

EFFECTS OF PICTURE BOOKS INTERVENTION ON WRITING SKILLS BY PUPILS WITH LEARNING DISABILITIES IN JOS, PLATEAU STATE

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Abstract

Children with learning disabilities have problem learning language skills due to poor listening, speaking, reading and writing skills. These problems are found among both boys and girls in schools. Many teachers teach pupils language skills using conventional oral method ignoring the use of picture books. Many more do not teach language skills with pictures at all. This makes it difficult for pupils whose second language is not the same with second language is not the same with their mother tongue. It is based on the difficulties teachers face that made specialists in language to devise various methods to help the teacher address the problem of language skills of pupils with learning disabilities. The purpose of this study was to find out the effects of picture books on language learning skills of pupils with learning disabilities in Jos Plateau State. Specifically, the objectives of the study were to find out the extent to which picture books can enhance the listening, speaking, reading and writing skills of pupils with learning disabilities. Both documentary and empirical relevant literatures were reviewed on the major themes of the study. All gaps and tendencies, clusters and trends were noticed which helped the researcher in shaping this research work. Quasi experimental research design was adopted for the study; specifically, the non equivalent pretest-posttest control group design was used. The population of the study comprised of seventy eight (78) primary two pupils with learning disabilities in Jos North Local Government Area. Stratified sampling technique was used to select forty (40) pupils as sample for the study. An adapted Functional Diagnostic Test of Language Assessment Instrument (FDTLA) and Assessment of Language Ability (ALA) score sheet were used to collect data to which helped to answer the research questions and test the eleven hypotheses raised. Data for the research was collected through the administration of pretest on the experimental and control groups before intervention. After the pretest, the experimental group was exposed to treatment using picture books, while the control group was taught using the conventional method in their regular classroom. After the intervention, the two groups were subjected to posttest using the Functional Diagnostic Test of Language Assessment Instrument and Assessment of Language Ability score sheet. All the research questions were answered using mean scores. Ten of the hypotheses were tested using t-test for independent samples at 0.05 level of significance. The result showed that picture books improved the language skills of the pupils significantly as shown in the performance of the experimental group who were subjected to a treatment using picture books as against pupils (control group) who were taught using the conventional method. This indicated that picture books have significant effect on the pupils' language skills. The results showed that there was no significant difference between the pretest mean scores of the experimental and control groups except hypothesis one which indicated that there is a significant difference

between the two groups. The result indicated that pupils taught language skills using picture books performed better than those not taught with picture books. It was therefore, recommended that pupils should be taught the skills of listening, speaking, reading and writing using picture books in the lower primary classes. By this, pupils will learn the four skills of language with less difficulty.

Keywords: Effects, Picture books, Intervention, Writing Skills, Pupils, Learning Disabilities.

Introduction

Pupils with learning disabilities are those who appear to be normal but exhibit some difficulties educationally, socially, emotionally and behaviorally. They may have difficulties in some school subjects and or skills such as reading, writing, spelling, listening and speaking, mathematical reasoning or calculations and social problems. Learning disabilities is a problem or disorder which interferes with the development of basic skills that affect a person's ability to learn. Lerner (2000) explained that pupils with learning disabilities do not perform well in situations that require extensive language interactions and conversations and they are less skilled maintaining a conversation. The types of language problems that these pupils have are listening, speaking, reading and writing. Pupils with learning disabilities can learn like other pupils if given the opportunity by giving them proper instruction using methods that meet their needs.

Language is the means of communication of any given people. It is through language that people express themselves. It has four skills which are listening, speaking, reading and writing. Language is used to communicate ideas while teaching, learning, speaking, reading, interacting, worshipping and transacting business. Language is a means of social control, a collection of motor responses; it functions symbolically and is used for verbal communication (Azikiwe, 2007). Language is a code whereby ideas of the user concerning the environment and the world at large are represented through signals for communication. "Normal pupils" acquire language in a relatively short time with less difficulty; pupils do this without necessarily any specific language instruction from parents and other care-givers. Pupils pick up a language just from hearing it spoken around them. Umolu (2005) and Omojuwa (2019) carried out separate studies about language learning in school to determine the language skills of primary school pupils in public primary schools in Nigeria. They both found out that 90% of the pupils have language problems. As a result of this, pupils perform poorly in other subjects that demand the use of language skills. Several attempts by professionals have been made to help these pupils overcome their problems. Some of these include the use of News on the Board, Literary Awareness program, wordless picture books, and picture books among others. For pupils to learn effectively, they must understand the language of instruction. Most pupils go to school when they have not understood or spoke the language of instruction which results to poor performance. If these pupils are to understand what is being taught, teachers should make use of picture books which helps the pupils learn with ease.

Picture books are books containing drawings of objects and events drawn in such a way that can attract the attention of the children which helps such children to speak about. Picture books can be wordless, single word or one or more sentences. They have been used by specialists to remediate language skills of pupils with learning disabilities and even those

without learning disabilities. Basically the role of pictures in pupils' texts is to enhance learning making such experiences quicker, concrete and more meaningful. Most pupils do not learn with ease because they are taught things in abstraction. When pupils are taught using picture books, the picture books serve as concrete objects.

One of the issues in language skills of pupils with learning disabilities is listening. Listening means the ability to understand what was said or heard. Listening in language learning is a great way to develop a pupil's vocabulary and comprehension. The pupil's ability to understand what was heard helps to learn in school. When a pupil does not understand what the teacher is saying while teaching, learning becomes difficult.

A language skill that pupils with learning disabilities also encounter problem with is the ability to speak. Retelling is the ability to repeat what one has heard. When pupils hear stories; the pupils should be able to retell it in their own words. This helps the pupils to be able to recall words or sentences that have previously been shown to the pupils. When pupils lack the ability to speak, it will be difficult for the teacher to say that the pupils have heard during instruction. It is through speaking that the pupil expresses self. A pupil, who is given picture books and is properly guided, will be able to say something about the pictures. Teachers should make use of pictures when teaching pupils who find it difficult to speak. The pictures should be made attractive in order to captivate the attention of the pupils. This will help the pupil to gain fluency in spoken interactions with others and practicing pronunciation.

Another issue in language skills of pupils with learning disabilities is the reading skills. Reading helps the pupil to perceive what others have written down. It helps pupils to succeed in all areas of learning because to learn, pupils must have the ability to read to succeed in all subjects. Drummond (2014) asserted that about 10 million pupils have difficulties learning to read. Such pupils may have reading problems due to poor instruction by teachers who lack the method to teach reading. Drummond (2014) emphasized that reading disabilities occur in at least 20% of the population but only about 4% of school age pupils are given special education services for reading disabilities. The author also said that 90% of struggling readers can overcome their difficulties when provided with appropriate treatment at early ages. From the above, it is evident that the need for programmes for remediating reading problems cannot be over emphasized hence the use picture books for intervention of reading problems.

Similarly, pupils with learning disabilities also need to develop writing skill. Writing skill is an important part of language. Writing is a means of communication among human beings which represents language through the recording of signs and symbols. It can be a complement to speech or spoken language. It is a form of communication which allows pupils to put their feelings and ideas on paper. Good writing skills allow a pupil to communicate his message with clarity and ease to others. When a pupil has learnt to read a letter or word, the child should be able to write it down. Pupils learn this by copying what they see and with time learn to write it without looking at it. Writing helps a pupil to be able to succeed in school. Pupils should be able to comprehend reading materials retell what is seen, read what others have written and also write what was heard and seen in a book. Many primary pupils write poorly and as a result, the teacher finds it difficult to read what they have written down. School pupils should be able to put feelings and ideas on paper. As pupils learn to write letters of the alphabet, they should be able to proceed to writing words and sentences. Pupils who

experience difficulties with writing often try to avoid writing at all cost. Teachers can help such pupils to become experts in writing with the use of many activities involving pictures. Teachers should also make pupils to write on a daily basis and make writing motivative by using pictures that are attractive.

Gender is one of the factors which contributes to language skills learning among pupils. Girls are said to develop language early enough than boys. Karmiloff and Karmiloff-Smith (2002) reported in a study that girls begin to talk earlier, articulate better and acquire a more extensive vocabularies than boys of the same age. Karmiloff and Karmiloff-Smith added that girls and women surpass boys and men in verbal fluency, correct language usage, sentence complexity, grammatical structure, spelling and articulation. However, there are male and female pupils in homes and schools which may lead to one gender developing language faster than the other. Pupils who exhibit these problems could be boys or girls and are found in both special and regular schools.

The researcher has not in any way come across any work that used picture books to improve language skills by with learning disabilities. Hence, this research was necessary to find out the effects of picture books on language skills of pupils with learning disabilities in Jos, Plateau state.

Statement of problem

Language learning skills among pupils with learning disabilities are limited due to poor listening, speaking, reading and writing skills. This makes it difficult for pupils with learning disabilities to learn language. Specialists in language have devised various methods to help the teacher address the problem of language skills of pupils with learning disabilities. Many teachers do not teach language skills with pictures which makes it difficult for the pupils whose second language is not the same with the mother tongue. It should be noted that picture books are popular in the early years, but these picture books are often kept aside once such pupils reach ages 4-6.

One of the problems is the difficulty to understand what pupils have heard despite the fact that their hearing acuity is normal. If a child has problem understanding what is being said in the classroom, such a child will learn with difficulty or will learn nothing at all. One of the problems faced by pupils with learning disabilities is the inability to speak about what such pupils see in a book. If a pupil is unable to speak using the language the language of instruction, it leads to difficulty in learning which will eventually lead to academic failure. Since most pupils in schools are not taught in the mother tongue, the pupils encounter problems in acquiring the skill of speaking. Some reasons for speaking difficulties include newness of English language to the Nigerian child, developing the speaking skills in a foreign language is difficult, phonological and orthographical interferences. Others include differences in syllabic structure in the two languages and negative transfer of sounds from the mother tongue to the second language (Abang, (2005).

Writing is the most difficult skill for pupils whose second language is not the same with the mother tongue to acquire requiring a mastery of different linguistic, cognitive and socio-cultural competences. Some have clumsy handwritings which make it difficult for another person to read what they have written. For effective teaching and learning to take place, the

teacher should be able to read a pupil's writing so as to ascertain whether the pupil understands what he has been asked to write or not. This problem is exhibited by the pupils inability to copy. It is therefore assumed that what the pupils have been written down which leads to writing the wrong thing altogether. s. It is assumed that girls acquire language faster than boys; as a result of this assumption, language problems among girls are sometimes ignored to the detriment of the girls.

Aim and Objectives of the Study

The aim of this study was to find out the effects of picture books on learning of language skills by pupils with learning disabilities in Jos, Plateau state. Specifically the objectives of this study was to:

1. find out the effects of picture books on listening skills of pupils with learning disabilities.
2. establish the effects of picture books on the pupils ability to speak about stories from picture books.
3. determine the effects of picture books on the reading ability of pupils with learning disabilities.
4. find out the effects of picture books on the writing ability of pupils with learning disabilities.
5. ascertain the difference between the language learning skills of boys and girls taught using picture books intervention.

Research Questions

This research sought answers to the following questions:

1. What is the listening ability mean scores of pupils with learning disabilities in Jos, Plateau State?
2. What is the speaking ability mean scores of pupils with learning disabilities in Jos, Plateau State?
3. What is the reading ability mean scores of pupils with learning disabilities in Jos, Plateau State?
4. What is the writing ability mean scores of pupils with learning disabilities in Jos, Plateau State?
5. What is the language ability mean scores of pupils with learning disabilities in Jos, Plateau State?

HYPOTHESES

The following research hypotheses were tested at 0.05 level of significance:

Hypothesis 1: There is no significant difference between the pretest writing ability mean scores of pupils with learning disabilities in the experimental and control

Hypothesis 2: There is no significant difference between the posttest writing ability mean scores of pupils with learning disabilities who were taught using picture books and those taught without

Hypothesis 3 There is no significant difference between the pretest language learning mean scores of boys and girls in the experimental group.

Hypothesis 4: There is no significant difference between the posttest language learning mean scores of boys and girls who were taught using picture books.

Methodology

The research by its very nature is an experimental research. The researcher employed the quasi-experimental design. Specifically, the non-equivalent pretest-posttest control group design was used which quasi-experimental design allows. Quasi-experimental design allows the use of intact groups. The reason for using intact groups is because the pupils have already been arranged into classes and the school management did not allow the classes to be redistributed for the purpose of an experiment. This design is illustrated below:



In the diagram, there were two groups of participants, A and B. Group A was the experimental. It took the pretest O1, received treatment X and then received the posttest O2. Group B was the control. It also took the pretest O3, received no treatment and then took the posttest O4. Analysis of covariance was also used in order to have control over intervening variables. The population of this study comprised of all primary two school pupils with learning disabilities in Jos North Local Government Area. There were 45 public primary schools in Jos North Local Government Area with a total number of 78 pupils with learning disabilities. The researcher used one primary school. The population for the study were Selected from the Schools. The pupils in the Schools have problem of language skills (listening, speaking, reading and writing). The problems were exhibited in the inability to repeat what was said, speak about pictures shown, read words and sentences and copy words and sentences From the population discussed above, the researcher selected forty (40) pupils with learning disabilities and language problems. This number was drawn from primary two (2). The researcher decided to select this number because it allowed the researcher to have maximum control of some extraneous variables that may affect the result of the findings if the number is higher. This number also allowed the researcher pay close attention to every participant in the experimental group and completed the research within the specified time for the experiment. From this sample, the researcher assigned them equally into experimental and control groups that is twenty (20) pupils for experimental and twenty (20) pupils for control group.

Hypothesis 4: There is no significant difference between the posttest language learning mean scores of boys and girls who were taught using picture books. The sampling technique that was used for the selection of the school was the stratified sampling technique. This is a probability sampling technique in which the researcher attempted selecting a sample that appeared to be a representative of the population defined by the research problem. Using this method, the researcher picked Methodist primary school, Kashim Ibrahim Street Jos.

In order to sample the 40 pupils that participated in this research, the researcher assessed all the pupils in primary two to determine those that have learning disabilities. After determining the number of pupils with learning disabilities in primary two, the researcher assessed this number again to determine those that have language skills problems among them. After the

researcher has identified those with language skills problems, the researcher picked forty (40) from among them. The stratified sampling technique was used to select the forty pupils who participated in the research because the sample consisted of both male and female. Two instruments were used for data collection in this research. The instruments that were used for data collection in this research were the Functional Diagnostic test of Language Assessment Instrument (FDLAI) and Assessment of Language Ability score sheet (ALA). The first instrument FDLAI is adapted from Ihenacho (2016) Functional Diagnostic test of Language Assessment Instrument. The second instrument, ALA was developed by the researcher. The two instruments were used for pre test and post test. Picture books which included wordless, single word and single sentence picture books were used for intervention. Validity is concerned with whether the instrument measured what it was suppose to measure. A table of specification was made showing the cognitive objectives .The researcher gave the instrument to experts in the field of learning disabilities for judgment. They scrutinized the instrument for content validity. This they did by checking the instrument to ensure the adequacy and comprehensiveness of the items as well as the clarity of expression used in constructing the instrument. All the corrections and suggestions of these experts were effected. This helped in identifying the items that measured the same thing. Thus the validity of the instruments can be claimed. Reliability of an instrument is concerned with finding out whether the results obtained were consistent. The reliability of the Assessment of Language Ability Instrument was established through the test- retest method. The instrument was first administered to a group of pupils and re-administered to them again after a period of two weeks. The results obtained from the tests were correlated using Pearson Product Moment Correlation statistics. This gave the reliability index as 0.84. This shows that the correlation is high.

After dividing the pupils into experimental and control groups, the experimental group were taken to a separate classroom for the treatment. The researcher visited the school twice a week for 10 weeks. The researcher spent one hour teaching the pupils simple greetings for one week. The pupils were taught to obey and give commands. In the fourth week they were asked to tell or retell stories told by the researcher. The pupils were given picture books to talk about the pictures seen. In the fifth and sixth weeks, the pupils were taught the identification of capital and small letters of the alphabet. The pupils were taught to identify similarities and differences in words using pictures in the seventh week. In the eighth week, the pupils were taught to read names of objects and single sentences. In the ninth and tenth week, the pupils were taught to write names of objects and simple sentences about pictures from picture books. All the treatment was conducted one hour before break time. The pupils in the control group were taught the same thing but without pictures by the researcher. After the ten (10) weeks of treatment, the researcher administer the posttest to both the experimental and control groups using Assessment of Language Ability Instrument that was used for the administration of the pretest. The pretest was used to find the equivalence of participants after which they were assigned into experimental and control groups. The pupils were tested individually using Functional Diagnostic test of Language Assessment Instrument (FDLAI) and Assessment of Language Ability score sheet (ALA). The assessment ran for one hour each day for one week. Each pupil's score was recorded on a score sheet. The intervention was administered using the picture books and lasted for ten weeks. The intervention was conducted twice a week for one hour during which the skills of listening and speaking were taught using simple greetings and responding correctly to simple greetings. They were also taught to obey or respond to simple commands and also gave simple commands, listened to stories and retold stories using

picture books. They were shown pictures from a picture book and taught to talk about the pictures seen.

The pupils were taught reading skills using letters of the alphabet (capital and small letters), word recognition and reading. They were taught to identify capital and small letters of the alphabet, recognition of names of objects and identification of words. They were taught to match words to pictures using picture books. The skills of writing were taught by teaching them to write names of objects, simple sentences under pictures given to them. They were taught to copy the names of objects and simple sentences before writing the names of objects and sentences under pictures given to them. The researcher re-administered the Functional Diagnostic test of Language Assessment Instrument (FDLAI) and Assessment of Language Ability score sheet (ALA) to both experimental and control groups after the last week of the treatment session. The research questions were answered using the mean scores.

All the hypotheses were tested using the t-test for independent samples and was tested at 0.05 level of significance. Find below the result

Research Question 1: What is the writing ability mean score of pupils with learning disabilities in Jos, Plateau State?

Table 1: Summary table for Mean Scores on Writing Ability of the Experimental and Control Groups Before and After Exposure to Picture Books

Group	N	Pretest $\bar{x}$	Posttest $\bar{x}$
Control	20	26.00	45.25
Experimental	20	23.00	69.25

Table 1 revealed mean scores on writing ability of both the experimental and control groups before exposure to picture books. Before the pupils were exposed to picture books, the pupils in the experimental group had a mean score of 23.00 in the pretest while the pupils in the control group had a mean score of 26.00. After the pupils were exposed to picture books, the pupils in the experimental group had a mean score of 69.25 in the posttest while the pupils in the control group had a mean score of 45.25. The result indicated that pupils who were in the experimental group had a mean difference of 46.25 while those in the control group had a mean difference of 19.25. This implied that the pupils taught with picture books wrote better than those that were not taught with picture books. The result showed that if picture books are used in teaching writing, it can enhance the writing skills of pupils.

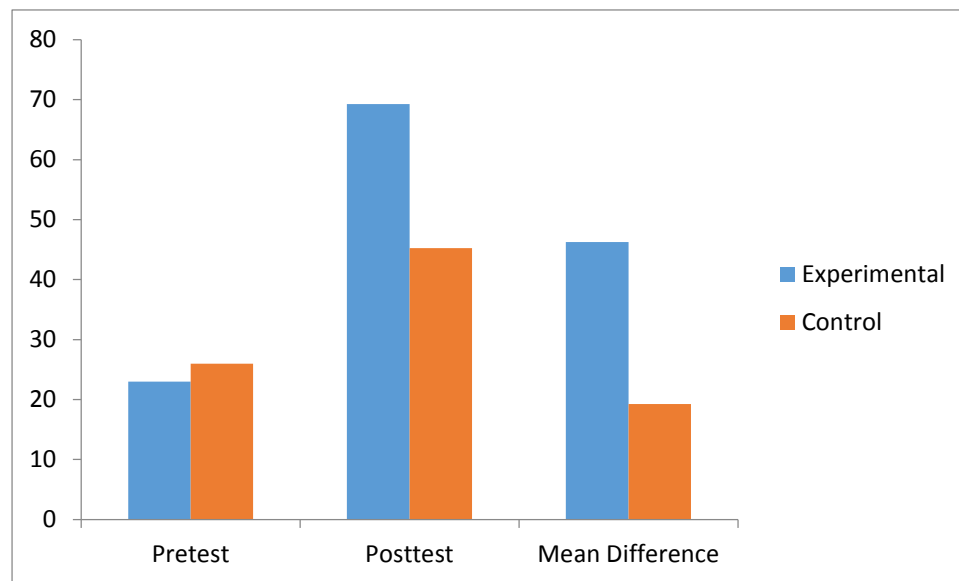


Figure 1: Bar chart showing comparison of writing skill

Hypothesis 1 There is no significant difference between the pretest writing ability mean scores of pupils with learning disabilities in the experimental and control groups.

Table 2: Summary Table for Result of t-Test Analysis for Difference between the Pretest Writing Ability Mean Scores of Pupils in the Experimental and Control Groups

Group	Test	n	$\bar{x}$	SD	df	t-value	P-value
Experimental	Pretest	20	23.00	7.504	38	.000	1.00
Control		20	23.00	7.504			

$p > 0.05$

Table 2 showed the pretest writing ability mean scores of the experimental and control groups before exposure to picture books. The SPSS version 21 output of the analysis showed that the experimental group had mean score of 23.00 and a standard deviation of 7.504 whereas the control group had a mean score of 23.00 and a standard deviation of 7.504. In addition, the calculated value of t is .000 while the p -value is 1.00. Since the p -value is greater than 0.05, the researcher accepted the null hypothesis and concluded that there was no significant differences in the writing ability mean scores of the two groups before exposure to picture books.

Hypothesis2: There is no significant difference between the posttest writing ability mean scores of pupils with learning disabilities who were taught using picture books and those taught without.

Table 3: Summary Table of t-Test Result for Difference between the Posttest Writing Ability Mean Scores of Pupils Taught with Picture Books and those Taught Without

Group	Test	n	$\bar{x}$	SD	df	t-value	P-value
Those taught with picture books	Posttest	20	69.25	11.035	38	-8.632	.002
Those taught without		20	45.25	5.75			
p>0.05							

Table 3 showed the pretest writing ability mean scores of the experimental and control groups before exposure to picture books. The SPSS version 21 output of the analysis showed that the experimental group had mean score of 69.25, a standard deviation of 11.035 whereas the control group had a mean score of 45.25 and a standard deviation of 5.75. This showed that there is significant difference in the writing ability between the experimental and control groups. In addition, the calculated value of t is -78.632 while the p-value is .002. Since the p-value is less than 0.05, the researcher rejected the null hypothesis and concluded that there was significant difference in the writing ability mean scores of the two groups after exposure to picture book

Hypothesis 3: There is no significant difference between the pretest language learning mean scores of boys and girls in the experimental group.

Table 4: Summary table for t-Test Result Analysis for Difference in the Pretest Language Learning Mean Scores of Boys and Girls in the Experimental Group

Group	Test	Gender	n	$\bar{x}$	SD	df	T	P-value
Experimental	Pretest	Boys	14	23.29	6.43	18	.855	.404
		Girls	6	20.67	5.89			
						p>0.05		

Table 4 showed the pretest language ability mean scores of the experimental and control groups before exposure to picture books. The SPSS version 21 output of the analysis showed that the boys in the experimental group had mean score of 23.29, a standard deviation of 6.43 whereas the girls had a mean score of 20.67 and a standard deviation of 5.89. In addition, the calculated value of t is .855 while the p-value is .404. Since the p-value is greater than 0.05, the researcher accepted the null hypothesis and concluded that there was no significant differences in the language ability mean scores of boys and girls before exposure to picture books.

Hypothesis 4: There is no significant difference between the posttest language learning mean scores of boys and girls who were taught using picture books.

Table 5: Summary Table for t-Test Analysis for Difference Between the Posttest Language Learning Mean Scores of Boys and Girls Taught with Picture Books

Group	Test	Gender	N	$\bar{x}$	SD	df	T	P-value
Experimental	Posttest	Boys	14	66.29	11.16	18	-.667	.514
		Girls	6	69.83	10.23			
p>0.05								

Table 5 showed the posttest language ability mean scores of the experimental and control groups after exposure to picture books. The SPSS version 21 output of the analysis showed that the boys in the experimental group had mean score of 66.29, a standard deviation of 11.16 whereas the girls had a mean score of 69.83 and a standard deviation of 10.23. In addition, the calculated value of *t* is -.667 while the *p*-value is .514. Since the *p*-value is greater than 0.05, the researcher accepted the null hypothesis and concluded that there was no significant differences in the language ability mean scores of both boys and girls after exposure to picture books.

Discussion

This study investigated the effects of picture books intervention on improving language skills learning of primary two pupils in Jos, Plateau State.

Research question four investigated the extent to which picture books would influence the writing ability of pupils with learning disabilities. This research discovered that using picture books to teach pupils with learning disabilities can enhance the writing skills of pupils. The result on table 7 revealed that the pupils taught with picture books wrote better than those that were not taught with picture books. The result showed that if picture books are used in teaching writing, it can enhance the writing skills of pupils. This finding is in conformation with Henry (2003) and Ema, (2009), who discovered the use of picture books is an effective way to improve students' writing skills. As a result, Henry further suggested that teachers' instructional method should go beyond traditional textbooks in order to improve the students writing skills. Similarly Paquette (2007) states that picture books provide a natural avenue to motivate and encourage pupils writing.

The study discovered in the result of hypothesis 10 that the difference between the posttest speaking ability mean scores of boys with learning disabilities who were taught with picture books was not significant. This is confirmed by the result in table 18 where the researcher accepted the null hypothesis and concluded that there was no significant differences in the language ability mean scores of boys and girls before exposure to picture books. This is not in agreement with Karmiloff and Karmiloff-Smith (2002) and Abolade, (2007) who stated that girls and women surpass boys and men in verbal fluency, correct language usage, sentence complexity, grammatical structure, spelling and articulation. The finding is however in conformity with Bornstein, Han and Haynes (2014) who reported that in studies of adults ages 18 and above that female advantage may depend on task. The authors also stated that depending on the task provided, a female advantage may or may not be present.

4. There was a significant difference in the writing skills posttest performance mean scores of pupils' in the experimental and control groups. This result showed that a significant difference existed between the posttest of the experimental and control groups. The differences showed a very wide margin in the experimental group as compared to the control group, showing that picture books built a better performance of writing skills in the pupils'.

Conclusion

Based on the discussion of the findings, it could be concluded that the pupils exposure to the text books encourage the pupils reading culture and listening habits in the primary Schools in Jos North Local Government Area of Plateau State, Nigeria.

Recommendations

Based on the findings of this research, the following recommendations are made:

1. Teachers should teach pupils the skills of listening with picture books at the lower primary level.
2. Pupils' with learning disabilities should be taught to speak in the language of instruction using picture books by teachers.
3. Publishers of books for lower level primary schools should publish more picture books for use with pupils in the lower primary classes.
4. Teaching reading using picture books should be integrated in the curriculum of lower primary school.
5. Teachers should improvise picture books for teaching pupils' language skills in lower primary level.
6. Parents should provide picture books that are helpful for pupils to learn language skills at the lower level classes of primary school.
7. Schools should provide teachers with enough picture books to teach pupils at the lower primary level.

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