DEVELOPMENT AND VALIDATION OF WEBPAGE TO LEVERAGE ADVANCED LITERARY UNDERSTANDING

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Abstract - *This study focused on creating and validating a webpage platform designed to enhance students' advanced literary understanding in a Philippine Literature course. Using a modified ADDIE model (Analyze, Design, Develop, Implement, and Evaluate), the platform addressed three common areas of student difficulty: vocabulary knowledge, narrative comprehension, and literary analysis. The content was aligned with the ENG 158 curriculum and evaluated by 16 experts and English teachers using a questionnaire that assessed these core domains. The webpage was rated "Very Effective" in supporting student learning, fostering independent study, and integrating digital tools into classroom instruction. To assess the platform's impact, a developmental research design was employed. Students accessed the webpage during the Prelim period, taking a pre-test before use and a post-test after completing the modules. The results showed a significant improvement in student performance across all core areas, confirming the platform's effectiveness. Evaluators also recommended improving navigation, adding structured content timelines, and providing introductory guides to optimize usability. Overall, the study strongly recommends the platform as a valuable digital supplement that promotes critical thinking, learner autonomy, and deeper engagement with literature, urging educators to adopt and refine such tools to meet modern learning demands.*

Key Words: **Philippine Literature, web-based instruction, digital learning platform, literary analysis, vocabulary development, narrative comprehension, ENG 158, ADDIE model, instructional material, educational technology, developmental research design, independent learning, critical thinking, student engagement.**

1.INTRODUCTION

The integration of technology into education has become increasingly vital in the 21st century, transforming the way students access information and engage with learning content. As digital tools continue to reshape educational practices, interactive learning platforms have gained prominence for their ability to encourage student participation, motivation, and academic performance (Arifuddin et al., 2022; Wulandari et al., 2023). These tools align with contemporary teaching methodologies that prioritize adaptable learning paths, student-centered engagement, and dynamic, media-integrated content delivery. One such tool is Google Sites, a free and user-friendly website builder that enables educators to create engaging, web-based learning environments. Its accessibility and adaptability align with the demands of contemporary education, where students often need to learn outside the confines of traditional classrooms. According to Azis (2019),

Google Sites allows students to access learning materials anytime and anywhere, eliminating the need for additional applications and ensuring consistent exposure to instructional content.

In the context of literature instruction, students frequently encounter challenges in three key areas: lexicon knowledge (Vocabulary Acquisition and Usage), narrative understanding (Plot and Story Structure Comprehension), and literary analysis (Thematic Analysis, Character Analysis, Interpretation, Inference). These skills are commonly outlined as core objectives in literature modules but are often underdeveloped due to limited class time and varying student learning paces. Google Sites, a webpage, can help address these gaps by offering structured, interactive, and on-demand resources that reinforce students' engagement with literary texts.

Recognizing the potential of digital tools in enhancing literary comprehension, the researcher developed a webpage using Google Sites. This webpage integrates multimedia tools such as YouTube for educational videos, Canva for visual aids, and Google Forms for assessments. One of the webpage's key advantages is its accessibility, enabling students to learn beyond the four-walled classroom—in transit, at home, or in remote locations. As Pedro et al. (2016) noted, the Internet has fostered a global, fast-paced exchange of knowledge, making flexibility and innovation essential to the learning process. As an accessible and interactive webpage, Google Sites promotes a student-centered environment where learners can engage with literature beyond classroom limitations. As an English teacher in Literature, the researcher draws on firsthand classroom experience to respond to persistent learning gaps in vocabulary acquisition, narrative understanding, and literary analysis. This study centers

on the development and validation of a webpage-based supplementary tool aimed at extending learning beyond traditional classroom boundaries. Through the use of engaging and user-friendly digital tools, the webpage promotes a more immersive exploration of texts while encouraging autonomous, learner-driven education. More importantly, this initiative highlights how innovative digital resources can reshape literature teaching practices to align with the dynamic demands of 21st-century education.

2. Review of Related Literature

Effectiveness of the Webpage Created Using Google Sites

Harsono (2015) emphasized that teaching-learning materials are essential in conducting educational activities. These materials—ranging from printed textbooks to digital content—consistently contribute to improved student outcomes, as supported by Talbert and Mor-Avi (2019) and Munyakazi et al. (2022). The lack of use of Google Sites-based teaching Materials makes the learning process more boring for students. Daryanto (2020) explained that the use of Google sites-Based teaching Materials Itself has benefits in the learning process: (1) making it easier to deliver messages, (2) mobile or can be carried anywhere, and (3) increasing learning motivation.

Bonk et al. (2016) noted that emerging technologies have empowered learners to access information as needed, promoting informal learning. In line with this, Smale-Jacobse et al. (2019) highlighted differentiated instruction as a key approach for addressing students' varied learning needs through adaptable materials and strategies. In general, aside from supporting learning, the current available technologies can assist teachers in the creation of different forms of instruction in the teaching-learning process. The modification of learning materials such as worksheets, videos, group activity instructions, and the like allowed the teachers to attend to the individual needs of each learning style. With this, educators should embrace diversity and adjust their instruction in line with the diverse learning needs of students in their classrooms (Schleicher, 2016).

In accordance with Johnson and Brown (2019), "the integration of digital tools in education has become increasingly prevalent, offering innovative methods to enhance learning experiences". With advancements in information technology, humans may study data and information in a practical and useful manner. One such improvement is the creation of web-

based applications to aid in a variety of educational sectors.

Specifically, in the field of language acquisition, these technologies have demonstrated tremendous potential for boosting learners' fluency and comprehension (Green, 2021). Educators must create educational materials as a reading and learning resource that students can access at any time. In this context, Google Sites emerges as an effective educational tool. Suryana et al. (2023) described it as a free and accessible platform for creating custom webpage suited for learning.

Google Sites Webpage in Advancing Literary Understanding

Elleman & Oslund, 2019; Kendeou et al., 2016 stated that reading comprehension is a multifaceted cognitive process that requires linguistic skills, prior knowledge, and critical thinking. Axelina and Setiawan (2023) further emphasized that comprehension enables students to actively control their reading process, allowing them to engage deeply with texts. However, many students struggle with literary analysis due to a lack of motivation, limited vocabulary, and ineffective instructional strategies (Suryani, 2015; Arham et al., 2016; Arif et al., 2019). Aziz (2023) noted that comprehension is influenced by external factors such as background knowledge, textual complexity, and instructional methods.

According to Ane (2015, as cited in Wulanjani & Anggraeni, 2019), the rapid development of information and technology has contributed to a decline in students' interest in reading, as they increasingly spend time in front of screens rather than engaging with books. Pradana (as cited in Rohim & Rahmawati, 2020) adds that factors such as the high cost of books and limited library access further contribute to low reading interest.

Ferismayanti (2013, as cited in Pratomo et al., 2022) highlights the potential of Google Sites as a useful web resource in education. This Webpage allows teachers and students to access and update learning materials easily, encouraging reading and independent study beyond classroom hours. Wardhani and Zaini (2023) emphasize that Google Sites enables the creation of interactive and collaborative learning content, which supports student engagement and fosters effective media use in education.

Fanani et al. (2022) argue that modern learning must be innovative and tailored to students' levels, styles, and competencies. This is aligned with the principles of

the independent curriculum, which values differentiated learning and the integration of creative and critical thinking activities. In this context, Google Sites serves as a comprehensive tool that can combine multimedia elements—audio, visuals, videos, texts, and interactive content—to enrich the learning experience. Learning Experiences of Students in Google Sites Webpage

Vocabulary

Vocabulary plays a vital role in language development and is a fundamental component of language skills, strongly linked to reading comprehension and academic success (Achmad & Hidayati, 2023). Students have to learn about vocabulary. Teachers should create enjoyable learning experiences while teaching language and grab students' interest (Monica et al.,2023).

However, vocabulary is still a challenge that needs to be overcome. In the study of Rifai et al. (2023), he stated that students' abilities in mastering vocabulary varied, with students having difficulty mastering new vocabulary and some students being faster at mastering new vocabulary. Namirah Nurul Ilmi Achmad and Sari Hidayati (2023) emphasize that despite the recognized importance of vocabulary mastery in language proficiency, many students continue to struggle with acquiring domain-specific terms due to vocabulary complexity, limited instructional time, low engagement, and traditional teaching methods lacking contextual application.

The integration of digital tools in educational environments has seen exponential growth, driven by the need for innovative teaching methods and enhanced learning experiences. Among these digital tools, Google Sites has emerged as a versatile webpage that offers a multitude of applications in educational settings. (Zagato et al., 2024; Lai & Jen, 2015). This scoping review seeks to explore the integration and impact of Google Sites in educational contexts, highlighting its potential to transform traditional pedagogical approaches. Google Sites is designed to be user-friendly, enabling educators with varying levels of technical expertise to create and manage webpage efficiently.

In particular, recent studies have shown that Google Sites can be an effective tool for teaching vocabulary, especially when integrated with multimedia content, formative assessments, and learner-paced modules. By incorporating visuals, audio, contextualized examples, and interactive tasks, Google Sites supports students' retention and comprehension of new words. Achmad and Hidayati (2023) emphasized that vocabulary plays a vital role in language development and is strongly linked to reading comprehension and academic success. Leveraging the flexibility of Google Sites, educators can scaffold vocabulary instruction in a way that promotes deeper understanding, self-directed learning, and consistent exposure to target words. These features make the webpage a valuable resource for addressing common vocabulary-related challenges in language and literature instruction.

Sequence of events

The sequence of events in a story is a fundamental aspect of narrative comprehension, as it helps readers understand the logical flow of events from the beginning, middle, and end (Mandler & Johnson, 2016). Research indicates that digital tools, such as Google Sites, can enhance students' literary understanding by providing an interactive webpage for organizing and visualizing story structures (Murray & Pérez, 2015). According to Bransford, Brown, and Cocking (2016), learners construct knowledge more effectively when they engage with digital environments that encourage collaboration and active participation. Additionally, studies by Meyer and Ray (2019) suggest that interactive web-based tools improve students' ability to recall and analyze plot development, particularly in literary studies. By using Google Sites, students can systematically document and present the sequence of events in a story, reinforcing their comprehension through creative and structured digital storytelling.

Literary analysis

The integration of technology in literary analysis has significantly enhanced students' comprehension and engagement. Studies have shown that webpages, such as Google Sites, provide interactive and collaborative learning environments that promote deeper literary understanding (Boettcher & Conrad, 2021).
There are several reasons why students may have challenges learning to read. The most important factor influencing students' reading comprehension performance is teachers' teaching methods. As Saputra (2020) noted, many teachers tend to rely on conventional strategies, while students increasingly expect varied and engaging approaches to reading instruction to help them feel more motivated and

comfortable in class. Based on the findings of an education report on the decline in student reading literacy, Kementerian Riset, Teknologi, dan Pendidikan Tinggi Indonesia recommended the use of innovative learning methods, interactive media, and strategies to boost students' interest in reading. In response to this call for innovation, digital webpage such as Google Sites have gained recognition for their potential to support more dynamic and student-centered reading instruction. Google Sites enables teachers to design structured yet flexible modules that integrate multimedia content—such as videos, images, guided questions, and collaborative tools—to guide students through complex texts. (Gilakjani and Sabouri, 2016)

Najemi, Ardiasih, and Sundari (2023) emphasized that in the context of literature instruction, this can be particularly beneficial in helping students with literary analysis. By embedding interpretative tasks, character maps, and thematic discussions into the website, educators can break down abstract literary concepts into manageable, interactive components. This not only enhances students' critical thinking skills but also encourages deeper engagement with the text, ultimately supporting improved comprehension and analytical abilities.

Additionally, Google Sites serves as a valuable pre-class resource, allowing literature students to explore and analyze literary works before attending actual lessons. This preparatory engagement equips them with foundational knowledge and insights, leading to more meaningful in-class discussions and a stronger grasp of literary concepts (Graham & Perin, 2020).

Furthermore, a study by Hew and Cheung (2022) highlights that online platforms improve students' motivation and participation, making literary discussions more dynamic and reflective. By providing an easily accessible and structured repository of literary materials, Google Sites functions as an essential supplementary tool that supports independent learning and enhances students' overall understanding of literature.

Accessibility of the material

Arkorful and Abaidoo (2015) emphasized that e-learning offers flexibility, allowing students to choose their preferred time and place of study. It supports individual learning differences through self-paced and asynchronous activities, which enhance learner satisfaction and reduce stress. Alsalem (2017, as cited in Arkorful & Abaidoo) added that e-learning

environments shift the role of instructors from sole knowledge providers to facilitators and guides, promoting learner independence. Cetin and Ozdemir (2018), along with Zhang et al., highlighted the importance of webpages as supplementary instructional tools that provide flexible access to educational content, including videos that can be reviewed repeatedly.

Google Sites, a tool within Google Suite for Education, is recognized as an effective and user-friendly webpage for e-learning. Harsanto (2014) found that students perceive Google Sites as helpful in sharing information, easy to use, functionally reliable, and appealing in design. It serves as a centralized hub for educational resources—such as documents, videos, infographics, and assessment tools—ensuring accessibility and organization.

Google Sites is an effective tool for supplementing reading classes by offering a centralized repository of literary texts, literary analyses, and comprehension aids. According to Hew and Cheung (2013), integrating web-based resources in education enhances students' ability to engage with texts at their own pace, supporting differentiated instruction. The accessibility of Google Sites allows students to review materials before, during, and after classroom discussions, reinforcing their learning process (Coiro, Knobel, Lankshear, & Leu, 2018).

Google Analytics

Google Analytics is a web-based analytics tool that provides insights into user behavior, demographics, and technical information by embedding JavaScript tracking code into webpages (Clifton, 2018). Unlike traditional server log-based metrics, Google Analytics uses client-side tracking, which allows for the collection of a broader range of user data, including browser type, operating system, screen resolution, and navigation paths (Kaushik, 2017).

Gardner et al. (2020) stated that the development of learning analytics has largely been an outgrowth of the development of virtual learning environments (VLEs), where students' online study is conducted in a computer-based learning environment. Such an environment allows the students' progress, performance of tasks, use of resources, etc., to be recorded. Although such data could be used for monitoring an individual student, generally learning-analytics data is aggregated from many students (sometimes hundreds or thousands) in order to

identify significant trends or patterns of study behaviour.

Visual Appeal of Google Sites Webpage

Another area of focus is the presentation and visual appeal of Google Sites, which can significantly impact student engagement. The aesthetic quality and organization of the material play a key role in enhancing students' interest and motivation. Setiawan et al. (2022) demonstrated that students who utilized Google Sites reported higher levels of interest and engagement in their studies compared to those who followed traditional instructional methods. Research indicates that visually appealing and well-organized content can improve retention and make learning more engaging, thus supporting better educational outcomes Google site is one of Google's services used to make it easier to create pages. Google site is used in making sites or webpages that are easy to use (Suryanto, 2018). Google site is a page launched by Google for the creation of classroom, school, and other pages. Google site contains a wide selection of materials for teaching and learning activities such as text, videos, images, and various other forms (Widya Mutiara Mukti, Yudhia Bella Puspita N, 2020). Website links are usually shared from the owner to users in need. The Google site is certainly very easy for teachers who want to use it as learning material through the website (Harsanto, 2013). Google site is a tool that is used for ease of use. Creating and maintaining a website that is known to be quite difficult can be overcome with the existence of a Google site. Google Site is operated using a low-level programming language so that it can have more appeal and ease of use. The advantages of using Google Sites include: (1) free of charge; (2) easy to create; (3) there is a collaboration feature between its users; (4) there is 100 MB of online storage available for free for personal account use and without limitation for learning accounts; and (5) searchable. A number of plus values obtained from web-based learning, including: (1) Students have more independence due to using learning through website pages prepared and managed by teachers for a flexible learning process in terms of time and place of learning for students; (2) Student skills in utilizing technology must be optimized in the process of teaching and learning activities. Through these skills, it will familiarize them with using technology for good things including accessing the Google Site learning page; (3) Because it is flexible in terms of time and space; (4) Learning content is available in various forms so that it has more appeal to

students; and (5) Save teaching budget, because it does not have to provide written learning resources or teachers do not need to provide hardcopies of worksheets, all can be done on the website.

ADDIE Model on the Development of Google Sites webpage

The development of the Google Sites followed the ADDIE model, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. Each of these stages played a crucial role in ensuring that the media effectively met the needs of students and supported their learning in a meaningful way.

Molenda, Reigeluth, and Nelson (2013) stated that instruction design (ID) refers to "the principles and procedures by which instructional materials, lessons, and whole systems can be developed in a consistent and reliable fashion". The ADDIE model provides a sequential list of requirements with known inputs and outputs such that staff developing the course can maintain a big-picture view of what they are trying to achieve.

According to Valamis (2022), research shows that ADDIE methodologies offer a systems-based, iterative learning and development design strategy while incorporating feedback and review to improve. Reinbold (2013) described using ADDIE to redesign three four-hour sessions embedded into an evidence-based medicine course for first-year medical students. This iterative process allowed librarians to "demonstrate both measurable results and meaningful impact in their role as educators" (Reinbold, 2013, p.255). The ADDIE model's wide applicability and recursive nature provides for a wide variety of uses for the library, especially in projects requiring ongoing assessment and evaluation to demonstrate progression on instructional goals.

3. Methodology

The study utilized a developmental method of research by incorporating the Instructional System Design (ISD). It is a systematic approach that involves the use of media for instructional purposes and systematic instructional design procedures (Reiser, 2001).

The study employed the modified ADDIE model, which includes the phases of Analyze, Design, Develop, Evaluate, and Implementation. It is a well-known instructional design approach widely used in various fields such as education, healthcare, and technology (Lee, 2024). This model provides a systematic process for developing effective learning

experiences and instructional systems (Hasan & Ahmad, 2018).

Additionally, Pribadi & Chung (2023) stress the significance of following a systematic instructional system design model involving analysis, design, development, implementation, and evaluation to ensure high-quality online learning programs. Thus, to meet the requirements of consistency and efficacy in instructional material, which serves as an empirical basis for interactive e-learning supplementary material.

The respondents of this study consisted of selected experts and English faculty members from the College of Education and Liberal Arts at PHINMA Araullo University. These individuals served as evaluators of the developed Webpage. The expert group included subject heads, the program head, and members of the team learning group. Their selection was based on their academic background, professional experience, and expertise in English and literature instruction at the tertiary level. In addition, 30 college students enrolled in a Philippine Literature course participated in the implementation phase of the study. These students underwent a pre-test before using the webpage and a post-test after completing the prelim period to assess the webpage effectiveness in improving their literary understanding.

Table 1. Distribution of Respondents

Teacher Respondents	English Teachers	Expert Respondents	Students
PHINMA Araullo University (**Main Campus**)	6	4	30
PHINMA Araullo University (**South Campus**)	1	1	0
PHINMA Araullo University (**San Jose Campus**)	3	1	0
Total	10	6	30

The developed Webpage platform was evaluated by selected experts and English faculty members from the College of Education and Liberal Arts at PHINMA Araullo University, including those from the South and San Jose campuses, using a researcher-made evaluation checklist/questionnaire. The instrument assessed the webpage effectiveness in three core areas: Lexicon Knowledge, Narrative Understanding, and Literary Analysis, with each area consisting of 10 items. The response modes used to answer the statements were: 4 – Highly Effective, 3 – Effective, 2 – Less Effective, and 1 – Not Effective. Prior to its administration, the questionnaire was reviewed by the research adviser and validated by the program head and subject head to ensure the clarity, relevance, and appropriateness of the items. A pre-test and post-test were also administered, consisting of 15 items in total—5 items for each core area.

The study received authorization from the Dean and the university administration at PHINMA Araullo University to implement and evaluate the Webpage Google Sites-based learning material.

The webpage was evaluated by English teachers from the institution using a researcher-made evaluation checklist/questionnaire. The researcher administered the questionnaires virtually to ensure that the directions were clearly communicated through the Google Form.

To further validate the webpage effectiveness and usefulness, pre-tests and post-tests were conducted face-to-face with the end users—students enrolled in the Philippine Literature course.

Data gathered were processed, tabulated, and interpreted using the following statistical tools:

Frequency Counts. Frequency distribution was utilized to show the difference in assessment results before and after using the learning material. The data were tallied and counted to arrive at a frequency distribution organized into tables.

Percentage. Percentage was used to establish or to compare the proportion of frequencies or responses to the total number of responses.

Weighted Mean was used to describe the evaluation of the teacher respondents on the developed supplemental materials.

Paired Sample T-test was used to compare the means of two variables which are the pre-test and post-test result scores gained by the end users.

Development of the Webpage

The Webpage was developed using the modified ADDIE Model to address students' difficulties in vocabulary, narrative comprehension, and literary analysis. With input from subject teachers and literature experts, the webpage was aligned with the ENG 158-Survey of Philippine Literature in English syllabus and designed to support independent, student-centered learning through multimedia content and interactive assessments. It was implemented during a Philippine Literature summer class, and its effectiveness was evaluated through pre- and post-tests as well as English Faculty and expert reviews.

Evaluation by Teachers and Experts

Teachers' evaluation of the Webpage platform confirmed its effectiveness in enhancing students' advanced literary understanding, particularly in the areas of lexicon knowledge, narrative understanding, and literary analysis. Based on structured assessments and expert feedback from faculty members under the College of Education and Liberal Arts, the webpage was recognized as a well-aligned instructional tool that complemented the ENG 158 syllabus. Its integration of multimedia content, guided activities, and interactive assessments supported students' independent learning and engagement with complex literary concepts.

The webpage effectively enhanced lexicon knowledge, narrative understanding, and literary analysis through contextual vocabulary tasks, structured modules, and guided interpretation activities. Teachers and experts agreed that it offered a comprehensive and pedagogically sound approach to developing students' literary skills in a digital learning environment.

Significant Difference in Students' Scores

A significant improvement was observed in students' advanced literary understanding after using the Google Sites Webpage. From a pretest mean score of 8.10 ("Fair"), students improved to a posttest mean of 11.47 ("Very Good"). A paired samples t-test confirmed a statistically significant difference (t = -12.514, p = .000), affirming that the improvement was directly linked to the implementation of the Google Sites Webpage.

Suggestions and Recommendations for Enhancement

The study recommends that teachers handling Philippine Literature be encouraged to develop structured webpages, such as Google Sites, with clear goals and objectives to help students grasp advanced literary concepts and achieve course outcomes. Araullo University's Team Learning group is suggested to lead the implementation, with the potential for expansion to other PHINMA schools after successful piloting. To ensure effectiveness, it is advised to conduct pre-tests and post-tests for each literary period to monitor student progress. Enhancements like a Table of Specifications, structured timelines, labeled links, and contextual content should be integrated based on expert feedback. Ongoing monitoring and evaluation are also recommended to maintain alignment with curriculum standards and meet the evolving needs of 21st-century learners.

Conclusion

1. The development and implementation of the Webpage effectively addressed key challenges in literature learning by enhancing students' vocabulary, narrative comprehension, and literary analysis skills. Guided by the modified ADDIE Model and aligned with the ENG 158 syllabus, the webpage demonstrated its instructional value through improved student performance and favorable evaluations from teachers and experts.
2. The evaluation of the Webpage by teachers and experts was both encouraging and commendable, earning an overall verbal description of "Very Effective" across all key areas—Lexicon Knowledge, Narrative Understanding, and Literary Analysis. Their positive assessment highlights the webpage's strong instructional design, effective content delivery, and its significant contribution to enhancing students' advanced literary skills.
3. The results indicate that the Webpage had a substantial and positive impact on students' advanced literary understanding. The significant improvement in post-test scores, supported by statistical analysis, confirms that the webpage effectively enhanced students' academic performance and comprehension in the Philippine Literature course. These findings highlight the webpage potential as a valuable digital learning tool in literature instruction.
4. The suggestions from the teachers and expert-respondents are focused on incorporating clearer navigation features such as labeled links, a hyperlinked Table of Contents, and a structured timeline to guide student pacing. They also recommended the inclusion of background information and a Table of Specifications to support deeper contextual understanding and better alignment with curriculum standards.

Recommendation

1. As recommended by the Dean of the College of Education and Liberal Arts, teachers handling Philippine Literature should be encouraged to develop a webpage, such as Google Sites. These materials should include clearly defined goals and objectives to effectively guide students in understanding advanced literary concepts and achieving course outcomes.
2. The Team Learning group at Araullo University can take the lead in implementing this webpage within the institution. Once successfully piloted and refined at Araullo University, the webpage may be considered for wider adoption across other PHINMA schools to promote consistent, technology-enhanced literature instruction.
3. It is recommended that a pre-test and post-test be administered for each literary period to monitor and assess students' continued progress throughout the course. Additionally, the incorporation of minor suggestions from teachers and expert-respondents—such as including a Table of Specifications, a structured timeline, clearly labeled links, and contextual background information—should be considered to further enhance the web page functionality, usability, and overall effectiveness in supporting advanced literary instruction.
4. Finally, continued monitoring and periodic evaluation of the webpage impact on student learning are encouraged to ensure its alignment with curriculum standards and its responsiveness to the needs of 21st-century learners.

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BIOGRAPHY

Laryzlyn S. Federizo, LPT, is a dedicated and passionate educator currently serving as a **College English Teacher** at the College of Education and Liberal Arts in PHINMA Araullo University. She also holds the position of **Field Study (FS) Coordinator,** where she actively guides pre-service teachers in bridging theory and practice through meaningful classroom exposure and reflective learning.

A product of PHINMA Araullo University herself, Ms. Federizo is known for her commitment to instructional excellence, learner-centered teaching, and continuous professional growth. Her work as a college instructor is marked by a deep advocacy for advanced literary instruction, curriculum integration, and technology-enhanced learning strategies aimed at shaping critical, reflective, and articulate learners.

Ms. Federizo strongly believes in the power of education to transform lives and strives to make learning engaging, relevant, and responsive to the needs of 21st-century students. With a student-first mindset and a passion for innovation, she contributes significantly to the mission of PHINMA Education—making quality education accessible and impactful for every Filipino learner.