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THE EFFECTS OF PICTURE BOOKS ON READING ABILITIES OF PUPILS WITH DYSLEXIA IN PUBLIC PRIMARY SCHOOLS IN GOMBE STATE, NIGERIA

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Abstract
This paper made an overview of the effects of picture books on teaching reading. The research design for the study was a quasi-experimental research type. Specifically, the design is a pre-test post-test controlled group designed with a sample of 20 pupils each from both experimental and control groups. T-test for an independent sample was used to analyze the data. Three research questions were raised. Also, three hypotheses were formulated and tested at 0.05 significance level; the decision taken was that no hypotheses were accepted against the alternative hypotheses. The study found that there was a significant difference in the post-test mean scores of pupils in the experimental group as compared to the control group. The study recommended that teachers should employ the use of picture books to teach reading. Therefore it has become imperative for stakeholders in educational sectors including parents to put more effort into providing relevant picture books in schools in order to enhance reading, and consequently improve the performance of pupils in all subjects.

Keywords: Stakeholder, Picture, School, Post-Test, Education, Pupils,

Introduction

Dyslexia is a common characteristic of pupils with reading problems, a specific problem that is neurobiological in origin. A child with dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Chadha (2015) stated that these difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities, and the provision of effective classroom instructions. In other words, dyslexia may be referred to as a reading disability, it occurs when an individual has significant difficulty with speed and accuracy of word decoding, comprehension of text and spelling. Stoke (2007) stated that dyslexia primarily affects the ability

to learn to read and spell, and sometimes affects mathematics ability. The author further stated that dyslexia is not related to general intelligence. It comes from difficulty in dealing with the sounds of words. The author stressed that people with dyslexia often find it hard to remember a list of things they have heard or to remember names or facts quickly, although they often have strength in reasoning, visual and creative fields. In another concept, The International Dyslexia Association (IDA, 2002) cited in Pilgrim (2017) Defined dyslexia as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and or fluent word recognition and by poor spelling and decoding abilities. The authors further stressed that these difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to cognitive abilities and the provision of effective class room instructions. Heward, Sheila and Konrad (2019) stated that about 90% of all children identified as having dyslexia, are referred for special needs education because of reading problems. This is to say, that children who have not learned to read by first grade tend to fall farther behind their peers, not only in reading but in general academic achievement as well.

Reading is more than just seeing words clearly, calling or pronouncing printed words. Kwalzoom (2017) defined reading as understanding the thoughts, and ideas of another person, about entering different imaginary and real words created by the author. Adewole (2001) stated that reading is a crucial form of communication through which we get most of the information required in teaching and learning situations and everyday life.

The skills acquired in reading can promote the acquisition of language skills like listening, speaking and writing. The fact is that some primary school pupils find it difficult to read and understand, despite the fact that reading is indispensable. Mangal (2012) stated that some of the notable problems faced by children with dyslexia may be identified as follows:

i. They may exhibit severe reading disabilities for example, difficulty in recognizing letters, learning the names of letters and breaking words down into the sound of letters and letter combinations (phonemes).
ii. The vast majority of children with dyslexia have phonological core deficits experiencing great difficulty in word reading skills.
iii. They may experience difficulties with regard to spelling and writing.

In seeking treatment for children with dyslexia, it should be remembered that learning disabilities caused on account of dyslexia vary widely in their nature and occurrence, and it has many remedies for the different cases of dyslexia, so it is advisable to use many techniques for teaching children with the problem.

In view of these problems, the researchers place much emphasis on the use of picture books with our children during infancy and continue as they get older. Because learning to read pictures is an important literacy skill and using picture books for children can play an important part in the process of developing visual literacy.

Statement of the problem

There are indications of serious reading problems at all levels of our education system. These problems manifest themselves in the pupil's inability to read and comprehend what was read, recall or even effectively use materials read to tackle examination and another daily tasks. In other words, most teachers are not acquainted with the best strategies for teaching reading especially to beginners. Perhaps the teacher does not teach reading with pictures.

Aim and Objectives of the Study

The main aim of this study is to examine the effects of picture books on the reading performance of pupils with dyslexia in the Gombe metropolis of Gombe the objectives of the study are to:

1. Establish how effective the use of picture books influences word recognition skills for children with dyslexia;
2. Determine the level of reading ability of pupils taught using picture books in reading fluency ability;
3. Find out the level of reading comprehension ability of pupils taught with picture books;
4. Determine the extent to which pupils show interest in learning to read using picture books.

Research Questions

For this study to be guided properly, the following research questions were formulated:

1. To what extent do picture books influence word recognition of primary three pupils with dyslexia after intervention in the Gombe metropolis?
2. To what extent will picture books influence the reading fluency of primary three pupils with dyslexia after intervention in the Gombe metropolis?
3. To what extent will the use of picture books improve reading comprehension scores of primary three pupils with dyslexia after intervention in the Gombe metropolis?

Hypotheses

The following hypotheses were formulated, thus:

1. There is no significant difference between the pretest word recognition mean scores of primary three pupils with dyslexia in the experimental and control groups.
2. There is no significant difference between the pretest reading fluency mean scores of primary three pupils with dyslexia in the experimental and control groups.
3. There is no significant difference between the pretest reading comprehension mean scores of primary three pupils with dyslexia in the experimental and control groups.

Methodology

The research design for this study is the quasi-experimental research type. Specifically, the design is a pre-test post-test controlled group designed was used. This has to do with making a change in the value of the variables, referred to as dependent and independent variables, and observing the effect of that change. (Awotunde & Ugodulunwa, 2004). The design therefore features two groups, experimental and control groups. Both experimental and control group were administered a pretest (0_1 and 0_3) before the commencement of the treatment. In the process only the experimental group was exposed to treatment (X) and, that was the use of picture books to read in order to establish the effect of the intervention on the participant's reading performance. The control group received no treatment (without the use of a picture book) and was post-tested (0_4). The experimental design is chosen because it aims at seeing the effect of these variables.
Moreover, In this study, the pre-test provided baseline information regarding participant's reading performance. In addition, the outcome of the pre-test was used in making a comparison with the post-test to see how effective or otherwise the treatment had been.

The population of this study was made up of pupils with dyslexia in primary three (3) from two public primary schools in Gombe metropolis (Hassan Central Model Primary School and Tudun Wada Primary School). The choice of these public schools was because of their homogeneity. In other words, such schools share similar characteristics in terms of requirements for admission of pupils. All the pupils in the two schools who cannot read constituted the population. From the population, the researcher used a Reading Ability Test Instrument (RATI) to select pupils with reading problems (Dyslexia). From the outcome of the test, the researcher then picked (10) pupils

who could not read up to 75% of the words from each of the schools totalling twenty (20) pupils.

Instruments for Data Collection

Two instruments were used for collection of data in this study. The instruments are: Words recognition test of 100 high frequency words (WRTHFW) which was adopted from Umolu and Mallum (1985). The researcher made the 100 flash cards of high frequency words according to their sequence in which the children were asked to identify from the first to the last words as they were arranged by the use of the flashcards which were bold enough for easy identification.

The choice of this (100 HFW) instrument was necessitated by the fact that the words are mostly encountered during reading process, whereas; recognizing these words laid good ground for improved reading performance of children with dyslexia. These instruments were administered to all participants in this study.

Researcher-made Picture Book Test is a researcher-made test instrument for assessing the reading performance of children with dyslexia in primary 3. The picture books were constructed by the researcher, taking into consideration the level of the children with dyslexia. The book comprised four (4) sections and each section carried pictures of objects selected from the (100 HFW) for the purpose of data collection and analysis.

Section (1); **sight word recognition** of 100 HFW in English

Section (2); **Word recognition,** this section of the book contains names and pictures of the following objects; Lion, Boy, Tortoise, monkey, book, bird, stone, flower, king, table, One, two, rat, dog, house, School, tree, meat, man, and snake. These pictures were for the learners to see, identify and read. The pupils were taught to recognize the picture and taught to read the names of the objects and see how they were written and spelled as well.

Section (3); **words matching and pictures,** this section of the book carried both pictures and their names scrambled so that the learner located and matched words with relevant pictures together, just like a puzzle game.

Section (4) of the book contained **wordless pictures** of the aforementioned objects for the child to identify, read and write the names of the objects correctly on the worksheet provided.

The word recognition test of high-frequency words (WRTHFW)

In analyzing the data, all research questions were answered using the data obtained from the pupils, pretest and posttest word recognition, reading fluency, word matching and picture scores. These scores were presented in tables where the mean scores, percentage gain scores and percentage difference were calculated as follows:

Hypothesis 1 – 3 were tested using t-test for independent samples. This was because the posttest means scores of the experimental group were compared to the posttest means scores of the control group. This was done at 0.05 level of significance.

The hypotheses tested that is, hypotheses 1-3, the calculated values were compared to the table value and inferences were drawn to either accept or reject the null hypotheses.

When the calculated value was less than or equal to the tabulated or t-critical value at 0.05 level of significance, the null hypothesis was upheld or accepted. But when the calculated value was greater than the tabulated t-critical value at 0.05 level of significance, the null hypothesis was rejected thereby accepting alternative hypotheses.

RESULTS

Research Question 1

To what extent does the use of picture books improve word recognition use of children with dyslexia in the Gombe metropolis?

Table 1: Reading Ability of Primary Three Pupils with Dyslexia before Intervention

	WORDS RECOGNITION			READING FLUENCY			READING COMPREHENSION	
S/N	EXP. PRE-TEST	CONT. PRE-TEST	S/N	EXP. PRE-TEST	CONT. PRE-TEST	S/N	EXP. PRE-TEST	CONT. PRE-TEST
	20	22	Child 1	24	23	Child 1	27	17.5
Child 2	25	20	Child 2	23	23	Child 2	23	20
Child 3	19	20	Child 3	20	20	Child 3	26	28
Child 4	19	20	Child 4	21	22	Child 4	24	22
Child 5	21	19	Child 5	22	19	Child 5	32	26
Child 6	21	20	Child 6	20	20	Child 6	30.5	24
Child 7	18	22	Child 7	24	18	Child 7	19	19
Child 8	20	19	Child 8	24	12	Child 8	18.5	18.5
Child 9	21	21	Child 9	27	25	Child 9	20	30
Child10	22	23	Child 10	23	24	10	17.5	32.5
Total	208	206	Total	228	206	Total	237.5	237.5
Mean	20.8	20.6	Mean	22.8	20.6	Mean	23.75	23.75

Table 1 presents the reading ability of both the experimental and control groups of the primary three pupils with dyslexia before intervention. The mean scores of the experimental and control groups in word recognition before intervention were 20.80 and 20.60 respectively.

The mean scores of the experimental and control groups in the reading fluency before intervention were 22.80 and 20.60 respectively. Also the mean scores of experimental and control groups in reading comprehension were (23.8) and (23.80) respectively.

Research Question 2

To what extent will picture books influence the reading fluency of primary three pupils with dyslexia after intervention in Gombe metropolis?

Table 2: Reading Fluency Mean Scores of Pupils with Dyslexia after Intervention

	EXPERIMENTAL GROUP			CONTROL GROUP	
S/N	PRE-TEST	POST-TEST	S/N	PRE-TEST	POSTTEST
Child 1	27	38	Child 1	22	24
Child 2	20	36	Child 2	24	25
Child 3	19	28	Child 3	19	20
Child 4	22	34	Child 4	23	27
Child 5	20	38	Child 5	20	26
Child 6	22	42	Child 6	19	24
Child 7	23	30.5	Child 7	16	19
Child 8	25	34.5	Child 8	14	20
Child 9	24	30	Child 9	20	21
Child10	26	33	Child 10	29	20
TOTAL	228	344	TOTAL	206	236
MEAN	22.8	34.4	MEAN	20.6	23.6

MEAN INCREASE B/W		
PRE & POSTTEST	11.6	3
% MEAN INCREASE B/W		
PRE & POSTTEST	50.9%	14.6%
MEAN DIFF B/W EXP		
POST AND CONTROL POST	10.8	
% MEANS DIFF B/W EXP & CONTROL POST	45.8%	

Table 2 presents the pretest and post-test reading fluency mean scores of primary three pupils with dyslexia. From the table, the mean scores of the experimental group before intervention were 22.8. However, this rose to 34.4 after the intervention, giving an increase of 11.6 (50.9 %). While the mean score of the control group before intervention was (23.60) giving an increase of 3.0 (14.6%). The difference between the posttest reading fluency means scores of the experimental and control groups was 10.8 (45.8%) in favor of the experimental group.

Research Question 3

To what extent will the use of picture books improve reading comprehension scores of primary three pupils with dyslexia after intervention in Gombe metropolis?

Table 3: Reading Comprehension Scores of Primary Three Pupils with Dyslexia Before and after Intervention.

	EXPERIMENTAL GROUP			CONTROL GROUP	
S/N	PRE-TEST	POST-TEST	S/N	PRE-TEST	POST-TEST
Child 1	27	44	Child 1	17.5	24
Child 2	23	43.5	Child 2	20	26
Child 3	26	37.5	Child 3	28	37.5
Child 4	24	37.5	Child 4	22	37.5
Child 5	32	37.5	Child 5	26	30
Child 6	30.5	37.5	Child 6	24	20
Child 7	19	43	Child 7	19	30.5
Child 8	18.5	44.5	Child 8	18.5	40
Child 9	20	37.5	Child 9	30	31
Child10	17.5	37.5	Child 10	32.5	31.5
TOTAL	237.5	400	TOTAL	237.5	312
MEAN	23.8	40.0	MEAN	23.8	31.2

Table 3 presents the pre-test and post-test reading comprehension skills mean scores of primary three pupils with dyslexia. From the table, the mean score of the experimental group before intervention was 23.8. However, this rose to 40.0 after the intervention, giving an increase of 16.2(68.1%). The pretest mean score of the control group was 23.8 and after the post-test was 31.2 giving an increase of 7.4(31.1%). The difference between the posttest reading comprehension skills means scores of the experimental and control groups was 8.8(28.2%) in favor of the experimental group.

Hypothesis 1

There is no significant difference between the pretest word recognition mean scores of the primary three pupils with dyslexia in the experimental group and control groups.

Table 4: Comparison of the Pretest Word Recognition Mean Scores of Primary Three Pupils with Dyslexia in Experimental and Control Groups on Word Recognition.

Variable	No. of Sample	df	Mean	SD	t-Valu e cal	t- Value crit	Sign Level (p)
EXP. Group	10	18	20.8	1.865	0.290	1.730	0.05
CONT. Group	10		20.6	1.281			

Table 5 presents the independent t-test statistics result of the pretest word recognition scores of primary three pupils with dyslexia in the experimental and control groups. From the table, the t-value calculated (0.290) is less than the t-value critical (1.730) at 0.05 level of significance. This indicates that there is no statistically significant difference between the mean scores of the experimental group (20.80) and that of the control group (20.60) on word recognition at the pretest. Therefore, hypothesis 1, said that there is no significant difference between the pretest word recognition mean scores of primary three pupils with dyslexia in the experimental and control groups is upheld.

Hypothesis 2

There is no significant difference between the pretest reading fluency mean scores of primary three pupils with dyslexia in the experimental and control groups.

Table 5 : T-test Comparison of the Pretest Mean Scores of Primary Three Pupils with Dyslexia in the Experimental and Control Groups on Reading Fluency Skills.

Variable	No. of Sample	df	Mean	SD	Value cal.	t- Value crit	Sign Level (p)
EXP. Group	10	18	22.80	2.040	0.285	1.730	0.05
CONT. Group	10		20.60	3.583			

Table 5 presents the independent t-test statistics results of the pretest reading fluency mean scores of primary three pupils with dyslexia in the experimental and control groups. From the table e t-value calculated (0.285) is less than the t-value critical (1.230). With the significant level 0.05.

This indicates that there is no statistically significant difference between the mean scores of the experimental group (22.80) and that of the control group (22.60) in reading fluency at pretest. Therefore, hypothesis 2 which says there is no significant difference in pretest reading fluency mean score of primary three pupils with dyslexia in the experimental and control groups is accepted.

Hypothesis 3

There is no significant difference between the pretest reading comprehension mean scores of primary three pupils with dyslexia in the experimental and control groups.

Table 6

T-test Comparison of the Pretest Mean Scores of Primary Three Pupils with Dyslexia in the Experimental and Control Group on Reading Comprehension Skills.

Variable	No. of Sample	df	Mean	SD	t-Value cal	t- Value crit	Sign Level (p)
EXP. Group	10	18	23.75	4.940	0.000	1.73	0.05
CONT. Group	10		23.75	5.013			

Table 6 presents the independent t-test statistics result on the present reading comprehension skills mean scores of primary three pupils with dyslexia in experimental and control groups. From the table, the t-value calculated (0.000) is less than the t-value critical (1.730) at 0.05 level of significance. This indicates that there is no statistically significant difference between the mean scores of the experimental group (23.75) on reading comprehension skills at pretest. Therefore, hypothesis 3 which says there is no significant difference between the pretest reading comprehension mean scores of primary three pupils with dyslexia in the experimental and control groups is accepted.

DISCUSSION

Table 7: Summary of Hypotheses Tested

Hypotheses	**Df**	**Table Valuable Calculated**	**Critical Value**	**Sign. Level 0.05 (p)**	**Decision**
Hypotheses 1	18	0.290	1.730	-	Accepted
Hypotheses 2	18	0.285	1.730	-	Accepted
Hypotheses 3	18	0.000	1.730	-	Accepted

Table 7: showed that the hypotheses tested were accepted due to the fact that after all three hypotheses had been tested with the degree of freedom (df) 18 and 0.05 significance level using each of the table values calculated their critical values were greater than the calculated values. Therefore, the decision was to accept all three null hypotheses stated in the study and thereby reject alternative hypotheses.

Summary of Findings

The major findings of this study revealed the reading performance of pupils with dyslexia using picture books. The word recognition of all the pupils in the experimental and control groups was below average, before the intervention, the results were consistent with the findings that as pupils move from one grade level to the other, they are expected to recognize at least 95 per cent of the words in the passage they are reading, else they are considered to be reading at a frustration level.

The result further revealed the word recognition level of all the participants before and after an intervention.

The result showed that pupils with dyslexia in the experimental group had means twice better in their post-test than they had in their pre-test.

The control group had a very small increase in their posttest compared to their pretest mean scores.

The difference in the experimental group's pretest and posttest word recognition scores was tested and the null hypothesis of no significant difference in the experimental and control groups. The posttest word recognition scores presented revealed there was a significant difference; however, the experimental group improved significantly in the acquisition of all skills after an intervention.

Table 5 revealed the reading fluency skill level of the participants in experimental and control groups before and after the intervention for both pretest and posttest. This result showed that the experimental group improved in reading fluency skills as a result of teaching with the aid of picture books.

Furthermore, the null hypothesis that compares pre-test and post-test reading fluency mean scores presented in Table 6 showed there was a significant difference. This result shows a significant change in the participants of the experimental group.

Table 6 shows the result of the null hypothesis of no significant difference between the experimental and control groups on comprehension. The result revealed that the pupils with dyslexia in the experimental group did better in their comprehension scores than the control group, the result of the null hypothesis of no significant difference in the comprehension pre-test and post-test scores of the experimental group revealed that the difference was significant in favor of posttest.

The finding of this study indicated that the program resulted in positive, substantial and significant improvements in reading comprehension and it was summarized that all three null hypotheses were accepted.

Conclusion

From the result of the findings on the effects of picture books on the reading performance of pupils with dyslexia, much has to be done in providing adequate picture books and other relevant instructional aids, to improve reading abilities in public primary schools and other institutions of learning. The application of picture books cannot only remediate reading problems in pupils with dyslexia but also in those called average or skilled readers, in primary schools.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Experienced and qualified teachers should use different teaching interventions in reading such as Language Experience Approach (LEA), News on the Board (NOB), Literally Awareness Program (LAP) Word Recognition Approach (WRA), (100 HFW) and many others.
2. The government should provide enough textbooks and language studios equipped with both audio and visual aids to assist the child in comprehending the subject easily.

3. Professionals in the field of reading should be encouraged to publish picture books, storybooks, board books and many others that portray the experience of the Nigerian child.
4. Teachers should also embrace the culture of improvising learning materials such as picture books during teaching.

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