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<td>Title</td>
<td>An exploration of the impact of picture book illustrations on the comprehension skills, vocabulary development and engagement level of children with dyslexia in Singapore</td>
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Abstract

The main characteristics of dyslexia include difficulties in the accuracy and fluency in word recognition, word decoding and spelling. Due to the difficulties in acquisition of these basic literacy skills, it may result in secondary difficulties like reading comprehension, writing and vocabulary development. Comprehension and vocabulary are essential components to acquire in developing literacy skills. Research has shown that the formal instruction of literacy skills to learners with dyslexia needs to incorporate highly structured and systematic teaching that uses multi-sensory methods to tap on their cognition and construction of knowledge. Learners, in our current society, experience pictures and images in almost everything they encounter. In educational settings, visual elements like pictures with text in textbooks, Smartboards and computer interfaces are prevalent. As such, incorporating visual literacy instruction (e.g., supplementing picture books with illustrations) into our educational process might aid in the development of literacy skills for learners with dyslexia.

This current research sought to examine the impact of picture books on learners with dyslexia. One group of learners was exposed to the illustrations and another group of learners was not exposed to the illustrations were investigated on their comprehension through retelling and vocabulary development. This research also investigated these learners’ engagement during picture book instructional sessions.

Seven students (mean age = 10 years 9 months) diagnosed with dyslexia from a single centre of the Dyslexia Association of Singapore participated in this study. One group (Group SWI) which saw the illustrations of the picture books comprised of one girl and two boys and the other group (Group SWO) which did not see the illustrations comprised of two boys and two girls.
Research for this study centered on the use of a mixed methods design. A descriptive statistical analysis on learners with dyslexia was used as they demonstrated comprehension through retelling skills and vocabulary development with and without the aid of illustrations that would normally accompany a picture book story. Field notes from observations of participant engagement during the story telling sessions and interviews were also conducted, recorded and transcribed.

The results showed that the group of learners who visually experienced the illustrations accompanying a picture book demonstrated moderate improvement in overall comprehension through retelling as opposed to the other group which was not exposed to the illustrations in the picture book story telling sessions. The group which saw the illustrations also exhibited higher indirect vocabulary development than the other group who did not see the illustrations as the story was read to them. More significantly, the group which saw the illustrations displayed higher level of engagement through observations of their physical characteristics during the sessions.

The findings from this study have implications for the curriculum development at any educational settings who support learners with dyslexia to incorporate picture books into its literacy instruction. The limitations of the study are acknowledged and finally recommendations for future research are suggested.
Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth. The study of human development is a rich and varied subject. Children strive to stay close and connected to their caregivers who in turn provide a safe haven and a secure base for exploration. Researchers have also expanded upon Bowlby's original work and have suggested that a number of different attachment styles exist. Children who receive consistent support and care are more likely to develop a secure attachment style, while those who receive less reliable care may develop an ambivalent, avoidant, or disorganized style.

31 January 2019. IMPACTS OF TECHNOLOGY USE ON CHILDREN: EXPLORING LITERATURE ON THE BRAIN, COGNITION AND WELL-BEING OECD Education Working Paper No. 195. Francesca Gottschalk, OECD. Children in the 21st century are avid users of technology - more so than generations past. This suggests moderate engagement in online and digital activities might actually be beneficial in terms of subjective mental well-being and adolescent connectedness, whereas too much. Development in these fields is needed and will be aided by an increase in longitudinal research, randomised controlled trials and reproducible findings in large samples. This paper consists of two parts.

KEYWORDS: EFL, reading skills, teaching reading comprehension, course-books

INTRODUCTION

The general aim of teaching reading in a foreign language is to enable learners to identify the meaning of written texts and to be more autonomous in their personal reading (Abu-Ghararah, 1998; McCrea, 2003). Differences between teaching and testing reading comprehension One of the most significant current discussions in the field of teaching reading is that, in many reading classes, teachers spend the majority of their time testing reading comprehension rather than teaching students how to comprehend (Anderson, 1999; Nuttall, 1982). The teacher may then introduce the new vocabulary or patterns that appear in the passage (Abu-Ghararah, 1998).