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PoeticaWall: An Interactive Digital Poetry Tool for Poem Analysis Skills Improvement of Learners

Kate Angela L. Leysa[1], Allanah Marie Go[1], Reah Mae L. Lastimoso[1], Anne Chesca E. Compliza[1], Jessa M. Convocarr[1], Karla Marie L. Segura[1], Diosdedet C. Labordo Jr[1*]

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ABSTRACT

Poetry analysis poses significant cognitive challenges for secondary school learners, who often struggle with abstract figurative language, symbolic devices, and complex vocabulary under traditional, teacher-centered instructional approaches. This is an action research study that aimed to evaluate the effectiveness of PoeticaWall – a pedagogical tool consisting of an interactive Web 2.0 digital wall (Padlet) and the RPIE framework (Read, Paraphrase, Interpret, Extract) – in enhancing poem analysis skills among Grade 9 students at a public school in the Philippines. This study was based on Kemmis and McTaggart's Action Research Spiral and made use of five qualitative tools for data collection: student posts on Padlet, semi-structured interviews, Focus Group Discussions (FGDs), observations and learner reflection logs. Data were analyzed using Inductive Thematic Analysis of Braun and Clarke. Results showed that the scaffolding provided by the RPIE framework was essential with paraphrasing serving as a link between the literal and interpretive level. The researchers argued that reduced cognitive load, integrated cognitive scaffolding, and digital interactivity successfully shifted learning toward a student-centered approach; the study highlights the limitations of internet connectivity as a possible bottleneck and the need for both offline solutions and gamification elements. The study offers several policy and strategy recommendations for the integration of digital literature.

INTRODUCTION

Literacy in contemporary education has expanded beyond traditional reading and writing to encompass interactive, visual, and digital competencies essential for 21st-century learners. In secondary literature education, junior high school learners-particularly Grade 9 students-frequently encounter significant cognitive barriers when analyzing poetry. Poetic texts heavily rely on figurative language, complex symbolism, nuanced tone, and elevated vocabulary, which require higher-order interpretive skills that extend beyond literal comprehension. Prior to the implementation of this study at a public school in the Philippines, instructional practices predominantly relied on static printed modules and traditional, teacher-centered recitations. In this conventional setup, the teacher typically reads the poem aloud, explains challenging vocabulary line by line, and poses comprehension questions to the whole class. This teacher-dependent model fails to accommodate diverse learning styles, limits active student participation, and often results in shallow textual interpretations and low learner engagement.

These pedagogical challenges are particularly pronounced for English Language Learners, who must translate poetic diction while simultaneously navigating unfamiliar historical, cultural, and social contexts. Diagnostic observations and baseline teacher interviews conducted in March 2025 at a public school in the Philippines revealed that five out of forty Grade 9 students exhibited persistent difficulties in analyzing poetry, consistently scoring poorly on literary assessments and struggling to identify basic literary devices like metaphors, personification, and imagery. To address these systemic instructional limitations, there is an urgent need to transition from rigid, teacher-led delivery toward technology-supported, multimodal, and learner-centered pedagogical strategies.

To bridge this gap, this study introduces PoeticaWall, an interactive digital poetry learning environment built on the Padlet platform and structured around the four-stage Read, Paraphrase, Interpret, Extract (RPIE) Framework. By integrating text, images, videos, audio recordings, and peer collaboration, PoeticaWall offers a scaffolded learning space where students actively construct literary meaning. The primary objective of this classroom-based action research is to evaluate the efficacy of PoeticaWall in improving Grade 9 learners poetry analysis skills, examine learner and researcher experiences during its implementation, and formulate strategic insights for technology-enhanced literature instruction.

The overarching objective of this study is to evaluate the pedagogical efficacy, learner experiences, and research reflections regarding PoeticaWall in enhancing the poem analysis skills of Grade 9 learners.

Specifically, this research embeds and directly addresses three core research questions:

[1] Department of Information Technology, Mindanao State University at Naawan, Philippines
[*] Corresponding author's e-mail: crisjohn.canales@msunaawan.edu.ph

Research Question 1 (RQ1): How does an Interactive Digital Poetry Wall using the RPIE Model help the poem analysis skills of Grade 9 learners?
Research Question 2 (RQ2): What are the experiences of Grade 9 learners and researchers in using the Interactive Digital Poetry Wall?
Research Question 3 (RQ3): What are the researchers' reflections in using the Interactive Digital Poetry Wall to improve the poem analysis skills of Grade 9 learners

LITERATURE REVIEW

The theoretical foundation of this study synthesizes constructivist learning theory, social semiotics, and multimodal literacy frameworks. Constructivist pedagogy asserts that knowledge is actively constructed by learners through interaction with their environment and peers rather than passively received from an instructor. In literature education, Hughes (2007) and Freyn *et al.* (2017) argue that engaging modern digital natives requires leveraging the rich technological literacies students possess outside the classroom. Transitioning from traditional drill-based Computer-Assisted Language Learning to collaborative, multimodal digital spaces encourages active interpretation, creative expression, and sustained learner agency.

Empirical studies highlight the transformative role of collaborative digital tools, such as Padlet, in secondary and higher education literature classrooms (Manca & Ranieri, 2016; Yunus *et al.*, 2021). Interactive digital annotation platforms allow students to engage with texts through textual comments, voice recordings, visual attachments, and hyperlinks. These features facilitate social annotation, where peer insights serve as cognitive scaffolds, reducing anxiety and validating multiple interpretations (Smith, 2020). Furthermore, Mayer's (2009) Cognitive Theory of Multimedia Learning and Kress's (2010) Multimodal Literacy framework demonstrate that combining verbal and visual representations deepens textual processing, aids vocabulary acquisition, and fosters emotional connections with complex literary works.

Complementing digital tools are structured reading and interpretation frameworks designed to scaffold poetry analysis. Stylistic and semiotic analysis models (Holmes, 1985; Siregar, 2022) guide learners to decode linguistic signs, sound patterns, and thematic structures systematically. The RPIE Framework (Read, Paraphrase, Interpret, Extract) operationalizes these principles into a sequential four-step progression: (1) Read for initial affective reaction, (2) Paraphrase for literal comprehension, (3) Interpret for deeper thematic meaning, and (4) Extract for identifying literary devices and real-world connections (Reyes *et al.*, 2024). While existing literature confirms the individual benefits of digital platforms and structured reading models, there remains a research gap regarding the synergistic integration of the RPIE model within collaborative digital wall spaces in secondary ESL contexts. This study addresses this gap by offering a grounded evaluation of PoeticaWall.

MATERIALS AND METHODS

This study adopted a qualitative classroom-based action research design guided by the Action Research Spiral Model developed by Kemmis and McTaggart (1988). The model consists of four iterative phases: Planning, Action (Implementation), Observation, and Reflection. This cyclical methodology allowed the research team to continuously monitor, evaluate, and refine the pedagogical intervention based on real-time participant responses and classroom dynamics.

Action Research Phases

Planning: The researchers developed the PoeticaWall platform on Padlet, curated two Grade 9 Anglo-American literature poems ("Auld Lang Syne" by Robert Burns and "Sonnet 29" by George Santayana) from the Department of Education curriculum, and formulated eight structured lesson plans. Instructional activities and research instruments—including semi-structured interview guides and classroom observation checklists—were validated by a panel of expert English educators.
Action: The intervention was executed across eight face-to-face and asynchronous sessions spanning two four-session cycles (Sessions 1–4 for Poem 1; Sessions 5–8 for Poem 2). Learners accessed PoeticaWall via shared links on mobile devices, progressing systematically through the RPIE framework.
Observation: The research team conducted real-time classroom observations, recorded field notes, and systematically archived student Padlet posts, peer comments, and multimodal submissions (images, audio recordings, videos).
Reflection: Following each cycle, student written reflections, Focus Group Discussions, and semi-structured interviews were conducted. Researchers analyzed participant data to assess cognitive progress, affective engagement, and operational challenges.

Participants and Sampling

The study utilized purposive sampling to select participants. Two distinct groups were involved: (1) Five Grade 9 learner-participants from a public school in the Philippines, selected based on low baseline English academic performance, demonstrated difficulty in poem analysis assessments, regular attendance, and willingness to participate; and (2) Six pre-service teacher-researchers from one of the universities in the Philippines, who designed, facilitated, and evaluated the PoeticaWall intervention during their field study internship.

Data Collection and Data Analysis

To ensure robust data triangulation, qualitative data were gathered from multiple sources: archived Padlet student outputs, classroom observation checklists, researchers field notes, student bi-weekly written reflections, a post-intervention Focus Group Discussion, and individual semi-structured interviews. Data were analyzed using Inductive Thematic Analysis following Braun and Clarke's (2021) six-

phase framework: (1) Data familiarization, (2) Initial code generation, (3) Searching for themes, (4) Reviewing themes, (5) Defining and naming themes, and (6) Producing the thematic narrative report. Methodological trustworthiness was established using Lincoln and Guba's criteria (Nowell *et al.*, 2017), ensuring credibility through prolonged field engagement and data triangulation, transferability through thick contextual descriptions, dependability via systematic audit trails, and confirmability through peer debriefing and researcher reflexivity.

Table 1: Implementation Plan of the PoeticaWall Intervention

Session / Stage	Target Activity	Persons Involved
Onboarding & Orientation	Tutorial on Padlet features, netiquette, and overview of RPIE framework.	English Teacher, ICT Coordinator, Learners
Cycle 1: Sessions 1–4 (Auld Lang Syne)	Read: First impressions & confusing lines. Paraphrase: Stanza restatement. Interpret: Thematic & multimedia posts. Extract: Identifying literary devices.	English Teacher, Pre-service Teachers, Learners
Cycle 2: Sessions 5–8 (Sonnet 29)	Read: Emotional reaction & tone. Paraphrase: Simplifying complex diction. Interpret: Exploring hope & faith themes. Extract: Analyzing stylistic devices.	English Teacher, Pre-service Teachers, Learners
Evaluation & Reflection	Post-intervention reflections, Focus Group Discussion, and semi-structured interviews.	School Head, Researchers, Learners
Data Analysis & Dissemination	Inductive thematic analysis, action planning, and departmental learning dissemination.	Pre-service Teachers, University Faculty

RESULTS AND DISCUSSION

The implementation of PoeticaWall generated profound improvements in learners' poem analysis skills, classroom participation, and attitudes toward literature. The empirical findings, data tables, participant voices, and literature are directly under the three core Research Questions.

Research Question 1: How the Interactive Digital Poetry Wall using the RPIE Model Helps Poem Analysis Skills

To address RQ1, empirical data were analyzed to determine how the integration of PoeticaWall and the RPIE (Read, Paraphrase, Interpret, Extract) Framework facilitated

Table 2: Operational Structure of the PoeticaWall Implementation Plan

Phase & Stage	Key Pedagogical Activity	RPIE Focus & Digital Integration	Data Collection Tool
Phase 1: Orientation & Baseline	Diagnostic poetry reading & baseline analysis; platform onboarding.	Introduction to RPIE Model & Padlet Wall navigation.	Pre-test, Classroom Observations
Phase 2: Scaffolding Implementation	Guided poem analysis sessions utilizing selected Filipino/English poems.	R: Read & post initial reactions; P: Paraphrase lines into modern terms.	Padlet Artefacts, Student Reflection Logs
Phase 3: Deepening & Multimodality	Independent & small-group thematic extraction and media linking.	I: Interpret mood/theme; E: Extract literary devices & attach media.	Focus Group Discussions (FGDs), Padlet Posts
Phase 4: Evaluation & Reflection	Final poetry showcase, peer commentary, and post-intervention evaluation.	Synthesis of complete RPIE wall posts & collaborative feedback.	Semi-Structured Interviews, Post-test

Table 3: Learner-Evaluated Utility and Cognitive Outcomes of RPIE Model Stages

RPIE Stage	Learner-Evaluated Cognitive Utility	Observed Pedagogical Shift
Read (R)	Provides a low-pressure initial engagement; allows students to express gut reactions.	Shift from fear of immediate failure to active textual curiosity.
Paraphrase (P)	Decodes archaic vocabulary and complex sentence structures into familiar language.	Transition from surface confusion to solid literal comprehension.
Interpret (I)	Connects literal meanings to underlying thematic messages and authorial intent.	Evolution from passive reading to active critical interpretation.
Extract (E)	Isolates specific poetic devices (similes, imagery) and relates them to real-world contexts.	Mastery of literary identification and higher-order thematic synthesis.

learners' literal and symbolic poetry comprehension. Tables 2 and 3 summarize the operational structure and stage-by-stage cognitive utility.

Theme 1: Progressive Step-by-Step Scaffolding via the RPIE Framework

A primary finding addressing RQ1 is that decomposing poetry analysis into four discrete, sequential steps (R-P-I-E) effectively demystified poetic texts for Grade 9 learners. Rather than feeling overwhelmed by the simultaneous demands of figurative decoding and thematic interpretation, students benefited from a structured cognitive pathway.

"Sang naman an ko ang RPIE model, nanamian ko kay ang process gina step by step para ma learn gd kag maintindihan ang poem sang mayad" [When I saw/learned the RPIE model, I liked it because the process is done step by step so the poem can really be learned and understood well.] — Participant 1 (Warm-Up Questions)

This empirical result strongly reinforces Vygotsky's (1978) Zone of Proximal Development (ZPD) scaffolding principles, demonstrating how progressive instructional frameworks systematically reduce cognitive load during complex textual analysis. Furthermore, it validates Reyes *et al.* (2024) pedagogical framework model, confirming that structured analytical models guide students through the metaphorical dialogism of poetry texts to elevate critical reasoning skills.

Theme 2: Paraphrasing as an Indispensable Bridge to Literal & Symbolic Comprehension

Within the RPIE framework, participants identified the Paraphrase (P) stage as the critical turning point. Translating archaic or figurative lines into modern, personal language served as a necessary prerequisite before students could successfully attempt higher-order thematic interpretation.

"Ang Paraphrase part amo gid ang nakabulig sa akon. Kay kung gina rewrite ko ang poem in my own words, mas nami ko gid ma understand kung ano ang buot silingon sang poet." [The Paraphrase part really helped me because when I rewrite the poem in my own words, I understand better what the poet is trying to say.] — Participant 5 (Semi-Structured Interview)

This finding directly aligns with stylistic and semiotic theories (Holmes, 1985; Siregar, 2022), which establish that decoding linguistic signs and surface vocabulary is a mandatory prerequisite to interpreting deeper symbolic meanings. It also corroborates empirical findings by Hussin *et al.* (2021), showing that digital re-articulation and vocabulary scaffolding consolidate text comprehension.

Theme 3: Higher-Order Interpretation, Literary Device Extraction, and Real-World Connections

In the Interpret (I) and Extract (E) stages, learners progressed beyond literal decoding to identify specific figurative devices (imagery, symbolism, metaphors) and connect poetic themes to contemporary societal issues and personal experiences.

"Isa ka example nga nag click saakon is ang pag identify ka literary device sa pag analyze kang line dira mo ma unlock ang meaning sang stanza or line nga ina nga nagamit sang literary device." [One example that really made sense to me is identifying literary devices when analyzing a line, because that helps unlock the meaning of the stanza or line where the literary device is used.] — Participant 4 (Semi-Structured Interview)

These insights affirm the arguments of digital humanities researchers (Al-Shakhs, 2020; Meneses & Furuta, 2015; Sisto *et al.*, 2024), who confirmed that digital annotation and analytical frameworks empower students to deconstruct complex stylistic structures. Moreover, it validates Cook *et al.* (1992) foundational assertion that humanities instruction achieves its highest efficacy when structured frameworks enable learners to bridge abstract artistic expressions with real-world human experiences.

Research Question 2: Experiences of Grade 9 Learners and Researchers in Using Interactive Digital Poetry Wall

To address RQ2, qualitative data were analyzed to evaluate the lived experiences, engagement patterns, and affective responses of Grade 9 learners and researchers while utilizing PoeticaWall. The impact of multimodal features is summarized in Table 4.

Table 4: Impact of Multimodal Digital Features on Learner Engagement

Digital Media Feature	Learner Perception & Cognitive Function	Observed Impact on Learning
Thematic Imagery Attachments	Helps visualize abstract metaphors, mood, and poetic settings.	Enhanced retention and concrete mental modeling of symbolism.
Voice Recordings & Audio	Conveys vocal cadence, emotional tone, and proper poetic pronunciation.	Improved auditory appreciation and emotional resonance.
Video & Media Links	Connects poetic themes to historical contexts and modern real-world events.	Deeper contextual understanding and cross-disciplinary connection.
Collaborative Board Wall	Allows viewing of peers' posts, liking, and commenting in a social format.	Reduced fear of isolation; stimulated peer learning and validation.

Theme 4: Multimodal Dual-Coding and Visual Scaffolding

Learners reported highly positive experiences with PoeticaWall's multimedia affordances (images, video clips, voice narrations). Visual attachments rendered abstract metaphors tangible, while audio narrations effectively communicated poetic cadence, rhythm, and emotional tone that printed text could not capture.

"Through PoeticaWall, it can catch our attention to learn poetry, kay damo siya features like audio, video, image, and text, unlike sa book nga plain text lang." [Through PoeticaWall, it can capture our attention in learning poetry because it has many features like audio, video, images, and text—unlike books that only contain plain text.] — Participant 2 (Semi-Structured Interview)

"Kapag may kasamang picture at audio narration yung post sa PoeticaWall, mas madaling ma- visualize yung mood at imagery nung tula kumpara sa libro lang." [When a post on PoeticaWall includes a picture and audio narration, it is easier to visualize the mood and imagery of the poem compared to reading it in a book alone.]— Participant 2, Reflection Log

This empirical observation provides robust real-world evidence supporting Mayer's (2009) Cognitive Theory of Multimedia Learning, demonstrating that dual-channel (visual and auditory) processing enhances retention and reduces cognitive friction. It also aligns with social semiotics and multimodal literacy models (Kress, 2010; Serafini, 2015; Van Leeuwen, 2017; Hughes, 2007 as cited in Freyn *et al.*, 2017), which establish that multi-sensory media shift poetry from passive drills into vibrant, creative exploration.

Theme 5: Collaborative Peer Validation & Safe Social Learning Space

Publicly sharing posts, viewing peers' analysis, and receiving positive feedback via comments and likes on Padlet created a supportive, social media-like learning environment. This collaborative dynamic democratized classroom participation, as shy students who rarely spoke in traditional lectures felt empowered to publish their insights on the digital wall. Gamification features, such as badges and progress tracking, along with peer-led collaborative sessions, help learners engage actively with their peers (Balolot *et al.*, 2026; Shilongo, 2025).

"Na enjoy ko nga makapost sang answer kag mabasa man ang works sang classmates ko. Dawnagahimo kami sang group page sa social media" [I enjoyed being able to post my answers and read the work of my classmates. It felt like we were creating a group page on social media.] — Participant 5

Grounded in Social Constructivism (Vygotsky, 1978), this finding confirms that peer interaction and public knowledge-sharing facilitate collective cognitive growth. It echoes empirical studies on Web 2.0 digital walls (Liu & Moeller, 2019; Manca & Ranieri, 2016; Yunus *et al.*, 2021), proving that shared digital spaces cultivate low-stakes, highly collaborative environments that mitigate fear of negative evaluation.

Theme 6: Implementation Challenges: Infrastructure Constraints & Digital Divide

Both learners and researchers noted that the primary operational bottleneck experienced during the study was internet connectivity instability in the rural school setting. Unstable signals occasionally delayed Padlet media uploads, creating temporary instructional disruptions.

These operational challenges reflect widespread findings regarding the Digital Divide in rural educational landscapes, underlining the imperative for resilient, hybrid digital solutions. Furthermore, student requests for gamified features align with contemporary educational technology literature, which proves that competitive game mechanics sustain long-term student motivation and engagement.

Research Question 3: Researchers' Reflections on Implementing Interactive Digital Poetry Wall

To address RQ3, researchers field notes, action research reflection logs, and observational data were synthesized to capture critical pedagogical reflections and strategic insights. Table 5 provides an overarching program summary.

Table 5: Action Research Program Summary, Observed Transformations, and Reflections

Program Dimension	Observed Pedagogical Transformation	Researchers' Critical Reflection
Instructional Paradigm	Shifted from teacher-dominated lecture to student-led digital discovery.	Scaffolding models (RPIE) are essential to prevent student overwhelm when introducing technology.
Cognitive & Analytical Skills	Moved from passive memorization to active extraction of literary devices.	Paraphrasing acts as the true gateway to higher-order symbolic interpretation.
Classroom Culture	Transformed isolated individual work into a collaborative digital community.	Low-stakes peer validation drastically reduces academic anxiety in literature classes.
Operational Sustainability	Encountered internet latency issues in rural classroom implementation.	Future digital literature tools must incorporate offline caching and gamified elements.

Reflection 1: Shift to Learner-Centered Pedagogy and Cognitive Empowerment

The researchers reflected that integrating the RPIE framework with Padlet successfully shifted classroom dynamics from teacher-centered lectures to active, student-led inquiry. The tool democratized participation, allowing students who were traditionally hesitant during oral recitations to express analytical depth through multimodal posts.

This pedagogical shift aligns with Kemmis and McTaggart's (1988) action research methodology, illustrating how systematic practitioner reflection leads to

responsive instructional design that empowers secondary language learners.

Reflection 2: Addressing Infrastructure Realities and Future Pedagogical Contingencies

Reflecting on operational bottlenecks, the research team recognized that technology integration in rural schools must remain flexible. To mitigate the Digital Divide, future iterations should incorporate offline wall caching and integrate gamified features (such as interactive quizzes and achievement badges) to sustain learner motivation once the novelty of the digital platform stabilizes.

CONCLUSION

This qualitative action research demonstrates that PoeticaWall—an innovative digital tool combining the interactive affordances of Padlet with the structured cognitive scaffolding of the RPIE Framework—significantly enhances the poem analysis skills, engagement, and confidence of Grade 9 learners. By synthesizing findings across the three core research questions, the study yields the following conclusions:

The RPIE framework provides a highly effective step-by-step cognitive guide. Paraphrasing serves as an indispensable bridge from surface decoding to symbolic interpretation, while extraction tasks foster higher-order connections between literary devices and real-world themes.

Multimodal features (images, audio, video) significantly lower cognitive friction and enhance emotional resonance. Furthermore, the collaborative digital wall creates a supportive, low-stakes environment that encourages peer validation and democratizes participation.

Pairing Web 2.0 tools with explicit instructional scaffolding successfully shifts literature education from passive reception to active, learner-centered inquiry. However, long-term digital integration in rural school contexts requires proactive planning for internet latency through offline modes and gamification mechanics.

Each manuscript should include a conclusion section that contains the major outcome of the study, highlighting its importance, limitation, relevance, application and recommendation. Do not use any subheading, citation, references to other part of the manuscript, or point list within the conclusion.

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