

Do Pictures Have an Effect on Learner Performance in Composition Writing?

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Abstract

Instruction using a variety of learning resources has been heralded as a most promising activity that can engage students into academic language and literacy skills. There are few studies investigating approaches in teaching English composition in primary school. Furthermore emphasis on learner foundations in writing is lacking in most African countries. The purpose behind this review is to establish whether using pictures could reinforce composition writing in upper primary schools. There is scanty research on picture-based instruction in general and on its effect on composition writing and language achievement in particular. The objective of this review is to examine the effectiveness of using pictures on learner performance in composition writing. Preliminary studies have established that pictures have an increasing effect on both composition writing and general attitude of learners towards English. On the basis of the findings of the study, the following conclusions were made: Most teachers do not use pictures to teach composition since it is time wasting because it requires a lot of time in preparation and acquisition of pictures. However, from various studies, when learners were exposed to pictures during composition writing lessons and eventually in examinations, their performance was significantly better than before. It is imperative that, a study be carried out on role played by the school administration and the community in the effective teaching of English and also, the relevance of the English language curriculum used at teacher training colleges in relation to the new trends in English Composition. Furthermore it would be necessary to evaluate the efficiency and effectiveness of Ministry of Education in English language assessment by Quality Assurance and Standards Officers.

Key words: Pictures, Motivation, Composition Writing

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