



Examining Textual Vision on Students' Reading Comprehension at ECWA Theological Seminary Jos, Nigeria

Eric Samtan Mbuh

ECWA Theological Seminary, Jos, Nigeria

Email: ericmbuh512@gmail.com

How to cite this paper: Mbuh, E.S. (2024) Examining Textual Vision on Students' Reading Comprehension at ECWA Theological Seminary Jos, Nigeria. *Open Access Library Journal*, 11: e12106.

<https://doi.org/10.4236/oalib.1112106>

Received: August 14, 2024

Accepted: September 9, 2024

Published: September 12, 2024

Copyright © 2024 by author(s) and Open Access Library Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

Reading comprehension is a crucial skill in education, shaping students' abilities to understand and analyze complex texts. This research examines the impact of textual vision, encompassing cognitive, affective, and psychomotor processes, on various skills in education such as comprehension, analysis, synthesis, and creativity. Through a qualitative research approach including classroom observations and interviews, this study also explores the implementation of instructional strategies that promote textual vision and investigates its influence on students' reading skills in ECWA Theological Seminary, Jos. To improve their reading critical thinking, comprehension, and retention. The findings highlight the importance of effective strategies in enhancing textual vision, and their positive impact on students' reading comprehension, analysis, synthesis, and creative thinking skills. The findings suggest that while textual vision strategies are being implemented at ECWA Theological Seminary, there are significant challenges to student effectiveness, particularly in fostering critical thinking, comprehension, and retention. Building on the findings from the study this paper recommends that educators are encouraged to integrate dynamic, interactive reading sessions that go beyond traditional methods such as multimodal Learning Tools, Peer-Led Discussions, Creative Synthesis Projects, and Real-World Application Scenarios.

Subject Areas

Educational Technology

Keywords

Textual Vision, Reading Comprehension, Analysis, Synthesis, Creativity, Instructional Strategies

1. Introduction

The act of reading is an essential cognitive function that serves as a foundation for achieving academic excellence. Additionally, it empowers individuals to gain knowledge, develop new abilities, and make well-informed choices. This paper centers its attention on a basic notion referred to as textual vision, which holds significant importance within the academic sphere. The term “textual vision” will be employed in this study as a comprehensive concept including the cognitive, affective, and psychomotor processes that enable students to effectively engage with, grasp, analyses, synthesize, and creatively interact with texts. Through an analysis of the effects of instructional strategies specifically developed to promote textual vision, the primary objective of this study is to offer valuable insights into the most efficient methods for enhancing reading comprehension and critical thinking abilities. This study specifically examines the impact of these tactics on students’ reading proficiency, comprehension skills, and ability to generate innovative ideas, consequently enhancing their overall learning outcomes and understanding within educational environments.

Despite the increasing acknowledgment of the significance of textual vision, there exists a notable deficiency of scholarly investigations pertaining to its pragmatic use and quantifiable results inside educational environments. Although the advantages of theoretical discourse are often emphasized, there is a dearth of comprehensive research examining the integration of textual vision in educational curriculum and its specific influence on the development of students’ skills. The existence of this gap poses a barrier to the advancement of successful educational systems that utilize visual text for enhanced learning results.

The literature surrounding textual vision and its impact on reading comprehension provides valuable insights for analyzing students’ reading capabilities at ECWA Theological Seminary in Jos, Nigeria. Textual vision in reading comprehension involves various visual factors that influence how readers process and understand text. Textual enhancement, such as bolding or underlining, can improve readers’ ability to identify important information and comprehend overall content [1]. de Leeuw *et al.* opine that Eye movements play a crucial role in reading behavior, with factors like word decoding and nonverbal intelligence affecting skipping probability and regression patterns [2]. For normally sighted readers, comprehension remains stable at slower reading rates but declines at speeds above 200 words per minute [3]. Visual factors, including eye movements and potential visual stress, significantly impact reading development and should be considered in educational settings [4]. Practice in text reading is essential for developing fluent decoding and proficient comprehension skills, highlighting the importance of addressing visual issues that may hinder this process [4].

Therefore, it is critical for educators at the seminary to recognize the role of visual factors, like those mentioned by Abbott, in reading development and address visual stress that may impede reading fluency. Abbott’s work underscores the importance of consistent reading practice to enhance decoding skills and

comprehension. All of this suggests the necessity of assessing and addressing the visual factors that influence reading for a comprehensive approach to improving students' comprehension skills.

The main objective of this research is to investigate the application techniques of textual vision within educational frameworks and assess its influence on the cultivation of critical abilities among students. This objective is to establish a theoretical basis for comprehending the successful integration of textual vision into instructional approaches, as well as to determine the anticipated effects resulting from its use in the educational process. The central question this research seeks to answer is How does the incorporation of textual vision affect the development of skills such as critical thinking, comprehension, and retention in students?

Research suggests that incorporating visual elements in education can significantly enhance students' critical thinking, comprehension, and retention skills. The use of graphic novels and comic literature can increase engagement and support critical literacy skill development [5]. Similarly, the SETS (Science, Environment, Technology, and Society) vision approach has been shown to improve students' critical thinking abilities compared to conventional learning methods [6]. Visualization techniques in teaching have been found to increase communication, critical thinking, and analytical problem-solving skills [7]. Moreover, advanced technologies like mobile augmented reality can enhance students' visualization skills, particularly in understanding abstract concepts in subjects like Chemistry, which in turn fosters higher levels of critical thinking [8]. However, despite substantial investments in educational technology, there are notable disparities between in-school and out-of-school technology use, as well as between educational outcomes and those in other sectors. Addressing these gaps requires further research into effective teaching methods and technology planning to bridge the divide between potential and practical application in educational settings [9]. These studies collectively demonstrate the positive impact of visual and technological integration on developing crucial cognitive skills in students.

While existing research has explored the benefits of textual vision and visual literacy, there is a noticeable gap in comprehensive studies that specifically examine the implementation strategies and direct outcomes of textual vision in educational settings. This study aims to address this gap by providing empirical data from the experiences of students at ECWA Theological Seminary.

2. Review of the Concept of Textual Vision

The concept of textual vision encompasses the cognitive processes involved in comprehending written material, including the analytical aptitude necessary for interpreting textual content, as well as the interpretative abilities employed in comprehending visual elements. Visual literacy is a constituent element that falls inside the broader framework of Avgerinou and Ericson's definition of visual literacy, encompassing the aptitude to comprehend and generate visual communications [10]. Drawing from the works of theorists like Roland Barthes and W.J.T.

Mitchell, “Textual Vision” explores the interplay between words and images, emphasizing the semiotic relationship and the construction of meaning. The challenges faced today in reading, comprehending, analysis, and synthesis can be traced back to early childhood building. In their book “Constructing Strong Foundations of Early Literacy,” Malinda E. Jones and Ann E. Christensen emphasize the significance of establishing a solid basis in early literacy for young children. The authors contend that possessing fundamental literacy information, skills, behaviors, and attitudes is essential for effectively instructing young children who are beginning to read and write. Their concentration lies in examining the factors that contribute to differential reading abilities among children, with particular emphasis on the pivotal role played by early childhood educators in facilitating this process [11].

Applying the ideas presented in “Constructing Strong Foundations of Early Literacy” to adult reading comprehension entails comprehending how the fundamental literacy abilities acquired during early childhood can impact and mold an adult’s capacity to interpret, comprehend, and interact with written material throughout their lifespan. The fundamental literacy abilities and experiences acquired during early childhood establish the basis for an individual’s capacity to see, comprehend, and interact with written material throughout their lifespan. The significance of a strong foundation in early literacy education and its enduring influence on an individual’s involvement with and understanding of written material is emphasized by this relationship.

This paper argues that “Textual vision” is an essential methodology for comprehending and analyzing written or visual data within academic and educational settings. This academic endeavor encompasses the skills of reading, careful analysis, discerning evaluation, proficiency in many modes of communication, awareness of cultural nuances, integration of knowledge across disciplines, adeptness in navigating digital platforms, and the ability to express oneself creatively. By fostering the cultivation of a critical perspective in students, they acquire the ability to engage in the analysis and interpretation of texts. This process facilitates the development of analytical thinking abilities, enhances their comprehension of cultural context, and enables them to establish meaningful connections across many academic subjects. This method not only facilitates the comprehension of certain courses but also fosters the development of crucial critical thinking abilities that can be applied across other domains of life.

According to Kędra and Žakevičiūtė, Through the integration of textual vision within educational settings, students acquire essential critical thinking abilities that can be applied across several domains, deepen their comprehension of specific disciplines, and cultivate a discriminating awareness of the role images assume in the realm of communication [12]. Several pedagogical approaches can be employed to effectively teach textual vision. One such strategy according to Agarwal, *et al.*, is the Visual Thinking Strategy (VTS), which prompts students to generate open-ended inquiries about images and engage in critical analysis of

visual texts [13]. Another valuable strategy is the OPTIC approach, an acronym for Overview, Important Parts, and Connections. This method facilitates students' examination of visual texts by encouraging them to consider these key elements [14].

Huilcapi-Collantes *et al.* have provided an explanation in their publication titled "Visual Literacy for Education Professionals" regarding the necessity of visual literacy in the field of education [15]. The central focus of the article titled "Visual Literacy for Education Professionals" revolves around emphasizing the significance of visual literacy (VL) in augmenting the visual communication abilities of graduate students, specifically those engaged in the creation of instructional materials or the administration of Information and Communication Technology (ICT)-mediated learning. The paper underscores the importance of implementing a comprehensive graduate program in visual literacy within the Ecuadorian setting. It underlines the significance of cultivating visually literate professionals in the field of education and other domains, since this is essential in tandem with their digital competency advancement. This study centers on the incorporation of targeted visual literacy content within an educational curriculum designed for graduates from diverse academic disciplines. It delves into the examination of themes, subtopics, and instructional approaches employed in this integration, with the ultimate objective of providing guidance to scholars, educators, and researchers seeking to implement comparable interventions within their respective contexts.

3. Relevance of Textual Vision to Current Educational Systems

The capacity to comprehend and mentally represent written information, known as textual vision, holds significant importance across diverse educational domains. Nguyen *et al.* opines that the practice promotes the act of carefully analyzing a text, [16] while García and Kleifgen and Hiver *et al.*, says it engages in a systematic exploration of its linguistic elements, [17] and uncovering several levels of significance. Furthermore, Phillips Galloway *et al.*, believe this practice aids students in the examination of linguistic selections, hence facilitating their comprehension of the author's purpose and the subsequent influence on the whole communication [18]. The improvement of student's visualization skills has been found to have a positive impact on several cognitive abilities, including reading comprehension, critical thinking, and information literacy. In the contemporary era of digital technology, the utilization of digital resources aids students in the critical evaluation of reliable sources and the proficient amalgamation of knowledge. Visual literacy is intricately connected to the aforementioned concept, as it plays a crucial role in the interpretation of textual information in conjunction with visual components. Furthermore, it caters to various learning styles, namely those of visual learners. Therefore, the incorporation of textual vision is an essential element within contemporary educational practices.

The relevance of "textual vision" to the reading comprehension of students in current educational systems, specifically at ECWA Theological Seminary in Jos,

Nigeria, can be substantial. The concept of textual vision embraces a holistic approach to the way students interact with texts, considering not just the cognitive aspects but also incorporating affective and psychomotor processes. This integrative model can significantly enhance students' educational outcomes in several ways:

3.1. Enhanced Comprehension Skills

Cognitive Processes: By fostering skills like analysis and synthesis, textual vision helps students to better understand and internalize complex theological and academic materials, potentially leading to deeper comprehension and more insightful academic discussions.

Affective Processes: Engaging with the emotional or ethical implications of texts can enhance students' ability to connect personally with the materials, thereby improving motivation and retention of information.

Psychomotor Processes: Involvement in active engagement with texts, such as through note-taking or interactive digital platforms, can aid in the consolidation of new knowledge and improve overall comprehension. The integration of cognitive, affective, and psychomotor dimensions in theological education is crucial for developing well-rounded Christian leaders [19]. This holistic approach aligns with the concept of textual vision, which emphasizes the importance of engaging students' analytical, emotional, and physical processes in reading comprehension. The Construction-Integration Model, proposed by Walter Kintsch, highlights two types of mental representations in reading: text-based and situational, which contribute to a deeper understanding of the material [20]. Furthermore, reader-text transaction, involving active interaction and self-generated questioning, transforms readers from passive to active participants in the comprehension process [21]. This approach enables students to take ownership of the text, activate thinking skills, and gain a better understanding of the material. Integrating these concepts can significantly enhance students' educational outcomes, particularly in theological education settings.

3.2. Critical Thinking and Analysis

Textual vision encourages students to not only absorb information but to critique, question, and expand upon it. This critical engagement is essential in theological education where interpretation and personal insight play crucial roles. Critical thinking is a crucial component of theological education, encouraging students to engage deeply with information and develop personal insights [22]. This skill has historical roots tracing back to Aristotle and has been influenced by various thinkers and movements, including the Protestant Reformation [22]. In theological education, critical thinking is essential for interpreting and analyzing religious texts and concepts [23]. However, some evangelical institutions have resisted changes in contextual and inductive learning due to theological conservatism [24]. The development of critical thinking in theological education has been supported by organizations like the Theological Education Fund, which aimed to promote a just

and equitable African Christian community [25]. To foster critical thinking, educators should embrace a broad, epistemological understanding of the concept and utilize appropriate methodological tools in their teaching [23].

3.3. Application and Practical Engagement

In theological seminaries like ECWA Seminary Jos, it is important that students are not only receivers of knowledge but also practitioners. Textual vision helps in bridging the gap between theory and practice, as students learn to apply textual insights to real-world contexts, particularly in ministry or academic research. Theological education faces challenges in bridging theory and practice, necessitating innovative approaches to student success and practical engagement. Theological field education serves as a crucial nexus, integrating embodied learning experiences with theoretical frameworks [26]. This approach aligns with the concept of embodiment, which emphasizes the body as the locus of human experience and knowledge [27]. To address the gap between coursework and real-world application, teacher education programs, including theological seminaries, must provide coherent and integrated experiences that link theory to practice effectively [28]. A theological vision of student success can be developed using practical theological methods, moving beyond transactional definitions to incorporate Christian faith principles [29]. By focusing on embodiment, reflection, and formation, as highlighted by Lizardy-Hajbi and Barentsen, theological education can foster transformative learning experiences that prepare students for real-world ministry and academic research contexts.

3.4. Multidimensional Learning Experiences

By involving multiple cognitive, affective, and psychomotor faculties, textual vision supports a more dynamic and multidimensional learning experience that accommodates diverse learning styles and needs, thereby potentially increasing the efficacy of educational programs. Recent research highlights the importance of multidimensional learning experiences in education. Spelt *et al.* examined interdisciplinary learning, identifying key experiences across cognitive, emotional, and social dimensions [30]. Hoang & Arch-int proposed a multidimensional assessment method for open-ended questions, enhancing collaboration and interaction among learners [31]. Zou *et al.* explored the impact of multisensorial media on educational experiences, demonstrating significant improvements in learning outcomes [32]. Beard described three distinct learning experiences: informational, relational, and transformational, emphasizing the complex, multi-disciplinary nature of learning design [33]. These studies collectively suggest that incorporating multiple cognitive, affective, and psychomotor faculties in educational programs can accommodate diverse learning styles and potentially increase efficacy. By engaging students through various dimensions, such as interdisciplinary thinking, [30] collaborative assessment [31], multisensory stimulation [32], and transformative experiences [33], educators can create more dynamic and effective learning

environments.

3.5. Improved Educational Outcomes

With a comprehensive approach to reading and interacting with texts, students are more likely to perform better academically. This improved performance can manifest in better critical writing, more effective communication skills, and enhanced analytical skills—all of which are crucial for theological students who often transition into roles that require teaching, preaching, and pastoral care.

Recent research highlights the importance of innovative approaches to improve educational outcomes in theological and general education. Inquiry-based reading can enhance student learning by encouraging active engagement with texts [34]. In theological education, integrating media culture and technology can foster collaborative learning and better prepare students for ministry in a media-centric world [35]. Digital storytelling has been shown to create engaging learning environments and improve student motivation and achievement across educational levels [36]. Furthermore, a curriculum that integrates information literacy, critical reading, and writing can significantly improve students' ability to critically analyze sources and synthesize information in their own writing [37]. These approaches collectively emphasize the importance of active student engagement, technological integration, and critical thinking skills in enhancing educational outcomes and preparing students for future roles in teaching, preaching, and pastoral care.

3.6. Cultural and Contextual Relevance

Textual vision allows for the contextualization of educational content, making learning more relevant to the cultural and social context of students at ECWA Theological Seminary, Jos. Understanding texts within their own cultural and theological frameworks can lead to more meaningful engagement and deeper insights.

3.7. Preparation for Advanced Studies and Research

For students who may pursue advanced degrees or roles in academia, the skills fostered by textual vision are foundational. These skills contribute to the ability to manage complex research projects, write scholarly papers, and contribute original ideas to their field.

In conclusion, the adoption and integration of textual vision into the curricula at ECWA Theological Seminary could significantly enhance the educational experience by promoting a deeper, more comprehensive engagement with texts. This approach aligns well with the seminary's goals of developing well-rounded, thoughtful, and effective religious leaders and scholars.

4. Three Educational Domain on Textual Vision in Education

The cognitive domain includes cognitive abilities such as reading comprehension and critical reasoning, whereas the affective domain pertains to emotions and

attitudes. When examining textual vision, it is crucial to take into account how students interact with and assign significance to information, as well as the influence of these attitudes on the process of learning. The psychomotor domain, which is commonly linked to the development of physical abilities, encompasses the integration of eye movements and the manipulation of computer interfaces. The integration of various domains into educational environments can facilitate a comprehensive approach, promoting emotional engagement and physical proficiency in engaging with written materials.

1) Cognitive Processes in Textual Vision

The involvement of cognitive processes is crucial to read and comprehend a text. The Dual Coding Theory (DCT) posits that reading comprehension encompasses two distinct modalities of representation, namely verbal and nonverbal, as outlined by Kanellopoulou *et al* [38]. The verbal mode encompasses the utilization of language and text-based mechanisms, whereas the nonverbal mode encompasses the activation of mental imagery, cognitive processes, and emotional responses that are elicited by the text [38]. Hence, students must employ both ways of representation to effectively comprehend and retain information derived from a book.

Numerous ways have been suggested to enhance cognitive processes in the domain of textual vision. The utilization of graphic organizers is considered to be one of the most efficacious tactics. Graphic organizers are visual aids that facilitate the organization and integration of information derived from a written text. Research has indicated that the utilization of graphic organizers has been found to augment understanding, memory retention, and critical thinking abilities [39].

A further approach involves the utilization of metacognitive methods. Metacognition pertains to the capacity to see and regulate one's own cognitive processes. According to Annury *et al.*, the utilization of metacognitive methods, such as self-monitoring, self-evaluation, and self-regulation, has the potential to enhance students' abilities in comprehension and critical thinking [40]. Utilizing metacognitive strategies such as self-monitoring, self-evaluation, and self-regulation can enhance students' ability to understand and think critically. These tactics entail the deliberate monitoring and regulation of one's cognitive processes. Metacognition pertains to the comprehension and control of an individual's own cognitive processes. Self-monitoring enables students to monitor their comprehension and advancement, while self-evaluation evaluates their work, recognizing their strengths and areas that need improvement. Self-regulation is the process of controlling one's emotions and motivations in order to sustain concentration and determination while learning. These tactics enable students to assume control over their learning, resulting in enhanced comprehension and more advanced critical thinking abilities.

2) Affective Processes in Textual Vision

Affective processes encompass the emotional and motivational dimensions inherent in the act of reading. The influence of emotions on reading comprehension

and memory can be significant. Research has indicated that there is a favorable correlation between the experience of positive emotions, such as interest, curiosity, and enjoyment, and the improvement of comprehension and retention of knowledge derived from textual sources [41]. Conversely, the presence of negative emotions, such as worry, boredom, and irritation, might impede the process of understanding and retaining information.

One approach to augmenting affective processes in reading involves the implementation of motivational strategies, such as the utilization of prizes and incentives. Research has indicated that the utilization of incentives has the potential to augment motivation and engagement levels in reading activities, as demonstrated by the findings of Lestari and Holandiyah [42]. A further approach is employing positive comments and appreciation. Ryan and Deci, thinks Educators have the capacity to offer constructive affirmation and commendation to learners who exhibit active involvement and diligence in literary pursuits, so augmenting their drive and self-regard [43].

3) Psychomotor Processes in Textual Vision

Psychomotor processes encompass the bodily and motoric dimensions involved in the act of reading. Eye movements and handwriting are critical psychomotor activities involved in the act of reading. The significance of eye movements in the acquisition and processing of visual information from a text is of utmost importance. Previous research has indicated that individuals who possess advanced reading abilities exhibit superior eye movement efficiency compared to individuals who struggle with reading [44]. The importance of handwriting in the processing and retention of information from a text is significant. Mueller and Oppenheimer, has indicated that the act of handwriting has the potential to improve memory retention and comprehension of information [45].

One potential approach to enhancing psychomotor processes in reading involves the utilization of eye-tracking equipment. Eye-tracking technology has the potential to assist educators and researchers in the observation and examination of students' eye movements throughout the process of reading a text. According to Duchowski, this phenomenon has the potential to offer valuable understanding regarding the cognitive and affective mechanisms implicated in the act of reading [46]. A further approach involves the implementation of handwriting exercises. Oviatt *et al.*, opines that engaging in handwriting exercises, such as note-taking and summarizing, can facilitate the cognitive processes involved in information processing and retention among students [47].

The role of textual vision is significant in the cognitive, emotional, and psychomotor processes associated with the act of reading. In order to absorb, analyze, synthesize, and generate novel ideas from a text, it is imperative for students to actively employ their cognitive faculties. In addition, it is imperative that individuals have possess emotional engagement and motivation to effectively recall and utilize the acquired information. In addition, it is necessary for individuals to cultivate their physical and motor abilities, including eye movements and handwriting,

in order to proficiently engage in the processing and retention of information. Educators have the ability to utilize a range of tactics and technologies, including graphic organizers, metacognitive strategies, rewards, eye-tracking devices, and handwriting exercises, in order to augment visual perception of text and enhance reading achievements.

5. Findings through Interview

The research aimed at examining the impact of textual vision on students' reading comprehension at ECWA Theological Seminary, Jos, Nigeria, was meticulously carried out utilizing a qualitative approach. As an assistant lecturer at the Seminary, the researcher possessed unique insider access and insights into the educational dynamics at play. The methodologies employed were focus group interviews and classroom observations, designed to collect rich, qualitative data from both students and faculty. The focus group interviews allowed for in-depth discussions and insights into the students' experiences with reading comprehension, their challenges, and how textual vision strategies have impacted their learning outcomes. Meanwhile, classroom observations provided a practical lens into the actual application of textual vision in educational practices, offering a firsthand look at the interaction between students and texts in real-time. This combination of methodologies enabled a comprehensive understanding of textual vision's relevance and effects on reading comprehension within the seminary's context. The sample questions for the focus group interview are:

- 1) Can you describe your understanding of textual vision and how you have been applying in your reading, comprehension, analysis and synthesis in courses at ECWA Theological Seminary?
- 2) In what ways have you experienced the implementation of textual vision strategies in your learning process in the areas listed above here at the seminary?
- 3) How do you think the use of textual vision strategies has affected your abilities in critical thinking and text comprehension?
- 4) Have you noticed any changes in your ability to retain and apply the information you've learned since the incorporation of textual vision in your studies?
- 5) Based on your experience, what are the benefits and challenges you've faced with the implementation of textual vision, and do you have any suggestions for improving its application in your academic environment?

These questions aim to gather detailed and personal insights from the students about their experiences and perceptions regarding the use of textual vision in their academic journey.

Most students demonstrated a difficulty in understanding of textual vision (not knowing how to Read, comprehend a text) describing it as a multi-faceted approach to reading that they find it difficult in deep comprehension, analysis, and synthesis.

Students from different departments applied textual vision differently, with theology students focusing more on analytical aspects, while students in practical

ministry emphasized application in real-world scenarios.

Experience with Implementation:

A significant number of students reported that textual vision strategies were frequently used in lectures and discussions, particularly in courses that required extensive reading and interpretation. However, they find it difficult to apply it generally in education. Some students mentioned the use of group discussions and case studies as effective means of implementing textual vision.

Impact on Critical Thinking and Comprehension:

A majority expressed that their critical thinking skills have not improved, particularly in understanding complex theological concepts and engaging with diverse viewpoints.

Improved text comprehension was noted, with students mentioning better grasping of nuances in religious texts and academic materials.

Retention and Application:

Many students reported difficulties in retention of information, attributing it to their background from secondary schools.

Some mentioned the application of concepts learned in real-life situations, particularly in pastoral counseling and community work, as evidence of effective retention.

Personal Reflections and Suggestions:

key difficulties noted included finding it hard in engagement with course materials, low academic performance, and a shallow understanding of theological concepts.

Challenges included the initial difficulty in adapting to this method in cognitive, Affective and Psycho motor and the time intensity of the process.

Suggestions for improvement included more practical exercises, increased use of technology to aid in textual vision strategies, and more collaborative learning opportunities (See [Table 1](#)).

These percentages provide a quantitative overview of the students' experiences and perceptions regarding textual vision strategies in their academic journey at ECWA Theological Seminary. They help in identifying trends and areas needing attention for enhancing the educational experience.

6. Some Sample Responses from Students

Understanding of Textual Vision:

“Textual vision, as I understand it, involves a deeper way of engaging with texts, not just reading but really analyzing and understanding them. However, I find it quite challenging to apply this in my studies. Often, I struggle to deeply comprehend and synthesize the material, especially when the concepts are complex.”

Experience with Implementation:

“In my experience, textual vision strategies are often used in our classes,

Table 1. Result for the focus group interview, ECWA Theological Seminary, Jos 2023.

Themes	Number of Students	Percentages	Report
Understanding of Textual Vision	18 out 30	60%	Reported difficulty in deeply comprehending, analyzing, and synthesizing texts.
	12 out 30	40%	Indicated varying degrees of understanding and application, with differences noted across departments.
Experience with Implementation	21 out 30	70%	Experienced frequent use of textual vision strategies in their courses.
	9 out 30	30%	Found it challenging to apply these strategies in a general educational context.
Impact on Critical Thinking and Comprehension	20 out 30	65%	Reported no significant improvement in critical thinking or text comprehension.
	11 out 30	35%	Noted some improvement in text comprehension, especially regarding the nuances of religious texts.
Retention and Application	15	50%	Faced difficulties in retaining information, attributing it to their educational background.
	15	50%	Reported effective application in practical scenarios like pastoral counseling and community work.
Personal Reflections and Suggestions	18	60%	Expressed challenges in engagement with course materials and low academic performance.
	24	80%	Suggested more practical exercises and the use of technology for improvement.
	23	75%	Recommended more collaborative learning opportunities.

especially in courses that involve a lot of reading. But honestly, I find it hard to apply these strategies beyond the classroom. While group discussions help, sometimes they don't fully address my difficulties in understanding the material."

Impact on Critical Thinking and Comprehension:

"I haven't seen a significant improvement in my critical thinking or comprehension abilities since we started using textual vision strategies. It's difficult for me to grasp complex theological concepts, and I often find myself struggling to engage with different perspectives effectively."

Retention and Application:

"I've been having trouble retaining information. I think it's partly due to the way I was taught in secondary school. However, when it comes to applying what I've learned in real-life situations, like in pastoral counseling, I feel I can retain and use the information better."

Personal Reflections and Suggestions:

"The main benefit I've noticed is a better grasp of some nuances in religious texts. But overall, I find it hard to stay engaged with the course materials and

my academic performance hasn't improved much. I think we need more practical exercises and maybe the use of technology to make learning more interactive. Collaborative learning opportunities could also help us understand and apply these strategies better."

These responses reflect the students' struggles and challenges in understanding and applying textual vision, highlighting areas for potential improvement in teaching methods and curriculum design at the seminary.

Based on the and Results and the findings, the discussion for the study on the impact of textual vision strategies at ECWA Theological Seminary, Jos, can be structured as follows.

7. Discussion of Findings

7.1. Understanding of Textual Vision

The difficulty faced by most students in understanding and applying textual vision highlights a gap in pedagogical approaches. This suggests a need for more foundational training in reading, comprehension, analysis, and synthesis skills, especially considering the multi-faceted nature of textual vision. The varied application of textual vision across departments indicates a potential misalignment between the teaching strategies and the specific needs of different disciplines. Tailoring textual vision strategies to meet the unique requirements of theology and practical ministry students might be more effective.

7.2. Experience with Implementation

Despite frequent use of textual vision strategies in courses, the difficulty in applying these strategies generally in education points to a disconnect between theory and practice. This suggests the need for a more integrative approach that bridges classroom learning with practical application. The effectiveness of group discussions and case studies indicates these methods could be emphasized and further developed to enhance student engagement and understanding.

7.3. Impact on Critical Thinking and Comprehension

The lack of improvement in critical thinking skills and understanding complex theological concepts suggests that current textual vision strategies may not be adequately challenging or relevant to students' academic needs.

The improvement in text comprehension, particularly in understanding nuances in religious texts, indicates some level of success and can be a foundation for further developing critical thinking skills.

7.4. Retention and Application

Difficulties in retention linked to students' educational backgrounds imply a need for strategies that address diverse learning histories and foundational knowledge

gaps.

The effective application in real-life situations, especially in pastoral counseling and community work, is a positive outcome, indicating that contextual and practical learning opportunities can enhance retention.

7.5. Recommendations

Key difficulties in engagement and academic performance highlight the need for more engaging and interactive teaching methods. Challenges in adapting to textual vision strategies in cognitive, affective, and psychomotor domains suggest that a gradual and more supportive introduction to these methods might be beneficial. Students' suggestions for more practical exercises, the use of technology, and collaborative learning opportunities offer valuable insights for improving the implementation of textual vision strategies.

This study proposes the incorporation of dynamic and interactive reading sessions as a means to improve reading comprehension. The sessions may incorporate various learning aids that engage multiple senses, discussions led by peers, projects that involve creative synthesis, and scenarios that apply knowledge to real-world situations. Implementing these tactics can enhance students' cognitive abilities, understanding, and memory, equipping them with the skills needed to navigate and make meaningful contributions in a multifaceted society. Through the implementation of these immersive instructional methodologies, educators have the ability to foster a generation of proficient readers.

8. Conclusion

The findings suggest that while textual vision strategies are being implemented at ECWA Theological Seminary, there are significant challenges in their effectiveness, particularly in fostering critical thinking, comprehension, and retention. Addressing these challenges requires a multifaceted approach, including pedagogical adjustments, tailored strategies for different disciplines, and a focus on practical application and engagement. The students' suggestions provide a constructive direction for future improvements in the implementation of textual vision strategies in the seminary's educational framework.

Conflicts of Interest

The author declares no conflicts of interest.

References

- [1] Wicaksono, J., Indrastana, N., Rinda, R., Taufan, G. and Pramudita, R. (2023) Textual Enhancement on Students' Reading Comprehension. *Proceedings of the 3rd International Conference on Social Science, Humanity and Public Health, ICoSHIP 2022*, Banyuwangi, 5-6 November 2022, 135-140. <https://doi.org/10.4108/eai.5-11-2022.2326523>
- [2] de Leeuw, L., Segers, E. and Verhoeven, L. (2016) The Effect of Student-Related and Text-Related Characteristics on Student's Reading Behaviour and Text Comprehension:

- An Eye Movement Study. *Scientific Studies of Reading*, **20**, 248-263.
<https://doi.org/10.1080/10888438.2016.1146285>
- [3] Legge, G.E., Ross, J.A., Maxwell, K.T. and Luebker, A. (1989) Psychophysics of Reading. VII. Comprehension in Normal and Low Vision. *Clinical Vision Sciences*, **4**, 51-60.
- [4] Abbott, C. (2008) Visual Factors in Reading. *British Educational Research Journal*, **34**, 567-568.
- [5] Barbre, J.O. (2019) Crafting a Critical Literacy Skillset: An Improved Use of Visual Modalities. *International Journal of Education and Literacy Studies*, **7**, 139-143.
<https://doi.org/10.7575/aiac.ijels.v.7n.2p.139>
- [6] Hairida, H. and Hadi, L. (2017) Improving Student's Critical Thinking Skills through Sets Vision Learning. *UNNES Science Education Journal*, **6**, 1571-1576.
- [7] Shatri, K. and Buza, K. (2017) The Use of Visualization in Teaching and Learning Process for Developing Critical Thinking of Students. *European Journal of Social Science Education and Research*, **4**, 134-140.
- [8] Saidin, N.F., Abd Halim, N.D., Yahaya, N. and Zulkifli, N.N. (2024) Enhancing Students' Critical Thinking and Visualisation Skills through Mobile Augmented Reality. *Knowledge Management & E-Learning*, **16**, 1-41.
<https://doi.org/10.34105/j.kmel.2024.16.001>
- [9] Sansanwal, S., Dev, S. and Yadav, J.S. (2023) Advancing Educational Outcomes: Bridging the Knowledge Gap in Technology Integration. *SSRN Electronic Journal*, 1-11. <https://doi.org/10.2139/ssrn.4633106>
- [10] Avgerinou, M. and Ericson, J. (1997) A Review of the Concept of Visual Literacy. *British Journal of Educational Technology*, **28**, 280-291.
<https://doi.org/10.1111/1467-8535.00035>
- [11] Jones, M.E. and Christensen, A.E. (2022) Learning to Read. In: Jones, M.E. and Christensen, A.E., Eds., *Constructing Strong Foundations of Early Literacy*, Routledge, 33-46. <https://doi.org/10.4324/9780429284021-3>
- [12] Kędra, J. and Źakevičiūtė, R. (2019) Visual Literacy Practices in Higher Education: What, Why and How? *Journal of Visual Literacy*, **38**, 1-7.
<https://doi.org/10.1080/1051144x.2019.1580438>
- [13] Agarwal, G.G., McNulty, M., Santiago, K.M., Torrents, H. and Caban-Martinez, A.J. (2020) Impact of Visual Thinking Strategies (VTS) on the Analysis of Clinical Images: A Pre-Post Study of VTS in First-Year Medical Students. *Journal of Medical Humanities*, **41**, 561-572. <https://doi.org/10.1007/s10912-020-09652-4>
- [14] Guseltseva, M. (2020) Transdisciplinary Approach in Modern Psychology. *Main Issues of Pedagogy and Psychology*, **18**, 11-22.
<https://doi.org/10.24234/miopap.v18i2.375>
- [15] Huilcapi-Collantes, C., Hernández-Ramos, J.P. and Hernández Martín, A. (2023) Visual Literacy for Education Professionals. In: Lee, J., Huang, W.J., Chen, X.N., et al., Eds., *Connecting & Sharing: The Book of Selected Readings 2023*, International Visual Literacy Association, 102-113. <https://doi.org/10.52917/ivlatbsr.2023.017>
- [16] Nguyen, D., Liakata, M., DeDeo, S., Eisenstein, J., Mimno, D., Tromble, R., et al. (2020) How We Do Things with Words: Analyzing Text as Social and Cultural Data. *Frontiers in Artificial Intelligence*, **3**, Article 62.
<https://doi.org/10.3389/ffrai.2020.00062>
- [17] García, O. and Kleifgen, J.A. (2019) Translanguaging and Literacies. *Reading Research Quarterly*, **55**, 553-571. <https://doi.org/10.1002/rrq.286>

- [18] Phillips Galloway, E., McClain, J.B. and Uccelli, P. (2020) Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding. *Reading Research Quarterly*, **55**, S331-S345. <https://doi.org/10.1002/rrq.359>
- [19] Quampah, D. and Naidoo, M. (2020) Pursuing the Ideal of Integration in Pentecostal Theological Education: A Case Study of Pentecost Theological Seminary, Ghana. *Acta Theologica*, **40**, 300-320.
- [20] Herrada-Valverde, G. and Herrada, R.I. (2017) Análisis del proceso de comprensión lectora de los estudiantes desde el modelo construcción-integración. *Perfiles Educativos*, **39**, 181-197. <https://doi.org/10.22201/iisue.24486167e.2017.157.58448>
- [21] Kabilan, M.K., Kem Seng, M. and Ae Kee, O. (2010) Reader-Text Transaction in Text Comprehension. *GEMA Online Journal of Language Studies*, **10**, 127-142.
- [22] Florence, D.C. (2014) A History of Critical Thinking as an Educational Goal in Graduate Theological Schools. *Christian Higher Education*, **13**, 352-361. <https://doi.org/10.1080/15363759.2014.949164>
- [23] Paunović, T., Marković, L. and Živković, E. (2023) Critical Thinking and University Education Today. *Facta Universitatis, Series: Linguistics and Literature*, **21**, 81-93. <https://doi.org/10.22190/full230322007p>
- [24] Ott, B. (2000) Mission Studies in Theological Education: A Critical Analysis of Mission Training in Evangelical Bible Colleges and Seminaries in Germany and German-Speaking Switzerland from 1960 to 1995. Ph.D. Thesis, The Open University.
- [25] Kaunda, C.J. (2013) Imagining a Just and Equitable African Christian Community: A Critical Analysis of the Contribution of Theological Education Fund/Ecumenical Theological Education (1910-2012). Ph.D. Thesis, University of KwaZulu-Natal.
- [26] Lizardy-Hajbi, K.I. (2020) Theological Field Education as a Bridge across Disciplines. *Religions*, **12**, Article 10. <https://doi.org/10.3390/rel12010010>
- [27] Barentsen, J. (2021) Embodiment, Identity Formation and Missional Leadership: Roots of Theory and Practice in Theological Education. *Acta Theologica*, **31**, 160-178.
- [28] Opoku, E., Sang, G. and Liao, W. (2020) Examining Teacher Preparation and On-The-Job Experience: The Gap of Theory and Practice. *International Journal of Research Studies in Education*, **9**, 75-85. <https://doi.org/10.5861/ijrse.2020.5010>
- [29] Cockle, T.F., Vanderpool, S.K. and Hao, D.Q. (2022) Thinking Theologically about Student Success: Higher Education with a Higher Calling. *International Journal of Christianity & Education*, **27**, 276-299. <https://doi.org/10.1177/20569971221130009>
- [30] Spelt, E.J.H., Luning, P.A., van Boekel, M.A.J.S. and Mulder, M. (2016) A Multidimensional Approach to Examine Student Interdisciplinary Learning in Science and Engineering in Higher Education. *European Journal of Engineering Education*, **42**, 761-774. <https://doi.org/10.1080/03043797.2016.1224228>
- [31] Hoang, L.P. and Arch-Int, N. (2013) Assessment of Open-Ended Questions Using a Multidimensional Approach for the Interaction and Collaboration of Learners in E-Learning Environments. *Journal of Universal Computer Science*, **19**, 932-949.
- [32] Zou, L., Tal, I., Covaci, A., Ibarrola, E., Ghinea, G. and Muntean, G. (2017). Can Multisensorial Media Improve Learner Experience? *Proceedings of the 8th ACM on Multimedia Systems Conference*, Taipei, 20-23 June 2017, 315-320. <https://doi.org/10.1145/3083187.3084014>
- [33] Beard, C. (2018) Learning Experience Designs (LEDs) in an Age of Complexity: Time to Replace the Lightbulb? *Reflective Practice*, **19**, 736-748.

- <https://doi.org/10.1080/14623943.2018.1538962>
- [34] Katan, L. and Baarts, C.A. (2021) Improving Student Learning through Inquiry-Based Reading. *Teaching in Higher Education*, **28**, 1191-1206. <https://doi.org/10.1080/13562517.2021.1872529>
- [35] Shoemaker, S.P. (2007) A Review of: "Engaging Technology in Theological Education: All That We Can't Leave Behind". *Religious Education*, **102**, 455-458. <https://doi.org/10.1080/00344080701657964>
- [36] Smeda, N., Dakich, E. and Sharda, N. (2014) The Effectiveness of Digital Storytelling in the Classrooms: A Comprehensive Study. *Smart Learning Environments*, **1**, Article No. 6. <https://doi.org/10.1186/s40561-014-0006-3>
- [37] Parrott, J. and Napier, T. (2023) Critical Reading and Student Self-Selected Texts: Results of a Collaborative, Explicit Curricular Approach. *Journal of College Reading and Learning*, **53**, 316-334. <https://doi.org/10.1080/10790195.2023.2247462>
- [38] Kanellopoulou, C., Kermanidis, K.L. and Giannakouloupoulos, A. (2019) The Dual-Coding and Multimedia Learning Theories: Film Subtitles as a Vocabulary Teaching Tool. *Education Sciences*, **9**, Article 210. <https://doi.org/10.3390/educsci9030210>
- [39] Millet, C.P. (2000) The Effects of Graphic Organizers on Reading Comprehension Achievement of Second Grade Students. Master's Thesis, University of New Orleans.
- [40] Annury, M.N., Mujiyanto, J., Saleh, M. and Sutopo, D. (2019). The Use of Metacognitive Strategies in EFL Reading Comprehension. *Proceedings of the First International Conference on Administration Science (ICAS 2019)*, Bandung, 30 April 2019, 62-66. <https://doi.org/10.2991/icas-19.2019.13>
- [41] Pekrun, R. and Linnenbrink-Garcia, L. (2014) *International Handbook of Emotions in Education*. Routledge.
- [42] Lestari, A. and Holandiyah, M. (2016) The Correlation between Reading Attitude and Writing Achievement of the Eleventh-Grade Students of SMA Muhammadiyah 6 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, **3**, 45-52.
- [43] Ryan, R.M. and Deci, E.L. (2021) Self-Determination Theory: Basic Psycho-Logical Needs in Motivation, Development, and Wellness. *Rajagiri Management Journal*, **15**, 88-90.
- [44] Bicknell, K., Levy, R. and Rayner, K. (2020) Ongoing Cognitive Processing Influences Precise Eye-Movement Targets in Reading. *Psychological Science*, **31**, 351-362. <https://doi.org/10.1177/0956797620901766>
- [45] Mueller, P.A. and Oppenheimer, D.M. (2014) The Pen Is Mightier than the Keyboard. *Psychological Science*, **25**, 1159-1168. <https://doi.org/10.1177/0956797614524581>
- [46] Duchowski, A.T. (2017) *Eye Tracking: Methodology Theory and Practice*. Springer.
- [47] Oviatt, S., Hang, K., Zhou, J., Yu, K. and Chen, F. (2018) Dynamic Handwriting Signal Features Predict Domain Expertise. *ACM Transactions on Interactive Intelligent Systems*, **8**, 1-21. <https://doi.org/10.1145/3213309>