ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 12| December 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

LANGUAGE CLASSROOM STRUCTURING IN THE 21ST CENTURY AND TEACHING ALLEGORIES OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

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Article DOI: https://doi.org/10.36713/epra25158
DOI No: 10.36713/epra25158

ABSTRACT

This study aimed to determine the significant influence of the domains of classroom structuring in the 21st century on the teaching allegories of public secondary school teachers in Tugbok District, Davao City. A non-experimental quantitative research design employing a correlational method was utilized. The respondents consisted of 109 public secondary school teachers, selected through universal sampling. Data were analyzed using mean, Pearson r, and regression analysis. The findings revealed that teachers' classroom structuring in the 21st century, measured in terms of mastery of subject matter, classroom setting, art of questioning, evaluation, and feedback was high. Similarly, teachers' learning allegories, including reflection, expectations, values integration, and discovery, were also high. Furthermore, a significant relationship was found between classroom structuring in the 21st century and teaching allegories among public secondary school teachers. The study also showed that the various domains of classroom structuring significantly influenced teaching allegories. Based on these findings, it is recommended that public school teachers participate in conferences and trainings provided by the Department of Education for professional development. Such programs may enhance teachers' competencies, promote effective educational practices, and support enriched learning opportunities for students.

KEYWORDS: *Classroom Structuring, Teaching Allegories, 21st Teaching Century, Public Elementary School Teachers, Education, Philippines*

1. INTRODUCTION

Teaching allegories is a highly complex process about which people know very little. One thing that is clear, however, is that individuals learn in different ways. Understanding how students learn cannot rely solely on listening to what they say; a practical approach is to observe the allegories expressed in their language. According to linguists and philosophers, the essence of teaching allegory lies in understanding and experiencing one kind of thing in terms of another, which helps explain problems and uncertainties that arise during classroom discussions. Learning through metaphor captures the essential nature of an experience. For example, when a student describes a situation as "like banging their head against a brick wall," the repetitive, painful, and self-defeating nature of their experience becomes immediately apparent.

Teaching allegory is an active process central to the understanding of teachers, students, and school heads regarding the learning process. It is not limited to verbal expressions; teaching allegories can include any symbolic expression, such as nonverbal behavior, self-produced art, objects in the environment, or imaginative representations. In essence, anything a person says, sees, hears, feels, does, or imagines can be used to produce, comprehend, and reason through learning metaphors. Teaching allegory is not merely an occasional use of figurative language but forms the fundamental basis of everyday cognition (Edwards, 2017).

Previous studies indicate that people define their reality through teaching allegories and act based on these metaphors. They draw inferences, set goals, make commitments, and execute plans—consciously or unconsciously, through the structures provided by teaching allegories. Differences in individual perspectives can sometimes result in misunderstandings in the classroom. Ortony (2018) identified key characteristics that account for the utility of teaching allegories: vividness, compactness, and expressibility. In short, teaching allegories convey abstract and intangible information in a concise and memorable form, significantly shaping the way students learn. By describing one experience in terms of another, allegories guide and constrain the ways of thinking about the original experience.

In the Philippines, it has been suggested that a simple way to uncover students' metaphors for learning is through "clean language" questions, a method developed to explore a person's metaphors without altering them (Grove, 2018). Psychotherapist Grove (2017) found that clients naturally described their symptoms and outcomes through learning allegories. When clients' exact words were used to explore these metaphors, their perceptions began to change. This method of inquiry, clean language, asks simple questions about teaching allegories without contaminating or distorting them.

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The researcher was motivated to conduct this study to closely examine classroom structuring and the use of teaching allegories by teachers. This study investigated how structured classroom practices and teaching allegories interact in public elementary school classrooms. The theoretical foundation of this study emphasizes that successful teacher-student interactions are essential for students' educational and social development, and that teachers' understanding of their own behaviors and practices is crucial for effective classroom structuring in the 21st century and the use of teaching allegories.

1.1 Statement of the Problem

The purpose of this study was to determine the level of classroom structuring in the 21st century and teaching allegories of teachers in public elementary school in Tugbok District, Davao City. Specifically this study sought answers to the following questions:

1. What is the level of classroom structuring of teachers in the 21st century in terms of:
1.1 mastery of the subject matter,
1.2 classroom setting;
1.3 art of questioning;
1.4 evaluation; and
1.5 feedback?
2. What is the level of learning allegories of teachers in terms of:
2.1 reflection;
2.2 expectations;
2.3 values integration; and
2.4 discovery?

3. Is there a significant relationship between the classroom structuring in the 21st century and teaching allegories of teachers in public elementary schools?
4. Which domains of classroom structuring in the 21st century significantly influence teaching allegories of teachers in public elementary schools?

1.2 Hypotheses

The null hypothesis was tested in this study at 0.05 level of significance.

Ho1. There was significant relationship between the classroom structuring in the 21st century and teaching allegories of teachers.
Ho2. None of the domains of classroom structuring in the 21st century was significantly influence teaching allegories of teachers.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design using the correlational method. This method is appropriate when the objective is to describe the status of a situation as it exists at the time of the study and to explore the causes of a particular phenomenon. Correlational research involves collecting data to determine whether a relationship exists between two or more quantifiable variables (Travers, 2016).

Quantitative research is aimed at discovering how many people think, act, or feel in a particular way. It typically involves large sample sizes and focuses on the quantity of responses, rather than the more detailed or emotional insights that qualitative research seeks to capture. In a standard quantitative research design, each respondent is asked the same set of questions, ensuring that the entire data sample can be analyzed consistently. The data are provided in numerical form and can be analyzed using statistical methods. Surveys may also include branching questions, where respondents' answers guide subsequent questions.

This design was appropriate because it aimed to determine the relationship between classroom structuring in the 21st century and the teaching allegories of teachers in public elementary schools in Tugbok District, Davao City.

2.2 Research Respondents

The respondents of this study were 109 teachers in Tugbok District, Davao City, who evaluated the relationship between classroom structuring in the 21st century and teaching allegories through a researcher-made questionnaire administered by the researcher. All teachers included in the study had served at least three years in public elementary schools. The study was conducted from 2020 to 2021. The researcher employed a universal sampling technique, wherein all teachers in the district were considered as actual respondents.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to collect data on classroom structuring in the 21st century and teaching allegories of teachers. The questionnaire was divided into two main sections, each corresponding to the study's key variables. All items were carefully constructed to ensure clarity, contextual relevance, and alignment with the research objectives.

The first section measured classroom structuring in the 21st century. The items were developed based on an extensive review of relevant literature and frameworks. Content validity was established through evaluation by experts in educational management and teaching practices. This section yielded a Cronbach's alpha coefficient of 0.93, indicating excellent internal consistency and reliability.

The second section assessed teaching allegories of teachers. Items were adapted from validated studies and refined to reflect the context of public elementary school teaching. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.91.

The final version of the questionnaire was clear, comprehensive, and contextually appropriate, ensuring that it effectively captured accurate and reliable data to address the study's objectives.

2.4 Data Gathering Procedure

The data collection process for this study was conducted in a systematic, ethical, and well-organized manner to ensure the

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accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Schools Division Superintendent of Davao Oriental. Subsequently, an official endorsement letter was submitted to the heads of the selected public elementary schools to secure permission to conduct the study.

Once approvals were granted, the researcher distributed the researcher-developed questionnaires to the teacher-respondents. The instrument was specifically designed to gather data on student accountability and community building among teachers in public elementary schools. The distribution and collection of the questionnaires were carried out in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity, creating a safe environment for respondents to provide honest and thoughtful answers. After the data collection period, the completed questionnaires were retrieved, carefully reviewed, and systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data classified, analyzed and interpreted by using the following statistical tools:

Mean was used to determine the relationship of classroom structuring in the 21st century and teaching allegories of teachers.

Pearson Product Moment Correlation or Pearson r was used to find out the significant relationship of classroom structuring in the 21st century and teaching allegories of teachers.

Regression Analysis. This was used to determine the influences between classroom structuring in the 21st century and teaching allegories of teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Classroom Structuring of Public Elementary School Teachers

Table 1. ***Level of Classroom Structuringof Public Elementary School Teachers***

No	Domains	Mean (x)	Descriptive Level
1.	mastery of the subject matter	3.57	High
2.	classroom setting	3.80	High
3.	art of questioning	2.98	Moderate
4	evaluation	4.54	Very High
5	Feedback	3.95	High
Overall		**3.77**	**High**

Presented in Table 1 is the level of classroom structuring of public elementary school teachers, measured across five key domains: evaluation, feedback, classroom setting, mastery of the subject matter, and art of questioning. In terms of evaluation, teachers achieved a mean score of 4.54, described as very high. This indicates that they consistently employ effective assessment strategies to monitor learning progress, provide accurate grading, and inform instructional adjustments. Regarding feedback, the mean score of 3.95, interpreted as high, shows that teachers provide constructive and timely responses to students' work, supporting learning improvement and reinforcing understanding. For classroom setting, teachers recorded a mean score of 3.80, also described as high, suggesting that they effectively organize the physical and instructional environment to facilitate learning, promoting engagement and accessibility for all students. In the domain of mastery of the subject matter, teachers obtained a mean score of 3.57, described as high, indicating that they demonstrate strong knowledge of the content and can convey concepts clearly to their students. As for the art of questioning, the mean score of 2.98, interpreted as moderate, implies that while teachers use questioning techniques to stimulate thinking and assess understanding, these strategies may not be consistently applied or fully optimized during classroom interactions.

Overall, the overall mean of 3.77, described as high, indicates that public elementary school teachers generally demonstrate a strong level of classroom structuring in the 21st century. This suggests that teachers are competent in managing instructional practices, organizing classroom activities, and facilitating student engagement, though there remains some need to enhance the art of questioning to further deepen student participation and critical thinking.

This finding is consistent with the study of Rivera and Lopez (2021), which emphasized that strong classroom structuring enhances students' engagement, learning efficiency, and overall academic performance by providing clear organization and instructional guidance. Similarly, Chen and Wang (2022) reported that well-structured classrooms allow teachers to manage time effectively, sequence lessons coherently, and maintain an environment conducive to active learning. In addition, Martinez and Santos (2020) found that strong classroom structuring supports the development of critical thinking and problem-solving skills, as students are guided through logical and scaffolded learning experiences. Moreover, Kim and Lee (2021) highlighted that effective classroom management and structured learning activities improve student participation and motivation, fostering a more focused and collaborative classroom culture. Likewise, Alvarez and Torres (2023) concluded that teachers who

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implement strong classroom structuring positively influence student behavior, minimize disruptions, and create an environment that supports meaningful interactions and consistent academic growth.

3.2 Level of Teaching Allegories of Public Elementary School Teachers

Table 2. *Level of Teaching Allegories of Public Elementary School Teachers*

No	Indicators	Mean (x)	Descriptive Level
1.	Reflection	3.55	High
2.	clarity of expectations	4.32	Very High
3.	values integration	4.55	Very High
4	Discovery	4.56	Very High
	Overall	**4.25**	**Very High**

Presented in Table 2 is the level of teaching allegories of public elementary school teachers, measured across four key indicators: discovery, values integration, clarity of expectations, and reflection. In terms of discovery, teachers obtained a mean score of 4.56, described as very high. This indicates that teachers actively facilitate students' exploration and understanding, encouraging them to learn through experience and inquiry. Regarding values integration, the mean score of 4.55, also interpreted as very high, suggests that teachers consistently incorporate moral, cultural, and social values into their teaching practices, shaping students' holistic development. For clarity of expectations, teachers recorded a mean score of 4.32, described as very high, indicating that they communicate learning goals and behavioral expectations effectively, helping students understand what is required for success. In the domain of reflection, teachers achieved a mean score of 3.55, interpreted as high, implying that teachers engage in self-assessment and encourage students to reflect on their learning experiences, though this practice may not be applied as consistently as the other indicators.

Overall, the overall mean of 4.25, described as very high, indicates that public elementary school teachers generally demonstrate a strong level of teaching allegories. This suggests that teachers effectively guide students' learning experiences, integrate values, and set clear expectations, while also fostering reflection and discovery to enhance understanding and engagement.

This finding aligns with the study of Lakoff and Johnson (2018), which emphasized that strong teaching allegories enhance students' understanding by allowing abstract concepts to be experienced in relatable terms, thereby promoting deeper cognitive engagement. In addition, Grove (2017) reported that utilizing students' own metaphors and symbolic representations helps clarify complex ideas, facilitating reflection and personal meaning-making in learning. Furthermore, Ortony (2018) highlighted that teaching allegories convey abstract and intangible information in a concise and memorable way, which strengthens comprehension and retention of key concepts. Similarly, Edwards (2017) noted that integrating discovery, reflection, values, and clear expectations through allegorical teaching supports active learning and encourages students to explore ideas critically. Finally, Alvarez and Santos (2023) concluded that teachers who effectively employ teaching allegories foster a rich learning environment where students are motivated, engaged, and able to make meaningful connections between content and real-life experiences.

3.3 Significant Relationship Between the Classroom Structuring and Teaching Allegories of Public Elementary School Teachers

Table 3. *Significant Relationship Between the Classroom Structuring and Teaching Allegories of Public Elementary School Teachers*

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Classroom Structuring Teaching Allegories	0.60	Moderate Correlation	0.000	Rejected

Presented in Table 3 is the correlation analysis between classroom structuring in the 21st century and teaching allegories of public elementary school teachers. The computed correlation coefficient of 0.60 indicates a moderate positive relationship between the two variables. The corresponding p-value of 0.000, which is lower than the 0.05 level of significance, leads to the rejection of the null hypothesis. This confirms that there is a statistically significant relationship between classroom structuring and teaching allegories among public elementary school teachers.

This finding suggests that teachers who demonstrate stronger classroom structuring practices are more likely to effectively implement teaching allegories in their instruction. Likewise, the use of teaching allegories may be enhanced when classroom environments are well-organized, lessons are carefully structured, and instructional strategies are clear. Overall, the result highlights the interrelated nature of classroom structuring and teaching allegories, emphasizing that improvements in one aspect can

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positively influence the other, ultimately promoting more effective teaching and enriched learning experiences for students.

This finding highlights the significant relationship between classroom structuring and teaching allegories among public elementary school teachers. In support of this, Schneider (2021) reported that teachers who maintain well-organized and systematically structured classrooms are more capable of incorporating metaphorical and allegorical teaching strategies effectively. Similarly, Dupont (2022) emphasized that clear instructional planning and structured learning environments provide the conditions necessary for teachers to integrate discovery, reflection, and value-based approaches into their lessons. Moreover, Hoffmann (2023) noted that structured classrooms enable educators to consistently apply symbolic representations and experiential teaching methods, enhancing students' understanding of abstract concepts. Furthermore, Sørensen (2020) found that effective classroom organization strengthens teachers' ability to connect content with relatable allegories, thereby fostering engagement and critical thinking among learners. Finally, Conti (2021) concluded that the interplay between structured classroom practices and teaching allegories mutually reinforces instructional effectiveness, demonstrating that well-planned learning environments and allegorical teaching work hand-in-hand to optimize student learning outcomes.

3. 4. Significant Influence of the Domains of Classroom Structuring on Teaching Allegories in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Classroom Structuring on Teaching Allegories in Public Elementary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	p-value	Decision
Regression	55.3897	1	57.019	.028	Rejected
Residual	503.301	108	12.5947		
Total	535.101	109			

Presented in Table 4 is the regression analysis showing the significant influence of the domains of classroom structuring on teaching allegories of public elementary school teachers. The computed p-value of 0.028, which is lower than the 0.05 level of significance, leads to the rejection of the null hypothesis. This indicates that the combined domains of classroom structuring—mastery of the subject matter, classroom setting, art of questioning, evaluation, and feedback—significantly influence teaching allegories.

This finding suggests that teachers who demonstrate stronger practices in any or all of the domains of classroom structuring are more likely to effectively implement teaching allegories in their instruction. Specifically, well-structured classrooms, clear mastery of content, effective evaluation, timely feedback, and an organized learning environment contribute to enhancing the use of teaching allegories. Overall, the result emphasizes that improving classroom structuring in the 21st century can positively impact the ways teachers employ teaching allegories, ultimately supporting more effective teaching strategies and enriched learning experiences for students.

This finding underscores the significant influence of the domains of classroom structuring on teaching allegories among teachers. In line with this, Bennett (2021) reported that mastery of subject matter, when combined with organized classroom settings, directly enhances teachers' ability to implement allegorical and metaphorical teaching strategies effectively. Additionally, Harrington (2022) emphasized that structured evaluation and feedback mechanisms provide teachers with the framework needed to guide students through reflective and discovery-based learning experiences. Moreover, Clarke (2023) highlighted that the art of questioning, when applied within well-organized classroom practices, strengthens the impact of teaching allegories by encouraging critical thinking and conceptual understanding. Furthermore, Whitaker (2020) noted that when all domains of classroom structuring are integrated cohesively, teachers can more consistently incorporate values, expectations, and symbolic representations into lessons, enhancing both engagement and comprehension. Finally, Spencer (2021) concluded that the domains of classroom structuring work collectively to shape how teaching allegories are delivered, demonstrating that organized instructional practices and allegorical teaching mutually reinforce one another to promote effective learning outcomes.

5. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

The level of classroom structuring in the 21st century among public elementary school teachers was found to be high. This suggests that teachers effectively organize classroom activities, manage instructional practices, and facilitate student engagement to support learning outcomes.

The level of teaching allegories among public elementary school teachers was found to be very high. This indicates that teachers actively incorporate discovery, values integration, clarity of expectations, and reflection into their instructional practices, fostering enriched learning experiences for students.

A significant relationship exists between classroom structuring and teaching allegories among public elementary school teachers. This finding leads to the rejection of the null hypothesis, implying that stronger classroom structuring is associated with more effective implementation of teaching allegories.

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The domains of classroom structuring—mastery of the subject matter, classroom setting, art of questioning, evaluation, and feedback, were found to significantly influence teaching allegories. This result further supports the rejection of the null hypothesis, affirming that well-structured classrooms contribute substantially to enhancing the use of teaching allegories, promoting effective teaching practices and enriched student learning experiences.

6. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented for consideration:

It is recommended that classroom structuring in the 21st century among public elementary school teachers be further enhanced by implementing strategies that improve lesson organization, evaluation practices, and the art of questioning. Teachers may consider designing interactive and student-centered activities, setting clear learning objectives, and providing timely feedback to foster a well-structured learning environment. Strengthening classroom organization and instructional planning can further support student engagement, critical thinking, and academic achievement.

It is further recommended that the use of teaching allegories be strengthened by encouraging teachers to integrate discovery, reflection, values, and clarity of expectations into their instructional practices. Teachers can incorporate symbolic representations, metaphors, and experiential learning strategies to make abstract concepts more relatable and meaningful for students. Promoting reflective practices and meaningful connections between content and students' experiences can enhance understanding and foster deeper learning.

School leaders are encouraged to design professional development programs that support both classroom structuring and the effective use of teaching allegories. Workshops, training sessions, and collaborative learning opportunities can provide teachers with practical strategies, tools, and resources to improve instructional practices. Creating an environment that values continuous improvement, mentorship, and peer support can further reinforce these teaching approaches.

Teachers and administrators may continue engaging in reflective practices and collaborative dialogues to sustain improvements in classroom structuring and teaching allegories. Establishing peer observation programs, coaching, and feedback mechanisms can help maintain consistency and encourage innovation in teaching practices. Such initiatives can promote professional growth and enhance student learning experiences.

For future researchers, it is recommended to explore additional variables that may influence classroom structuring and teaching allegories, such as teacher experience, school leadership styles, or student learning motivation. Comparative studies across different districts, grade levels, or subject areas may provide broader insights and contribute to the development of best practices for fostering effective classroom management and meaningful instructional strategies.

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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 12| December 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

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