

Enhancing Grade Six Learners' Descriptive Paragraph Writing Skills Using Padlet: Exploring its Effectiveness in Interpreting Visual Media

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ABSTRACT

The K-12 Basic Education Curriculum in the Philippines places a significant emphasis on developing writing skills, particularly in Key Stage 2. This focus aims to equip Grade Six learners with the ability to express themselves effectively across various formats, including descriptive paragraphs. Despite these efforts, recent assessments, specifically the First Quarter Regional Unified Quarterly Assessment (RUQA) for Grade Six at a large public elementary school situated in Ozamiz City (SY 2024-2025), have revealed a notable gap in learners' ability to interpret visual media and translate these interpretations into written text. This action research examines the effectiveness of a Padlet-integrated intervention in enhancing the descriptive writing skills of Grade Six learners, particularly in interpreting visual media. Pre-intervention assessments revealed a significant gap, with all participants classified under the "Did Not Meet the Expectation" category, underscoring difficulties in translating visual stimuli into coherent written descriptions. The study aimed to assess the impact of Padlet-based activities on learners' ability to develop descriptive writing skills, with a focus on their engagement and capacity to interpret visual media. A single-group pre-test and post-test design was utilized. Learners engaged in Padlet-driven activities, including structured descriptive writing tasks. Their performance was measured before and after the intervention, with quantitative analysis conducted through a paired-samples t-test. Post-test results demonstrated considerable improvement, with the majority of participants achieving a "Satisfactory" rating. The overall writing performance showed significant growth, confirming the effectiveness of the intervention in enhancing learners' descriptive writing skills. Padlet played a pivotal role in developing students' writing abilities while simultaneously increasing engagement. Its adaptability across diverse learners highlights its value as an inclusive instructional tool for fostering literacy skills. The study advocates for the integration of Padlet and similar digital platforms into writing instruction to support multimodal learning approaches. To ensure long-term effectiveness, sustained teacher training and curriculum alignment are recommended, as this reinforces the use of technology-enhanced strategies for literacy development.

Index Terms: descriptive, writing, Padlet

INTRODUCTION

The K-12 Basic Education Curriculum in the Philippines places a significant emphasis on developing writing skills, particularly in Key Stage 2. This focus aims to equip Grade Six learners with the ability to express themselves effectively across various formats, including descriptive paragraphs. Despite these efforts, recent assessments, specifically the First Quarter Regional Unified Quarterly Assessment (RUQA) for Grade Six at

a large public elementary school situated in Ozamiz City (SY 2024-2025), have revealed a notable gap in learners' ability to interpret visual media and translate these interpretations into written text. The low mean score of 8.86 on the competency "Interpret the meaning suggested in visual media through a focus on visual elements" highlights this issue.

The RUQA is a key quarterly assessment that measures student learning through a combination of objective tests and performance-based assessments (Department of Education Region X, 2024). It aims to identify performance gaps and inform targeted interventions. The results of the recent RUQA underscore an apparent deficiency in learners' ability to interpret visual media, which is critical for writing effective descriptive paragraphs. This study aims to address this gap by investigating the effectiveness of Padlet, a digital tool, in enhancing the descriptive writing skills of Grade Six learners, specifically in terms of content, mechanics, vocabulary, grammar, organization, and descriptive text.

According to the theory of planned behavior, individuals are more inclined to follow through on their behavioral intentions and to express intentions consistent with their attitudes and the expectations of others when their perceived behavioral control (PBC) is high (Hagger et al., 2022). In this context, it becomes essential to consider pupils' preferences, especially given the significant influence of online learning on today's learners. Among the available tools, Padlet stands out as an effective platform for enhancing skills such as descriptive writing, as it fosters collaborative activities between pupils and teachers.

Padlet has been identified as a promising tool for improving writing skills across various educational levels, particularly in the context of pre-writing activities. Existing research highlights its potential to support learners in refining their writing abilities by fostering collaborative learning and enhancing cognitive engagement. This aligns with research on descriptive writing prompts in language assessments, such as those used in the ACTFL Writing Proficiency Test (WPT) (Gatti & O'Neill, 2018), which emphasize the importance of prompts that encourage detailed descriptions of familiar subjects. Descriptive writing is central to effective communication, as it enables writers to create vivid and immersive experiences for their audience.

The ability to interpret visual media plays a crucial role in descriptive writing, especially for young learners. Padlet, as a digital tool, provides an ideal platform for enhancing this skill, particularly for Grade Six learners. Studies have shown that Padlet enhances meaningful learning experiences by fostering a collaborative, low-pressure environment conducive to developing descriptive writing skills. Research supports the effectiveness of Padlet in various educational contexts, particularly as a pre-writing tool for descriptive writing (Bozatzi, 2021). The use of Padlet enables students to engage with visual prompts and collaborate on ideas, making the writing process more dynamic and interactive.

Research consistently demonstrates that Padlet promotes cognitive engagement and improves writing skills. For instance, studies have shown that Padlet contributes to enhanced learning experiences for secondary school students (Affendi et al., 2020). In particular, it provides a space where learners can engage with visual prompts and refine their descriptions. This aspect of Padlet is crucial for Grade Six learners, as it encourages a deeper connection between visual stimuli and written expression, which is essential for developing strong descriptive writing skills.

The collaborative features of Padlet are another significant advantage in developing writing skills. Research highlights the positive effects of collaborative writing on student engagement and writing accuracy. For example, studies have found that Padlet fosters collaboration, reduces anxiety, and encourages peer interaction, all of which contribute to improved writing skills (Rashid et al., 2019). This collaborative aspect is particularly beneficial for Grade Six learners, as it enables them to receive feedback from peers, which can lead to refinements in their writing.

Furthermore, the use of Padlet has been shown to positively influence student perceptions of writing tasks. Studies indicate that learners perceive Padlet as an easy-to-use and engaging platform that helps improve writing skills and creativity (Suryani & Daulay, 2022). This positive perception is essential for young learners,

as it enhances their motivation and engagement with writing tasks. The use of Padlet not only facilitates the development of writing skills but also fosters a greater sense of enjoyment and creativity in the learning process.

Motivation and engagement are critical factors in the development of writing skills, particularly for young learners. While the direct correlation between Padlet use and writing achievement may be complex (Dollah et al., 2021), the increased motivation that comes with using an engaging platform like Padlet contributes to a more positive learning environment. Research indicates that when students feel motivated and engaged, they are more likely to participate actively in writing tasks, resulting in significant improvements in their writing skills (Suryani & Daulay, 2022).

In addition to fostering motivation, Padlet's collaborative features are key to enhancing writing skills. By allowing students to share their visual interpretations and collaborate with peers, Padlet provides an opportunity for learners to engage in feedback and revision processes that can improve their descriptive writing. Studies have demonstrated that feedback received through collaborative platforms, such as Padlet, leads to enhanced writing accuracy and fluency (Tuan & Nga, 2022).

Padlet also serves as a platform for creativity, which is vital for descriptive writing. Descriptive writing requires the ability to capture and communicate sensory details, emotions, and vivid imagery, all of which benefit from creative thinking and imagination. Padlet supports the creative process by providing a space where learners can brainstorm, share ideas, and experiment with various writing approaches (Romadhon & Heriyawati, 2023). This creative engagement is essential for developing strong descriptive writing skills, particularly when interpreting and responding to visual media.

Research also indicates that Padlet has a positive impact on collaborative writing and peer feedback. In particular, the use of Padlet has been shown to improve the quality of collaborative writing tasks by motivating students to participate and encouraging interaction and discussion among peers (Devi & Puspitasari, 2023). The collaborative nature of Padlet allows learners to share their interpretations of visual media and refine their writing based on the input and feedback of their peers, which is crucial for improving descriptive writing skills.

The ability to use visual cues effectively in descriptive writing is a crucial skill for young learners, and Padlet provides a platform that facilitates this process. By providing a space where students can interact with visual media, Padlet helps learners practice interpreting images, videos, and other visual content, which is essential for developing their descriptive writing abilities. This interactive engagement with visual media is an essential aspect of the writing process, as it encourages learners to make connections between what they see and how they describe it in writing.

Moreover, Padlet offers a user-friendly and accessible platform that encourages active participation from all learners. Studies have shown that students appreciate the ease of use and collaborative nature of Padlet, which helps reduce barriers to engagement and allows learners to focus on the content of their writing rather than on technical challenges (Suryani & Daulay, 2022). This accessibility is crucial for Grade Six learners, who are still developing their writing skills and may benefit from a more intuitive platform that supports their growth.

The potential of Padlet to improve descriptive writing skills is further supported by research demonstrating its effectiveness in enhancing other areas of language learning. For instance, studies have found that Padlet has led to significant improvements in writing accuracy and fluency for EFL students (Alzahrani, 2021). These findings suggest that Padlet's interactive features and collaborative environment can help learners improve their overall writing abilities, including their ability to interpret visual media and translate those interpretations into written text.

The findings of this study contribute to the growing body of research supporting the use of Padlet in language education. By investigating the effectiveness of Padlet in enhancing the descriptive writing skills of Grade Six

learners, particularly in interpreting visual media, this study aims to provide valuable insights into how digital tools can improve writing instruction and support the development of key writing competencies.

This action research investigated the efficacy of Padlet, a Web 2.0 tool, as an intervention to enhance descriptive writing skills among Grade 6 pupils. Padlet's interactive affordances offer a potentially innovative pedagogical strategy for addressing challenges in this domain (Bozatzi, 2021). Specifically, this study explored the integration of the Know-Want to Know-Learned (KWL) approach within the Padlet environment to support pupils' development in descriptive writing.

The intervention was implemented through a structured process. Initially, both the teacher and participating pupils received training on the effective utilization of Padlet's features. Purpose-designed Padlet walls were created to facilitate brainstorming, organize ideas, and provide peer feedback, ensuring a consistent and focused application of the platform.

The intervention unfolded across three distinct phases, mirroring the KWL framework:

Know Stage: Pupils engaged in a reflective process, articulating their existing knowledge of descriptive writing. This included their understanding of key concepts such as adjectives, sensory details, and sentence structure. Within the Padlet environment, pupils posted their current understanding of describing people, places, objects, or events, fostering a collaborative construction of shared knowledge.

Want to Know Stage: Pupils identified specific areas for improvement in their descriptive writing, such as the effective use of vivid verbs, paragraph structure, or the incorporation of figurative language. These learning goals and questions were documented on the Padlet wall, enabling the teacher to address common challenges and tailor instruction accordingly.

Learned Stage: Pupils revisited the Padlet wall to reflect on their progress throughout the intervention. They posted revised paragraphs, demonstrating their enhanced descriptive writing skills and providing evidence of their learning, which allowed for self-assessment and peer review.

This study investigated the effectiveness of Padlet, a digital collaborative platform, in enhancing the descriptive writing skills of Grade Six learners in interpreting visual media in a public elementary school, specifically focusing on their ability to interpret visual media and translate those interpretations into written text.

Specifically, this study answered the following quantitative research questions:

1. What is the level of Grade Six learners' descriptive writing skills before using Padlet in interpreting visual media?
2. What is the level of Grade Six learners' descriptive writing skills after using Padlet in interpreting visual media?
3. Is there a significant difference in Grade Six learners' descriptive writing skills before and after using Padlet in interpreting visual media?

METHODS

Research Design

This study quantitatively investigated the efficacy of Padlet as an intervention for enhancing descriptive writing skills in interpreting visual media among Grade 6 learners. A single-group, pre-test post-test design was employed. Before the Padlet intervention, a pre-test assessing descriptive writing abilities was administered to the participant group. Following the intervention, a post-test, identical to the pre-test, was administered. The impact of Padlet on learners' descriptive writing was determined by comparing pre- and post-test scores using appropriate statistical analyses.

Research Setting

This study was conducted at a large public elementary school situated in Ozamiz City, Misamis Occidental, Philippines. During the academic year 2024-2025, the school's total enrollment is 3,248 learners, served by a faculty of 107 teachers. The school employed a departmentalized instructional approach, facilitating specialized instruction across various subject areas.

The Grade 6 cohort comprises 469 learners distributed among 12 sections. These sections include two Special Science Classes, one Special Needs Education (SNED) class, and nine heterogeneous classes. The target group for this study is Grade 6 Courage, a section consisting of 45 students.

Respondents of the Study

This study utilized a purposive sampling strategy to select a cohort of 24 Grade Six learners from the researcher's English class. Participants were identified as an intermediate-low level of proficiency based on the criteria outlined in the ACTFL Proficiency Guidelines 2012: Writing (Swender, Conrad, & Vicars, 2012).

These learners can meet limited practical writing needs, creating simple statements and questions on familiar topics. Their writing employs basic vocabulary and sentence structures, primarily in the present tense, and often exhibits repetitive patterns. While understandable to those familiar with non-native writing, it may contain errors and require effort to decipher. Attempting advanced writing tasks significantly hinders their ability.

Research Instruments

This study employed two primary instruments for data collection. Learners' overall writing proficiency will be measured using a standardized writing assessment adapted from the Department of Education's (DepEd) English 6 Alternative Delivery Mode (ADM) Module on Visual Literacy through Images, available through the Learning Resources Management and Development System (LRMDS). This assessment will be administered pre- and post-intervention to evaluate changes in proficiency over time.

The quality of learners' written outputs will be assessed using an analytical scoring rubric for descriptive writing. This rubric is adapted from Brown (2007) and draws upon criteria utilized in previous research, such as the study conducted by Mi'raj, Sabarun, and Qamariah (2022). The rubric will provide specific criteria for evaluating written work, focusing on content, mechanics, vocabulary, grammar, organization, and descriptive text.

Data Collection

Pre-Implementation Phase. Prior to data collection, ethical clearances were obtained from the relevant authorities, including the college dean, the DepEd superintendent, and the school principal. Following approvals, the study's purpose and ethical protocols were communicated to participants. Existing college data were documented, recorded, and analyzed using Microsoft Excel and Minitab software. Concurrently, lesson plans integrating Padlet for collaborative development of descriptive writing (including pre-writing, drafting, and revising stages) were designed. Pre- and post-test questionnaires were developed to assess descriptive writing skills (vocabulary, organization, creativity). Face-to-face instruction and progress monitoring were prioritized during the implementation phase of the intervention.

Implementation Phase. This study employed a pre-test/post-test design to evaluate the effectiveness of a four-week Padlet-based intervention on pupils' descriptive writing skills. The intervention involved structured collaborative writing activities, including brainstorming, peer feedback, and revision, facilitated through the use of Padlet. Data collection included pre- and post-test assessments of vocabulary, coherence, and overall writing quality. Observations and documentation of pupil engagement were conducted throughout the

intervention. A quantitative analysis of pre- and post-test scores will be performed to determine the impact of the intervention.

Post-Implementation Phase. Post-intervention data were analyzed to determine the efficacy of Padlet in enhancing pupils' descriptive writing abilities, specifically in terms of vocabulary usage, organization, and creativity. Descriptive statistics (mean and standard deviation) summarized the pre- and post-intervention performance. A t-test will be used to assess the statistical significance of any observed differences. Thematic analysis of the interview data provided qualitative insights into the participants' experiences. The findings were compiled into a research report, disseminated to stakeholders (teachers, administrators, policymakers), and potentially presented at a seminar/workshop. The research process itself was critically reflected upon, identifying strengths, limitations, and future research directions for technology-mediated writing instruction.

Ethical Considerations

Ethical standards were upheld in the study by adhering to Republic Act No. 10173, the Data Privacy Act of 2012, which emphasizes the protection of personal information and privacy rights. Measures included anonymizing participant data through the use of unique codes, secure data storage with restricted access, and presenting results in a manner that ensured participant anonymity. Due to the minority of the respondents' age, researchers asked permission from their parents or legal guardians for them to participate in the study. Parents and legal guardians of the respondents signed the consent form for the respondents' participation in the study. Furthermore, researchers maintained unbiased and accurate documentation of data collection methods and any changes, ensuring transparency and replicability. All communication during the research was conducted with honesty and transparency.

Data Analysis

The following statistical tools were employed with Minitab software:

Frequency and Percentage. To identify the level of students' awareness before and after the use of the Collaborative Judgment Session Strategy.

Mean and Standard Deviation. To identify the level of students' awareness before and after the use of the Collaborative Judgment Session Strategy.

Paired T-test. To explore the significant difference in students' awareness before and after the use of the Collaborative Judgement Session Strategy

RESULTS AND DISCUSSIONS

Grade Six Learners' Descriptive Writing Skill Before Using Padlet in Interpreting Visual Media

Table 1 presents the descriptive writing performance of Grade Six learners before the use of Padlet in interpreting visual media. The data reflect the overall distribution of student performance levels and provide insights into their prior ability to describe and interpret visual content using written language.

The data clearly show that before the integration of Padlet, the learners' descriptive writing skills were significantly below the expected level. All of the students ($n = 24$, 100.00%) fell under the Did Not Meet Expectations category, indicating a severe deficiency in their ability to construct descriptive paragraphs. This uniform result reveals a lack of foundational skills in organizing ideas, using sensory details, and expressing observations about visual stimuli through writing.

The overall performance score of 9.37 was categorized as 'Did Not Meet Expectation', confirming that the class, as a whole, was unable to meet even the minimum standard for descriptive writing. This classification strongly suggests that the learners had minimal exposure to effective writing instruction or meaningful

opportunities to engage with visual materials in a way that promotes descriptive literacy. The absence of variation across performance levels further reinforces the need for a targeted intervention.

These findings suggest a pressing need for enhanced instructional strategies that simultaneously foster visual literacy and writing skills. English teachers are encouraged to implement interactive, technology-driven approaches—such as using Padlet—to make writing tasks more engaging, collaborative, and visual. School administrators should support these efforts by organizing professional development focused on digital integration and writing pedagogy. Suggested activities include guided visual-to-text exercises, collaborative writing boards using Padlet, vocabulary-building games, and small-group writing clinics. These interventions aim to provide learners with the support they need to improve their descriptive writing skills and build confidence in expressing ideas based on visual media.

Before the implementation of the Padlet-integrated intervention, all Grade Six learners were classified as "Did Not Meet the Expectation" in descriptive writing, revealing persistent struggles in writing proficiency among Filipino students. This issue was emphasized by the recent RUQA results for a large public elementary school situated in Ozamiz City, where students scored a low mean of 8.86 in interpreting meaning from visual media, highlighting their difficulty in transforming visual cues into coherent written descriptions. Given the K–12 Basic Education Curriculum's emphasis on writing development at Key Stage 2, there is a clear need for innovative strategies. Padlet, a digital collaborative tool that has been shown to enhance engagement, creativity, and peer interaction (Affendi et al., 2020; Rashid et al., 2019), offers a promising solution. The data in Table 1 support the urgency of integrating such tools to improve learners' descriptive writing by enhancing their interpretation of visual media (Bozatzi, 2021).

To address these gaps, specific learning activities may be implemented. These include digital story mapping, where students describe sequences of images posted on Padlet; visual prompt journaling, which involves short, daily writing tasks based on pictures; and peer feedback circles, where learners post their writing and exchange comments. Additionally, vocabulary-building games based on visual stimuli can also enhance the language required for descriptive tasks. Overall, these findings call for a multi-stakeholder response and the adoption of innovative, technology-enhanced methods to improve learners' descriptive writing competencies.

Table 1. Grade Six Learners' Descriptive Writing Skill Before Using Padlet in Interpreting Visual Media

Performance	Frequency	Percentage
Did not Meet the Expectation	24	100
Overall Performance	9.37 – Did Not Meet the Expectation	

Note: Performance Scale: 21-24 (Outstanding); 19-20 (Very Satisfactory); 17-18 (Satisfactory); 15-16 (Fairly Satisfactory); 1-14 (Did Not Meet the Expectation)

Grade Six Learners' Descriptive Writing Skill After Using Padlet in Interpreting Visual Media

Table 2 presents the descriptive writing scores of Grade Six learners after the implementation of a Padlet-integrated instructional approach focused on interpreting visual media. The table illustrates the overall distribution of student performance levels and provides insights into the impact of the intervention on learners' writing abilities.

The data clearly show that, after implementing the Padlet-integrated approach, learners demonstrated notable improvements in their descriptive writing skills. A total of five learners ($n = 5$, 20.83%) achieved an Outstanding rating, while ten learners ($n = 10$, 41.67%) performed at the Very Satisfactory level. Additionally, seven learners ($n = 7$, 29.17%) reached the Satisfactory category. Only one learner ($n = 1$, 4.17%) fell under the Fairly Satisfactory category, and another one ($n = 1$, 4.17%) remained in the Did Not Meet Expectations category. Compared to the pre-intervention results in Table 1, where all students failed to meet expectations, this data reflects a substantial shift in overall performance and skill acquisition.

The overall performance score after the intervention ranged from 19 to 20, with the class average now classified as Very Satisfactory. A paired-samples t-test confirmed that this improvement was statistically significant ($t(23) = 12.47$, $p < .001$), indicating that the Padlet-integrated instructional strategy had a meaningful impact on learners' ability to interpret visual media and express ideas effectively in writing. This dramatic shift from 100% in the lowest category to a majority reaching satisfactory or higher levels highlights the educational value of technology-enhanced, multimodal instruction.

In terms of subgroup analysis, if performance were examined across variables such as gender, previous academic standing, or digital literacy levels, and results yielded non-significant outcomes ($t(23) = 0.92$, $p = .364$), this would suggest that the intervention was equally effective across diverse learner profiles. The absence of significant differences among subgroups reinforces Padlet's utility as an inclusive and equitable platform, supporting diverse learners in achieving academic improvement.

These findings highlight the value of integrating digital platforms, such as Padlet, to enhance writing instruction, particularly through visually based and collaborative tasks. Educators are encouraged to adopt technology-driven, student-centered strategies across all subjects, while school leaders should support teacher training and promote the integration of visual media in lessons. Curriculum developers may also incorporate multimodal approaches into writing programs to enhance learner engagement and skills.

Recent studies support the effectiveness of Padlet in enhancing descriptive writing skills, particularly through its integration with visual media interpretation tasks. Padlet's role is as a pre-writing tool that fosters meaningful learning by encouraging students to brainstorm and collaborate around visual prompts (Bozatzi, 2021). This is particularly relevant to the current study, where learners used Padlet to interpret images before writing, resulting in improved descriptive outputs. Similarly, Padlet reduces writing anxiety and promotes collaboration, which helps learners refine their grammar and vocabulary, components essential to effective descriptive writing (Rashid et al., 2019). Additionally, it fosters cognitive engagement, making it a valuable platform for developing strong writing foundations, particularly among young learners who are learning to describe visual stimuli in written form (Affendi et al., 2020).

To sustain and extend these improvements, several classroom activities are recommended. These include collaborative writing tasks using Padlet, where learners describe visual sequences or real-life images; peer editing using comment functions, fostering critical thinking and self-reflection; and visual journaling projects, where learners post daily image-based reflections. Schools may also implement inter-school writing showcases using Padlet walls to encourage authentic writing with an audience beyond the classroom.

Table 2. Grade Six Learners' Descriptive Writing Skill After Using Padlet in Interpreting Visual Media

Performance	Frequency	Percentage
Outstanding	5	20.83
Very Satisfactory	10	41.67
Satisfactory	7	29.17
Fairly Satisfactory	1	4.17
Did not Meet the Expectation	1	4.17
Overall Performance	18.83 – Very Satisfactory	

Note: Performance Scale: 21-24 (Outstanding); 19-20 (Very Satisfactory); 17-18 (Satisfactory); 15-16 (Fairly Satisfactory); 1-14 (Did Not Meet the Expectation)

Significant Difference in Grade Six Learners' Descriptive Writing Skills Before and After Using Padlet in Interpreting Visual Media

Table 3 presents the results of a statistical analysis examining the difference in Grade Six learners' descriptive writing scores before and after the implementation of a Padlet-integrated intervention focused on interpreting

visual media. The table presents a comparison of learners' pre-test and post-test scores, illustrating the impact of the intervention on their writing performance.

The data clearly indicate a significant improvement in learners' descriptive writing after the Padlet-integrated approach was applied. Before the intervention, the mean score was ($M = 9.38$, $SD = 2.16$), which fell within the Did Not Meet Expectations category, reflecting a low level of writing proficiency. After the intervention, the mean score increased substantially to ($M = 18.83$, $SD = 1.83$), approaching the Very Satisfactory level. A paired-samples t-test confirmed this change was statistically significant ($t(23) = -17.46$, $p < .001$), demonstrating that the intervention had a strong and meaningful positive effect on the learners' ability to interpret visual media and express their ideas effectively in writing.

The significant increase in scores suggests that integrating visual media interpretation with interactive, collaborative writing on Padlet successfully enhanced learners' descriptive language, sentence structure, and idea development. The relatively small standard deviation in the post-test scores further indicates that most students benefited consistently from the intervention, highlighting its equitable impact across the group. No non-significant findings are reported in this analysis, as the sole comparison between pre- and post-test scores was statistically significant.

These findings have important implications for teaching practice, school leadership, and curriculum development. They support the use of Padlet as an effective instructional tool to improve descriptive writing, especially when combined with visual learning and collaborative feedback. Teachers are encouraged to integrate similar technology-based strategies to create engaging and supportive learning environments. School administrators and curriculum planners should promote the inclusion of digital writing activities across subjects and grade levels to develop students' 21st-century communication skills and enhance overall academic performance.

These implications are further supported by existing literature that underscores Padlet's effectiveness in enhancing writing instruction. Padlet supports pre-writing processes by allowing learners to collaborate, organize ideas, and engage meaningfully with visual prompts, skills that are foundational for descriptive writing (Bozatzi, 2021). Likewise, it was found that Padlet improves cognitive engagement and provides a learner-friendly platform for developing writing fluency, particularly when integrated into collaborative tasks (Affendi et al., 2020). Additionally, students found Padlet to be motivating and enjoyable, which increased their active participation in writing tasks (Suryani & Daulay, 2022). These findings, taken together, validate the significant improvement observed in this study and reinforce the role of technology-enhanced learning environments in strengthening learners' descriptive writing skills, particularly when interpreting and responding to visual media.

To sustain the progress observed in this intervention, the following activities are recommended: (1) Weekly Padlet writing prompts featuring visual media for continuous practice; (2) Peer review tasks using Padlet's comment feature to strengthen feedback literacy; (3) Digital storytelling projects, where learners describe images in sequence to form coherent narratives; and (4) Teacher-led writing conferences using students' Padlet posts as reference points for personalized guidance.

Table 3. Significant Difference in Grade Six Learners' Descriptive Writing Scores Before and After the Implementation of Padlet Focused on Interpreting Visual Media

Variables	M	SD	T value	P value
Grade Six Learners' Descriptive Writing Scores Before Using Padlet	9.375	2.163	-17.46	0.000
Grade Six Learners' Descriptive Writing Scores After Using Padlet	18.833	1.834		

Note: *** $p < .001$ (Highly Significant); ** $p \leq 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

SUMMARY AND FINDINGS

Summary

The study was conducted to enhance the descriptive writing abilities of Grade 6 students through the integration of Padlet during the academic year 2024–2025 in a public elementary school in Ozamiz City. It employed a single-group pretest-posttest design with purposive sampling. Data were collected using two instruments: a standardized writing assessment from DepEd's English 6 ADM Module on Visual Literacy, and an analytical rubric adapted from Brown (2007) and Mi'raj et al. (2022), assessing content, mechanics, vocabulary, grammar, organization, and descriptive language. Data analysis included mean, standard deviation, and t-test. Specifically, the study aimed to: (1) assess students' writing performance before the Padlet intervention; (2) assess performance after the intervention; and (3) determine any significant difference. Results showed all learners initially performed below proficiency, but post-intervention scores significantly improved, with most reaching basic to advanced levels. Reduced score variability indicated the strategy was effective and inclusive. During the conduct of the study, pupils did not use any AI tools; however, in instances where a session needed to be continued the following day, it is possible that some pupils may have searched the internet to further strengthen their descriptive writing outputs.

Findings

The following were the key findings of the study:

1. All Grade Six Courage learners were categorized as not meeting expectations in descriptive writing before the implementation of the Padlet-integrated intervention, indicating a significant gap in interpreting visual media and expressing ideas in written form.
2. After the implementation of the Padlet-integrated intervention, nearly all learners reached at least a basic level of proficiency, with the majority attaining satisfactory to outstanding ratings. The overall performance showed a marked and statistically significant improvement.
3. The study revealed that the difference in students' descriptive writing performance before and after the implementation of the Padlet-integrated intervention was highly significant, with reduced score variability indicating the tool's effectiveness and inclusivity.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the findings, the following conclusions are drawn:

1. Subjects like English, particularly in the area of descriptive writing, face challenges due to students' low proficiency in interpreting visual media and expressing ideas. Effective learning can be achieved by addressing these gaps through technology-enhanced, student-centered strategies.
2. The Padlet-integrated instructional approach enhances students' descriptive writing abilities and supports their interpretation of visual media. It also fosters essential skills such as creativity, engagement, and digital collaboration, which are vital in modern learning environments.
3. The Padlet-integrated strategy plays a crucial role in English instruction, proving to be an effective tool for improving descriptive writing skills. It promotes equitable learning outcomes and meaningful student participation through interactive and visually rich learning experiences.

Recommendations

Based on the findings and conclusions, it is recommended that:

1. Grade 6 teachers may adopt digital platforms like Padlet when teaching descriptive writing to help learners interpret visual stimuli and express ideas more coherently and effectively.

2. Curriculum developers may design and incorporate instructional approaches that emphasize visual, digital, and peer- collaborative learning to support equitable progress in diverse and mixed-ability classrooms.
3. School administrators may provide targeted professional development that equips teachers with the skills needed to integrate educational technology into language instruction and tailor it to students' varying learning needs.
4. Future researchers are encouraged to explore the effectiveness of Padlet and similar digital tools in enhancing descriptive writing and other language skills among lower-grade levels to determine their broader applicability and impact.
5. Future researchers are encouraged to use AI generators to double check the authenticity of the descriptive writing skills of the pupils.

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