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Research Article

Using of Hugot Lines in Teaching Figures of Speech in Filipino Subject

Jhoana Marie Lopez Aragon*

President Ramon Magsaysay State University, Iba, Zambales 2201, Philippines

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*Corresponding author:

E-mail:

jhoanamarie1022@gmail.com

ABSTRACT

Hugot Lines are often used in informal settings such as classrooms. It is a of figure of speech. It expresses profound sentiment that the was excavated and articulated in regard to the speaker's past experiences and feelings. The purpose of this research is to examine the effect of employing Hugot lines in the instruction of Figure of Speech or Tayutay in the Filipino language. The study employed a Quasi-Experimental research methodology, utilizing assessment tests and a narrative inquiry questionnaire to collect the necessary data. Convenience sampling was utilized. Two classes, each with 50 students, took part, for a total of 100 participants. The assessment instrument consists of a set of 20 questions that explicitly cover the topic of Figures of Speech. The narrative inquiry questionnaire consist of 1 question "What are the effects of Hugot Line in Teaching Figures of Speech?" Based on the findings, it can be concluded that there is no difference in the pre-assessment scores between the two groups. However, a notable discrepancy is observed in the post-assessment scores, with the experimental group showing much higher scores. Furthermore, there is not a significant difference between the pre-assessment and post-assessment scores of the groups when compared to each other. Also, 8 themes have emerged from their narratives, including; (a) Interesting, (b) Active Sharing, (c) Easier to Comprehend, (d) Fun, (e) Active in Classes, (f) Meaningful Discussions, (g) Easier to Remember, and (h) can personally. Based on the narratives, it shows that there is a positive effect in the teaching process.

Keywords: *Figures of speech, Hugot line, Teaching*

Introduction

In contemporary society, a significant portion of the younger generation dedicates a considerable amount of their time to engaging with social media platforms. They will undoubtedly review any and all phrases or sentences that

caught their attention. (*Ang buhay ko ay parang nakasakay sa seesaw, kasi kapag wala ka, down ako!*) "My existence is a seesaw, and without you, I'm at the bottom." This phrase is what the society called 'Hugot Lines'. Tan at Macalalad (2016) asserts that the aforementioned

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words convey emotions of bitterness, grief, and heartbreak, which subsequently foster the development of humor within Filipino culture. The notion of Hugot Lines has remained unchanged. The effect of this phenomenon may be traced back to literary works, as noted by Gumba et al (2019).

According to the findings of and Sencil (2017), the phenomenon known as 'Hugot' in the Philippines is a manifestation of informal social constructions. Hugot statements are indirect expressions that pertain to the personal history of the speaker, often associated with their emotions and prior experiences, which may convey different connotations or reflections. The utilization or mention of the term may vary based on the speaker's intended connotation. Indirect comments, which pertain to the history of the speaker, might be associated with their emotions and personal histories, perhaps conveying alternative connotations. The usage or statement of the phrase may vary based on the intended intention of the speaker.

Hugot Lines are popular among today's youngsters. Hugot Lines are often used by pupils in classrooms. If teachers used it, it may spark pupils' interest and attentiveness. One of the most prominent elements causing boredom and lack of interest in Filipino subject, according to Fernandez et al. (2010), is the pedagogy used, as well as the notion that Filipino language is unuseful in foreign countries.

If personal emotions, beliefs, and interests can be involved in the learning process, motivation could be high. The emotions are a significant factor that influences learning. It makes a person more creative and self-regulated inside the class (Corpuz, 2007). Code switching of *Hugot Lines* can be used as teaching pedagogy to attain much effective communication (Masagnay, 2020).

As a result, students nowadays are much more eager to learn and comprehend academic subjects to which they can connect or share their Hugots in real life.

According to the findings of Belza (2018), Hugot Lines can truly aid to improve students' academic performance in relation to their creativity. Echo (2015) also asserted that this rhetoric, Hugot Lines, is employed to stimulate the interest of readers and listeners. Hugot

Lines are figures of speech that convey emotional meaning. It means "to pull it out" in the literal sense. Hugot, on the other hand, is characterized in current parlance as "to draw out the deepest desires, feelings, pasts, and experiences."

Over time, there has been a diminishing recognition among students about the aesthetic value of figures of speech. The essence and aesthetic appeal of [subject] has declined as a result of students difficulty in comprehending its meaning. As language educators, we must explain the subject's substance and relevance with rigor, ensuring its integration and alignment with the teaching curriculum.

This study intends to shed light on the problems that students have when learning the figure of speech 'Tayutay' in Filipino. It employs Hugot Lines as an intervention to spark students' interest in studying figures of speech.

Conceptual Framework

The objective of the Department of Education (DepEd) is to safeguard and promote the educational rights of the Filipino, ensuring that they have access to quality education that is equitable, culturally sensitive, comprehensive, and conducive to the realization of their maximum capabilities, therefore enabling them to become productive members of the country. According to the Department Order No. 35, s.2016, it is emphasized that instructors should exercise discernment and deliberate consideration while selecting and implementing the most effective instructional strategies.

The purpose of this study was to investigate at the effect of employing Hugot Lines as an instructional intervention in teaching figures of speech, namely 'Tayutay', in the context of the Filipino topic. A total of one hundred (100) students were chosen as research participants and completed a pre-assessment focusing on figures of speech. Following the completion of the assessment, the students were divided into two equal groups, the control group and the experimental group.

The intervention was not employed in the control group's instruction. While teaching the experimental group, intervention was employed. They were given post-assessments following the instructional procedure.

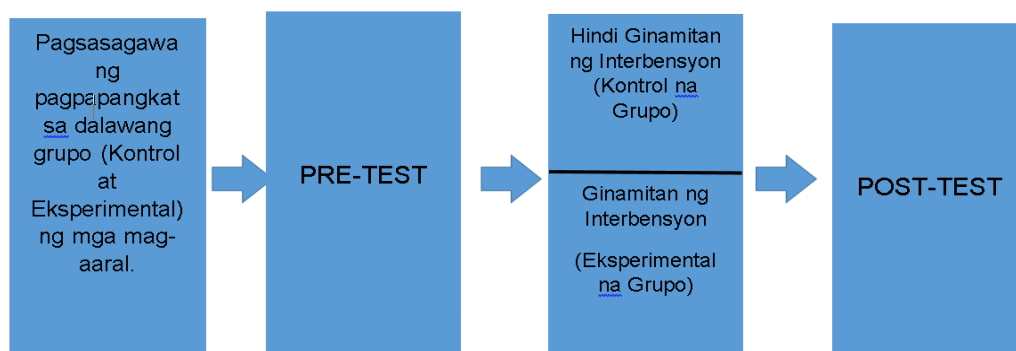


Figure 1. Conceptual Paradigm

The paradigm consists of four columns that encompass the variables under investigation. These columns include the participant groupings, the conducted pre-assessment, the teaching procedure used for both the control and experimental groups, and the post-test administered. This will serve as the flow of the study to attain the objectives.

Methodology

The quasi-experimental research design was used in the study. To collect the necessary data, assessment tests and a structured short-answer questionnaire were utilized. The purpose of this study is to examine the academic effect of employing Hugot Lines in teaching figures of speech or 'Tayutay' based on test results and participant narrative responses. Convenience sampling was used. There are one

hundred (100) participants in the research. They are split into two equal groups, control and experimental, each with fifty (50) people. They are pupils in grade 10 at a public high school in Zambales. The evaluation test consists of 20 questions about figures of speech. Meanwhile, the structured short-answer questionnaire only had one question: "What is the effect of Hugot Lines in teaching Figures of Speech or 'Tayutay'?"

Results and Discussion

The Grade 10 student's level of knowledge was reflected from the results of Pre-test before the application of the intervention *Hugot Lines*. The pre-test is composed of twenty (20) questions regarding figures of speech. The scores were described through frequency and percentage distribution.

Table 1. Frequency and Percentage Distribution of the Scores in the Pre-test of Experimental Group

Scores	Frequency	Percentage	Description
1 - 10	47	94	Did not meet expectation
11-12	3	6	fairly Satisfactory
Level of Knowledge		Mean=7.7	Did not meet expectation

Table 1 presents the frequency and percentage distribution of pre-test scores obtained by students in the experimental group. A total of three students, constituting 6% of the sample, exhibit a fairly satisfactory level. Out of the whole sample, a significant proportion of forty-seven students, or 94% of the group, did not

meet the expectation. In general, the test results exhibit an average mean score of 7.7. This explains that prior to the conduct of the intervention, a significant majority of the students did not attain the expected level of knowledge in comprehending figures of speech, indicating a need for improvement.

Table 2. Frequency and Percentage Distribution of the Scores in the Pre-test of Control Group

Scores	Frequency	Percentage	Description
1 - 10	47	94	Did not meet expectation
11-12	2	4	fairly Satisfactory
13-14	1	2	Satisfactory
Level of Knowledge		Mean=7.6	Did not meet expectation

Table 2 presents the frequency and percentage distribution of pre-test scores obtained by students in the control group. A total of one student, constituting 2% of the sample, exhibit a satisfactory level. Out of the whole sample, a significant proportion of forty-seven students, or 94% of the group, did not meet the expecta-

tion. In general, the test results exhibit an average mean score of 7.6. This explains that prior to the conduct of the intervention, a significant majority of the students did not attain the expected level of knowledge in comprehending figures of speech, indicating a need for improvement as well.

Table 3. Frequency and Percentage Distribution of the Scores in the Post-test of Experimental Group

Scores	Frequency	Percentage	Description
1 - 10	2	4	Did not meet expectation
11-12	10	20	fairly Satisfactory
13-14	10	20	Satisfactory
15-16	7	14	Very Satisfactory
17-20	21	42	Outstanding
Level of Knowledge		Mean=15.32	Very Satisfactory

Table 3 presents the frequency and percentage distribution of post-tests scores obtained by students in the experimental group. There are two (2) or 4% did not meet the expected level, ten (10) or 20% who have fairly satisfactory level, ten (10) or 20% who have satisfactory level, and seven (7) or 14% who have very satisfactory level. Out of the whole

sample, a significant proportion of twenty-one students, or 42% of the group, are outstanding. In general, the test results exhibit an average mean score of 15.32. This explains that after the conduct of the intervention, a significant majority of the students have reached the outstanding level of knowledge in comprehending figures of speech.

Table 4. Frequency and Percentage Distribution of the Scores in the Post-test of Control Group

Scores	Frequency	Percentage	Description
1 - 10	4	8	Did not meet expectation
11-12	9	18	fairly Satisfactory
13-14	13	26	Satisfactory
15-16	16	32	Very Satisfactory
17-20	8	16	Outstanding
Level of Knowledge		Mean=14.42	Satisfactory

Table 4 presents the frequency and percentage distribution of post-tests scores obtained by students in the control group. There are two (4) or 8% did not meet the expected level, nine (9) or 18% who have fairly satisfactory level, thirteen (13) or 26% who have

satisfactory level, and sixteen (8) or 16% who have outstanding level. Out of the whole sample, a significant proportion of sixteen, or 32% of the group, are very satisfactory. In general, the test results exhibit an average mean score

of 14.42. This explains that after the conduct of the instruction, a significant majority of the students have reached the satisfactory level of knowledge in comprehending figures of speech, and still needing an improvement.

Significant Difference on the T-test of the Pre-test and Post-test

The scores before and after the intervention were compared to see if there was a significant difference in Level of Knowledge in Figures of Speech.

Table 5. Significant Difference on the T-test of the Pre-test and Post-test of Experimental Group

	Pre-test	Post-test
Mean	7.7	15.32
Variance	3.316326531	9.038367347
Observations	50	50
Pearson Correlation	0.800690287	
Hypothesized Mean Difference	0	
df	49	
t Stat	-28.44810115	
P(T<=t) one-tail	2.00245E-32	
t Critical one-tail	1.676550893	
P(T<=t) two-tail	4.0049E-32	
t Critical two-tail	2.009575237	

The mean assessment score for pre-test (7.7) is much lower than the post-test (15.32) of the experimental group.

The t-statistic (-28.45) indicates the difference in means between pre-test and post-test is negative, suggesting that one is lower than the other.

Overall, the results suggest that there was a significant improvement from the pre-test to

the post-test, with the post-test scores showing a statistically significant increase compared to the pre-test scores. The strong positive correlation also supports the notion that those who performed well in the pre-test tended to show improvement in the post-test after the intervention, Hugot Lines.

Table 6. Significant Difference on the T-test of the Pre-test and Post-test of Control Group

	Pre-test	Post-test
Mean	7.6	14.42
Variance	4.04081633	6.0444898
Observations	50	50
Pearson Correlation	0.79037187	
Hypothesized Mean Difference	0	
df	49	
t Stat	-31.986286	
P(T<=t) one-tail	8.5539E-35	
t Critical one-tail	1.67655089	
P(T<=t) two-tail	1.7108E-34	
t Critical two-tail	2.00957524	

The mean assessment score for pre-test (7.6) is much lower than the post-test (14.42) of the control group.

The t-statistic (-31.99) indicates the difference in means between pre-test and post-test is

negative, suggesting that one is lower than the other.

Overall, the results suggest that there was a significant improvement from the pre-test to the post-test, with the post-test scores showing

a statistically significant increase compared to the pre-test scores. The strong positive correlation also supports the notion that those who

performed well in the pre-test tended to show improvement in the post-test after discussion.

Table 7. Significant Difference on the T-test of the Pre-test of the Control and Experimental Group

	Experimental	Control
Mean	7.7	7.6
Variance	3.316326531	4.040816327
Observations	50	50
Pooled Variance	3.678571429	
Hypothesized Mean Difference	0	
df	98	
t Stat	0.260693623	
P(T<=t) one-tail	0.397437895	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	0.794875791	
t Critical two-tail	1.984467455	

The mean assessment score for pre-test of the experimental group (7.7) is slightly higher than the mean assessment score of control group (7.6). The calculated t-statistic value is 0.26. A t-statistic of small size indicates that the difference between the means of the two groups is relatively insignificant.

The results indicate that there is no statistically significant difference between the "Experimental" and "Control" groups. The small difference in means and the large p-values suggest that any observed variation between the two groups could be due to chance rather than a meaningful effect of the experimental treatment.

Table 8. Significant Difference on the T-test of the Post-test of the Control and Experimental Group

	Experimental	Contro
Mean	15.32	14.42
Variance	9.038367347	6.044489796
Observations	50	50
Pooled Variance	7.541428571	
Hypothesized Mean Difference	0	
df	98	
t Stat	1.638648115	
P(T<=t) one-tail	0.052246641	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	0.104493282	
t Critical two-tail	1.984467455	

The mean assessment score for pre-test of the experimental group (15.32) is higher than the mean assessment score of control group (14.42). The calculated t-statistic value is 1.64. A This indicates that there is difference between the means of the two groups.

The results indicate that there is no statistically significant difference between the "Experimental" and "Control" groups.

Thematic Responses of the Participants after the Utilization of Intervention “How do Hugot Lines affect the Learning of Figures of Speech?”

The table shows the thematic responses of the experimental group's participants to the open-ended question.

Table 9. Perspectives of the Students on the Effects of Hugot Lines in Learning Figures of Speech

Theme	Sample Statements	Description
Interesting	<i>"Nakukuha ang aming interes sa pag-aaral ng tayutay dahil ginamitan ito ng Hugot line."</i> Our learning figures of speech is much interesting due to Hugot Lines. -SB3	This themes states that through the use of Hugot Lines, students become more active in the class-room."
Actively Sharing	<i>"Hindi nakakahiyang sumagot kase pati ang guro ay humuHugot."</i> Its much comfortable to recite when the Teacher, themselves, uses Hugot Lines. -SB23	This theme described that students are able to share the feelings without so much hesitation because even their teacher uses Hugot Lines.
Easy to Understand	<i>"Hindi mahirap unawain ang gusto iparating na konsepto ng tayutay."</i> The concepts are much easier to relay due to Hugot Lines. -SB2	Students easily understand the context of the Figures of Speech because of the Hugot Lines are used.
Fun	<i>"Napakasaya ng talakayan dahil lahat kami nailalabas ang aming mga kahugutan sa klase."</i> The class discussion become more fun because can comfortable express our deepest feeling. -SB18	This theme shows that different emotions experienced by the students are conveyed through Hugot Lines.
Actively Participating	<i>"Maganda ang naging epekto ng Hugot line kase nagiging aktibo ang klase."</i> The effect in us is good, it made the class more active. -SB17 <i>"Active ang buong klase pagdating sa mga kahugutang ganyan."</i> The class is actively participating due to Hugot Lines. -SB48	This theme describes how Hugot Lines can make the students actively participating in the class.
Meaningful Discussion	<i>"Mas nagiging makabuluhan ang lesson dahil sa mga Hugot line."</i> The lessons will be more meaningful due to Hugot Line. -SB14	This theme asserts that the usage of Hugot lines makes understanding figures of speech simpler, which makes the debate more relevant.
Easier to Remember	<i>"Madaling matandaan ang mga tayutay kapag hinuhugutan."</i> Its much easier to memorize tayutay if Hugot Line was used. -SB30	This theme highlights how the use of relatable examples helps students memorize figures of speech more quickly.
Contextual from Experience	<i>"Parang madaling iugnay sa aming karanasan ang mga halimbawa ng tayutay dahil sa Hugot line."</i> Its much easier to relate our experiences in lesson examples if Hugot Line was used.- SB42	This theme describes how the examples presented make it easier for the students to connect their personal experiences to figures of speech or Hugot line.

Theme 1. Interesting. Based on the findings of a study conducted by Briggs (2015), it was determined that a significant proportion of students, specifically 60%, experience

boredom throughout half of their classes. Furthermore, the survey revealed that 30% of students reported experiencing boredom during the entirety of their classes. Therefore, it is

recommended by professionals to incorporate creativity and enjoyment in the instruction of Filipino language (Geronimo, 2015). Based on the feedback provided by the students, it is evident that they exhibit a favorable attitude towards the utilization of Hugot Lines. The effectiveness of teaching is enhanced when students' curiosity is stimulated. Just like what SB3 said, "We were able to get our interest in the study of figures of speech because it was used with Hugot Lines." (Nakukuha ang aming interes sa pag-aaral ng tayutay dahil ginamitan ito ng Hugot line.) And according to SB29 and SB 42, "Not boring" (Hindi Boring) and "Awesome! Filipino is more interesting when different ways of teaching are used." (Astig! Mas interesting ang Filipino kapag iba iba ang way ng pagtuturo.)

Theme 2. Actively Sharing. Sharing ideas is very important in the process of learning and teaching. According to Ferlazzo (2021), sharing ideas in class helps in the growth of critical thinking. Based on the students' responses, they said that they share more ideas because of the stimulation of the Hugot Lines. According to SB13 said, "It's not embarrassing to share answers because we all have Hugot." (Hindi nakakahiyang magshare ng sagot kase lahat kami ay may Hugot.) and SB45 "It's more encouraging to answer especially if it's deepened by Hugot." (Mas nakakaengganyo sumagot lalo na at palaliman minsan ng Hugot.) They are also more encouraged to participate in class because of the Hugot Lines. When students are encouraged to participate in class, they learn more because of the increase in their attention and focus related to the use of critical thinking (Reeves, 2015).

Theme 3. Easy to Understand. According to the study by Jorquia et al. (2015), it is difficult to understand and learn figures of speech because of the depth of the words. But because of the Hugot line, learning about figures of speech is made easier. According to SB8 and SB10 "We don't have a hard time understanding what type of figures of speech the examples are because of the Hugot line." (Hindi kami nahihirapan kung anong uri ng tayutay ang mga halimbawa dahil sa Hugot line.) and "The Hugot line makes it easier for us to learn figures of speech." (Mas pinapadali ng Hugot line ang

pagtuturo samin ng tayutay.) Choosing the right learning strategy will have a more positive effect in achieving the learning objective (Lotulung, Ibrahim & Tumurang, 2019). When the lesson is easily understood, it means that the teaching is effective.

Theme 4. Fun. According to research, being happy and having fun helps in learning to be more efficient and well (Shukla, 2020). Teaching is easier when the environment is happy. Like what SB18 and SB21 indicated "The discussion is fun because we all express our Hugot in class." (Napakasaya ng talakayan dahil lahat kami nailalabas ang aming mga kahugutan sa klase.) And "Its fun to Hugot." (Masayang Humugot.) If learning is fun in class, it affects our physical condition and creates dopamine. This is a chemical that makes one happy. It helps people to think deeply, inspire and remember (Harris, 2019).

Theme 5. Actively Participating. Teaching strategies help to make the students active which results in positive outcomes. The way of teaching is more important than the concept to be learned (Smith and O'Connell, 2020). The process of teaching and learning is accelerated and made easier when everyone is active in class. This is proven by SB17 and SB48 "The effect of the Hugot line is good because the class becomes active." (Maganda ang naging eppekto ng Hugot line kase nagiging aktibo ang klase.) and "The whole class is active when it comes to that kind of Hugot." (Active ang buong klase pagdating sa mga kahugutang ganyan.) Furthermore, the teacher is also active in listening to the students' Hugot. According to Roldan (n.d.), teachers should help students overcome bad listening habits through active listening.

Theme 6. Meaningful Discussion. Time and teaching are beneficial when the discussion becomes meaningful. This is proven by SB14 and SB10 "The lesson becomes more meaningful because of the Hugot Lines." (Mas nagiging makabuluhan ang lesson dahil sa mga Hugot line.) and "The discussion makes sense because Hugot is related to any concept." (May sense ang talakayan naming dahil nairerelate ang Hugot sa kahit anong konsepto.)

Theme 7. Easier to Remember. If students remember what they have learnt for a long period of time, it can be concluded that

they have learned. And if they put in the effort to learn something, they will remember it better. Based on the results of the study by Miele, Finn and Molden (2011) According to SB15 and SB30, "It's easy to remember figures of speech when it's related to Hugot." (Madaling matandaan ang mga tayutay kapag hinuhugutan.) And "It's not easily forgotten because it's often used in conversation." (Hindi basta basta nalilimutan kase madalas gamitin sa usapan.) When students often share their opinions or what they have learned, they remember it better and it encourages active learning (Sekeres, et al., 2016).

Theme 8. Contextual from Experience.

When what they are studying can be related to real-life experiences, it means that teaching and learning becomes practical. According to Perin (2011), contextualization helps to speed up students' understanding. And according to Ferlazzo (2020), the key to motivating students to learn more is to make sure the concepts they are studying are relevant to their lives. For example, in the responses of SB39 and SB42, "It's easy to relate the examples of figures of speech to our experiences because of the Hugot line." (Parang madaling irelate saming karanasan ang mga halimbawang tayutay dahil sa Hugot line.) and "Life always has a Hugot, so life is like figures of speech." (Laging may Hugot ang buhay, kaya ang buhay ay parang tayutay.) Metaphors can be enlightening and give meaning to life. It can also be a source of inspiration and gratitude (Holmes, 2022). The Hugot line is a figure of speech. And it reflects the reality of Filipinos, especially in terms of love. It describes societal issues such as breakups and complicated relationships. The Hugot line is used to express deep feelings of disappointment and hopelessness (Arias & Sencil, 2017).

Conclusion

Based on the findings from the studies and research conducted, it has been proven that the use of Hugot Lines has an effect on the teaching of figures of speech. Firstly, the level of knowledge of Grade 10 students before using the intervention in the control and experimental groups was not good, meaning that it needs to be improved. Secondly, the level of knowledge of Grade 10 students after using the

intervention in the experimental group was very satisfactory and in control group is only satisfactory, meaning that it has been improved. Thirdly, the pre-test of the experimental and control groups have no significant difference. However, there is a significant difference in between pre-test to post-test scores in both groups of students. Meanwhile, the pre-test and post-test of the experimental and control groups have no significant difference. And lastly, Based on their narrative responses, eight (8) themes were gathered, including; (a) Interesting, (b) Active Sharing, (c) Easy to understand, (d) Fun, (e) Actively Participating, (f) Meaningful Discussion, (g) Easier to Remember, (h) Contextual from experience. Based on the narrative responses, it can be seen that it has a positive effect on the study and learning of figures of speech.

Recommendation

The researcher propose the following recommendations: Firstly, Filipino teachers can use Hugot Lines in teaching figures of speech. Secondly, Filipino teachers can expand and improve the use of Hugot Lines. This will help in understanding, giving examples and usage of figures of speech by the students. And lastly, to increase and deepen studies related to Hugot Lines and learning in Filipino.

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