

Effect of Interactive Book Reading on Speaking Skills of Pre-primary School Children in Ibadan Metropolis in Nigeria

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Abstract

Speaking skills are essential for play and learning in the classroom, as passing and receiving information are achieved through these skills. However, many children find it difficult to interact using the English language. The study adopted the pre-test and post-test quasi-experimental research design. Forty-one children from two schools were assigned to experimental and control groups in the study. Seven hypotheses and six validated instruments were used and descriptive and inferential statistics were employed for data analysis. There was a significant main effect of treatment on pre-primary school children's speaking skills ($F_{(1, 32)} = 34.95$; $P < 0.05$; $\eta^2 = 0.52$). Conclusively, interactive book reading is an effective reading strategy for pre-primary school children. Based on the findings of the study, it was therefore recommended that, pre-school teachers should adopt, inter alia, interactive book reading to improve the quality of pre-primary school children's speaking skills.

Keywords: *communication ability, conventional methods, literacy development, self-esteem, home language*

Introduction

Development of speaking skills in children, particularly at early childhood years is essential. The reason is that communication and language at these levels form the basis for their later learning and development processes. When pupils are given opportunity to express themselves, it makes them to become confident to convey their feelings, thoughts and beliefs (Demirel & Sahirel, 2006). Speaking or communication skills are literacy skills, which involve reading and writing and oral skills, which involve listening and speaking. Many of these skills work together, making it important to practise communication competences in different contexts

whenever possible. Communication skills are essential because they allow one to understand others and be understood as well. These include active listening in conversations, giving and receiving critical feedback and public speaking. Active listening means paying close attention to the person who is speaking. Children can be active listeners by focusing on the speaker, avoiding distractions and preparing questions, comments or ideas to respond thoughtfully. Allowing others to speak without interruption is a necessary communication skillset children need to be trained with (David, Julie, Robert & Kathy, 2012).

Walsh (2017) opined that, promoting good oral language and communication skills is perhaps the most important thing parents, caregivers, and educators can do to prepare children for basic schooling. He emphasised that learning to talk, like any other skill, requires frequent practice. That is why family members and others who interact with a child everyday should do all possible means to encourage oral language. Everyday moments spent with a child are valuable opportunities for increasing communication skills. By age four, a child with typically developing language skills should be comfortable verbally answering common questions and should not be accustomed to communicating only with a head nod or gesture. Since children learn oral language by following the model of an adult they hear speaking around them, they will often repeat incorrect grammar or mispronounced words. That is why it is important to reinforce good speaking habits by setting an example with the use of expressions, vocabulary and correct grammar (Walsh, 2017).

Speaking skill is one of the communication skills, which allows one to communicate fluently and effectively. Hussain (2017) and Rao (2019) asserted that speaking is an essential skill in communication. It is the fundamental skill and a foundation on which the edifice built on it is durable. Kumon (2016) made known the importance of developing children's speaking skills, so they can express themselves clearly, confidently and correctly in all aspects and areas of their lives. Speaking skill is used to engage in conversations, contribute to discussions, transmit information and express opinions. Johnston (2020) stated that while speaking skill is a vital skill for children to have, some children tend to be more fearful of standing and talking in front of a crowd. Speaking skill helps children to progress in improving other communication skills, increase self-esteem, plan experience and the power of persuasion. As public speaking is critical to have as an adult, developing the ability as a child is one of the best ways to conquer it.

By mastering speaking, the pre-primary school children can carry out conversation with others and give ideas. However, it has been found that many Nigerian pupils are finding it difficult to read and write fluently and that alarmingly high percentage of school children are not learning to read, that is, they cannot use reading as a

tool for learning, including listening and speaking (Amosun & Ogunyebi, 2022). Sever (1993), suggested that schools language teaching should be systematic and given correctly and effectively, with the grace and beauties of the language. Nonetheless, research has shown that the method being used to teach children in English language is predominantly lecture method which often lead to poor language skills development (Idowu, 2022), whereas learner-centred and participatory methods such as think – pair-share, cooperative methods, interactive book reading technique among others, are being encouraged for improvement in language learning (Altinkaynak, 2019; Ergul, Sarica& Akoglu, 2016).

Interactive book reading is a book reading technique developed by Whitehurst, Arnold, Epstein, Angell, Smith & Fischel (1994) to develop children’s linguistic and early literacy skills in the pre-primary school period by means of children’s active participation and reciprocal collaboration. In this method of book reading, adults direct children to open-ended questions rather than close-ended questions, expand their answers by repeating them and use reinforcements according to the interests of children (Justice & Pullen, 2003; Lonigan, Anthony, Bloomfield, Dyer & Samwel, 1999; Efe & Temel, 2018). Through book reading, children learn vocabulary that they may not necessarily encounter in daily conversations and learn about conventions of print and the syntactic structure of language. Book reading also provides the context for rich conversations between a child and an adult. During book reading, interactions frequently go beyond the text of the story and invite dialogue between the adult and the child (Wasik & Bond, 2021).

Whitehurst, Arnold, Epstein, Angell, Smith & Fischel (1994) described the role of children and adults in interactive book reading activities through the techniques called Completion – Recall – Open-ended –Wh-questions – Distancing (CROWD) and Prompt – Evaluate – Expand – Repeat(PEER). The CROWD technique includes activities such as asking children to define a term or sentence of a story, asking questions about characters or events, asking open-ended questions requiring children to describe pictures and to make guesses, asking children to establish links with their own lives and the events. The PEER technique includes activities such as initiating the speech, checking the accuracy of the answers given by the child, expanding the child’s answers using appropriate words or sentences and asking for the repetition of the corrected or expanded responses. The main aspect that distinguishes interactive reading from other reading methods is that the roles of reader and listener are interchanged between children and adults during the reading. Adults ask questions as active listeners, encourage children to explain in more detail the events or pictures in the book and provide them with tips. Children are reinforced in line with their answers and adults expand their answers (Zevenbergen & Whitehurst, 2003).

Zevenbergen and Whitehurst (2003) demonstrated that a programme of shared reading, called dialogic reading can produce substantial changes in pre-primary school children's language skills. According to Wasik and Bond (2021), dialogic reading includes a series of procedures in which the adult asks open-ended questions, creates opportunities for the children to participate in storytelling, and actively listens and encourages a discussion about the story. For example, the adult reader asks the child to elaborate on a page that they just read together (for example, "Tell me more about what we have read.") or asks "what," "where," or "why" questions that encourage the child to respond in his or her own words. One-to-one interventions with dialogic reading have resulted in significant gains in language skills for children (Michael, 2010). Caregivers and educators need to ask questions that require more than just a one-word answer, to give children opportunity to respond with a phrase or group of phrases. The conversation can be expanded by asking children to elaborate on answers.

Listening skills according to Walsh (2017) can be improved over time by providing children with a lot of opportunities to practise. It is important that adults model good listening, ensure they have children's attention, lower their voices, speak slowly and be very clear in what is being communicated. The more words children have in their vocabulary, the more likely they are able to comprehend what they are reading or hearing. Children begin hearing and understanding words long before they actually verbalise them. Exposure to a variety of words and helping children understand what they mean can play a vital role in developing their communication abilities (Walsh, 2017). Several researches on interactive book reading such as Efe & Temel (2018) and Whitehurst, Arnold, Epstein, Angell, Smith & Fischel (1994) emphasise that, this method provides more gain than traditional book reading methods. Interactive book reading allows the children to express and explore themselves freely in contributing their ideas. It arouses their self-awareness, self-management, social awareness and relationship management which help in responding to questions with confidence. From the foregoing, the use of language to achieve communication is important. Moreover, children cannot achieve their aims, objectives and goals without using proper language to communicate whether in the school or home environments.

Despite the importance of speaking skills, it can be so easy to find speaking daunting or challenging among Nigerian pre-primary school children. The teaching strategies used by most pre-primary school teachers in Nigeria do not give room for developing children's speaking skills as the teachers often dominate the classes and hardly give the children opportunity to speak or interact in the classroom (Idowu, 2022; Oduolowu & Amosun, 2010). These studies further established that poor

communication skills are one of the factors that are affecting teaching learning process in Nigeria which is done in a second language, viz English. There are inadequacies in the use of verbal communication skills, which make it difficult for children to understand what they are being taught in the pre-primary classrooms. Interactive book reading has been described as a book reading technique to develop children's linguistic and early literacy skills in the pre-primary period by means of children's active participation and reciprocal collaboration. Interactive book reading is also identified as an important activity that provides a context for language development in young children (Wasik & Bond, 2021) Further, researchers have proven interactive book reading to be effective in developing children's print awareness skills, vocabulary, phonemic awareness and language. But limited research has been conducted on the effect of interactive book reading on speaking skills of pre-primary school children. Therefore, this paper determined the effect of interactive book reading on speaking skills of pre-primary children in Ibadan Metropolis in Nigeria.

Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance.

1. There is no significant main effect of treatment on the speaking skills of pre-primary school children.
2. There is no significant main effect of self-esteem on speaking skills of pre-primary school children.
3. There is no significant main effect of home language on speaking skills of pre-primary school children.
4. There is no significant interaction effect of treatment and self-esteem on speaking skills of pre-primary school children.
5. There is no significant interaction effect of treatment and home language on the speaking skills of pre-primary school children.
6. There is no significant interaction effect of self-esteem and home language on the speaking skills of pre-primary school children.
7. There is no significant interaction effect of treatment, self-esteem and home language on the speaking skills of pre-primary school children.

Methodology

Participants and data collection instruments

The study adopted the pre-test and post-test quasi – experimental research design. The study adopted a 2x2x2 factorial matrix which consisted of instructional strategy at two levels (one treatment group and one control group) moderator variables of home language at two levels (Yoruba and Non-Yoruba) and self-esteem at two levels (High and Low). The children in experimental group were assigned to the interactive book reading while the children in control group were exposed to the conventional instruction and the same story book was read to both groups. The dependent variable was speaking skills while independent variable was interactive book reading.

Two public primary schools were randomly selected through balloting from a list of public primary schools in Ibadan North and Ibadan North East Local Government areas of Oyo State. 5-year-old children in pre-primary class were selected from each and assigned to experimental and control groups accordingly. The instruments used for this study are: Picture Story book, Instructional Guide for teachers on Interactive Story Book Reading, Instructional Guide for teachers on Conventional Method, Speaking Skills Rubric (SSR), Children’s Self-esteem Rating Scale (CSRS) and Word Cards.

For each lesson, the guide is divided into three stages: first, second, and third. In the first stage, the teacher intimated children with the story by showing them the pictures in the story she read to them. The teacher also enquired about their previous knowledge by asking them questions about the pictures which the children answered. The teacher then introduced the title of the story to the children. In the second stage, the teacher read the story to the children using the illustrations in the story book. The teacher showed the children each illustrated story and asked them to describe each of the illustrations. While in the third stage, the children read together with the teacher using illustrations in the story and retold the story.

The instructional guide was developed by the researchers to guide the teachers in the control group using the conventional method. It comprised instructional objectives, instructional materials and the steps involved in carrying out the instructional activities in this group to ensure uniformity. In the first stage: the teacher introduced the topic to the children and explained while children listen. In the second stage, the teacher read the story book while the teacher asked the children to answer the questions that followed. Then, evaluated the students in the third stage.

Speaking Skills Rubric (SSR) was designed by the researchers using the earlier self-designed speaking skill rubric as well as children's rating scale revised by Helmer Myklebust (1981). This instrument was designed to guide the researchers on rating the children's speaking skill. It was used to determine children's ability to retell stories and the scores 1 – 5 were obtainable. A rating of 3 is average, 1 or 2 are below average while 4 and 5 are above average. This instrument was face and content validated. A field test was carried out using the test-retest technique and the reliability coefficient score of 0.80 was obtained.

The researchers developed the children Self-esteem Rating Scale (CSRC) using the basic components of self-esteem. The scale contains the children's demographic data, including name of school, gender, home language and scale. This instrument has four scales (1= never, 2= rarely, 3= sometimes, 4= always). To determine the reliability of the instrument, it was administered to pre-primary school children who did not participate in this study. The reliability coefficient of the children's self-esteem rating scale (CSRS) obtained was 0.70 using Cronbach's Alpha. Word Cards were cards containing two, three and four letter words derived from the story book read. They were used for word recognition, spelling and proper pronunciation of words for the children who participated in the study.

Treatment implementation

The study started with the assessment of children's speaking skills using the speaking rubrics. A story was read and narrated to the children and they were asked to retell the story and the rubric was used for grading. The following week, the researchers began the activities as stipulated in the instructional guide. The trained teachers and researchers taught the selected topics twice a week for three weeks. During the week following the completion of the treatment programme, the children were assessed using the same procedure of the story read and then they were assessed using the speaking rubric as they retold the story as a post-test.

Data analysis

The data collected were analysed using Analysis of Covariance (ANCOVA) to determine the significant main and interaction effects with pre-test scores as covariates. The statistics was chosen because it has the tendency to partial out initial differences among the subjects especially since intact classes were used. Estimated marginal means aspect of ANCOVA was employed to detect the magnitude of the mean scores of each group, while Bonferere posthoc analysis was used to determine the sources of significant treatment effects observed on the ANCOVA. All hypotheses were tested at 0.05 level of significance ($P < 0.05$).

Results and Discussion

Testing the null hypotheses

Ho₁: There is no significant main effect of treatment on the speaking skills of pre-primary school children.

Table 3: *Summary of Analysis of Covariance (ANCOVA) Showing the Main Effect of Treatment on the Speaking Skills of Pre-primary School Children*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected model	974.020 ^a	8	121.753	11.352	.000	.739
Intercept	499.040	1	499.040	46.531	.000	.593
Pre-speaking skill	.651	1	.651	.061	.807	.002
One Way Interaction						
Treatment	374.885	1	374.885	34.954	.000	.522
Home language	4.740	1	4.740	.442	.511	.014
Post self-esteem	109.985	1	109.985	10.255	.003	.243
Two Way Interaction						
Treatment * home language	67.979	1	67.979	6.338	.017	.165
Treatment * post self-esteem	130.453	1	130.453	12.163	.001	.275
Home language * post-self esteem	.016	1	.016	.001	.969	.000
Three Way Interaction						
Treatment * home language * post self-esteem	1.421	1	1.421	.132	.718	.004
Error						
Total	343.199	32	10.725			
Corrected Total	5975.000	41				
	1317.220	40				

a. R Squared = .739 (Adjusted R Squared = .674)

Table 3 shows that there is a significant main effect of treatment on the speaking skills of pre-primary school children. ($F_{(1,32)}=34.95$; $P<0.05$; $\eta^2=0.52$). The effect

size accounted for 52%, therefore, the null hypothesis 1 is rejected. In order to determine the magnitude of significant main effect across the treatment groups, the estimated marginal means of the treatment groups is presented in Table 3.1.

Table 3.1 *Estimated Marginal Means Score by Treatment*

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Interactive book reading	13.160 ^a	.716	11.701	14.619
Control	5.964 ^a	.926	4.077	7.851

Table 3.1 shows that children exposed to interactive book reading had the highest mean (13.160), followed by children exposed to control group (5.96). This implies that those exposed to interactive book reading performed better than those exposed to the conventional method.

Ho₂: There is no significant main effect of home language on the speaking skills of pre-primary school children.

Table 3.1 shows that there is no significant main effect of home language on the speaking skills of pre-primary school children. ($F_{(1,32)}=0.44; P>0.05; \eta^2=0.01$). Therefore, the null hypothesis 2 is not rejected.

Ho₃: There is no significant main effect of self-esteem on the speaking skills of pre-primary school children.

Table 3.2 shows that there is a significant main effect of self-esteem on the speaking skills of pre-primary school children. ($F_{(1,32)}=10.25; P<0.05; \eta^2=0.24$). The effect size accounted for 24%, therefore, the null hypothesis 3 is rejected. In order to determine the magnitude of significant main effect, the estimated marginal means in Table 3.2 is presented below.

Table 3.2: *Estimated Marginal Means Score of Self-esteem*

Self-esteem	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low self – esteem	7.767 ^a	.777	6.185	9.349
High self – esteem	11.357 ^a	.810	9.708	13.006

Table 3.2 shows that children who had a high self-esteem had the highest mean (11.357), followed by children with low self-esteem (7.767). This implies that children with a high self-esteem performed better than those with low self-esteem in the study.

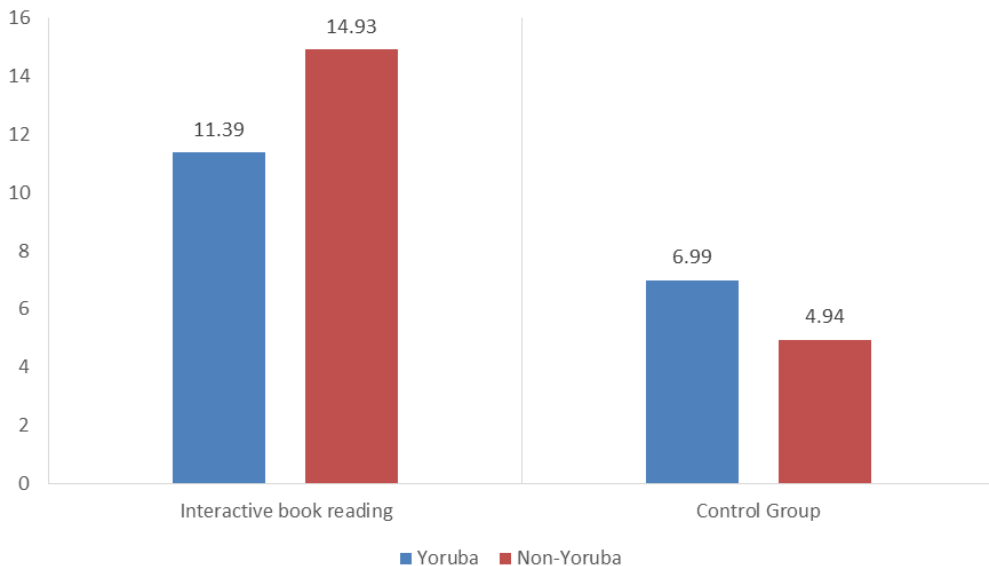
Ho₄: There is no significant interaction effect of treatment and home language on speaking skills of pre-primary children.

Table 3.3 shows that there is a significant interaction effect of treatment and home language on the speaking skills of pre-primary school children. ($F_{(1,32)} = 6.34; P < 0.05; \eta^2 = 0.17$). Therefore, the null hypothesis 4 is rejected. This is shown in Table 3.3.

Table 3.3: *Estimated Marginal Means Score of Treatment and Home Language*

Treatment	Home language	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Interactive book reading	Yoruba	11.393 ^a	.920	9.520	13.266
	Non-Yoruba	14.927 ^a	1.078	12.732	17.122
Control	Yoruba	6.988 ^a	1.131	4.683	9.292
	Non-Yoruba	4.941 ^a	1.391	2.108	7.774

Table 3.3 shows that those exposed to interactive book reading who had both Yoruba (11.39) and non-Yoruba (14.93) as home language had a better mean score than those in the conventional group who also were speaking Yoruba (6.99) and who were not speaking Yoruba (Non-Yoruba) (4.94). However, the table also reveals that those in the interactive book reading treatment group whose home language was not Yoruba had the highest mean score across all treatment groups.



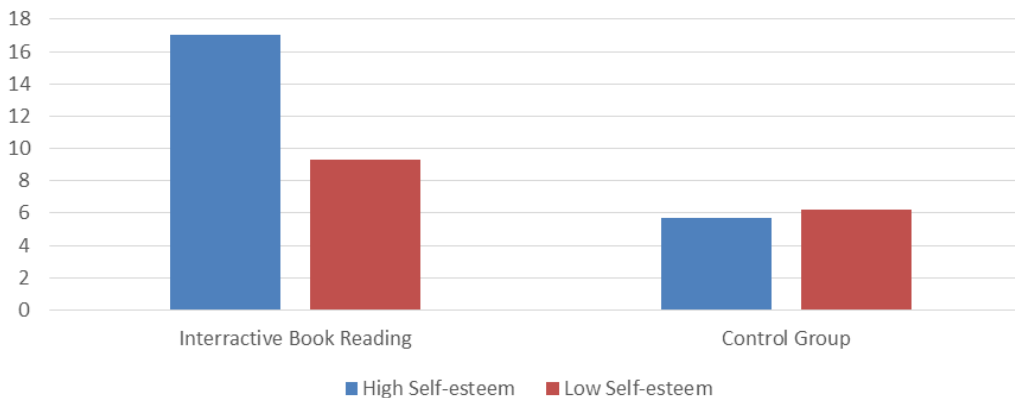
Ho₅: There is no significant interaction effect of treatment and self-esteem on the speaking skills of pre-primary school children.

Table 3.4 shows that there is a significant interaction effect of treatment and self-esteem on the speaking skills of pre-primary school children. ($F_{(1,32)} = 12.16; P < 0.05; \eta^2 = 0.28$). Therefore, the null hypothesis 5 is rejected. This is shown in Table 3.4.

Table 3.4: *Estimated Marginal Means Score of Treatment and Self-esteem*

Treatment	Self-esteem	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Interactive book reading	Low self – esteem	9.288 ^a	1.109	7.030	11.546
	High self – esteem	17.032 ^a	.981	15.033	19.030
Control	Low self – esteem	6.247 ^a	1.058	4.092	8.402
	High self – esteem	5.682 ^a	1.452	2.725	8.639

Table 3.4 shows that those exposed to interactive book reading that had both high self-esteem (17.03) and non-Yoruba (9.29) had a better mean score than those in those in the conventional group who had high self-esteem (6.25) and low self-esteem (5.68). However, the table also reveals that those in the interactive book reading treatment group whose self-esteem was high had the highest mean score across all treatment groups.



Ho₆: There is no significant interaction effect of home language and self-esteem on the speaking skills of pre-primary school children.

Table 3.4 shows that there is no significant interaction effect of home language and self-esteem on the speaking skills of pre-primary school children. ($F_{(1,32)} = 0.00; P > 0.05; \eta^2 = 0.00$). Therefore, the null hypothesis 6 is not rejected.

Ho₇: There is no significant interaction effect of treatment, home language and self-esteem on the speaking skills of pre-primary school children.

Table 3.4 shows that there is no significant interaction effect of treatment, home language and self-esteem on the speaking skills of pre-primary school children ($F_{(1,32)} = 0.13; P > 0.05; \eta^2 = 0.00$). Therefore, the null hypothesis 7 is not rejected.

Discussion of Findings

Effect of treatment on speaking skill

The findings from hypothesis 1 showed that there is a significant main effect of treatment on the speaking skills of pre-primary school children. Children exposed to interactive book reading had the highest mean score followed by children in the control group. This implies that those exposed to interactive book reading performed better than those exposed to the conventional method. The research finding proves that interactive book reading strategy is effective in improving pre-primary school children's speaking skills. This may be due to the fact that children in the experimental group were given adequate opportunity to ask and answer questions and retell the story they have read. This supports the position of Latasha (2017) who observed that using interactive book reading strategy to teach pre-primary school children helps them develop skills that they can continue to build on and foster important vocabulary skills and motivate children to expand their language and learn new words. Senay (2019) also added that children subjected to interactive book reading method improved more in conversation than children subjected to conventional method. McGee and Schickedanz (2007) also opined that children, who are regularly oriented to reading in the early years, learn language faster, enter basic school with a larger vocabulary and become more successful readers at school.

Main effect of home language on speaking skills of pre-primary school children

The findings of the study revealed that there is no significant main effect of home language on the speaking skills of pre-primary school children. This may be due to children's nature of interacting with one another regardless of the language they speak at home. This is contrary to the finding of Genesee (2017) that educational programmes that systematically incorporate use of ELL's home language results in levels of academic success, including achievement in literacy and other academic subjects (Eboda, 2017).

Main effect of self-esteem on speaking skills of pre-primary school children

The findings of the study revealed that there is significant main effect of self-esteem on the speaking skills of pre-primary school children. The finding showed

that children's self-esteem has effect on their speaking skills. Children who had a high self-esteem had the highest mean followed by children with low self-esteem. This implies that children with a high self-esteem performed better than those with low self-esteem in the study. This is perhaps as a result of the fact that children are not used to interacting and dialoguing with their teachers due to the use of conventional methods which give no room for children's freedom of expression and conversation. This concurs with the findings of Gaya (2018) that self-esteem has a significant correlation with speech achievement. That is, children with high self-esteem have higher achievement. Therefore, it is important for teachers to encourage children to practise speaking English in front of the class, especially to improve self-esteem when communicating in English (Soga, 2020).

Interaction effects of treatment and home language on speaking skills of pre-primary school children

Findings from hypothesis 4 showed that there is significant effect of treatment and home language on speaking skills of pre-primary school children. That is to say that those exposed to interactive book reading that had both Yoruba and non-Yoruba as home language had a better mean score than those in the conventional group who also spoke Yoruba and who did not. Findings also revealed that those in the interactive book reading treatment group whose home language was not Yoruba had the highest mean score across all treatment groups. Research has shown that children whose early education is in the language of their home tend to do better in the medium and long term in the later years of education (Eboda, 2017).

Interaction effect of treatment and self-esteem on the speaking skills of pre-primary school children

Findings from hypothesis 5 showed that there is a significant interaction effect of treatment and self-esteem on the speaking skills of pre-primary school children. The findings showed that those exposed to interactive book reading that had both high self-esteem and non-Yoruba had a better mean score than those in the conventional group who had high self-esteem and low self-esteem. The result also showed that those in the interactive book reading treatment group whose self-esteem was high had the highest mean score across all treatment groups. This implies that self-esteem has significant two-way interaction with children's speaking skills.

Interaction effect of home language and self-esteem on the speaking skills of pre-primary school children

The finding of the study showed that there is no significant interaction effect of home language and self-esteem on the speaking skills of pre-primary school

children. This implies that children's home language and self-esteem had no effect on their speaking skills. This may be due to the fact that the whole pre-primary class was used and children are already used to one another in the classroom. This is contrary to the findings from Carolyn (2019), which indicated that having a strong mother tongue foundation leads to a much better understanding of the curriculum as well as a more positive attitude towards school. So it is vital that children maintain their first language when they begin schooling in a different language. However, Gholam and Fashad (2013) found that there is a statistically significant correlation between the English as a Foreign Language (EFL) students self – esteem and their verbal performance.

Interaction effect of treatment, home language and self-esteem on speaking skills of pre-primary school children

The finding of the study revealed that there is no significant three-way interaction of treatment, home language and self-esteem on pre-primary school children's speaking skills. This implies that treatment had an impact on children's speaking skills regardless of their home language or self-esteem. This may be said to be due to the nature of the treatment which has an element of dialogue and child-centredness. This supports the position of Kangethe, Wakahiu and Karanja (2015) who suggested that retention of knowledge that is actively acquired through activities is much higher than that learnt passively.

Conclusion

It can be concluded from the study that exposing pre-primary school children to interactive book reading strategy fosters their speaking skills than conventional teacher centred-methods. This is because interactive book reading is child-centred and makes the children to be active participants more than what the conventional methods do. Furthermore, the study has revealed that interactive book reading has potential in improving the quality of pre-primary school children's speaking skills.

Recommendations

Based on the findings of this study, the following recommendations can be made:

- i. Pre-primary school children teachers should adopt the use of interactive book reading and be trained on how to use it to improve the speaking skills of children.
- ii. Parents should be encouraged to interact with their children sometimes in English language at home and also be informed about the academic and social benefits this practice has on their children.

- iii. Parent should cultivate the habit of reading story books to their children and dialogue with them on the story at home in order to improve their speaking ability, self-confidence and prepare them ahead of basic education.
- iv. Curriculum planners should include story book reading in pre-primary curriculum and lay emphasis on using interactive book reading strategy.

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