducted the posttest to determine its effectiveness. Lastly, the data were collected, analyzed, and interpreted based on the validity and efficacy of MeTayutay as a supplementary teaching tool.

Research and Discussion

Evaluation and Categorization of the Figures of Speech in Selected Short Stories by Genoveva Edroza-Matute

The researchers learned through this study that the chosen short stories of Genoveva Edroza-Matute have different figures of speech that enrich and intensify the narrative, which aided in making them successful in earning the Palanca Awards for Literature. The frequency of figures of speech used in her stories proves Matute's limitless imagination and creativity as a writer.

After examining Matute's chosen short stories, it was found that the figures of speech in her stories include metaphor, paradox, hyperbole, synecdoche, metonymy, simile,

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rhetorical question, personification, and euphemism. Metaphors were employed most frequently, occurring nine (9) times. Synecdoche was second with eight (8) instances, and personification was third with seven (7). Simile occurred six (6) times, and paradox and hyperbole each occurred five (5) times. Four (4) uses of metonymy, rhetorical questions, and euphemisms three (3) times each can be inferred.

This shows that Genoveva Edroza-Matute's writings are fit to be springboards for educational purposes in using figures of speech due to the rich creative language and artistic expression evident in her short stories. Characters, places, and feelings used by her to describe them abound with figures of speech that richly enhance the messages of her masterpieces. In addition, her writing style showcases the depth of the Filipino language, motivating students to utilize and cultivate their abilities in creative expression. Her pieces of writing also discuss relevant themes that include student life, teachers, and issues surrounding society, rendering the learning of figures of speech more meaningful and relevant as these pertain to students' actual lives and settings.

E-Learning Instructional Tool as a Supplementary Learning Material

As argued by Drake and Savage (2016) and quoted in the research work of Astuti et al. (2020), an integrated curriculum fosters links among subjects or areas of study, which leads to deeper learning. The curriculum utilizes cutting-edge and engaging approaches, such as technology, to present information effectively and reinforce the teaching of learners. The strategy equips learners with essential skills like critical thinking, teamwork, creativity, and communication, which are essential today.

The researchers developed an electronic instructional website that deals with figures of speech in the works of Genoveva Edroza-Matute. The website, MeTayutay, is supplementary learning material for Grade 8 students enrolled in the Science, Technology, and Engineering Program of Fatima National High School. MeTayutay is a site for learning new knowledge in language and literature, enhancing the appreciation and comprehension of Matute's works. The website can be accessed via this link: metayutay.wordpress.com.

As Sabirova et al. (2019) state, employing contemporary technology in learning improves the knowledge and skills of students. Electronic learning tools like MeTayutay offer a more interactive and engaging learning experience. This learning technique enhances students' comprehension of lessons and subjects and keeps them interested and motivated in school.

This study helps improve students' language and literature skills, proving that integrating old teaching methods with new technology is essential in molding innovative and creative education.

The MeTayutay concept combines "Meta" (technology platform) and "Tayutay" (creative expression in words). It seeks to develop a platform that employs contemporary technology to enhance the effectiveness and interest of teaching figures of speech. This method makes learning figures of speech fun and rewarding for students who want to

discover Filipino literature. "Meta" is used to describe technology that is connected with virtual environments that are focused on broadening human experiences via digital interaction. The 'Meta' technology platform uses immersive technologies like virtual spaces and others to involve users in the virtual world. In contrast, "Tayutay" is a Filipino term that describes creative expressions in words like allegory, metaphor, and simile. These figures of speech are employed to express ideas creatively and meaningfully.

This notion was created to address the demands of contemporary learners. Through the convergence of technology, the art of language, and literature, MeTayutay enhances learning experiences and adds a new dimension to imparting lessons.

MeTayutay underwent a process of evaluation and validation with the help of selected expert Filipino teachers. The validation focused on the effectiveness of its content, relevance, and technical aspects, which an IT expert also reviewed. After revisions based on the feedback of validators, the researchers produced suitable, practical, and relevant supplementary learning material.

Effectiveness of the E-Learning Instructional Tool as Supplementary Learning Material

Table 1. Effectiveness of MeTayutay

Indicators	Weighted Mean	Interpretation
Content Quality	4.63	Highly Effective
Usability	4.50	Highly Effective
Relevance	4.67	Highly Effective
Technical Excellence	4.54	Highly Effective
Mean Score	4.59	Highly Effective

Scale: 4.50-5.00 - *Highly Effective*; 3.50-4.49 - *Very Effective*; 2.50-3.49 - *Effective*; 1.50-2.49 - *Not Effective*; 1.00-1.49 - *Highly Not Effective*

The table shows the overall effectiveness level of the e-learning instructional tool created based on four key aspects: content quality, usability, relevance, and technical excellence, which achieved an overall $\bar{x} = 4.59$. This indicates that the website developed by the researchers, **MeTayutay**, is **highly effective**.

Among the nine indicators assessed for the **content quality** of MeTayutay as an e-learning tool, one scored lower compared to the other indicators. The scope of topics aligned with the needs of learners garnered a mean score of 4.33, verbally interpreted as very effective. Meanwhile, the other eight indicators obtained a higher mean score of 4.67, with a verbal interpretation of highly effective. The overall mean score of **4.63**, interpreted as **highly effective**, demonstrates and highlight the positive impact of MeTayutay in enriching students' knowledge and skills while supporting curriculum goals.

Based on the table, the effectiveness level of the e-learning tool in **usability** achieved an overall mean of **4.50**, corresponding to a verbal interpretation of **highly effective**. The first item received a mean score of 4.33, verbally interpreted as very effective. Meanwhile, the second item scored higher, with a mean of 4.67, with a verbal interpretation of highly

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effective. The overall mean score of $\bar{x} = 4.50$, interpreted as highly effective, confirms that MeTayutay is an effective tool for facilitating the learning process and deepening the understanding of students in figures of speech.

The table also reflects that the **relevance** of MeTayutay in the subject matter is **highly effective** overall mean of **4.67**. It is divided into three items, all of which obtained a mean score of 4.67. These indicators focus on the appropriateness of the e-learning tool for classroom use. The examples provided for each figure of speech were highly effective. The website's use as a teaching tool is highly effective because it is timely. The website created by the researchers genuinely broadens students' knowledge of language and literature.

For the technical competence of MeTayutay, it had a general mean of 4.54, which implies that it is very effective. This dimension consists of eight items. Specific dimensions, like navigation ease ($\bar{x} = 4.33$) and pleasant color schemes ($\bar{x} = 4.33$), were rated as very effective, which reflects that though effective, there are areas for improvement. In contrast, other factors like ease of use on different devices, offering instantaneous feedback, having a clean layout, having a straightforward main menu visible, following a consistent formatting style, and the appropriate usage of images got a mean of 4.67, which were seen as highly effective. This suggests that the website's design is top-notch in critical areas of user experience. The well-designed layout, organized structure, and device compatibility are key contributors to the ease of use of MeTayutay, while real-time feedback from activities facilitates learning among students. Generally, the website is very effective and makes learning easy and rewarding for students, with some aspects still needing improvement.

Finally, validators stated that the site as an educational tool is a creative approach appropriate to the times. Using Filipino literature enriches students' knowledge and appreciation of their culture, history, and language. The synthesis of technical superiority and quality content fills the gap to enhance learning as more enjoyable, even user-friendly, and flexible to different student ability levels. This innovation can potentially improve education and conserve Filipino culture's richness in a contemporary manner.

Students' pretest Scores Before Using E-Learning Instructional Tool as Supplementary Learning Material

Table 2. Result of Pretest

Interpretasyon	N	n	Percentage
	84		
Very Low		0	0%
Low		13	15.48%
Moderate		61	72.62%
High		10	11.90%
Very High		0	0%
MEAN SCORE	27		54%

Based on the pretest conducted by the researchers, using Ebel's Rating Scale, it was found that no student (0 or 0%) achieved a verbal interpretation of "Very Low" (0-7). Meanwhile, thirteen (13) students (15.48%) scored in the "Low" category (8-19). The majority of students, sixty-one (61) (72.62%), had a verbal score of "Moderate" (20-35), portraying a moderate degree of understanding of the subject. Ten (10) students (11.90%) had a score falling in the "High" category (36-42), portraying a superior degree of performance in comparison to others. None of the students (0 or 0%) had the top category of "Very High" (43-50).

Generally, the students had a mean score of twenty-seven (27) or 54%, which is the verbal interpretation of "Moderate." This indicates that, on average, the student's knowledge level is at a moderate level, that the students have grasped the lesson but require additional deepening of their knowledge.

The low results of the pretest were also observed in the study of Alorro (2024) on the assessment of online and traditional examinations. The researcher utilizes PowerPoint as an e-instructional learning tool. Based on the study's findings, learning occurred in both cases, but there was a significant difference between the pretest and posttest of students. This suggests that students require supplementary learning material to deepen their knowledge of a subject further.

Students' posttest Scores Before Using E-Learning Instructional Tool as Supplementary Learning Material

Table 3. Result of Posttest

Interpretasyon	N	n	Percentage
	84		
Very Low		0	0%
Low		0	0%
Moderate		34	40.48%
High		25	29.76%
Very High		25	29.76%
MEAN SCORE	36		73%

On the posttest, there was an improvement in the student's scores, reflecting an improvement in learning. No students (0 or 0%) scored below the verbal interpretations of "Very Low" (0-7) or "Low" (8-19), indicating an improvement to a higher level of knowledge and skills. The most significant number of students, thirty-four (34) (40.48%), came under the category of "Moderate" (20-35). While this is still the largest group, the percentage decreased compared to the first assessment, showing the movement of many students into higher categories.

The number of students who scored within the "High" range (36-42) rose to twenty-five (25) students (29.76%), and again, another twenty-five (25) students (29.76%) attained the top category of "Very High" (43-50).

Overall, the students posted a mean score of thirty-six (36), equal to 73%, with a

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verbal interpretation of "High." This finding illustrates that, on average, the student's knowledge level is high, and the students comprehended the lesson more profoundly when applying the intervention.

This is supported by Bacuso et al.'s (2024) study, which stated the empowering effect of technology orientation in language learning. Their study shows that technology in pedagogy encouraged greater participation and understanding among learners.

Likewise, Pacific Policy Research Center (2010) states that incorporating 21st-century skills, including the use of technology, is crucial in enhancing the quality of education. The posttest result supports this notion as it indicates that MeTayutay was effective in improving students' understanding of the figure of speech.

Significant Difference Between the pretest and posttest Scores of the Students

Table 4. Significant Difference between the Scores

Variables	<i>df</i>	<i>t</i> -statistic	<i>p</i> -value	95% Confidence Interval	Mean Difference
pretest vs posttest	83	-10.465	<0.001	[-22.52, -15.33]	-18.92

A paired t-test was used to compare the students' pretest and post-test results after utilizing MeTayutay as supplementary learning material. The results revealed a clear and significant increase in the student's scores following the intervention.

The table shows a mean difference of -18.92, indicating that the students scored 18.92 points higher on the posttest than on the pretest. This substantial gap demonstrates significant improvement in their learning. Furthermore, the p-value of <0.001 ($t = -10.465$) confirms that the difference in pretest and posttest scores is

Statistically significant, suggesting that the observed improvement is not due to chance but is a result of effective teaching interventions.

The paired t-test results provide strong evidence that the intervention, specifically MeTayutay, is effective in enhancing students' academic performance. The significant increase in their post-test scores indicates that MeTayutay is a valuable and beneficial teaching tool that can foster higher levels of learning and comprehension.

Conclusion

Based on the analysis of figures of speech and the development of supplementary learning material, the researchers concluded that it serves as an adequate basis to be used as an example in teaching lessons, particularly on topics related to figures of speech. Furthermore, suppose there is an integration of electronic teaching tools. In that case, this will serve as a

means for contemporary students to quickly understand and identify the concept of figures of speech. It is just right that the developed instructional material should be allowed to be used in teaching the subject and should be supported by the administration to enhance it further.

The significant difference between the pretest and posttest scores proves that the intervention of an e-learning instructional material effectively enhances students' understanding. Thus, using such materials can be implemented not only in the study of figures of speech but also in other aspects of teaching that require a deeper understanding of topics while also catering to the students' interests.

Recommendation

1. To continue utilizing the developed educational website, MeTayutay, as a supplementary tool for teachers of Grade 8 in the Filipino subject.
2. To conduct analysis of other works by Genoveva Edroza-Matute to increase the content, including the literary devices, on the website.
3. To include various types of works from different writers to broaden the scope of the website and make it useful for various topics in Filipino subjects.
4. To develop an offline version of MeTayutay to ensure that more people can benefit, especially students and teachers in areas with limited internet access.
5. To improve further to make MeTayutay more beautiful, useful and effective as a teaching tool.
6. For other researchers, they can continue this study on a broader scope or in other schools to further strengthen the effectiveness and readiness of the developed teaching materials.

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