



***** **ENHANCING THINKING SKILLS THROUGH VISUAL-TO-TEXT INTEGRATION STRATEGIES AMONG GRADE 3 LEARNERS IN ENGLISH** *****

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ABSTRACT

This study aimed to determine the effectiveness of visual-to-text integration strategies in enhancing the thinking skills of Grade 3 learners in English. The findings of the study served as the basis for a proposed enhancement plan to further develop learners' thinking skills. This study employed a quasi-experimental pretest-posttest design to determine the effectiveness of visual-to-text integration strategies. The design allowed the researcher to measure the learners' performance based on the results of the pretest and posttest. The study examined the use of visual cues, illustrations, and graphic organizers integrated with text-based lessons. A single group of Grade 3 learners participated in the study, and their pretest scores served as the baseline data on their thinking skills. The intervention consisted of structured lessons that integrated visual-to-text strategies designed to improve the learners' ability to make inferences, predict outcomes, identify significant details, establish cause- and- effect relationships, and draw conclusions from texts.

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Data collection began by securing formal permission from the school administration, including the school principal and the Grade 3 classroom teacher, to ensure that the study was conducted in accordance with ethical and institutional guidelines. Upon approval, a pretest was administered to assess learners' baseline performance using a researcher-made test aligned with the Grade 3 English curriculum. During the intervention period, the learners participated in structured lessons that integrated visual aids, such as pictures, charts, and graphic organizers with reading texts. The researcher monitored the learners' participation and responses using a structured observation checklist.

After the intervention period, a posttest was administered using the same instrument. The pretest and posttest results were collated, recorded, and statistically analyzed using descriptive statistics and a paired-samples t-test to determine whether there was a significant difference in the learners' performance before and after the intervention. The quantitative results enabled the researcher to assess the effectiveness of the visual- to- text integration strategies and provided the basis for a proposed enhancement plan to strengthen the thinking skills of Grade 3 learners.

The Test of Difference Between the Pre-Test and Post-Test Performance of Grade 3 Learners compares the learners' performance before and after the implementation of the visual-to-text integration strategies and presents the statistical basis for determining whether the improvement in their thinking skills was significant. The statistical analysis was used to establish whether the observed changes in performance resulted from the intervention rather than by chance.

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The results reveal that the learners demonstrated a substantial improvement in their thinking skills after participating in the visual-to-text integration activities. The enhanced post-test performance indicates that the intervention effectively developed the learners' ability to interpret implied meanings, make logical inferences, predict outcomes, connect ideas, and integrate visual information with textual content during reading activities. These findings demonstrate that the use of visuals, support a deeper understanding of texts and promoted more meaningful reading experiences.

Furthermore, the statistical analysis confirmed that there was a significant difference between the learners' pre-test and post-test performance. The statistical evidence led to the rejection of the null hypothesis, indicating a statistically significant difference in the learners' thinking skills following the implementation of the visual-to-text integration strategies. This finding supports the effectiveness of the visual-to-text integration strategies in enhancing the thinking skills of Grade 3 learners.

The results imply that the implementation of the visual-to-text integration strategies had a statistically significant positive effect on the thinking skills of Grade 3 learners. The significant improvement between the pre-test and post-test assessments implies that the intervention effectively strengthened learners' ability to interpret implied meanings, make predictions, connect textual and visual information, and construct logical conclusions. The overall post-test performance, interpreted as Very High Performance, implies that integrating visual supports with text-based instruction promotes deeper reading comprehension, active meaning-making, and the development of higher-order thinking skills among Grade 3 learners.

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These findings further imply that visual-to-text integration is an effective instructional approach for improving learners' thinking and overall reading comprehension.

Keywords: *Visual-to-Text Integration Strategies, Thinking Skills, Grade 3 Learners, English*

INTRODUCTION

Thinking skills are essential higher - order cognitive abilities that enable learners to analyze information, make connections, draw conclusions, make predictions, and understand ideas beyond what is explicitly presented in a text. Many Grade 3 learners can accurately read words, but they often struggle to interpret implied meanings, make predictions, or understand nuances in reading passages. This challenge inspired the research on visual-to-text integration strategies, which combine pictures, illustrations, and graphic organizers with textual materials to strengthen thinking skills. Visual-to-text integration provides learners with concrete cues, enabling them to connect prior knowledge to new information, anticipate outcomes, and make sense of narrative and informational texts more meaningful. By guiding learners to "read between the lines", through visual prompts, teachers can help students develop the analytical and reasoning skills necessary for success across all academic areas.

Reyes and Cruz (2021) conducted a study with Grade 3 learners in the Philippines and reported that integrating graphic organizers with text-based lessons significantly improved students' ability to identify implicit ideas and answer inferential questions. These studies

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reinforce the idea that combining visual and textual materials makes comprehension tasks

more accessible, engaging, and effective for young learners.

From the researcher's professional perspective, visual-to-text integration is particularly suitable for addressing observed classroom challenges. In practice, many students rely heavily on literal interpretation and struggle to infer implied meanings, especially those with shorter attention spans or limited vocabulary. Visual aids, such as illustrations and charts, provide concrete anchors that help learners organize information, recall prior knowledge, and apply reasoning strategies while reading. By implementing these strategies systematically, the researcher aims to observe whether Grade 3 learners can develop stronger thinking skills, become more confident in answering higher-order questions, and improve overall reading comprehension. Additionally, this study reflects the researcher's commitment to evidence-based instructional practices that are both engaging and developmentally appropriate.

Despite its potential, several challenges affect thinking development in Grade 3 learners. Students often focus only on literal meanings, missing implicit ideas or context clues within the text. Limited vocabulary and attention span further impede comprehension, causing hesitation during discussions and low confidence in answering questions. Traditional reading methods may fail to engage visual learners, as text-only instruction does not provide cues to link prior knowledge with the story or information. These issues emphasize the need for strategies that actively integrate visuals and text to support reasoning and critical thinking in reading lessons.

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Pursuing this study is necessary to determine whether visual-to-text integration strategies can effectively enhance thinking skills among Grade 3 learners. Understanding the impact of these strategies will guide teachers in designing, engaging, and scaffolding reading activities that foster critical thinking, comprehension, and learner independence. The findings will also inform instructional planning, resource allocation, and professional development to strengthen reading instruction, ensuring that learners acquire the skills needed to interpret texts thoughtfully, make predictions, and justify responses with evidence.

This study aimed to determine the effectiveness of visual-to-text integration strategies in enhancing the thinking skills of Grade 3 learners in English. The findings of the study served as the basis for a proposed enhancement plan to further develop the thinking skills of Grade 3 learners in English.

Specifically, this study sought to answer the following questions:

1. What is the performance of Grade 3 learners in thinking tasks before the implementation of visual-to-text integration strategies?
2. What is the performance of Grade 3 learners in thinking tasks after the implementation of visual-to-text integration strategies?
3. Is there a significant difference in the performance of Grade 3 learners in thinking tasks before and after the implementation of visual-to-text integration strategies?
4. What enhancement plan can be proposed based on the findings of the study?

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Statement of Null Hypothesis

Ho: There is no significant difference in the performance of Grade 3 learners in thinking tasks before and after the implementation of visual-to-text integration strategies.

METHODOLOGY

Design. This study employed a quasi-experimental pretest-posttest design to determine the effectiveness of visual-to-text integration strategies in enhancing the thinking skills of Grade 3 learners. A single group of Grade 3 learners participated in the study. Their performance was measured before and after the intervention through the administration of a researcher-made pretest and posttest. The intervention consisted of structured lessons that integrated visual-to-text strategies designed to improve the learners' thinking skills, including their ability to make inferences, predict outcomes, identify significant details, establish cause and effect relationships and draw conclusions from text.

Data collection began with obtaining formal permission from the school administration, including the school principal and the Grade 3 classroom teacher, to ensure that the study was conducted in accordance with ethical and institutional guidelines. Upon approval, a pretest was administered to assess the learners' baseline thinking skills using a researcher-made test aligned with the curriculum. During the intervention period, the learners participated in lessons that integrated visual aids, such as pictures, charts, and graphic organizers, with reading texts, enabling them to actively connect visual and textual information. The researcher observed

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classroom participation, recorded learners' responses, and monitored their engagement using a structured observation checklist.

Following the intervention period, a posttest was administered using the same instrument as the pretest to evaluate improvements in the learners' thinking skills. The pretest and posttest results were collated, recorded, and statistically analyzed using descriptive statistics and paired-samples t-test to determine whether there was a significant difference in the learners' performance before and after the intervention.

The main locale of the study was Mahayag Elementary School in the Schools Division of Leyte. The primary instruments used in this study were researcher-made pretest and posttest assessments and a structured classroom observation checklist. These instruments were designed to measure the effectiveness of visual-to-text integration strategies in enhancing the thinking skills of Grade 3 learners.

1. Pretest and Posttest Assessments:

The pretest was administered before the intervention to determine the learners' baseline thinking skills, including their ability to make inferences, predict outcomes, and interpret implied meanings in texts. The posttest, which was administered after the intervention, used the same format and objectives to assess improvements in the learners' thinking skills. Both assessments consisted of 40 multiple-choice questions, aligned with the identified grade 3 English learning competencies and learning tasks.

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2. Classroom Observation Checklist:

A structured observation checklist was used to document the learners' engagement, participation, and application of thinking during lessons that integrated visual aids, such as pictures, charts, and graphic organizers, with text-based materials. The checklist captured indicators such as the learners' ability to connect visual cues with textual information, articulate inferences, and collaborate during group activities.

To ensure the reliability and validity of the instruments, they were reviewed by experienced Grade 3 teachers and reading comprehension specialists. A pilot test was also conducted with a small group of learners who were not included in the actual study to determine the clarity, appropriateness, and reliability of the instruments. Necessary adjustments were made based on the pilot-test results before the instruments were administered in the actual study. These instruments provided quantitative data for analyzing the impact of visual-to-text integration strategies on the thinking skills of Grade 3 learners.

Sampling The respondents of the study were 20 Grade 3 learners, consisting of 12 males and 8 females. They participated in the study during the actual implementation of the intervention and data-gathering period at the school where the study was conducted.

Research Procedure. The researcher formulated the following procedures as a guide in gathering the data:

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The researcher requested permission from the Schools Division Superintendent and the Public Schools District Supervisor (PSDS) to conduct the research study in the school. Upon approval, the researcher coordinated with the school administration and concerned teachers regarding the schedule and procedures for the conduct of the study.

The researcher then conducted an orientation for the teachers who assisted in administering the assessment. The research instrument was administered to the identified Grade 3 respondents to determine their baseline performance. Following the pretest, the researcher implemented the four- week intervention using pictures, illustrations, charts, and graphic organizers integrated with reading texts focused on the identified Grade 3 learning competencies.

After the intervention, the posttest was administered using the same assessment instrument. The gathered pretest and posttest data were collected, organized, tallied, and tabulated for appropriate statistical analysis. The results were analyzed to determine whether there was a significant difference between the learners' pretest and posttest performance. The hypothesis was tested at the 0.05 level of significance.

Ethical Issues. The right to conduct the study was strictly adhered to, through the approval of the principal and the approval of the Superintendent of the Division. Orientation of the respondents, both school principal and teacher was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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Treatment of Data. The following statistical tools were used to analyze the data:

The responses to the Pretest and Post Test were tabulated using the Microsoft Excel. Descriptive statistics were used to analyze the data.

A. Mean Percentage Scores (MPS) based on Assessment Cards

The Mean Percentage Score (MPS). This method was used to determine and describe the Pretest and Posttest scores of the Grade 3 learners.

B. t-test for Mean Difference

A paired – samples t-test was used to determine whether there was a significant difference between the pretest and posttest scores of the Grade 3 learners.

RESULTS AND DISCUSSION

TABLE 1

PRE TEST PERFORMANCE OF GRADE 3 LEARNERS

Score Range (out of 40)	Frequency	Percentage	Interpretation
33–40	1	5%	Very High Performance
25–32	3	15%	High Performance
17–24	9	45%	Moderate Performance
9–16	7	35%	Low Performance
1–8	0	0%	Very Low Performance

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Score Range (out of 40)	Frequency	Percentage	Interpretation
Mean = 19.35 (MPS = 48.38%)	—	—	Low to Moderate Performance

This table presents the Pre-Test Performance of Grade 3 Learners. It shows the distribution of the learners according to their pre-test score ranges, corresponding frequencies, percentages, and performance interpretations. The table likewise presents the overall mean score and Mean Percentage Score (MPS), which describe the learners' initial level of thinking performance before the implementation of the visual-to-text integration strategies. The results serve as the baseline data for determining the effectiveness of the intervention.

The results indicate that the largest proportion of the Grade 3 learners demonstrated Moderate Performance, comprising 45% of the respondents. This was followed by learners who attained Low Performance, representing 35% of the respondents. Meanwhile, 15% of the learners achieved High Performance, while only 5% demonstrated Very High Performance. Notably, none of the learners fell under the Very Low Performance category. These findings suggest that although several learners possessed adequate thinking skills before the intervention, the majority still demonstrated only moderate or low mastery of the targeted competencies.

The distribution of the scores further reveals that most learners experienced difficulty in performing higher-order comprehension tasks that required making inferences, predicting outcomes, and interpreting implied meanings from texts. The relatively small number of

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learners who achieved high and very high performance indicates that only a few were able to demonstrate strong thinking skills at the beginning of the study. Consequently, the results highlight the need for instructional interventions that strengthen learners' ability to connect visual information with textual content, construct meaning, and apply critical thinking during reading activities.

The results imply that the Grade 3 learners possessed an overall mean score of 19.35 with a Mean Percentage Score (MPS) of 48.38%, interpreted as Low to Moderate Performance. Specifically, the learners were distributed across the Very High Performance (5%), High Performance (15%), Moderate Performance (45%), Low Performance (35%), and Very Low Performance (0%) categories. The overall average rating of 19.35 (MPS = 48.38%), interpreted as Low to Moderate Performance, implies that most learners had not yet fully developed the thinking skills necessary for effective reading comprehension. The findings further imply that learners require appropriate instructional support and engaging teaching strategies, such as visual-to-text integration, to improve their ability to interpret information, establish relationships between visual and textual cues, make logical inferences, and comprehend implied meanings within texts.

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TABLE 2

POST TEST PERFORMANCE OF GRADE 3 LEARNERS

Score Range (out of 40)	Frequency	Percentage	Interpretation
33–40	14	70%	Very High Performance
25–32	6	30%	High Performance
17–24	0	0%	Moderate Performance
9–16	0	0%	Low Performance
1–8	0	0%	Very Low Performance
Mean = 34.15 (MPS = 85.38%)	—	—	Very High Performance

This table presents the Post-Test Performance of Grade 3 Learners. It shows the distribution of the learners according to their post-test score ranges, corresponding frequencies, percentages, and performance interpretations after the implementation of the visual-to-text integration strategies. The table also presents the overall mean score and Mean Percentage Score (MPS), which reflect the learners' level of thinking performance following the intervention. These results provide evidence of the learners' achievement after exposure to instructional activities that integrated visual and textual information.

The results reveal that the majority of the Grade 3 learners demonstrated Very High Performance, comprising 70% of the respondents. Meanwhile, the remaining 30% of the learners attained High Performance. Notably, none of the learners fell under the Moderate Performance, Low Performance, or Very Low Performance categories. These findings indicate

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that all learners achieved either high or very high levels of performance after participating in the visual-to-text integration activities, demonstrating substantial improvement in their thinking skills.

The distribution of the post-test scores further shows that the learners demonstrated improved ability to interpret implied meanings, establish relationships between visual and textual information, make logical predictions, and construct evidence-based inferences following the implementation of the visual-to-text integration strategies. The absence of learners in the moderate, low, and very low performance categories indicates that the visual-to-text integration strategies supported the development of learners' thinking skills. The findings demonstrate that combining visual representations with textual content enhanced learners' understanding and facilitated deeper processing of information during reading activities.

The results show that the Grade 3 learners achieved an overall mean score of 34.15 with a Mean Percentage Score (MPS) of 85.38%, interpreted as Very High Performance. Specifically, the learners were distributed across the Very High Performance (70%), High Performance (30%), Moderate Performance (0%), Low Performance (0%), and Very Low Performance (0%) categories. The overall mean score of 34.15 (MPS = 85.38%), interpreted as Very High Performance, indicates that the learners demonstrated improved thinking skills following the implementation of the visual-to-text integration strategies. The findings further imply that integrating pictures, illustrations, charts, and graphic organizers with reading texts

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enabled learners to better interpret information, connect ideas, make predictions, and derive

logical conclusions, thereby strengthening their reading comprehension and thinking skills.

TABLE III

TEST OF DIFFERENCE BETWEEN PRE TEST AND POST TEST PERFORMANCE

Variables Compared	Mean	Mean Difference	t-Computed	t-Critical (0.05, df=19)	p-Value	Decision on Ho	Interpretation
Pre-Test vs. Post-Test Scores	19.35 vs. 34.15	14.80	12.41	2.09	< 0.001	Reject Ho	Significant Difference

This table presents the Test of Difference Between Pre-Test and Post-Test Performance of Grade 3 Learners. It compares the learners' mean scores before and after the implementation of the visual-to-text integration strategies and presents the mean difference, computed t-value, critical t-value, p-value, decision on the null hypothesis, and statistical interpretation. These statistical measures were used to determine whether the improvement in the learners' thinking performance after the intervention was statistically significant.

The results reveal that the learners' mean score increased from 19.35 in the pre-test to 34.15 in the post-test, resulting in a mean difference of 14.80 points. This substantial increase indicates that the Grade 3 learners demonstrated a remarkable improvement in their thinking skills following their exposure to the visual-to-text integration strategies. The findings suggest that the intervention effectively enhanced the learners' ability to interpret implied

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meanings, make logical inferences, predict outcomes, connect ideas, and integrate visual information with textual content during reading activities.

Furthermore, the statistical analysis showed that the computed t-value of 12.41 was considerably higher than the critical t-value of 2.09 at the 0.05 level of significance with 19 degrees of freedom. Likewise, the obtained p-value of less than 0.001 was significantly lower than the required level of significance. Consequently, the null hypothesis was rejected, leading to the conclusion that there was a significant difference between the pretest and posttest performance of the Grade 3 learners. This statistical evidence indicates that the learners' improvement in thinking performance was statistically significant following the implementation of visual -to-text integration strategies.

The results indicate that the learners demonstrated a statistically significant improvement in their thinking performance following the implementation of the visual-to-text integration strategies. Specifically, the learners' mean score increased from 19.35 during the pre-test to 34.15 during the post-test, yielding a mean difference of 14.80 points. Moreover, the computed t-value of 12.41, which exceeded the critical value of 2.09, together with the p-value of less than 0.001, provided sufficient statistical evidence to reject the null hypothesis and conclude that a significant difference existed between the two assessments. The overall post-test mean score of 34.15 (MPS = 85.38%), interpreted as Very High Performance, implies that the intervention effectively strengthened learners' thinking skills, including their ability to interpret implied meanings, make predictions, connect textual and visual information, and construct logical conclusions. These findings further demonstrate that integrating visual

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supports with text-based instruction promotes deeper reading comprehension, active meaning-making, and thinking skills among Grade 3 learners.

CONCLUSION

Based on the results of this study, visual-to-text integration strategies were effective in enhancing the thinking skills of Grade 3 learners by improving their ability to interpret implied meanings, make predictions, connect visual and textual information, and draw logical conclusions. The intervention promoted deeper reading comprehension and active meaning-making, demonstrating its value as an instructional approach for strengthening learners' thinking skills and overall literacy performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

The teachers should consistently integrate visual-to-text integration strategies into reading instruction to strengthen the thinking skills of Grade 3 learners. They should utilize pictures, illustrations, graphic organizers, charts, and other visual materials to help learners interpret implied meanings, make logical predictions, connect ideas, and draw evidence-based

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conclusions. Teachers should also employ learner-centered and interactive reading activities that promote critical thinking and active participation.

The school heads should provide continuous instructional support by ensuring the availability of visual learning resources, reading materials, and technological tools needed to implement visual-to-text integration strategies effectively. They should also encourage teachers to participate in professional development programs, Learning Action Cell (LAC) sessions, and classroom coaching focused on improving reading comprehension and thinking skills.

The Public Schools District Supervisor should strengthen the implementation of evidence-based reading interventions by providing technical assistance, monitoring instructional practices, and organizing district-wide capacity-building activities on visual literacy and thinking skills instruction. The supervisor should also encourage schools to adopt innovative instructional approaches that enhance learners' reading comprehension and thinking skills.

The parents should actively support their children's reading development by engaging them in home-based reading activities that incorporate visual materials such as picture books, story illustrations, graphic organizers. They should encourage meaningful discussions about

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stories, ask questions that develop thinking skills, and provide opportunities for their children to explain, predict, make connections, and relate ideas to real-life experiences.

The researcher should continue refining and expanding the use of visual-to-text integration strategies by developing more contextualized and curriculum-based instructional materials that address the diverse learning needs of Grade 3 learners. The researcher should also share the findings of the study with teachers and school administrators to promote the wider adoption of effective reading interventions that enhance thinking skills.

The future researchers should conduct similar studies involving larger samples, different grade levels, and various learning contexts to further validate the effectiveness of visual-to-text integration strategies. They should also investigate other variables, such as reading motivation, vocabulary development, critical thinking, digital literacy, and long-term reading achievement, to provide a more comprehensive understanding of how visual-based instructional approaches contribute to learners' overall literacy development.

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Her professional interests include developing learners' thinking skills, improving reading and comprehension, and utilizing effective instructional strategies to enhance learning outcomes. Through continuous professional development and classroom-based research, she strives to improve her teaching practices and contribute to the delivery of quality basic education.

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