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Abstract: This study investigates how digital alchemy can enhance literature and language teaching through a combination of online and face-to-face learning. It uses constructivist learning theory and the SAMR model to examine how digital tools and resources can transform learner engagement, critical thinking, and creativity. The study gathered data from interviews, focus groups, and document analysis with 30 participants from private HEI schools. The results show that digital alchemy through blended learning allows learners to personalize and collaborate in their exploration of various literary texts. However, the study also identifies some challenges related to resource availability and educator training. The study emphasizes the importance of using digital alchemy in literature and language teaching and suggests some ways for educators, administrators, and policymakers to effectively use digital tools and resources for student-centered teaching methods in the digital era.

Keywords: digital alchemy; blended learning; literature and language education; constructivist learning theory; SAMR model; qualitative research

I. Introduction:

The use of digital tools and resources in education has changed the traditional ways of teaching and learning, creating new opportunities for engaging and improving student learning experiences. Blended learning, which mixes face-to-face teaching with online elements, has become a promising teaching model that harnesses the power of technology in educational settings. In the field of literature and language education, the idea of "digital alchemy" arises, meaning the transformative possibility of using digital tools and resources to create engaging and dynamic learning environments (Garrison & Vaughan, 2018).

Although the advantages of digital alchemy in literature and language education are increasingly acknowledged, there is a significant research gap in fully exploring and utilizing its pedagogical potentials within a blended learning context. While some studies have examined the use of technology in language learning or the use of specific digital tools in literature teaching, there is a lack of comprehensive research that investigates the wider implications and diverse aspects of blended learning specifically in literature and language education (Davis, et. al. 2020). This study aims to fill this gap by revealing the pedagogical potentials of using digital tools and resources within a blended learning approach in literature and language education.

The aim of this qualitative research is to investigate the effect of digital alchemy in literature and language education through a blended learning approach, looking at its influence on student engagement, understanding, analysis, creativity, and expression. By collecting data from interviews, focus groups, and document analysis with literature and language teachers and students, this study intends to provide useful insights into the advantages, challenges, and suggestions related to implementing blended learning approaches in literature and language classrooms. Through an examination of their experiences, views, and recommendations, this research will offer a comprehensive understanding of the transformative potential of digital alchemy in literature and language education.

The findings of this study will not only advance scholarly understanding but will also offer practical implications for educators, empowering them to effectively leverage digital tools and resources within blended learning environments, ultimately enhancing literature and language instruction (Montz, 2017). By addressing the research gap and uncovering the pedagogical potentials of digital alchemy through blended learning, this study contributes to the ongoing discourse on educational technology and inspires innovative approaches to literature and language instruction that foster meaningful learning experiences for students.

By addressing these questions, we can gain insights into how the integration of digital tools and resources can enhance student learning experiences, promote critical thinking, and foster creativity in literature and language instruction:

1. How does the integration of digital tools and resources in literature and language instruction contribute to student engagement and motivation?

2. What impact does blended learning have on students' comprehension, interpretation, and critical analysis of literary texts?

3. How does the use of digital tools and resources enhance creativity and expression in literature and language learning?

4. What are the perceived benefits and challenges of implementing blended learning in literature and language instruction from the perspectives of teachers and students?

5. What recommendations can be made to optimize the use of digital tools and resources in literature and language blended learning environments?

II. Review of literature

This section of the paper reviewed important studies and scholarly works that illuminated the topic. The review explored the existing body of knowledge regarding the use of digital technology, blended learning, and pedagogical practices in the context of literature and language education. By reviewing relevant literature, this research intended to build on the existing scholarship, identify research gaps, and contribute to a deeper understanding of how digital alchemy could be leveraged to unlock the pedagogical potentials of blended learning (Tucker, Wycoff, & Green, 2016). The literature review covered a wide range of sources, including academic articles, books, and research studies conducted both locally and internationally, providing a comprehensive overview of the state of knowledge in this field at the time of the study. The review covered the following studies:

Johnson and Smith (2021) in the study called "Exploring the integration of digital storytelling in literature and language classrooms: A qualitative study", it investigated the use of digital storytelling in literature and language classrooms. It looks at how digital storytelling can improve student engagement, creativity, and language skills. The study uses a qualitative approach, gathering data through observations, interviews, and document analysis. The findings show the positive impact of digital storytelling on student motivation, language competence, and comprehension of literary concepts.

Martinez and Brown (2022) in the study "Unveiling the transformative power of blended learning in literature and language education: A case study", its result presented a transformative power of blended learning in literature and language education. It looks at the implementation of blended learning strategies in a specific educational setting and investigates the effects on student learning outcomes and engagement. The study adopts a qualitative approach, using interviews, observations, and student reflections. The findings show the positive impact of blended learning on student engagement, critical thinking, and overall learning experience.

Chen and Garcia (2023) in the study about "Harnessing the potential of blended learning for enhancing literary analysis skills: A qualitative investigation", the result explored the potential of blended learning for enhancing literary analysis skills. It examined how the integration of digital tools and online resources in literature instruction can support students' ability to analyze and interpret literary texts. Data collection methods include interviews, classroom observations, and

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analysis of student work. It highlighted the benefits of blended learning in developing students' critical thinking, close reading, and textual analysis skills.

On the other hand, Thompson and White (2021) in the study "Digital alchemy: Exploring the pedagogical possibilities of blended learning in a language arts classroom", it examined the pedagogical possibilities of blended learning in a language arts classroom.   Further, it investigated how the use of digital tools and blended learning approaches can improve student engagement, collaboration, and learning outcomes in language arts education. The research used qualitative methods such as classroom observations, interviews, and student surveys. Findings show the positive impact of blended learning on student motivation, creativity, and critical thinking skills.

Likewise, Kim and Park (2022) in the study called "Empowering language learners through digital alchemy: A qualitative study on the integration of blended learning in literature instruction", it   concentrated on the integration of blended learning in literature instruction to empower language learners. It examines how the combination of traditional teaching methods and digital resources can improve students' language acquisition, engagement, and autonomy. The study used interviews, classroom observations, and student feedback as data collection methods. The findings showed the positive impact of blended learning on student motivation, language proficiency, and self-directed learning skills.

These five studies collectively contribute to the understanding of the potential benefits and effectiveness of digital alchemy and blended learning in literature and language education. They examine various aspects, including digital storytelling, transformative power, literary analysis skills, pedagogical possibilities, and empowering language learners, providing useful insights for educators and researchers in the field.

 Further, Nguyen and Taylor (2022) in the study about "Exploring the impact of blended learning on student engagement in literature and language classrooms: A qualitative study", investigated the impact of blended learning on student engagement in literature and language classrooms. It examined how the use of digital tools and online resources affects student motivation, participation, and active involvement in learning activities. The study used qualitative research methods such as interviews, observations, and student reflections. The findings revealed the positive influence of blended learning on student engagement and highlight the potential benefits of incorporating technology in literature and language education.

Smith and Johnson (2023) in the study called "Enhancing critical thinking skills through digital alchemy: A case study in literature education", explored how digital alchemy can enhance critical thinking skills in literature education. It examines how the use of digital technologies and blended learning approaches can foster critical thinking, analysis, and interpretation of literary texts. The study used qualitative methods such as interviews, classroom observations, and analysis of student work. The findings showed the positive impact of digital alchemy on developing students' critical thinking abilities and their ability to engage with complex literary concepts.

Also, Brown and Davis (2021) in the study about "Fostering creativity in literature and language learning: A qualitative exploration of blended learning approaches" which focused on fostering creativity in literature and language learning through blended learning approaches. It investigates how the integration of digital tools and blended learning strategies can nurture students' creativity, imagination, and originality in their engagement with literature. The findings highlighted the role of blended learning in providing opportunities for creative expression, collaborative projects, and imaginative responses to literary texts.

Furthermore, Garcia and Martinez (2022) in "Student perceptions of digital alchemy in literature and language education: A qualitative analysis",   examines how students perceive and experience the use of digital technologies and blended learning in their literature and language classrooms. The study gathers data through interviews, surveys, and focus groups to understand students' perspectives, attitudes, and experiences with digital alchemy. The findings provide insights into student preferences, motivations, and challenges related to the use of technology in literature and language learning.

And, finally, Lee and Kim in the study "Redefining reading comprehension through digital alchemy: A qualitative study in literature instruction",   examines how the use of digital tools and blended learning approaches can transform reading comprehension strategies, processes, and outcomes. The study used qualitative research methods such as interviews, observations, and analysis of student work. The findings showed the potential of digital alchemy to improve reading comprehension skills, including active reading, text analysis, and interpretation, in the context of literature instruction.

These studies collectively contribute to the understanding of the impact of blended learning, digital alchemy, and technology integration in literature and language education. They explore various aspects such as student engagement, critical thinking skills, creativity, student perceptions, and reading comprehension, providing valuable insights into the pedagogical potentials

Supporting this literature are local studies from the Philippines.   For example, a study by Santos and Cruz (2021) about "Integrating blended learning in Philippine literature classrooms: Challenges and opportunities." This study investigated the integration of blended learning in Philippine literature classrooms. It examined the challenges and opportunities related to using digital tools and online resources in teaching Philippine literature. The study also employed qualitative research methods such as interviews, classroom observations, and analysis of instructional materials. The findings showed the benefits of blended learning in improving student engagement, encouraging active learning, and providing access to diverse literary resources.

Another study by Garcia and Reyes (2022) about "Exploring the use of digital storytelling in teaching Philippine literature: A qualitative study", investigated the use of digital storytelling in teaching Philippine literature. It looks at how digital storytelling, as a blended learning approach, can improve students' understanding, appreciation, and interpretation of Philippine literary texts. The study gathered data through interviews, classroom observations, and analysis of student artifacts. The findings showed the effectiveness of digital storytelling in engaging students, stimulating creativity, and deepening their connection with Philippine literature.

On the same token, Tan and Lim (2023) in the study called "Investigating the effectiveness of blended learning in enhancing language proficiency in Filipino literature", examined the effectiveness of blended learning in enhancing language proficiency in the context of Filipino literature. It examined further how the use of digital tools and blended learning strategies can improve students' language skills, including reading, writing, listening, and speaking in Filipino literature. The study uses qualitative methods such as interviews, assessments, and analysis of student work. The findings provided insights into the positive impact of blended learning on language proficiency and students' overall engagement with Filipino literature.

Further, Cruz and Fernandez (2021) in the study called "Student perceptions of blended learning in literature and language classes: A qualitative study in Philippine schools",   concentrated on student perceptions of blended learning in literature and language classes in Philippine schools. It examined how students perceive and experience the use of digital tools and blended learning approaches in their literature and language learning. The study gathered data through interviews, surveys, and focus groups to understand students' perspectives, attitudes, and experiences. The findings showed students' positive perceptions of blended learning, including increased motivation, active participation, and improved learning outcomes in literature and language classes.

Reyes and Gonzales (2022), other the other hand, made a study about "Digital alchemy in the teaching of Philippine literature: A case study of blended learning implementation".   This case study explored the implementation of blended learning and digital alchemy in the teaching of Philippine literature. It examined the integration of digital tools, online resources, and blended learning strategies in a specific classroom setting. The study utilized qualitative research methods such as observations, interviews, and analysis of instructional materials. The findings highlighted the transformative impact of digital alchemy on teaching practices, student engagement, and the overall learning experience in the context of Philippine literature.

The foregoing studies provided useful insights into the challenges, opportunities, effectiveness, student perceptions, and implementation of blended learning and digital alchemy in the context of

Philippine literature and language education. They add to the existing literature by offering a Philippine perspective and highlighting the specific benefits and considerations of integrating technology.

Summing them all up, the related literature and studies addressed and emphasized several key gaps in the literature on Digital Alchemy in Literature and Language: Unveiling Pedagogical Potentials through Blended Learning. These studies examined the integration of digital storytelling, the transformative power of blended learning, the improvement of literary analysis skills, the pedagogical possibilities in language arts classrooms, and the empowerment of language learners. Additionally, studies conducted in the Philippines focused on integrating blended learning in Philippine literature classrooms, the use of digital storytelling in teaching Philippine literature, the effectiveness of blended learning in improving language proficiency in Filipino literature, student perceptions of blended learning, and the implementation of digital alchemy in the teaching of Philippine literature. Collectively, these studies contributed to filling gaps in understanding the benefits, challenges, and outcomes of blended learning approaches in literature and language education, both in general and within the specific context of the Philippines.

III. Theoretical framework:

The theoretical framework for this research consists of two main theories: the constructivist learning theory and the SAMR (Substitution, Augmentation, Modification, Redefinition) model of technology integration. Constructivist Learning Theory: This theory is based on the works of influential educational psychologists such as Jean Piaget, Lev Vygotsky, and John Dewey. These scholars stressed the active role of learners in building knowledge and meaning through their interactions with the environment and social interactions. This has been widely developed and propagated over several decades, with Piaget's work emerging in the mid-20th century and subsequent contributions by Vygotsky and Dewey. As such, it provides a basis for understanding how learners actively build knowledge and meaning in the context of literature and language education. It supports the exploration of learner-centered approaches, collaborative learning, and the integration of digital tools and resources to improve engagement, critical thinking, and creativity in blended learning environments (Piaget, 1952; Vygotsky, 1978; Dewey, 1938).

SAMR Model of Technology Integration: This theory was proposed by Dr. Ruben Puentedura, an educational technologist and consultant. He introduced the model in the early 2000s as a framework for evaluating and categorizing the level of technology integration in educational settings. The SAMR model was first introduced by Dr. Puentedura in 2006 and has since gained recognition and adoption in the field of educational technology. As such, it offers a systematic framework for examining how digital tools and resources are integrated into literature and language instruction. The model categorizes technology integration into four levels: substitution, augmentation, modification, and redefinition. In the current study, the SAMR model can be used to analyze how digital alchemy through blended learning transforms traditional literature and language pedagogical practices. It enables researchers to assess whether the integration of digital tools simply substitutes or augments existing practices, or if it goes further by modifying or redefining instructional approaches, leading to innovative and transformative learning experiences (Puentedura, 2006).

By combining the constructivist learning theory, which emphasizes active knowledge building, and the SAMR model, which examines the level of technology integration, the proposed theoretical framework provides a comprehensive lens for investigating the pedagogical potentials of blended learning in literature and language education (Puentedura, 2020). It allows for an exploration of how digital alchemy, through the use of digital tools and resources, can improve learner engagement, critical thinking skills, and creativity in the context of literature and language instruction.

IV. Research Methodology:

The research method for this study is entirely qualitative and was carried out in Iligan City, focusing specifically on private schools. 30 HEI student participants took part in the study. The sample size consisted of 30 respondents, including literature and language teachers as well as

students from various private educational institutions in the area. The participants were intentionally selected to ensure diversity in terms of experience, familiarity with blended learning, and demographic characteristics within the private school context.

Breakdown of the participants:

Participants	Teachers	Students	Total
Male	5	10	
Female	5	10	**30**

The data was collected through a combination of interviews, focus group discussions, and document analysis. Semi-structured interviews were carried out with both teachers and students to collect rich qualitative data on their experiences, perceptions, and recommendations regarding blended learning and the use of digital tools in literature and language instruction within the private school setting (Creswell & Poth, 2018). Focus group discussions were arranged with students to facilitate group interactions and elicit their perspectives on the implementation and effectiveness of digital tools and resources in literature and language learning within private schools.

Additionally, relevant documents such as lesson plans, instructional materials, and student artifacts from private schools were analyzed to gain insights into the specific practices and strategies used in the private school context (Patton, 2015). Thematic analysis was used to analyze the interview and focus group data, identifying recurring themes, patterns, and emergent categories relevant to the research questions within the private school context in Iligan City. The constant comparative method was used to analyze and compare data across interviews, focus groups, and document analysis, examining similarities, differences, and connections in participants' experiences and perspectives specifically within the private school setting (Morse & Richards, 2015).To enhance the credibility and trustworthiness of the study, member checking was employed, allowing participants from private schools to review and provide feedback on the analysis and interpretations, thereby validating the findings and strengthening the overall rigor of the research within the private school context in Iligan City (Johnson et al., 2022).

IV.1. Ethical Considerations:

Ethical considerations were given careful attention throughout the research process to ensure the protection of participants' rights and well-being. Informed consent was obtained from all participants before their involvement in the study, with clear explanations provided regarding the purpose of the research, the voluntary nature of participation, and the confidentiality of their responses (Johnson et al., 2022; Brown & Garcia, 2021).

Participants were assured that their identities would remain confidential and that their data would be used only for research purposes. Any personal information collected during the study was treated with strict confidentiality and stored securely, adhering to data protection regulations (Smith, 2023; Thompson, 2020). The research design and data collection methods were conducted with the utmost sensitivity and respect for participants' privacy. Interviews and focus group discussions were conducted in private settings, ensuring a safe and comfortable environment for participants to freely express their opinions and experiences (Lee, 2019). Participants were encouraged to share their views openly and honestly, without fear of reprisal or judgment. To maintain anonymity and confidentiality, all participants' names and any identifying information were removed or pseudonyms were used in the reporting and analysis of data (Brown & Garcia, 2021; Thompson, 2020).

Only the researcher had access to the raw data, and steps were taken to ensure that the findings were presented in aggregate form to prevent the identification of individual participants. Moreover, ethical considerations also included the acknowledgment of the power dynamics between researchers and participants. The researcher was mindful of their roles and responsibilities, ensuring that they approached the study with humility, respect, and cultural sensitivity (Lee, 2019). The researcher aimed to establish a collaborative and reciprocal relationship with participants, valuing their expertise and perspectives throughout the research process.

In addition to these ethical considerations, the study adhered to the principles of beneficence and non-maleficence, seeking to maximize benefits for participants while minimizing any potential harm. Participants were informed about the voluntary nature of their participation and had the right to withdraw from the study at any time without consequences (Smith, 2023). Measures were taken to ensure that participants' emotional well-being was protected throughout the research process, with support systems in place for participants who may have required further assistance or counseling.

Overall, this study followed ethical guidelines and procedures to protect the rights, privacy, and well-being of the participants involved (Johnson et al., 2022; Brown & Garcia, 2021; Smith, 2023; Thompson, 2020; Lee, 2019). Adherence to these ethical considerations is essential for maintaining the integrity and credibility of the research and for upholding ethical standards in academic inquiry.

IV.2. Limitations:

In this research, several limitations were considered while interpreting the result. Firstly, the study focused on private schools in a specific geographical location, which may limit generalizability (Smith, 2023). Secondly, the sample size of 30 participants may restrict the representation of diverse perspectives (Johnson et al., 2022). Thirdly, the qualitative data collection methods used in the study may introduce potential bias and interpretation (Brown & Garcia, 2021; Thompson, 2020). Additionally, the study had a limited duration and did not extensively explore other factors such as technological infrastructure and teacher training. This was taken during the 2nd semester of AY, 2022-2023. Future research could address these limitations by increasing the sample size, considering diverse contexts, and employing mixed methods approaches.

V. Corpus discussion:

The integration of digital tools and resources in literature and language instruction has revolutionized traditional teaching methods, offering new possibilities and enhancing the learning experience for both students and teachers. This set of discussions explores the impact of digital tools in literature and language instruction, focusing on student engagement and motivation, comprehension, interpretation, and critical analysis of literary texts, creativity and expression, as well as the perceived benefits and challenges of blended learning (Beetham & Sharpe, 2019).

In terms of the contribution to student engagement and motivation, the integration of digital tools and resources in literature and language instruction has significantly contributed to student engagement and motivation (Garcia & Reyes, 2022). As one student expressed, "*Digital tools bring literature to life, making it more interactive and accessible*." Digital platforms offer a wide range of engaging resources, such as interactive e-books, multimedia content, and online discussions, that captivate students' interest and promote active participation. According to one teacher, "*Digital tools provide opportunities for personalized learning experiences, allowing students to explore literature at their own pace and delve deeper into the subject matter*." By harnessing the power of technology, educators can create a vibrant learning environment that stimulates students' curiosity and enthusiasm.

As to the impact on comprehension, interpretation, and critical analysis, the blended learning, with its incorporation of digital tools, has a profound impact on students' comprehension, interpretation, and critical analysis of literary texts (Lindgren & Schwartz, 020). One student shared, "*Through online resources and multimedia content, I can better visualize and understand complex literary concepts*." Digital tools facilitate interactive annotations, virtual discussions, and multimedia presentations that enable students to delve deeper into texts and gain a comprehensive understanding. One teacher stated, "*Blended learning encourages students to think critically and analyze texts from multiple perspectives. The integration of technology fosters collaborative learning environments where students engage in meaningful discussions and exchange ideas*." This approach enriches students' ability to interpret and critically analyze literary works.

Further, in terms of enhancement of creativity and expression, the use of digital tools and resources greatly enhances creativity and expression in literature and language learning. Students can now explore various avenues of expression through digital storytelling tools, multimedia

presentations, and online publishing platforms (McKnight & Mendoza, 2020).   One student shared, "*Digital tools allow me to incorporate visuals, audio, and interactive elements into my creative writing, making it more engaging and impactful*." Digital platforms also offer opportunities for collaborative projects, where students can collectively create and share their creative works (Tan & Lim, 2023).   A teacher emphasized, "*Technology enables students to experiment with different writing styles, media formats, and mediums, encouraging them to express their thoughts and ideas in innovative ways*."

Likewise, in terms of the perceived benefits and challenges of implementing the blended learning, the implementation of blended learning in literature and language instruction brings forth both perceived benefits and challenges from the perspectives of teachers and students (Beetham & Sharpe, 2020). One teacher highlighted the benefits, stating, "*Blended learning provides flexibility in terms of time and location, enabling students to access materials and engage in learning activities at their own convenience*." Students appreciate the convenience and accessibility offered by digital tools. However, challenges such as limited access to technology and the need for digital literacy skills can arise (Garcia & Reyes, 2022).   A student shared, "*Not all students have access to reliable internet or devices, which can hinder their participation in online activities*." Teachers also acknowledged the challenge of balancing traditional teaching methods with digital tools (Reyes & Gonzales, 2022).   Overcoming these challenges requires a comprehensive approach that ensures equitable access to technology and offers support for both students and teachers.

V. a. Focus group discussion result:

During the focus group discussions, participants highlighted the positive impact of digital tools on student engagement and motivation. One student stated, "*Interactive e-books and multimedia content bring literature to life and make it more engaging*." The integration of digital tools also allows for personalized learning experiences, as another student mentioned, "*It's easier to stay motivated when we have access to different types of content and can explore literature at our own pace*." Additionally, digital tools were found to enhance comprehension, interpretation, and critical analysis of literary texts (Santos, & Cruz, 2021). A student shared, "*The use of multimedia content helps me visualize and better comprehend complex literary concepts*." Collaborative discussions and online forums facilitated by digital platforms were identified as effective means for critical analysis, with a student stating, "*Hearing different perspectives from my peers helps me develop a more comprehensive understanding of the texts*." In terms of creativity and expression, participants highlighted the value of digital storytelling tools and online publishing platforms. One student expressed, "*I can incorporate visuals, audio, and interactive elements into my creative writing, making it more engaging and expressive*." However, challenges were acknowledged, including unequal access to technology and the need for a balanced approach between traditional teaching methods and digital tools (Warschauer, 2021). Finally, participants recommended continuous professional development for teachers, equitable access to technology for all students, and the curation of high-quality digital resources to optimize the use of digital tools and resources in literature and language blended learning environments.

V. b. Document Analysis result:

In addition to the interview and focus group discussions, document analysis played a crucial role in this research. Various documents, such as academic articles, educational reports, and curriculum guidelines, were examined to gain a comprehensive understanding of the topic. These documents provided valuable insights into the existing literature on the integration of digital tools in literature and language instruction (Ertmer & Ottenbreit-Leftwich, 2020).

Through document analysis, several key themes emerged. Firstly, there is a growing body of research that highlights the positive impact of digital tools on student engagement, motivation, and learning outcomes in literature and language instruction. Studies have shown that interactive and multimedia resources stimulate student interest, foster active participation, and promote deeper comprehension and critical thinking skills (Soo, 2020).

Secondly, the analysis of documents revealed the importance of pedagogical considerations when integrating digital tools. Effective integration requires thoughtful planning, alignment with

curricular goals, and consideration of students' individual needs and learning preferences (Hockly, 2021). The documents emphasized the need for teachers to undergo professional development and receive support in using digital tools effectively.

Moreover, document analysis shed light on the benefits of blended learning, where the combination of digital and traditional instructional approaches creates a balanced and enriched learning environment (Liu, McKnight, & Glassman, 2021).   Blended learning allows for flexibility in learning modalities, encourages collaboration and peer interaction, and expands access to resources beyond the physical classroom.

Lastly, document analysis highlighted some challenges associated with implementing blended learning. These include the need for sufficient technology infrastructure, equitable access to devices and internet connectivity, and considerations regarding digital literacy skills for both students and teachers (Cruz & Fernandez, 2021).   Overall, document analysis provided a comprehensive overview of the current research and best practices in integrating digital tools in literature and language instruction. It complemented the insights gained from the focus group discussions, enhancing the validity and breadth of the research findings.

V. c. Documents such as lesson plans, instructional materials, and student artifacts from private schools result:

As part of the research, a comprehensive analysis was conducted on various documents obtained from private schools, including lesson plans, instructional materials, and student artifacts. These documents provided valuable insights into the integration of digital tools and resources in literature and language instruction within private school settings. The examination of lesson plans revealed a deliberate effort to incorporate digital tools, such as online literature platforms and interactive multimedia resources, to enhance student engagement and motivation (Wang & Durrington, 2021). Teachers strategically utilized technology to create dynamic learning experiences, aligning the use of digital tools with learning objectives and curricular goals.

The instructional materials, ranging from e-books and online articles to interactive learning applications, showcased the diverse range of digital resources available to support literature and language learning. These materials not only supplemented traditional texts but also fostered creativity and expression through interactive activities and multimedia elements. Additionally, the analysis of student artifacts, including digital projects, presentations, and written assignments, demonstrated the impact of digital tools on students' comprehension, interpretation, and critical analysis of literary texts (Kim & Kim, 2020).   Students showcased their understanding through multimedia presentations, digital storytelling, and collaborative online discussions. These artifacts highlighted the role of digital tools in fostering deeper engagement and promoting higher-order thinking skills.

The analysis of these relevant documents provided a rich understanding of how private schools effectively integrated digital tools and resources to enhance literature and language instruction, supporting the findings from the focus group discussions and adding depth to the research insights. Insights into specific practices and strategies employed in the private school context emerged through thematic analysis of interview and focus group data (Chen, deNoyelles, & Jung, 2021). Key findings include the deliberate integration of digital tools, personalized and differentiated learning approaches, collaborative learning spaces facilitated by digital platforms, fostering creativity and expression through multimedia elements, and prioritizing continuous professional development for teachers (Martinez & Brown, 2022). These insights contribute to understanding how private schools leverage digital alchemy in literature and language instruction, emphasizing engagement, personalization, collaboration, creativity, and teacher professional development.

Likewise, the researcher employed the constant comparative method was utilized to analyze and compare data from interviews, focus groups, and document analysis within the private school setting. This method involved systematically examining similarities, differences, and connections in participants' experiences and perspectives (Morse & Richards, 2015). By coding and categorizing the data, recurring themes and patterns emerged. The analysis revealed that private schools emphasized

the integration of digital tools, such as interactive e-books and online platforms to engage students. Personalized and differentiated learning approaches were employed, along with collaborative learning spaces and a focus on fostering creativity and expression. Continuous professional development for teachers was also highlighted as important. The constant comparative method facilitated a comprehensive understanding of the data, allowing for the identification of commonalities, variations, and relationships among participants' experiences and perspectives in private schools.

Lastly, Member checking was also employed in the research conducted within private schools in Iligan City. This process involved sharing the analysis and interpretations with the participants and seeking their feedback. It allowed participants to review and validate the findings, ensuring accuracy and authenticity. By involving the participants in the verification process, their perspectives were given prominence, adding credibility to the research outcomes (Patton, 2015). Member checking served as a means of triangulation, cross-validating the researcher's interpretations. This participatory approach enhanced the rigor of the research and fostered a sense of ownership and collaboration among the participants. Their feedback helped refine the analysis, ensuring it accurately captured the nuances of the private school context in Iligan City. Overall, member checking strengthened the research by validating the findings and incorporating the participants' perspectives.

VI. Summary of finding:

The integration of digital tools and resources in literature and language instruction was found to significantly improve students' engagement and motivation. Blended learning played a vital role in encouraging active participation and creating dynamic learning environments. Students demonstrated improved comprehension, interpretation, and critical analysis skills when engaging with literary texts through blended learning.

Firstly, the integration of digital tools and resources in literature and language instruction significantly improves student engagement and motivation. Blended learning approaches create dynamic and interactive learning environments that capture students' interest and encourage active participation (Wang & Durrington, 2021).

Secondly, the use of blended learning has a positive effect on students' comprehension, interpretation, and critical analysis of literary texts. Through the incorporation of digital tools and resources, students demonstrated improved understanding, deeper interpretations, and enhanced analytical skills in their engagement with literature (Kim & Kim, 2020).

Thirdly, the integration of digital tools and resources improves creativity and expression in literature and language learning. By leveraging multimedia elements and interactive platforms, students were able to explore innovative ways of presenting their ideas and interpretations, fostering a deeper understanding of literary concepts (Chen & Jung, 2021).

Fourthly, the study uncovered both the perceived advantages and challenges of implementing blended learning in literature and language instruction. Advantages include flexible and personalized learning experiences, while challenges encompass technical support, equitable access to technology, and managing potential distractions (Garcia & Martinez, 2022).

Lastly, the study provides suggestions to optimize the use of digital tools and resources in literature and language blended learning environments (Lee & Kim, 2023). These suggestions include providing professional development opportunities for teachers, ensuring equal access to technology, offering ongoing technical support, and promoting a balanced approach to technology integration.

Overall, the study demonstrates the significant contributions of digital tools and resources in literature and language instruction. Blended learning approaches improve student engagement, enhance comprehension and critical analysis skills, stimulate creativity and expression, and present both advantages and challenges (Santos & Cruz, 2021). The study offers useful insights for educators and policymakers to optimize blended learning practices and harness the pedagogical potentials of digital alchemy in literature and language education.

VII. Conclusion, Implications, and Recommendations:

Having completed the study, it can be deduced that the paper has illuminated the pedagogical potentials of blended learning approaches. Through a qualitative research methods, including interviews, focus groups, and document analysis, insights were gained into the experiences, perceptions, and recommendations of literature and language teachers and students in private schools in Iligan City. The findings showed the benefits of incorporating digital tools and resources in literature and language instruction, such as improved engagement, interactive learning experiences, and opportunities for personalized learning. However, certain limitations and contextual   factors should be considered when interpreting the findings. Despite these limitations, the study contributes valuable   knowledge to the field of blended   learning and provides a foundation   for further research and educational practices.

Implications: The findings of this study have important implications for literature and language educators, curriculum developers, and educational policymakers. Firstly, the study highlights the need for professional development programs to support teachers in integrating digital tools effectively into literature and language instruction. These programs should focus on developing teachers' digital literacy skills, pedagogical strategies, and critical evaluation of digital resources. Secondly, the study emphasizes the importance of providing adequate technological infrastructure and resources to support blended learning initiatives. Schools   and educational institutions should invest in reliable and up-to-date technology tools and platforms to facilitate effective implementation. Thirdly, the study underscores   the significance of creating   a student-centered and interactive learning environment. Teachers should incorporate a variety of digital resources and activities that promote active participation, collaboration, and critical   thinking among students.

Recommendations: Based on the findings   and implications of this study, several recommendations are provided for future   research and practice. Firstly, further research   should be conducted to explore   the long-term effects of blended learning in literature   and language instruction. Longitudinal studies   can provide insights into the sustained impact   of digital tools on students' learning outcomes and attitudes towards literature and language learning. Secondly, comparative studies can be conducted to examine the effectiveness of different digital tools and resources in literature and language instruction. This would help educators make informed decisions about the selection and integration of digital tools based on their specific goals and instructional contexts. Additionally, future research should investigate the challenges and barriers faced by teachers   and students in implementing blended learning approaches. Understanding these challenges can inform the development of support systems and strategies to overcome them. Lastly, educational policymakers should   consider integrating blended learning approaches into literature and language curricula, providing guidelines and frameworks to guide educators in effective implementation. By considering these recommendations, the field of literature and language education can continue to evolve and embrace the potential of blended learning, ultimately improving students' engagement, motivation, and learning outcomes.

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