Contextualized Infographic Bite-Sized Elaborative Interrogation Learning as Innovative Strategy in Teaching English Narratives (CIBSEIL)

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Abstract: *This research aims to address the benefits of Bite-sized infographics in English narrative. In connection to this, narrative literature is a type of long-form content; therefore, bite-sized infographics are needed. It is effective in summarizing or outlining the plots using a variety of offered graphs. Learners who are having a hard time focusing can now easily get the important details in a narrative work with the use of this teaching tool. Elaborative interrogation is an innovative teaching strategy just like the bite-sized content. Considering, the most visible difference between the two would be its purpose and medium of delivering its purpose. "Bite-sized" aims to make the information schematic using "graphics" as its medium while the "Elaborative Interrogation" objective is to go deeper in the discussion and learning through the "expansion of questions". This technique expands the "how" and "why" questions more frequently than the other type of questions (McPheat, S., 2017). The study was conducted at Kaypian National High School in the Division of San Jose del Monte City, Bulacan. In particular, thirty (30) enrolled Grade 8 – Onyx's learners are intentionally selected in the conduct of the study in English 8 on the 1st quarter of the school year 2021-2022 and became the respondents of the study. This study evaluated the effectiveness of Contextualized Infographic Bite-Size Elaborative Interrogation as an Innovative Strategy in Teaching English Narratives and as an instructional tool in improving the learners' understanding as revealed by their pretest and posttest mean scores, and to answer if there's a significant difference between the pretest and posttest mean scores. Lastly, the researchers selected the respondents by the means of purposive sampling. The climax of the research was guided by the justified five-point Likert scale questionnaire and self-customized multiple-choice questionnaires, validated by the master teacher and the researchers' adviser, as pre-test and post- taken by the learners and curated to assess the stated problems of the study. This research revealed that as the world ages, hence the revolution of students' needs and education system. In today's digital motion, an infographic bite-sized elaborative interrogation is just a piece of an abundance of newly developed innovations to help students understand the lessons specifically the narrative texts as the center of this research. All of the data considered, the innovation tackled in this study is effective in igniting comprehension but still needs several considerations. Just like the other teaching materials, IBSEI (Infographic Bite-Sized Elaborative Interrogation) has its strengths and limitation. This study not only provides an idea for a new medium of instruction but also serves as an advocate to seek better ways towards the bright future of the learners.*

Keywords- *bite-size, contextualized infographic, elaborative interrogation, English narrative text, infographic,*

1. INTRODUCTION

The COVID-19 pandemic, also called as "2019-nCoV", has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, educational institutions, and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening schools after the relaxation of restrictions is another challenge with many new standard operating procedures put in place (Pokhrel, S. and Chhetri, R., 2021).

In the Philippines, after the first outbreak of COVID-19 on January 30, 2020, the Department of Education's Under Secretary Leonor Briones suggested and confirmed that August 24, 2020, was the day of the continuation of classes for the academic year of 2020 to 2021 through online classes and validated the usage of "Google Classroom" as an alternative educational platform for both private and public schools up until now (Smart Parenting Staff, 2020). As the educators of the Philippines continuously use virtual education through "Google Classroom" platform, learners, amidst pandemic, have experienced a lot of difficulties and problems in the learning process behind the camera due to their internet connection, audio clarity, outdated devices, and software, the system glitch and most especially, the short attention span of the learners. Focusing on the issue of learners having a short attention span during online classes, this problem may not be technical but it remains universal considering the importance of self-discipline and willpower to be attentive and focused during online classes. In addition, since the learners are studying inside their own comfort places, they tend to be easily dozed off and distracted by their smartphones or other gadgets,

pets, or their online shopping deliveries rather than the ongoing online class sessions (Amadora, M., 2020).

In the year 2018, the Programme for International Student Assessment 2018 (PISA 2018), a worldwide study that examines students' knowledge in reading, mathematics, and science to meet real-life challenges. The Philippines, during that year, scored the lowest in reading comprehension out of 79 participating countries. (Moreno, 2021). Meanwhile, amidst the unprecedented outbreak again of the COVID-19 pandemic, the English Language learning in the Philippines is frequently facing low academic performance and proficiency among Filipino learners based on the 2020 EF English Proficiency Index (EF EPI) from rank 20 of the year 2019 to rank 27 (Diyaryo Milenyo, 2021). With that being said, educators and the Department of Education shall intensify the modernization and improvisation of learning the English Language in the Philippines especially in the areas of reading English narratives and learning the English Language while in the middle of the unending global disease and considering the difficulties and problems of every learner's education and learning process behind the camera of online classes.

Based on Ale Ramirez's study (2020), a bite-sized infographic is a teaching strategy that holds a lot of information that is simple to consume. Considering a couple of pages of lessons in Word or PDFs together with the hours in video discussions, bite-sized content aims to make the learners' life easier. It offers simple ideas with clear messages such as infographics (e.g., mind mapping) and it produces and provides the exact information that the learners should have in a very concise and accessible way.

It is undeniable that "long-form content" is needed in teaching; however, learners should know when to use the long-term and the bite-sized content. This teaching strategy goes beyond the common learnings in education as bite-sized content can be applied in research, mathematics, business, music, arts, and literature due to the fact that it also helps learners and other people to go straight to the point of the lesson and gain rapid development.

To sum up, this research aims to address the benefits of Bite-sized infographics in English narrative. In connection to this, narrative literature is a type of long-form content; therefore, bite-sized infographics are needed. It is effective in summarizing or outlining the plots using a variety of offered graphs. Learners who are having a hard time to focus can now easily get the important details in a narrative work with the use of this teaching tool.

This study also offers a wide understanding regarding the Elaborative Interrogation" as a technique in learning the English narrative. In addition, elaborative interrogation is an innovative teaching strategy just like the bite-sized content. Considering, the most visible difference between the two would be its purpose and medium of delivering its purpose. "Bite-sized" aims to make the information schematic using "graphics" as its medium while the "Elaborative Interrogation"

objective is to go deeper in the discussion and learning through the "expansion of questions". The more the questions are, the more the answers and information would be. However, this technique expands the "how" and "why" questions more frequently than the other type of questions (McPheat, S., 2017).

In English classrooms, teachers regularly ask the learners about their understanding regarding the narrative text that they have discussed. Questions like, "what", "who", "when" and "where" are habitually asked but then, important and special learnings and wisdoms can be found only by answering the "whys" and "hows" (learningscientists.org., 2017). Expanding these interrogations could result in a fruitful discussion. Learners are encouraged to ask, clarify and share ideas, opinions, perceptions and own experiences. These two innovative teaching strategies aim to give the most excellent learning process that learners deserve to have.

2. ACTION RESEARCH PROBLEMS

The study aimed to assess the effectiveness of contextualized infographic bite-size elaborative interrogation learning as an innovative strategy in teaching English narratives among Grade 8 learners of Kaypian National High School.

Specifically, this research sought to answer the following questions:

1. What narrative text in Grade 8 English that can be the basis for the development of contextualized infographic bite-size elaborative interrogation learning as instructional tools?

2. What is the level of acceptability of the developed contextualized infographic bite-size elaborative interrogation learning as instructional tools as assessed by master teacher and the learners based on the LRMDS evaluation tools in printed materials in terms of:

      2.1. content;
      2.2. format;
      2.3. presentation and organization; and
      2.4. accuracy and contemporaneity

3. Is there a significant difference in the assessment of the two groups of respondents on the level of acceptability of the developed contextualized infographic bite-size elaborative interrogation learning as instructional tool?

4. How effective is the developed contextualized infographic bite-size elaborative interrogation learning as instructional tool in improving the learners' understanding of a text of Grade 8 English as revealed by their pretest and posttest mean scores?

5. Is there a significant difference between the pretest and posttest mean scores?

6. What lesson exemplar in contextualized infographic bite-size elaborative interrogation learning may be developed based on the findings of the study?

3. METHODS

The experimental research design was used as the medium for this quantitative study to determine and assess the

acceptability of infographic bite-sized elaborative interrogation in terms of content, format, presentation and organization, and accuracy and contemporaneity as a tool for effective teaching of English narrative among English teachers and grade 8 students of Kaypian National High School in the School Division of City of San Jose del Monte, Bulacan in the S.Y. 2021-2022. Twenty-five (25) Grade 8 students from section Onyx and one (1) English Master Teacher from Kaypian National High School participated in the study. Furthermore, the respondents were chosen through purposive sampling by the researchers. The justified five-point Likert scale questionnaire curated to assess the study's stated problem guided the research's climax.

This study was engaged to the pre-experimental, one-group pretest-posttest research design for it aims to challenge the validity of the offered innovative strategy as a tool for an effective comprehension to English Narrative among the teachers and grade 8 students of Kaypian National High School. This research design will guide the assessment of the pre-test and post test results for former evidence made by the intervention. The result given by this design will be accurate and specific with the help of the respected participants.

The researchers modified the pretest and posttest, as well as the 5-point Likert scale as instruments, to determine the acceptability of infographic bite-sized elaborative interrogation learning as a teaching tool in understanding English text that have been checked and validated by the English master teacher of Kaypian National High School and the research professor of the researchers, together with the corresponding "Table of Specification", in order to balance and ensure the learning of each learner while amidst the implementation of the discussion and the questionnaires .

The researchers refer to the pre-test and post-test of having the highest validity as an effective assessment towards a clear vision for data measurement. This study, on the other hand, will present a five (5)-point Likert scale questionnaire with sixteen (16)-item questionnaire that can be answered using the standard choices, (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, (5) strongly agree. These mentioned mediums will bridge the gap between the questions or problems and the research's future outcome.

The collected data will be analyzed using Weighted Mean Average formula wherein it is a type of mean that is calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together. It is very useful when calculating a theoretically expected outcome where each outcome has a different probability of occurring, which is the key feature that distinguishes the weighted mean from the arithmetic mean (Corporate Finance Institute, 2015). In addition, Unpaired t-test formula will be used in this study to formulate the scores between two independents or unrelated groups to determine if there is a significant difference between the two groups together with the percentage mean to determine the average

of two or more percentages of a whole (Gleichmann, N., 2020 and Indeed.com, 2020)

The contextualized infographic that will be used as instructional material during the study's implementation contains designs and graphics from Matsuo Basho's literary composition "The Story of the Aged Mother," which is the story that will be taught to the Grade 8-Onyx Learners on the day of implementation as stated on the English master teacher's lesson plan. In addition, the reference of the story was provided by the master teacher as well to help the researchers based on the lesson plan. The infographic also contains a brief summary of the story, wherein, despite being summarized, even the smallest details can be fully acquired and grasped by the learners while maintaining their proper knowledge, reading comprehension, and vocabulary acquisition through the entire infographic taking into account the elaborative interrogation that the master teacher will do. Furthermore, a discussion question at the end of the infographic will be discussed throughout the class to elaborate on the purpose of the story and to allow students to voice their opinions in order to improve their skills in vocabulary and language acquisition.

4. RESULTS AND DISCUSSIONS

In this chapter, following graphs, charts and other statistical treatments are presented to formulate, examine and answer the problems that are revolving in this study after the implementation of the innovation instructional material to the respondents.

4.1 Narrative text in Grade 8 English that can be the Basis for the Development of Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tool

The researchers based the chosen literary composition from the Grade 8 English Curriculum and from the Master teacher's lesson plan during the day of implementation for the development of the contextualized infographic bite-size elaborative interrogation learning as instructional tool. The short story entitled "The Story of the Aged Mother" by Matsuo Basho was the lesson discussed during the day of implementation. The short story consists of the basic elements of a story which are the setting, set of characters, plot, denouement, theme, etc., especially the moral lesson wherein every short story should have the same characteristics as this story.

4.2 Level of Acceptability of the Developed Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tools as assessed by Master Teacher and the Learners based on the LRMDS Evaluation Tool in Printed Materials in terms of Content, Format, Presentation and Organization, and Accuracy and Contemporaneity

For Learners:	Weighted Mean Scores	Interpretation
Content	4.49	Strongly Agree
Format	4.58	Strongly Agree
Presentation and Organization	4.55	Strongly Agree
Accuracy and Contemporaneity	4.55	Strongly Agree

Table 4.2.1. Level of Acceptability of the Developed Infographic based from the Grade 8 – Onyx Learners of Kaypian National High School

Based on the table above, according from the learner-respondents after answering a 5-point Likert Scale questionnaire that talks about the acceptability of the developed infographic and after solving the gathered data using Weighted Mean Formula, the learner-respondents weighted mean score for the "Content" is 4.49 wherein it is interpreted, based on the Likert Scale Range, as "Strongly Agree". For the "Format, the weighted mean score is 4.58 and is interpreted as "Strongly Agree". For the "Presentation and Organization", the weighted mean score is 4.55 and is interpreted as "Strongly Agree". Lastly, for the "Accuracy and Contemporaneity", the weighted mean score is 4.55 and is interpreted as "Strongly Agree" as well. To sum up, the overall acceptability of the developed infographic based from the learners is "Strongly Agree" with a total percentage score of 4.54.

For the English Master Teacher	Weighted Mean Score	Interpretation
Content	3.25	Uncertain
Format	3.50	Agree
Presentation and Organization	3.75	Agree
Accuracy and Contemporaneity	3.75	Agree

Table 4.2.2. Level of Acceptability of the Developed Infographic based from the English Master Teacher of Kaypian National High School

Based on the table above, according from the English master teacher-respondent after answering a 5-point Likert Scale questionnaire that talks about the acceptability of the developed infographic and after solving the gathered data using the Weighted Mean Formula, the English master teacher-respondent weighted mean score for the "Content" is 3.25 wherein it is interpreted, based on the Likert Scale Range, as "Uncertain". For the "Format, the weighted mean score is 3.50 and is interpreted as "Agree". For the "Presentation and Organization", the weighted mean score is 3.75 and is interpreted as "Agree". Lastly, for the "Accuracy and Contemporaneity", the weighted mean score is 3.75 and is interpreted as "Agree" as well. To sum up, the overall acceptability of the developed infographic based from the English master teacher is "Agree" with a total percentage score of 3.56.

Infographics is the integration of "information" and "graphics" with the objective to deliver concise information to the learners (Mohd Amin Mohd Noh, et al., 2014).

The misuse of visual presentation can affect the entire communication or discussion; therefore, an infographic acceptability will also base on the strength of its design, format, notion, and organization. This study found out that the use of many slides will result to too wordy discussion and hence became a hindrance to their classroom learning. Besides that, it also concludes that the holistic characteristic of an infographic just like its color, style, texts, attractiveness, structures and other elements should encourage learners comprehend better with any lessons they can encounter. Finally, the acceptance of this study's infographic as a learning medium was most appreciated because of its suitability to give brief, coherent, productive, elaborative, and information that helped the learners to be more focus and attentive. Parallel with the result of this study, the researchers conclude that infographic with its bite-sized elaborative interrogation characteristic should be promoted as one of the teaching tools to help the learners rest from certain problems and improve their understanding especially those who have visual literacy skills.

4.3 Significant Difference in the Assessment of the Two Groups of Respondents on the Level of Acceptability of the Developed Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tool

	Learners' Acceptability	English Master Teacher' Acceptability
Mean	466.0	14.25
T-Computed	49.97	
T Critical	2.44	
df	23	
PL	p < 0.05	
Decision	Ho is rejected	
Interpretation	Highly Significant	

Table 4.3.1. Formulation of the Acceptability of the Developed Infographic as Instructional Tool from the Two Independent Respondents

Based from the table above, the mean score of the learners is 466.0 while from the English master teacher is

14.25. The computed value of 49.97 is greater than the tabular value of 2.44 at a degree freedom of 23 in the 95% level, thus reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant difference between the acceptability of the developed infographic based from the learners' and the English master teacher's mean scores while answering the Likert Scale Questionnaire that talks about the acceptability of the whole infographic in terms of the content, format, presentation and organization, and the accuracy and contemporaneity of the said developed instructional material.

Jillian Ruth Yarbrough (2019), the writer of the research study entitled, "Infographics: In Support of Online Visual Learning (2019)", concluded that infographics create competence especially to visual learners that's why for both students and trainers or instructors, it should be incorporated in classroom learning.

In addition, in Jillian Yarbrough's study, in the field of visual communication, she stated a psychologist namely Dr. Howard Gardner that paid attention to visual spatial intelligence of a person. It refers to preferences to learn through maps, diagrams, charts, graphs, flow charts, circles, hierarchies and other devices used to represent and exchange information (VARK, 2019). As a matter of fact, 65% of the population has a preference towards visual learning (Gutierrez, 2014; Wallagher, 2016). According to the Visual Systems Division (1997), visual are processed 60,000 times faster in the brain than text and visual aids in the classroom improve learning up to 400 percent. Infographics are not new for they have been used hundred years ago like the first map 800 years ago. As people try to manage the information overload or learning fatigue, the technologies advanced to make way. Coherent to the result of this study, the researchers conclude that, there is indeed a significant difference between the level of acceptability of the IBEI in pursuant to the students and the master teacher, but both groups of respondents revealed that its acceptability is qualified to be a learning and teaching tool in classroom.

4.4 Effectiveness of the Developed Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tool in improving the Learners' Understanding of a text of Grade 8 English as revealed by their Pre-Test and Post-Test Mean Scores

Pre-Test Mean Score of the Grade 8 – Onyx Learners	Post-Test Mean Score of the Grade 8 – Onyx Learners
Mean (x̄) = 4.60 (46.00%)	Mean (x̄) = 6.64 (66.40%)
Total Average Percentage of the Effectivity of the Developed Infographic as Instructional Tool = **56.20%**	

Table 4.4.1 Total Average Percentage of Effectiveness of the Developed Contextualized Infographic Bite-Size

Elaborative Interrogation Learning as Instructional Tool in improving the Learners' Understanding of a text of Grade 8 English

Based on the table above, after solving the pre-test and post-test's scores, as revealed from the two tests' means, the mean of the pre-test is 4.60 while post-test has 6.64.

Both means are formulated using Mean Percentage to get the total average percentage of the effectivity of the developed infographic as instructional tool. After being formulated, the total average percentage of the effectivity is 56.20%, wherein it shows how with the utilization of the developed infographic will help the learners in comprehending a narrative text and at the same time answer the follow-up questions after reading the whole narrative using the said developed instructional material.

Regarding to the effectiveness of the infographic bite sized elaborative interrogation as a learning tool, Jillian Yarbrough (2019), of West Texas A&M University created causal comparative study using infographics. In pursuant to the quizzes and post assessment, the study revealed that the learners value the infographic. Hence, the result is that, infographics helped them better understand the context of the subject matter. Congruent with the result of this study, the researchers conclude that the pre-test and post-test revealed that the learnings and learners improved after the infographic bite sized elaborative interrogation was utilized in the classroom learning.

4.5 Significant Difference between the Pre-Test and Post-Test Mean Scores

	Pre-Test Mean Score of the Grade 8 – Onyx Learners	Post-Test Mean Score of the Grade 8 – Onyx Learners
Mean	4.60	6.64
T-Computed	3.08	
T Critical	2.01	
df	23	
PL	p < 0.05	
Decision	Ho is rejected	
Interpretation	Highly significant	

Table 4.5.1. Significant Difference between the Pre-Test and Post-Test Mean Scores

Based on the table above, the mean of for the stated pre-test score of the Grade 8-Onyx learner-respondents is 4.60 whilst the post-test is 6.64. After being computed using the Unpaired T-Test formulation, the computed value 3.08 is greater than the tabular value of 2.01 at a degree of freedom of 23 in the 95% probability level, thus reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant difference between the pre-test and post-test mean scores of the Grade 8-Onyx learner-respondents as exposed to the developed contextualized infographic elaborative interrogation learning as instructional tool in teaching English narratives.

In relation to the study and the results, there is a study conducted by Bradshaw and Porter (2017) where they examined the usage of infographics as new and updated tool in nursing education and it was reported the understanding of the fundamentals of infographic development affirmed that they should integrate it in the class in order to present synthesized data. Another study conducted by Al-Mohammadi (2017) aimed for the examination impact of infographics as an approach for teaching programming. The study resulted on having a positive impact on the academic achievement levels of high school students.

4.6 Lesson Exemplar in Contextualized Infographic Bite-Size Elaborative Interrogation Learning may be Developed based on the Findings of the Study

Based on the findings of the study, the researchers concluded that there is no lesson exemplar to be developed after being implemented due to the fact that the instructional material is already the tool itself. The innovation instructional material itself is flexible and based from the findings of the study, there are no exceptional learning models to be developed with the use of infographic. The users, especially the educators, will be the one who will decide on what are the contents or the information to be presented and discussed throughout the class while utilizing the developed infographic.

In addition, with all the gathered information, this research used the "connectivism" of George Siemens as its theoretical framework (Western Governors University, 2021). Siemens introduced this new learning theory which emphasizes the importance of utilizing the performance and benefits of different source of knowledge as an attempt to implement better to best learning. Connectivism see learners as nodes and that people should always pursue links or find connections to form broader sense of knowledge. Being said that, this study finds the theory relatable for the infographic is composed of the integration of information from different sources or kinds of artificial intelligence. The innovative tool aims to give information related to the contemporary lesson and graphics that will make the idea easy to understand. It also aims to leave an inserted task for the sake of elaborative interrogation. From presenting the graphics and information, the process will proceed to the questioning that enables the students to connect or relate themselves into the subject matter as well as to add grasp, realization, awareness and mastery from various sources like books, internet and experience.

5. CONCLUSIONS

Based from the data gathered, the researchers came up with the following:

1. **Narrative Text in Grade 8 English that can be the Basis for the Development of Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tools**

   1.1. The narrative text basis of the development of contextualized infographic bite-size elaborative interrogation learning as instructional tool, as for the researchers, is the short story entitled "The Story of the Aged Mother" by Matsuo Basho. It was also the lesson discussed during the day of implementation as guided with the master teacher's lesson plan and the curriculum. The short story consists of basic elements of a story which are the setting, set of characters, plot, denouement, theme, etc., especially the moral lesson wherein every short story should have the same characteristics as this story. Therefore, the researchers concluded that the said literary composition will be the basis for the development of the innovation instructional material hence it provided the needed data and information to accomplish the overall study. In addition, the researchers also concluded that every short story can be used as basis for the development of the said developed infographic to help the learners in comprehending narrative texts.

2. **Level of Acceptability of the Developed Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tools as assessed by Master Teacher and the Learners based on the LRMDS Evaluation Tool in Printed Materials in terms of Content, Format, Presentation and Organization, and the Accuracy and Contemporaneity**

   2.1. Based from the results, the researchers concluded that the level of acceptability of the developed infographic, based from Grade 8-Onyx learners of Kaypian National High School, regarding the content, format, presentation and organization, and accuracy and contemporaneity, the learner-respondents' overall acceptability for the developed infographic is "Strongly Agree" whilst from the English master teacher-respondent, the overall acceptability for the developed infographic is "Agree".

3. **Significant Difference in the Assessment of the Two Groups of Respondents on the Level of Acceptability of the Developed Contextualized Infographic Bite-Size Elaborative Interrogation Learning as Instructional Tool**

   3.1. Reject the Null Hypothesis

   Based from the results, the assessment of the two groups of respondents on the level of acceptability of the developed instructional material as instructional tool are significantly different based from the mean scores of the respondents. Therefore, the researchers concluded to reject the null hypothesis and accept the alternative hypothesis wherein there is a significant difference between the scores evaluated from the two respondents.

4. **Effectiveness of the Developed Contextualized Infographic Bite-Size Elaborative Interrogation**

Learning as Instructional Tool in improving the Learners' Understanding of a text of Grade 8 English as revealed by their Pre-Test and Post-Test Mean Scores

4.1. Based from the formulated results, the researchers concluded that the developed infographic as instructional tool is 56.20% effective in improving the learners' understanding of a text as reveled by the pre-test and post-test scores of the Grade 8-Onyx learner-respondents of Kaypian National High School.

5. **Significant Difference between the Pre-Test and Post-Test Mean Scores**

   5.1. Reject the Null Hypothesis

   Based from the formulated results, the pre-test scores and post-mean scores resulted as significantly different due to the process of "before and after the utilization of the developed infographic". Therefore, the researchers concluded to reject the null hypothesis and accept the alternative hypothesis wherein it is stated that there is a significant difference between the pre-test and post-test scores of the Grade 8-Onyx learner-respondents of Kaypian National High School.

6. **Lesson Exemplar in Contextualized Infographic Bite-Size Elaborative Interrogation Learning may be Developed based on the Findings of the Study**

   6.1. Based on the findings of the study, the researchers concluded that there is no lesson exemplar to be developed after being implemented due to the fact that the instructional material is already the tool itself. The innovation instructional material itself is flexible and based from the findings of the study, there are no exceptional learning models to be developed with the use of infographic.

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