

**EFFECTIVENESS OF USE OF PICTURE BOOKS IN TEACHING PRE-  
SCHOOL PUPILS ENGLISH ORAL SKILLS IN TIGONI ZONE OF LIMURU  
SUB-COUNTY, KIAMBU COUNTY, KENYA**

**BY**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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CHILDHOOD EDUCATION.**

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## **DECLARATION**

This research project is my original work and has not been presented for award of a degree in any other university.

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**E57/80592/15**

The project is submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

I dedicate this work to all the preschool teachers across the counties in Kenya who are charged with the noble course of laying educational background for our society against the backdrop of poor working conditions

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## ABSTRACT

The purpose of this study was to establish the effectiveness of using picture books as instructional materials in teaching preschool pupils English oral skills in Tigoni Zone of Limuru Sub-county, Kiambu County. Specific objectives of the study were to assess teachers of English's beliefs about the pedagogical value of using picture books for teaching pre-school pupils English oral skills, to establish teachers' attitudes towards using picture books in teaching English oral skills, establish perceived effectiveness of using picture books in teaching English oral skills find out the extent to which teachers make use of picture books while teaching English oral skills. The study was guided by the Two Factor Theory developed by Herzberg (1968) which suggests that people are influenced by two factors which motivate their performance namely motivators and hygiene factors. Thus the interplay of factors which influenced pre-primary school teachers of English to use picture books as instructional materials in this study included, attitude, perceptions of effectiveness, availability and perceived pedagogical value of the materials. The study used descriptive survey design to get information from all the preschool teachers in the study area. Data was collected using semi structured questionnaires from a purposively sampled population of pre-school teachers. The data was analyzed using descriptive statistics which involved tabulation of data into frequencies, percentages, mean and standard deviations. Analysis of the results revealed that teachers were aware and appreciated the pedagogical value of picture books for training but however had mixed attitude towards its use. The results also revealed that teachers understood that picture books were effective for teaching oral skills to preschool pupils but however was poorly utilized for teaching oral skills. The study revealed a need to develop policy frameworks by MoEST and KICD to ensure accurate planning for better remuneration, integration of instructional materials in the curriculum and availability of infrastructure conducive for better preschool education and other similar studies in different areas utilizing qualitative or mixed methods to delve into other underlying issues for poor utilization of picture books as instructional materials.

## **ABBREVIATIONS AND ACRONYMS**

<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>GRM</b>	Government of the Republic of Mauritius
<b>IM</b>	Instructional Material
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NACECE</b>	National Centre for Early Childhood Education
<b>SPSS</b>	Statistical Package for Social Science
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UT</b>	Untrained Teacher

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

Picture books are instructional materials normally designed as learning aids. They combine visual and verbal stories compiled in a book format. The images in picture books are made from oil paints, acrylics, watercolor, and pencil, among others (Pilgrim & Ward, 2017). Teachers resort to use of picture books for instruction as a method through which the standard classroom environment could be minimized. According to (Pinter, 2017), learning languages can be difficult for young learners if deliberate efforts are not made towards providing the right environment. As such, teachers are advised to use learning aids including picture books to for enhanced learning. Use of picture stimulate development of mental images about the phenomenon under study in classrooms. Picture can also comic relief in the class and by such help to ensure participative learning. Use of pictures may change a lesson if employed be it as an additional exercise or just to create the atmosphere (Grace, 2016).

Pictures aid learners not only in oral skills, but also in many other aspects of language learning. Scott and Ytreberg (1990) demonstrated how pictures could be used to achieve various milestones in instructional process. He used a compiled picture and illustrated the picture could be used in achieving instructional objectives in five very different language areas. The areas in his example included structure, vocabulary, functions, situations and oral skills. The scholar further pointed out that the prospective of pictures is so wide that only its elements could be described in his book. Pictures also serve to provide language context as well as specificity of reference point or stimulus

(McDonough & McDonough, 2014). This aspect aids a learner in memory and mental concept image association. At the elementary levels, learners rely more on their ability to memorize and associate object with skills learnt (Brophy, Alleman & Halvorsen, 2016). It is for this purpose that use of instructional pictures become necessary for training preschool pupils.

Pictures have also been described as suitable for different groups of learners of varying age and cognitive levels. As such, picture books can be applied in achieving the basic cognitive levels of learning as provided by Bloom (1956). Other scholars also listed advantages of use of pictures in the instructional process to include their being available since they could be obtained in print media, internet and in computer applications. They are also cheap and in most cases free, can be customized and personalized (teacher selects them); flexible since they could easily be kept, could be used for various types of activities such as drilling and comparing, and that they are always fresh and different since they come in various formats and styles. Use of pictures always leaves the learners wondering what comes next (Arends, 2014).

In a classroom environment with pictures as instructional materials, learners are attentive and develop curiosity on the sequences of the learning process. This serves to draw the attention of the learners and creating and raising inquisitively. According to the constructivist approaches in learning, this aspect of curiosity is vital in knowledge construction by the learners (Arends, 2014).

Pictures however, have their limitations too. According to a study conducted by Reyna, Corbin, Weldon & Brainerd (2016), pictures could not be used to sufficiently

demonstrate for instance meaning all words. Such may include abstract words such as perceptions. In such instances, instructional aids could be employed for meaning creation. Use of pictures could also be time consuming. Instructors spend a lot of time to specific picture necessary for specific type of activities. As such, teachers must have own collection of instructional pictures. This challenge can however be overcome by the fact that such collections can be used over a long period of time with different learners (Arends, 2014).

While using pictures, instructors ought to be able to apply effective strategies to ensure that learners utilize the input through as many channels as possible. As such, instructors should include variety of stimuli in teaching. Instructors therefore advise that, while using pictures as instructional materials, it is advisable to vary pictures with other methods and not use pictures alone. Additionally, teachers should ensure that they continually use connect with the spoken and written forms of the word for effective learning (Pilgrim & Ward 2017).

Early Childhood Education (ECE) in Kenya is an important program aimed at laying foundation for a child's all rounded and integrated education. As such policy documents provided to safeguard ECDE centers emphasize on holistic educational approaches. ECDE teachers are thus trained to sufficiently handle the needs of pre-school pupils adequately using appropriate instructional media including picture books. Preschool education serves to develop a child's cognitive skills, spur social development, instill moral standards, promote spiritual development, teach emotional maturity, provide physical

and developmental needs of a child. It is the first formal agent of socialization and as such defines the nature of our society (Ng'asike, 2014)

Teaching and learning materials are critical ingredients in learning. No meaningful teaching and learning takes place without adequate materials (Kolb, 2014). Learning materials therefore must be made available for learners in adequate quality and quantities, and at the required time. These materials serve to inform schemes of work and lesson notes preparation. This study investigated the effectiveness of picture books as training materials in teaching Oral Skills to preschool pupils in Togoni Division, Kenya

## **1.2 Statement of the Problem**

Language teaching has been described as the foundation of all instructional process (Skinner, 2016). As such educationists have been seeking ways through which teaching of foreign languages could be enhanced. This has led to the changing of focus of language teaching to promotion of oral skills in order to respond to learner's needs for effective communication (Hinkel, 2017). One way through which learning of oral skills could be enhanced is through the use of instructional materials such as picture books. Use of picture books for training preschool pupils makes learning interesting, interactive and relational. This is because it helps the teacher clarify abstract concepts to the young children who are in their formative years. These picture books are available and can be used in areas with no electricity supply, are easy to assemble and use. Besides, educationists advise that since development of language skills in early years is influenced much by the child's immediate environment, learning should be organized in such a way that it offers rich and valid experience that support and

stimulate their development. All this could be made possible through the use of instructional materials such as picture books (Stone, 2016). However, studies show that pre-primary school teachers exhibit low utilization of instructional media during teaching.

A study conducted by Wambui (2013) investigated the effects of use of instructional material on participation of pre-school pupils in science classroom in Kirinyaga County and concluded that there was lack of effective use of instructional materials among preschool teachers due to large number of enrolment and lack of infrastructure to accommodate activities. Another study conducted by Mwalyego, (2014) in Tanzania conducted in primary school units found out that instructional materials were inadequate in most schools and that the teacher-pupil ration in these schools was too large to accommodate use of instructional materials including picture books. Also noted were poor classroom arrangement and small space. The researcher further noted that although picture books provided ambient learning environment for preschool children, they were seldom used. He thus recommended increased use of picture books in preschools across the region.

While use of instructional materials including picture books in the above studies were found to be effective in increasing learner participation. It is possible that other factors including teacher beliefs, attitudes and skills could influence use of such materials. Besides, the studies described above have specificity as regards methodology, setting and subject. This study will therefore fill the knowledge gaps exhibited above by



investigating effectiveness of use of picture books in teaching pre-school pupils English oral skills in Tigoni Zone of Limuru Sub County Kiambu County.

### **1.3 Purpose of the Study**

The purpose of this study was to establish the effectiveness of use of picture books as instructional materials in teaching preschool pupils English oral skills in Tigoni Zone of Limuru Sub-county Kiambu County.

### **1.4 Objective of the Study**

The objectives of the study included to,

1. Assess teachers of English's beliefs about the pedagogical value of using picture books for teaching pre-school pupils English oral skills
2. Establish teachers' attitudes towards using picture books in teaching English oral skills to preschool pupils
3. Establish perceived effectiveness of using picture books in teaching English oral skills to pre-school learners
4. Find out the extent to which teachers make use of picture books while teaching English oral skills

### **1.5 Research Questions**

The study sought to answer the following research questions

1. What are preschool teachers' beliefs about the pedagogical value of using picture books for teaching English oral skills to pre-school pupils?
2. How does teachers' attitudes towards using picture books in teaching English oral skills affect its use?
3. What do teachers think about the effectiveness of using picture books in teaching English oral skills to preschool learners?
4. To what extent do teachers make use of picture books while teaching English oral skills?

### **1.6 Significance of the Study**

The rationale for doing this study was to assess the effectiveness of using picture books in teaching pre-school pupils English oral skill in Tigoni zone, Kiambu County. This enabled the researcher to identify the beliefs, attitudes and utilization of picture books in teaching oral skills among preschool teachers. The findings of this study will inform educational stakeholders like the Ministry of Education, teachers, school inspectors, parents and the Kenya Institute of Curriculum Development (KICD) and other practitioners on use of instructional materials and other resources in preschools in Kenya. Further, the study contributes to the effective utilization of instructional materials especially the use of picture books which are often available and easy to assemble. Also it will be useful for policy makers and curriculum developers in provision of quality universal education in preprimary unit and making instructional materials available for use.

### **1.7 Limitations of the Study**

The main limitation of the study was the possibility of teachers failing to respond to the questions out of fear of victimization. However, they were assured of the strict ethical procedures to be observed during the study period including the principle of anonymity. The other limitation was that this study was only done one Zone in the entire county.

### **1.8 Delimitation of the Study**

The study was delimited to sampled ECE teachers in Tigoni Zone of Limuru Sub-county Kiambu County. The study involved UT, diploma teachers and teachers with certificate in ECE centers. The study leaves out the parents and guardians of the learners in the study area together with the community since mainstreaming is expected to take place within the ECE set up.

### **1.9 Assumption of the Study**

The researcher assumed a conducive working environment for teachers and that their responses were by no way influenced with their working conditions. It was also assumed that the respondents understood the nature and objective of study and thus were as sincere as possible while responding to the questions.

## **1.10 Definition of Terms**

**Attitude:** Refers to ways of thought influenced by knowledge, skill, perceptions and culture

**Instructional Material:** Refer to materials items designed to aid learning process.

**Oral Skill:** Is the ability to manipulate the spoken language conventionally.

**Perceptions:** Understandings developed as a result of interactions between knowledge and practice.

**Picture books:** Picture books are instructional materials normally designed as learning aids. They combine visual and verbal narratives in a book format

**Preschool:** The term here is used to a learning institution enrolling children aged between 3 to 6 years

**Effectiveness of picture Books:** This refers to the extent to which picture books fulfill the required pedagogical values

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents empirical review of relevant studies contributing to concepts and themes of the study. It presents the theoretical grounding of the study as well as the conceptual framework. All literature reviewed explores the use of picture books as instructional materials.

### **2.2 Picture books as instructional aid**

Studies on the use of picture books as instructional materials began to be taken seriously towards the turn of the 21<sup>st</sup> century. The classical works on picture books as instructional aids in English were done by two scholars; Joseph Schwartz and Perry Nodelmann in the 1980s (Newell, 2017). It was from these pioneer researchers that other scholars started coming up with studies on the same. The contribution of picture books in instruction is based on the combination the visual and the verbal levels of communication, (Unsworth, 2017).

According to Fattal, (2017), picture books creates a miniature ecosystem in for enhanced learning experience. This is brought about by the reciprocating actions of words and pictures in picture books where each one becomes a basis of existence of the other. Other scholars have described this interaction as creation of impressions of thrilling, inspiring and a lively branch of literature (Gilmore & Howard 2016; Unsworth, 2017). Picture books communicate to pupils of simple qualities, of youthful simplicity and cheerfulness; yet puzzlingly, they accomplish this in vast sophistication in visual and verbal codes (Cox, 2017).

Since most children are amazed by picture even at the age of two and continue to take pleasure in them for many more years in the learning cycle, use of picture books therefore is a fundamental instructional model that can work for many children across cultures in time and space (Pinter, 2017). Parents, as the first agents of socialization should therefore introduce picture books to their children at home. During such exercises, they should read texts aloud and point out interesting features to their children. This interaction is normally found to be interesting for children as they take part in the story. In some cases, stories could be conveyed entirely through picture, with total disregard to texts while in other cases; they may be integrated in texts. In both cases, picture book is logically designed to introduce young children to use of books and reading for information gathering. (Livingston, Oswald & Skinner, 2016).

### **2.3 Pedagogical value of using picture books for instructional purposes**

In the education sectors, continual research is conducted across the world in quest of better pedagogical approaches .Such approaches ought to be learner and learning centered. As such the approach should promote learner achievement, social integration and emotional maturity, acquisition of practical knowledge, and ability to positively impact the society.

Due to their various features and pedagogical value, picture books have started to find their place in many ECE classrooms (Livingston, Oswald & Skinner, 2016). They have been used in language learning classrooms to teach different language skills including reading writing, speaking and listening (Zhou & Li, 2017). Besides, picture books were

used to enhance learners' critical thinking and basic literacy skills (Gooch, Saito & Lyster, 2016).

For example, Hsiu-Chih (2008) investigated the effectiveness of children's picture books in Taiwanese classrooms where English is taught as a foreign language. The study emphasized on the teachers' perceptions of using children's picture books in the English language classrooms. Teachers' perceptions in the study revealed some fundamental educational values of using children's picture books in English language learning classrooms. Findings indicated that children's picture books had linguistic benefits in which learners could improve their vocabulary learning, reading, and critical thinking. Along the same line, illustrations of picture books could help to trigger students' motivation in learning. Finally, using picture books was helpful to assist pupils to actively engage in the classroom when they learn from them.

In another study conducted by Ho (2000), English language learners were taught literacy and language courses using picture books for three years. The learners who participated in the study were divided into three groups of 20 students each. The students were observed and interviewed at the end of the course period. The results showed that generally, students participated positively in most language, literacy tasks, and activities that included pronunciation, developing literacy competence, critical reading, and multicultural awareness. The results of this study is a demonstration that picture books pedagogically sound for instructional purposes for different learning needs.

Moreover, considerable numbers of studies were conducted to investigate the role of children's picture books in developing different language and literacy abilities of English language learners (Gooch, Saito & Lyster, 2016; Strasser & Seplocha, 2007).

### **2.3.1 Pictures books and creativity**

Picture books create a way for pupils to interconnect and have a better understanding of the world. According to Nisbet and Shucksmith (2017), when children explore illustrations in picture books, they acquire abilities to read images and this helps them achieve deeper understanding of literature. This kind of understanding where learners are able to understand images in a confined space and context is very vital for the learning process. As such picture books bring into context shared messages define the schooling process (Pinter, 2017).

Picture books help learners to develop not only technical skills but also imaginative, constructive, and practical skills. (Wilhelm, 2016; Pinter, 2017). Pictures also assist young learners to develop capacities to understand stylistic devices in language use. Bang (2000) explored emotion and how picture content influence affects emotional response through picture stories. Her study revealed that children start conceptualizing language of illustration when basic shapes are associated in the story line. Sound pedagogical approaches require learner creativity as it stimulate permanent learning through participation in the creation of knowledge (Hopf, 2016)



### **2.3.2 Picture books and collaborative learning**

Through use of picture books, preschool pupils are provided with an opportunity to embrace books as valuable items during their instructional period. They begin to enjoy reading when they interact with literature exploration in picture books. The illustrations within picture books capture imaginations of children as different characters are introduced into their imaginative spheres. A story line within picture books would thus acquaint learners with new experiences to describe what they see and learn. During this interaction, children begin to relate text to image. They begin to see the relationship between the written and image form of phenomenon. This process stimulate constructive and active thinking among children (Wolfengarger & Sipe, 2007).

For effective learning, teachers should make reading of picture books an event in the classroom. This should form an integrated cycle where readers as lead to integrate their responses to the different elements of the book to form a complete experience. Stakeholders in the education sector should therefore encourage learners to use picture books as this will enable them experience new forms, images and junctures important for collaborative learning (Wolfengarger & Sipe, 2007). According to Cyndi Giorgis (2012) picture books are unique art form whose parts form a meaningful whole (Giorgis, 2012).

When picture books are used to teach preschool children, they develop active imaginations which aids them create mental representation of the story. (Fang, 1996). For instance, children are encouraged to study pictures and asked what they see and not what they think they see during the instructional process. As such children develop skills to appreciate aesthetics. It is also advisable that use of picture books should be accompanied

accomplished exposure varieties of illustrations depicting interesting stories in picture books (Fang, 1996).

#### **2.4 Attitude towards use of picture books for instruction**

School teachers should be well equipped with different effective strategies and methods in teaching. Such knowledge will aid the teacher make day-to-day instructional decisions. Use of picture books as instructional materials are vital since they help instructors develop valuable learner educational experiences (Venkatesh, Croteau & Rabah, 2014). Curriculum development institutions should be able to suggest learning materials based their experience for instructional purposes for disciplines such as English language (Pinter, 2017). Most instructors are aware that better learning outcomes are achieved when instructional materials such as picture books are included in in the learning process. To achieve highest levels of understanding, learning resources should be utilized as part of learning activity by the teachers (Unsworth, 2017).

Attitude refers to the settled ways of thinking that individuals use to decide their approval (Fattal, 2017). Teachers need to have positive attitude for them to effectively use picture books as instructional materials for teaching preschool pupils (Cox, 2017). To achieve this, they need to acquire pedagogical and content knowledge, fundamental knowledge types enabling meaningful learning experiences (Brooks, 2011). For educators to effectively teach oral skills in English, they should be able to put into place deep understanding of the subject, and how to effectively pass knowledge to learners, to enhance learning outcome among pupils and to enable learners better understand the subject. (Teo, Milutinović & Zhou, 2016).

In a study conducted by Wambui (2013) teachers generally had positive attitude towards use of instructional materials in general. This she attributed to the fact that teachers believed that use of instructional materials had the potential of improve learner participation. Another study conducted by Mwalyego, (2014) also affirmed positive attitude demonstrated by teachers on use of instructional materials but concludes that challenges of implementing use of instructional materials in classrooms may discourage their use and this could possible impact on their attitude on the same.

Nonetheless, a study conducted by Pressley and Allington (2014) concluded that teachers with a positive attitude toward instructional materials were more likely to use them in the instructional process. The study however, links positive attitude to knowledge and suggests that teacher training programs should aim at bringing out enthusiasm for learning the subject and improving their subject knowledge which would motivate them to use instructional materials for improved learning outcome (Pressley & Allington, 2014).

## **2.5 Effectiveness of picture books for instructional purposes**

In the recent past, many researchers are begging to appreciate the use of picture books for teaching various subjects in school. This has been occasioned by their growing use in enhancing learning outcomes and especially for young learners. A study conducted by Orlich, Harder, Trevisan, Brown & Miller (2016) revealed that that picture books provides natural and safe ways for children to develop skills and learn important concepts. Studies indicate that enhanced learning occur when learning environment is

tailor made to suit environmental realities (Venkatesh, Croteau & Rabah, 2014). As such, use of picture books brings into reality the concepts that learners can relate with.

Educational value of picture books have also been pointed out by many children education experts, including improved cognitive learning, promoting creativity and imagination, spurring language learning, spurring emotional intelligence, cultivating social qualities such as kindness and caring heart, understanding and appreciating aesthetics, promoting literacy activities and reading habits (Pinter, 2017). Researchers in Taiwan used picture books with preschool pupils and established that pupils learning outcomes were enhanced when picture books were used to aid learning (Liu & Wang, 2003). Grace, (2016) Suggests that one of the effective remedy for poor learning outcome across disciplines is use of instructional materials such as picture books.

## **2.6 Extent of use of picture books for teaching English**

Instructional materials are important components of language teaching. Picture books have can be used to spur successful learning. In most teacher training colleges, students are advised to form a habit of applying instructional aids in ensuring learner participation in constructive learning process. Teachers should therefore be able to explore various ways of utilizing such learning aids at their disposal. Teachers during the previous times, while in training had far less practical experience of technology and communication, were mostly theoretically trained in the traditional methods with less learner involvement (Mwanda, Mwanda , Midigo & Maundu, 2017). However, recent developments and especially in the constructivist pedagogy have revealed value of instructional media.

Proponents of constructivist pedagogy thus encourage use of instructional aids for maximum learner achievement (Teo, Milutinović & Zhou, 2016).

The teacher of English language should seek to avail and frequently visual aid as this would greatly improve the learning outcome. English being one of the fundamental learning subjects in Kenya that learners have to continue with through to secondary schools, there is need to enhance its delivery to pupils. Picture books as instructional media can be successfully used reflect what learners have learnt. When learners are given opportunity to portray their ideas and skills during the instructional process, they profit more. Such learners become more creative and are able to accurately unlearn wrong concepts prior developed (Teo, Milutinović & Zhou, 2016).

At the training colleges, trainee teachers are taken through use of instructional materials in teaching. It is in such trainings that teachers are expected to develop skills which will enable them adequately cover the syllabus while using instructional media. They are also adequately exposed the said aids. For practice, teachers ought to employ all possible techniques for adequate learning. It is only when appropriate skills as developed during the training are put into practice that teachers are able to provide the intended learning objectives.

## **2.7 Literature gap**

The reviewed literature covered the use of picture books as instructional media, the pedagogical value of picture books in instruction and learning, the effectiveness of picture books for instructional purposes and the extent to which teacher's utilized picture books for instructional purposes. The gaps realized in the review include its application in

ECDE context and specifically preschool teacher's attitude towards its use. Also, the review realized a gap in the extent of use of picture books for instructional purposes in Kenyan context. Further, there was limited literature on the effects of picture books in teaching oral skills in Kenyan ECDE centers. Finally, there is limited literature on application of various pedagogical approaches for instructional purposes in schools in Tigoni Zone, Kimabu County in Kenya. This study will thus seek to fill the stated gaps

## **2.8 Theoretical Framework**

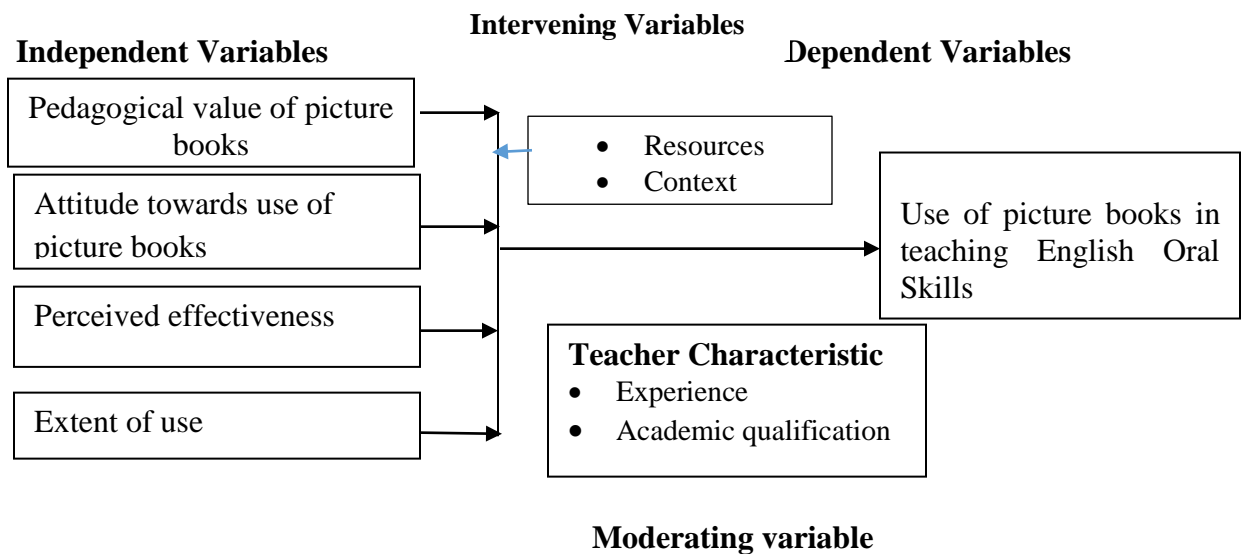
This study was guided by the Two Factor Theory developed by Herzberg (1968). It suggests that two factors motivating performance influences people's actions. These factors, according to the theory are described as motivators and hygiene factors. The theory focuses on factors motivating workers to perform in order to achieve set objectives. These factors were used to conceptualize the variables in this study. As such, factors affecting use of picture books for instructional purposes among preschool school teachers of English were investigated. Such factors included attitude, perceptions of effectiveness, availability and perceived pedagogical value of the materials.

The theory postulates that motivation may originate from within or without. In this study the teacher's attitude, perceptions and approval towards use of picture books were intrinsic factors. Motivators such as teacher promotions, recognition for achievements and management support in the use of picture books as instructional materials were not investigated in this study.

This theory is relevant to this study since motivation as conceptualized in this study plays a crucial role in influencing teachers' adoption of picture books as instructional materials. Use of picture books among preschool teachers may also depend on the motivation they receive from school managers.

## 2.9 Conceptual Framework

Reviewed literature points to the effectiveness of picture books as instructional materials for preschool pupils. The conceptualized variables of this study for effective utilization of picture books for instruction included the pedagogical value of picture books as instructional materials, attitude toward use, perceived effectiveness and the actual utilization of the materials. Figure 2.1 shows the variables which influence effective use of picture books as instructional materials in teaching oral skills in English to preschool pupils. When these factors are inadequate, the situation leads to underutilization of picture books as instructional materials. The utilization of picture books for teaching in turn improves learning outcomes.



**Figure 2.1: Conceptual framework**

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter addresses the research design, target population, sampling procedure and data collection instruments. The chapter also presents validity and reliability as well as the procedures of data collection and analysis.

### **3.2 Research Design**

The study utilized descriptive study design. Quantitative data were collected from the respondents. It solicited information from teachers on the use instructional games in teaching pupils in the pre-school and how in influence performance in English oral skills. Dalen (2009) provides that the descriptive study designs enables the researchers to collect data to on current practices for improvement. This study will used descriptive survey design to collect and analyze data to establish the influence of the use of instructional materials on pre-school pupil's performance in English oral skills in Tigoni Zone of Limuru Sub-county Kiambu County.

The data collected will be qualitative since the techniques and measures to be used do not produce discrete numerical data Mugenda (2003). Mostly, in qualitative research techniques, the data are in the form of words rather than numbers and these words are often grouped into categories. According to Mugenda and Mugenda (2003), qualitative research is advantageous in that it permits the research to go beyond the statistical results usually reported in quantitative research. Knowledge generated by qualitative research is significant in its own right (Adelman, 2002).



### 3.3 Target Population

The target population for this study comprised all preschools teachers in Tigoni Zone. There are 60 teachers in all public pre-schools centers in Tigoni zone. The zone has 20 diploma holders, 30 with certificate and 10 UT. Data will be collected from the sample of these teachers.

**Table 3.1: Target Population**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Diploma Holder	20	33.3
Certificate holders	30	50.0
Untrained	10	16.7
<b>Total</b>	<b>60</b>	<b>100</b>

**Source: (Zone Education Office Database, 2016)**

### 3.4 Sample and Sampling Procedures

According to Mugenda and Mugenda (2001), to come up with a sample size, researcher should consider factors such as the number of variables in the study, nature of research design, proposed methods of data analysis and accessible population size. This study used purposive sampling method due to the small number of the target population. All teachers in different levels of professional qualifications were included in the study. There are diploma holders, certificates as well as untrained teachers in the study area.

### 3.5 Research Instruments

The study utilized questionnaire to collect data from preschool teachers. Teachers were used to source information on utilization of picture books for teaching pre-school pupils

English oral skills in Tigoni Zone of Limuru Sub-county Kiambu County. The questionnaires covered demographic profiles of the respondents as well as the study objectives.

### **3.6 Validity of Instruments**

The term validity in research is used to describe the degree to which study findings actually represent the phenomena under study (Mugenda and Mugenda, 1999). To ensure validity of instruments used, the study tools were reviewed by three research experts and their comments and suggestions incorporated. The tools were also discussed with supervisors and colleagues for correction of wrongly structured questions and checks for ambiguity. Items found to be ambiguous were restructured while unnecessary items were discarded.

### **3.7 Reliability of Instruments**

According to Mugenda and Mugenda (1999), Reliability in research is a term used to refer to a measure of the degree to which study instruments yield similar results when repeated. To ensure reliability, the researcher used test-retest method whereby the questionnaires were administered to the same group twice. Duration of one week was given before the group was given the same questionnaire for the second time and their consistency was checked.

### **3.8 Piloting**

A pilot study was conducted in the nearby Rionderi Zone, Kiambu County with 10 preschool teachers conveniently selected. The aim of the pretest was to ensure reliability and validity of the study instruments. It was during the pretest that the test-retest procedure for reliability of the study instruments was achieved. The researcher made adjustments to the study tools accordingly after the pretest.

### **3.8 Data collection procedure**

All the necessary permissions were sought and obtained before any study was conducted. The research assistants sought appointment with the teachers before visiting their schools. Before distributing the questionnaires, the research assistants informed the teachers of the aim of the study and assured them of all the ethical standards required in research. After which, the research assistants left the respondents with the questionnaires to be collected within a week. Data collection exercise was strictly supervised by the researcher.

### **3.9 Data Analysis and Presentation**

The researcher utilized both quantitative methods to analyze the data collected. This was guided by the objectives of the study. Using descriptive statistics, data from the questionnaires were summaries using percentages and mean. The analysis was assisted by a computer software, Statistical Package for Social Science (SPSS) version 23.0.

## CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents the findings of the study. The chapter also presents interpretation and discussions of the findings. The study aimed at investigating the effectiveness of using picture books as instructional materials for teaching oral skills to preschool pupils in Tigoni Division in Kiambu County, Kenya. Data was collected through self-administered questionnaire.

### 4.2 Questionnaires Return Rate

A total of 60 respondents were sampled. Among them, only 51 completed the questionnaires. Return rate was thus computed at 85% percent. Table 4.1 indicates the number of respondents who filled the questionnaires and returned.

**Table 4.1 . Return rate**

Category	Sampled	Returned	Percentage
Diploma Holder	20	17	85
Certificate holders	30	27	90
Untrained	10	7	70
<b>Total</b>	<b>60</b>	<b>51</b>	<b>85</b>

From the table, 85% of diploma holders, 70% of the untrained teachers and 90% of the certificate holder returned the filled questionnaires. This shows that those who returned questionnaires were certificate holder.

### 4.3 Demographic Characteristics of the Respondents

Participants were asked to indicate their demographic information including age, levels of education, gender and experience teaching preschool pupils. Table 4.2 represents the findings.

**Table 4.2. Demographic information of the teachers**

	Category	Returned	%
Age	Below 25 years	16	31.4
	25-35	26	51.0
	36-55	7	13.7
	Above 55	2	3.9
Level of education	Diploma Holder	17	33.3
	Certificate holders (P1)	27	52.9
	Untrained	7	13.7
Gender	Male	11	21.6
	Female	40	78.4
Experience	0-5 years	13	25.5
	6-10 years	31	60.8
	More than 10 years	7	13.7

From the table, 51.0% the respondents were aged between 23-35 years. About 3.9% were aged above 55 years. Those who were below 25 years were 31.4%. The results shows that majority of the preschool teachers were aged between 25-35 years.

Of the sampled respondents, those who had diploma education were 33.3%, while those with certificates were 52.9%. About 13.7% were untrained teachers. The finding shows that most preschool teachers are certificate holders and a few untrained teachers. Male teachers formed 21.6% of the sampled population while female teachers were 78.4%. This finding indicates that majority of preschool teachers are female. Male teachers only comprised a small percentage of 21.6%. The study also found that 60.8% of the preschool

teachers who participated in the study had 6-10 years of experience, 24.4% had between 0-5 years of experience while 13.7% had more than 10 years. This reveals that most preschool teachers who participated in the study had between 6-10 years of experience.

#### 4.4 Pedagogical value of using picture books as instructional material

To assess the teacher's beliefs about the pedagogical value of using picture books as instructional materials for teaching preschool pupils oral skills, a likert scale was used. The respondents were asked to indicate their levels of agreement with the statements. Where SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree and SA=Strongly Agree. Table 4.3 presents the descriptive statistics of the findings

**Table 4.3 Preschool Teacher's beliefs on the pedagogical value of picture books**

	SD	D	N	A	SA	Mean	SD
Picture books are full of fun and pedagogical value.	7.8%	21.6%	9.8%	23.5%	37.3%	3.61	1.39
Picture books should be given special role in teaching oral skills.	13.7%	17.6%	5.9%	17.6%	45.1%	3.6	1.51
picture books present opportunities to preschool pupils to show their skills not only in oral skills but also in many language areas	13.7%	15.7%	7.8%	21.6%	41.2%	3.64	1.55
Instructors must use picture books for breaking down boredom.	33.3%	21.6%	27.5%	11.8%	5.9%	2.35	1.23
picture books stimulate learner creativity	0.0%	5.9%	25.5%	41.2%	27.5%	3.9	0.88
picture books encourages collaborative learning	0.0%	9.8%	19.6%	33.3%	37.3%	3.98	0.99

The results show that 37.3% of the teachers strongly agreed that picture books are both fun and full of pedagogical value. About 23.5% also agreed with the statement. This finding indicates that most of the respondents agreed with the statement ( $M=3.61$ ,  $SD=1.39$ ). Similarly, 45.1% and 17.6% strongly agreed and agreed respectively that picture books should be given special role in teaching oral skills. Those who strongly disagreed and disagreed with the statement were 13.7% and 17.6% respectively. The mean and standard deviation values for the question ( $M=3.60$ ,  $SD=1.51$ ) demonstrates that most of the respondents were in agreement with the statement.

As to whether picture books present many opportunities to learners to show their skills not only in oral skills but also in many language areas, 41.2% of the respondents indicated that they strongly agreed with the statement. Those who agreed represented 21.6% of the respondents while those who disagreed and strongly disagreed were 15.7% and 13.7% respectively. This response generated a mean of 3.64 and a standard deviation value of 1.55 indicating that most of the respondents agreed with the statement. Also investigated was whether teachers could only use picture books for breaking boredom. About 33.3% of the sampled teachers strongly disagreed with the statement with another 21.6% disagreeing. It also worth noting that about 27.5% of the teachers neither agreed nor disagreed. Those who agreed with the statement were 5.9%. The mean and standard deviation values ( $M=2.35$ ,  $SD=1.23$ ) indicate that a larger percentage of the respondents disagreed with the statement.

The study also revealed that 41.2% and 27.5% of the teachers Agreed and strongly agreed respectively that picture books stimulate learner creativity. While 25.5% of them were

neutral, 5.9% disagreed. On average, a majority (M=3.9, SD=0.88) agreed that indeed picture books stimulate learner creativity. Likewise, 37.3% and 33.3% of the respondents strongly agreed and agreed respectively that picture books encourages collaborative learning. The Mean and standard deviation values (M=3.98, SD=0.99) also indicated that a majority of the teachers agreed with the statement.

The above findings indicate that most teachers understand and appreciate the pedagogical value of picture books. This finding agrees with studies conducted by Ghoshen (2002) which revealed that teachers believe that use of picture books added fundamental educational values in English language learning classrooms. Goshen (2002) categorized these pedagogical values into the linguistic value, the value of the stories, and the value of the pictures which both added unique pedagogical qualities in the learning process.

Moreover, the belief that picture books enhance learner creativity and collaborative learning was also advanced in the studies conducted by Wolfengager and Sipe (2007) as well as those conducted by Wilhelm (2016) and Pinter, (2017). The scholars revealed that educators need to intentionally inspire young readers to use picture books to help them develop important aspects of the learning process. Similarly, the scholars provide that picture books aids learners in developing technical skill so as to be able to be more imaginative, constructive and be able to creatively participate in knowledge creation.



#### 4.5 Attitude of teachers towards picture books for teaching

Attitude of teachers towards picture books as an instructional aid was also investigated through a set of likert scale type questions. Table 4.4 below represents the attitude of the sampled teachers

**Table 4.4 Attitude towards use of picture books for instruction**

	SD	D	N	A	SA	Mean	SD
I believe I cannot measure pupil's oral skills using picture books in classroom	31.4%	23.5%	15.7%	11.8%	17.6%	2.65	1.49
I believe that picture book use in teaching oral skills may distract learner's attention in class.	27.5%	33.3%	19.6%	13.7%	5.9%	2.37	1.20
I believe that using picture books in my oral skills class can be time-consuming	13.7%	19.6%	17.6%	27.5%	21.6%	3.24	1.37
I feel uncomfortable when I don't give the exact rules on use of picture books.	11.8%	13.7%	17.5%	35.3%	11.8%	3.22	1.19
I find it difficult to find a picture for every aspect of oral skills lessons	9.8%	17.6%	13.7%	43.1%	15.7%	3.35	1.21

About 31.4% of the respondents strongly disagreed that they could not measure pupil's oral skills when they use picture books in classroom. Another 23.5% disagreed while 17.6% and 11.8% strongly agreed and agreed respectively. A mean value of 2.65 and standard deviation of 1.49 indicated that most of the respondents neither agreed nor disagreed with the statements. Similarly, most of the respondents (27.5% and 33.3%) strongly disagreed and disagreed that using picture books to teach oral skills may distract

learner's attention during the instruction. Those who neither agreed nor disagreed were 19.6%. Mean score and standard deviation values ( $M=2.37$ ,  $SD=1.20$ ) indicated that most of the respondents were neutral on whether picture books would distract learners.

As to whether use of picture books could be time consuming, 27.5% and 21.6% agreed and strongly agreed respectively. Those who disagreed with the statement were 19.6% while those who strongly disagreed were 13.7%. The mean and standard deviation values obtained ( $M=3.24$ ,  $SD=1.37$ ) indicate that most of the respondents neither agreed nor disagreed with the statement. Similarly, 35.3% of the respondents agreed that they were uncomfortable when they don't give the exact rules on use of picture books. About 17.5% were neutral. Mean value of 3.22 and standard deviation of 1.19 revealed that most respondents neither agreed nor disagreed with the statement.

About 43.1% of the respondents agreed that they found it difficult to find a picture for every aspect of oral skills lessons and another 15.7% strongly disagreed. On the other hand 17.6% disagreed with the statement while 9.8% strongly disagreed. The responses produced a mean value of 3.35 and 1.21 indicating that the respondents were mostly neutral.

Overall, the findings of this study indicate that teachers have mixed attitude towards use of picture books as instructional materials for teaching oral skill to preschool pupils. Nonetheless, studies indicate that most teachers are aware of the better learning outcomes associated with use of instructional materials such as picture books (Unsworth, 201; Fattal, 2017). With this kind of awareness, it is expected that teachers would have positive attitude towards their use (Cox, 2017). In the previous section of this work (refer

to 4.4), the study revealed that teachers were aware and appreciated the pedagogical value of picture books as instructional materials. It is therefore possible that extrinsic factors contributed to the finding in this section. Studies conducted by Wambui (2013) and Mwalyego, (2014) in Kenya and Tanzania respectively revealed that even though teachers were willing to use instructional materials such as picture books in their instructional processes, they faced several challenges including large number of enrolment, lack of infrastructure to accommodate activities, inadequate instructional materials, few teachers in schools with large population, poor classroom arrangement and inadequate time allocated for the lessons. Such factors could have influenced the teacher's attitude towards use of picture books as instructional materials.

A study conducted in Kenya by Juma (2016) however, indicated that teachers had negative attitude towards the use of instructional materials in general. And this he attributed to the shortcomings of the materials themselves as well as the other demotivating factors both intrinsic and extrinsic. This he also attributed to the fact that ECE teachers are not employed by the central government and that it could be possible that the salaries paid to them could not be commensurate with their workload.

#### **4.6 Perceived effectiveness of picture books for instruction**

Teachers were asked to indicate their thoughts about the effectiveness of using picture books for teaching oral skills to preschool pupils. Likert type statements were asked and teachers instructed to indicate the degree of their agreement or disagreement with the statements. Table 4.5 presents the findings

**Table 4.5. Teacher’s thoughts on effectiveness of using picture books in teaching**

	SD	D	N	A	SA	Mean	SD
Using Picture books can lower students’ anxiety towards learning.	9.8%	13.7%	7.8%	41.2%	27.5%	3.63	1.30
picture books are not very effective in teaching oral skills	33.3%	43.1%	5.9%	5.9%	11.8%	2.26	1.35
Use of picture books encourage, entertain, teach and promote fluency.	2.0%	11.8%	13.7%	35.3%	37.3%	3.94	1.08
Use of picture books are highly motivating and entertaining way of teaching	3.9%	13.7%	17.6%	21.6%	43.1%	3.86	1.23
While using picture books, learners learn unconsciously.	0.0%	2.0%	3.9%	49.0%	45.1%	4.35	0.66

The results reveal that 41.2% and 27.5% of the teachers agreed and strongly agreed respectively that using picture books can lower pupils’ anxiety towards learning. On the other hand, 13.7% and 98.8% disagreed and strongly disagreed respectively with the statement. Those who were of neutral opinion accounted for 7.8% of the teachers who responded to the questions. The mean and standard deviation values for their responses (M=3.63, SD=1.30) an indication that a majority of the teachers agreed that indeed using Picture books would lower learner’s anxiety towards learning. When asked what they thought about the statement that “picture books are not very effective in teaching oral skills”, 33.3% strongly disagreed, 43.1% disagreed and only 11.8%, 5.9% strongly agreed and agreed respectively. The mean and standard deviation values (M=2.26, SD=1.35) revealed that most of the teachers were of the contrary opinion that indeed “picture books are very effective in teaching oral skills”.

The next statement was directed to the respondents to indicate their levels of the agreement with the thought that use of picture books encourages, entertains, teaches and promotes fluency. About 37.3% strongly agreed with the statement. Thirty five point three agreed while 13.7% were neutral ( $M=3.94$ ,  $SD=1.08$ ). Their responses indicated that most of them agreed with the statement. Similarly, 43.1% and 21.6% strongly agreed and agreed respectively that use of picture books is highly motivating and entertaining way of teaching. The mean and standard deviation ( $m=3.86$ ,  $SD=1.23$ ) revealed that most teachers agreed with the statement.

The last question on effectiveness of picture books for teaching preschool pupils was directed to the respondents to indicate their thoughts as to whether the statement that “While using picture books, learners learn unconsciously” was true or not. About 49% and 45.1% agreed and strongly agreed with the statement. The statement revealed that highest mean and the smallest standard deviation values ( $M=4.35$ ,  $SD= 0.66$ ) indicating that the respondents were generally agreed with the statement.

The results presented above reveal that teachers understand that use of picture books as instructional materials is an effective way of teaching oral skills to preschool pupils. This finding is supported by the reviewed literature. In a study conducted by Orlich, Harder, Trevisan, Brown & Miller (2016) use of picture books was described as effective instructional approach since it provide natural and safe ways for children to develop skills and learn important concepts. Another study by Venkatesh, Croteau & Rabah, (2014), further indicated that picture books brings into reality the concepts that learners can relate with and are therefore effective.

#### 4.7 Extent of use of picture books as instructional materials

In order to find out the extent to which teachers made use of picture books while teaching English, a question “how often do you use picture books for teaching English oral skills?” was posed. The respondents were required to indicate whether they did so once in a while, always or hardly. The responses were cross tabulated across the demographics for deeper understanding. Table 4.6 shows the responses.

**Table 4.6. Frequency of picture book use for teaching/learning oral skills**

Use of Picture books	Category	Once in a while	Always	Hardly	Total
Age	Below 25 years	56.3%	6.3%	37.5%	31.4%
	25-35	46.2%	26.9%	26.9%	51.0%
	36-55	57.1%	14.3%	28.6%	13.7%
	Above 55	0.0%	100%	0.0%	3.9%
Level of education	Diploma Holder	41.2%	11.8%	47.1%	33.3%
	Certificate holders	51.9%	25.9%	22.2%	52.9%
	Untrained	57.1%	28.6%	14.3%	13.7%
Gender	Male	45.5%	18.2%	36.4%	21.6
	Female	50.0%	22.5%	27.5%	78.4%
Experience	0-5 years	61.5%	15.4%	23.1%	25.5%
	6-10 years	51.6%	22.6%	25.8%	60.8%
	More than 10 yrs.	14.3%	28.6%	57.1%	13.7%
<b>Total</b>		<b>49.0%</b>	<b>21.6%</b>	<b>29.4%</b>	<b>100%</b>

From table 4.6 above, teachers aged below 25 years (56.3%) used picture books for instructional purposes once in a while. About 46.2% and 57.1% of the teachers aged between 25-35 years and 36-55 years respectively also use picture books for instructional purposes once in a while. All the teacher aged 55 years and above always used picture books for instructional purposes. About 26.9% of the teacher aged between 25-35 years

indicated that they always used picture books for instructional purposes. Those who hardly used picture books for instruction were those aged below 25 years (37.5%), 36-55 years (28.6%) and those aged 25-35 years (26.95). The above findings indicate that younger teachers use picture books less frequently. Frequent users of picture books were those aged between 25-35 years and those aged above 55 years. It is possible to conclude that elder teachers used picture books because they had collections and experience in use. Reviewed literature indicated that paper books once collected and compiled could be used over time (Arends, 2014).

Findings on the frequency of use of picture books among teachers of various levels of education revealed that picture books were mostly used by untrained teachers (57.1%, once in a while and 28.6%, always) and least used by diploma holders (41.2%, once in a while and 11.8% always). This finding could be explained by the fact that teachers who were had advance training could be knowledgeable of other instructional materials including use of computers and games for trained and possibly preferred them over picture books. It is also possible that teachers with advanced trainings were demotivated due to poor remuneration and working conditions. This position is supported by a study conducted by Juma (2016), which found out that teachers had negative attitude towards the use of instructional materials due to poor remuneration, inadequate time allocated for the lessons and poor working conditions. Moreover, Fattal, (2017) indicated that picture books are the most common and simple instructional mediums that could be used in areas without electricity. In addition, findings on the cross tabulations of teacher's experience and use of picture books indicates that many teachers with less experience (0-5 years)

utilized picture books for instructional purposes (61.5% once in a while and 15.4%, always).

Across gender divide, 50.0% of the female teachers used picture books for teaching once in a while as compared to 45.5% of the male teachers. Similarly, 22.5% of the female teachers utilized picture books for training always as compared to 18.2% of the male teachers. The findings shows that female teachers were more frequent users of picture books as compared to their male counterparts.

However, the study revealed that only 21.6% of the sampled teachers used picture books for teaching oral skills to preschool pupils, 29.4 % and 49% respectively hardly and used once in a while picture books for teaching oral skills to preschool pupils. The finding indicate low utilization of picture books among preschool teachers in the study area. It is possible, as indicated in the previous sections that challenges of large enrollment, time constraints and poor infrastructure hampered the use of picture books for training. Deesri (2002) suggests that teachers do not use picture books for instructional purposes because they are always in a hurry to cover syllabus content and are left with very short time to prepare picture books for instructional purposes.



## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents a summary of the study findings. The conclusions of the study are also given in the chapter. Conclusions here are based on the study objectives. Lastly, recommendations are presented.

### **5.2 Summary of findings**

The overall objective of the study was to assess the effectiveness of using picture books in teaching pre-school pupils English oral skill in Tigoni zone, Kiambu County. Out of 60 respondents that were sampled, 51 responded giving 85% response rate.

#### **5.2.1 The pedagogical value of using picture books for teaching oral skills**

The question sought to find out the what the teachers of English's believed about the pedagogical value of using picture books for teaching pre-school pupils. Most of the 51 respondents who completed the questionnaire were of the opinion that picture books are exciting way of teaching, pedagogically rich, that picture books should be recommended for teaching oral skills, that picture books are prospective for showing skills among learners to not only show their skills in oral skills but also in other areas of language, that teachers could only use picture books for breaking boredom, that picture books stimulate learner creativity and that picture books encourages collaborative learning. This means

that most teachers understand and appreciate the pedagogical value of picture books for teaching preschool pupils oral skills.

### **5.2.2 Teachers' attitudes towards using picture books in teaching English**

The study sought to establish attitude of teachers towards use of picture books as instructional materials in teaching English. It was apparent that most of the respondents had mixed attitude towards use of picture books as instructional materials for teaching preschool pupils oral skills. They gave neutral responses as to whether they could not measure pupil's oral skills when they use picture books in classroom, using picture books to teach oral skills may distract learner's attention during the instruction, use of picture books could be time consuming and that they were uncomfortable when they couldn't give the exact rules on use of picture books, found it difficult to find a picture for every aspect of oral skills lessons. This mixed attitude could be related to the fact that teachers appreciated the pedagogical value of picture books for training but were however demotivated by factors such as large pupil to teacher ratio, poor infrastructure and demotivation among teachers.

### **5.2.3 Perceived effectiveness of using picture books for teaching oral skills to preschool pupils**

The study sought to establish perceived effectiveness of using picture books in teaching English to preschool learners. It was apparent that teachers understood that use of picture books as instructional materials is an effective way of teaching oral skills to preschool pupils. Majority of the sampled respondents agreed with the statements that using picture

books can lower pupils' anxiety towards learning, that picture books are very effective in teaching oral skills, that use of picture books encourages, entertains, teaches and promotes fluency, that use of picture books is highly motivating and entertaining way of teaching and that while using picture books, learners learn unconsciously. This finding was in agreement with earlier studies which also indicated that use of picture books was described as effective instructional approaches which provided natural and safe ways for skill development and for learning important concepts (Venkatesh, Croteau & Rabah, 2014).

#### **5.2.4 Extent of use of picture books while teaching oral skills**

The study investigated extent of use of picture books while teaching oral skills among preschool teachers. It was apparent that there was low utilization of picture books for teaching oral skills to preschool pupils in the study area. The study established that younger teachers use picture books less frequently and that frequent users of picture books were those aged between 25-35 years and those aged above 55 years leading to an understanding that elder teachers used picture books because they had collections and experience in use. This finding was supported by a study conducted by Arends (2014).

It was also apparent that picture books were mostly used untrained teachers and its use reduced as teachers climbed the academic ladders. This was possibly so because teachers with higher training could be demotivated by poor remuneration scales and working conditions. Moreover, Teachers with few years of experience used picture books for teaching, a position supported by Fattal, (2017) who portended that picture books are the most common and simple instructional mediums that could be used in areas without

electricity and therefore could easily be adopted by even the young and inexperienced teachers.

### **5.3 Conclusions**

Based on the study findings, it can be conclude that teachers understand and appreciate the pedagogical value of picture books for teaching preschool pupils orals skills. However, teachers have mixed attitude towards use of picture books as instructional materials for teaching preschool pupils oral skills. This was occasioned by their appreciation of pedagogical value of picture books for training against the fact that they were demotivated by large pupil to teacher ratio, poor infrastructure and poor remuneration.

The study also concludes that teachers perceive use of picture books as instructional materials is effective way of teaching oral skills to preschool pupils. They described use of picture books as anxiety lowering, encouraging, entertaining, teaching and promoting fluency, highly motivating and entertaining way of teaching and enabling learners to learn unconsciously. Finally, the study concludes that there is low utilization of picture books for teaching oral skills to preschool pupils in the study area and that inexperienced, untrained and female teachers use picture books more frequently.

### **5.4 Recommendations**

The results of this study shows poor utilization of picture books as instructional material in teaching preschool pupils oral skills despite their knowledge of its pedagogical value .The study therefore recommends development of policy framework by the Ministry of

education, Science and Technology (MoEST) and Kenya Institute of Curriculum Development (KICD) to ensure accurate planning for better remuneration, integration of instructional materials in the curriculum and availability of infrastructure conducive for better preschool education.

The study recommends future studies in different areas covering both rural and urban set ups, larger populations. Such studies could also utilize qualitative or both qualitative and quantitative methods to delve into underlying issues in effective use of picture books for teaching preschool pupils which were beyond the scope of the current study.

For practice, more information could be passed to the teachers to ensure compliance to sound pedagogical approaches. This would improve their attitude towards the use instructional materials in general which would lead to better learning outcomes in the area. Preschool management should also be sensitized on the importance of using instructional materials such as picture books to ensure their support for the teachers.

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## APPENDICES

### Appendix I: Questionnaire

#### Teacher questionnaire

Questionnaire serial No.: -----

Interviewer Name \_\_\_\_\_

Date \_\_\_\_\_

Start Time \_\_\_\_\_

Finish Time \_\_\_\_\_

#### **Informed consent (to be read to the respondent)**

Hello, my name is (first *name of interviewer*) \_\_\_\_\_ I am assisting in conducting a study on 'effectiveness of use of picture books in teaching English oral skills to preschool pupils in Tigoni zone, Kiambu County on behalf of Mrs. Florence Gati Chacha, a Masters Candidate the University of Nairobi.

The survey is estimated to take approximately 25 minutes. Your answers will not be released to anyone and will remain anonymous. This means we will speak in private and your name will not be written on the questionnaire or be kept in any other records. Your participation and responses are voluntary, and you can choose not to answer questions you do not wish to and you can stop the conversation at any time. We do hope you will participate in this survey, however, as your views and opinions are important to us.

Would you like to participate and before we start, do you have any questions or need clarification on anything?

*The respondent has agreed to participate and has given verbal informed consent*

Interviewer signature \_\_\_\_\_

Date \_\_\_\_\_

Post Interview (Official use)

Quality Check \_\_\_\_\_ Date \_\_\_\_\_

<b>Section I: Demographic Characteristics</b>		
101	Gender( Observe, do not ask)	1. Male 2. Female
102	For how long have you served in this school	1. 0-5 years 2. 6-10 years 3. More than 10 years
103	How old were you at your last birthday?	1. Below 25 years 2. 25-35 3. 36-55 4. Above 55
104	What is your level of education?	1. None 2. Diploma Holder 3. Certificate holders 4. Untrained
<b>Section II: Pedagogical value of picture books</b>		
<i>Instructions: Mark your response by circling it</i>		
201	Picture books are both fun and full of pedagogical value	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
202	Picture books should be given special role in teaching oral skills	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
203	picture books present many opportunities to learners to show their skills not only in oral skills but also in many language areas	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
204	Teachers must use picture books for fun only for breaking down boredom	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
205	picture books stimulate learner creativity	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

206	Picture books encourages collaborative learning	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. Neutral</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
Section III: Attitude towards use of picture books			
301	I believe that I cannot measure pupil's oral skills when I use picture books in my classroom	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
302	I believe that using picture books to teach oral skills may distract learner's attention during the instruction	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
303	I believe that using picture books in my oral skills class can be time-consuming	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
304	I feel uncomfortable when I don't give the exact rules use of picture books.	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
305	I find it difficult to find a picture for every aspect of oral skills lessons	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
Section IV: Effectiveness of picture books for instruction			
401	Using Picture books can lower students' anxiety towards learning	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
402	picture books are not very effective in teaching oral skills	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	

403	Use of picture books encourage, entertain, teach and promote fluency	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
404	Use of picture books are highly motivating and entertaining way of teaching	<ol style="list-style-type: none"> <li>1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
405	While using picture books, learners learn unconsciously.	<ol style="list-style-type: none"> <li>1. 1. Strongly Disagree</li> <li>2. Disagree</li> <li>3. No Opinion</li> <li>4. Agree</li> <li>5. Strongly Agree</li> </ol>	
<b>Section V: Extent of use of picture books for teaching</b>			
406	how often do you use picture books for teaching English oral skill	<ol style="list-style-type: none"> <li>1. Once in a while</li> <li>2. Always</li> <li>3. hardly</li> </ol>	

**Thanks for your time**

**Appendix II : Research Project Plan**

<b>Duration in Weeks / Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
Problem Identification	■															
Proposal Writing		■														
Seeking consent from Ethical committees			■	■												
Recruitment and training of research assistants					■											
Pre-testing of study tools						■										
Administration of tools							■	■	■	■						
Data cleaning and entry											■					
Data analysis												■	■			
Report writing and presentation														■	■	
Compilation of final report and dissemination																■

### Appendix III: Research Budget

ITEM	UNIT COST	QUANTITY	COST	TOTAL COST
<b>HUMAN RESOURCE</b>				
(a) Training of research assistants				
Research assistants allowance(2)	500	2x2x500	2,000	
Principal researcher(1)	1,000	2x2x1,000	2,000	
(a)Pre-testing of questionnaire				
Research assistants(1)	500	2x2x500	2,000	
Principal researcher(1)	1,000	2x2x1,000	2,000	
(a)Data collection			0	
Research assistants(1)	500	2x5x4x500	20,000	
Principal researcher(2)	1,000	1x5x4x1,000	20,000	
Sub-total				48,000.00
<b>MATERIALS AND SUPPLIES</b>				
Biro pens(1 dozen)	180	180x1	180	
Pencils(1 dozen)	60	60x1	60	
Rubbers(3)	10	10x3	30	
Folders(3)	100	100x3	300	
Field books	65	65x3	195	
Stapler and staples	600	600	600	
Sub-total				1,365.00
<b>PROPOSAL AND THESIS</b>				
Proposal typing and printing (50 pages)	35	50x35	1750	
Photocopying final report(5copies)	3	250 x3	750	
SUB-TOTAL				2,500.00
<b>TOTAL</b>				<b>51,865.00</b>