

# Analytical Study of the Implications of Text Illustrations on Lower Primary Pupils' Construal in the Classroom: The Case of Illustrations in Ghanaian Language and Literacy Textbook

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## Abstract

Illustrations used in textbooks for lower primary school teaching form an integral part of pupils' cognitive abilities. Ghanaian publishers and illustrators give marginal attention to the liaison between textbook illustrations and their corresponding text when illustrating for children in lower primary schools. The incongruities between text and its illustrations in the textbooks pose challenges to lower primary pupils in their quest to understand, interpret and match text with adjoining illustrations. The study adopted qualitative research design to study how the misalliance of text and illustrations in textbooks affects teaching and learning at the lower primary level in selected Ghanaian schools in the Ashanti Region. Illustrations in the Ghanaian language and Literacy textbook (Asante Twi) for the lower primary level was chosen for the study. Two (2) lower primary schools were sampled for the study based on proximity. One (1) teacher was sampled from each school; and a total of eighty (80) pupils were also censused from the 2 schools with convenience and purposive techniques. Thirty-nine (39) and forty-one (41) pupils were used in school A and B respectively. Prospectively, Seguin's model evaluates that there are standard illustrations in the Ghanaian language and literacy textbook. Conversely, the study evidenced that misalliances between text and its illustrations in textbook affected teaching and learning thereby resulting in pupils' abysmal academic performance in terms of their comprehension of the illustrations to the various passages read. The teaching methods adopted by individual teachers also played a contributing factor to pupils' understanding or misinterpretation of the text and its illustration. The study advocates that text and illustrations in textbooks should equally match in the passage to enable lower primary pupils make meaning and create appropriate mental models of text and its adjoining text illustrations.

**Keywords:** Illustrations, Textbooks, lower primary schools, Language and Literacy, Asante Twi, Ghana

## 1. Introduction

High-quality textbooks that merge text and illustration together in order to tell a story are eminent for healthy mental and social growth of children (Hladíková, 2014). Textbooks illustrations (illustrated text) play a major role in the educational system of Ghana as it can engages pupils into lifelong affection of reading (Reading is fundamental, 2010); this makes textbooks very essential to the academic and ultimate experience of lower primary pupils since they are regarded as early learners. Illustrated text is critical for the supplementary development of pupils and their ability to perform well both in school and later in life, for the amount of information that each individual must cover in order to become successful in any line of career is now steadily increasing (Hladíková,2014). A key aspect of the textbooks, that less emphasis is laid on, is the illustrations which correspond with the textual contents. Illustrations are known to be powerful and essential in the world of educating pupils in the lower primary schools. Essuman (2009) emphasized that an illustration must bring out the sort of perception for learning to take place. Therefore, illustrations in children's book should communicate information and emotion in a unique way such that the learners feel what is going on in the passage being read. This could assist a growing child cultivate the ability to develop his or her own creativity and through that even the ability to think laterally (Heerden, 2012). Moreover, Illustrations in textbooks expose the world to early learners in a detailed direction even before they are able to read; children get to familiarize with new words and develop their language through both verbal and visual references provided by the textbook.

From the discourse above, the domineering role of illustrations within a textbook is to take the written story to a new-fangled level of entertainment (Hladíková,2014), making the illustration represents as much of the story as the text, expanding the story without duplicating the text itself while the illustration does the heavy lifting as an intermediary between the text and the reader, allowing the reader to experience the direct meaning of the text (Murguia, 2013; Downing, 2013; Sloat, 2013). These assertions bring to bear the relevance of illustrations in lower primary education; however, it is evidenced from myriad study reviews that illustrators place marginal emphasis on illustrations in children's textbooks which is supposed to give maximum feedback to pupils when

learning is transpiring. This translates into significant misalliance between the textual content and their corresponding illustrations making it difficult for pupils to relate illustrations to textual content; and, such is the case of the Ghanaian language and literacy textbook (Asante Twi version) used in lower primary schools where text in passages are different from the respective illustrations that are supposed to accompany the text. Teachers are forced to improvise and adopt different strategies in relating and interpreting the illustration to the pupils, neglecting the core values or aims of the illustrated text. Bosman (2010) and Sloat(2013) emphasized that, different textbooks illustrations for lower primary pupils are increasingly perceived as just an aged resource for pepping up children to begin reading by themselves, abandoning its other merit in a race to get the children to read earlier and turn to chapter books as quickly as possible, in some cases skipping the stage of picture books entirely.

Therefore, the purpose of this study is to establish the construals and challenges pupils encounter with illustrated text used for teaching and learning in selected lower primary schools in the Kumasi metropolis. In the effort of achieving the desired results, two (2) research questions were established:

1. What are the weaknesses of illustrations in the Ghanaian Language and Literacy textbook used for lower primary pupils and its relation to the textual content?
2. And, what are lower primary pupils' challenges of the illustrations in the Ghanaian Language and Literacy textbooks on teaching and learning?

### **2.1 Folaranmi study on text and illustrations**

A recent study by Folaranmi (2008), established a comparative examination between text and illustration which revealed that artist did not pay proper attention to the description in the text. Folaranmi made emphasis that it is not often possible to present all the visual facts and aspects of an object in black and white on a plane surface, therefore the art of drawing lies in suggestion, stimulating the imagination of the learner to supply whatever is lacking in the representation. While these findings speak so much of what has been discovered, questions still remain. An extra examination of illustrations can give a more far reaching comprehension of how the strength and weaknesses in illustrations affects pupil's understanding of what they see in textbooks. hence , this study takes a swipe at the strengths and weaknesses of text and its adjoining illustrations and the impact on students' comprehension.

### **2.2 Textbooks as a Learning Resource**

Davis (2006) describes textbook as "Efficiently compose, materials intended to give a particular level of guideline in a subject matter." According to Heyneman (2006), he explains that a textbook is a book whose purpose is for instructional use. Inherently, a textbook is defined as a standard work on a particular subject designed for classroom use with appropriate vocabulary, illustrations and student exercises (Deighton, 1971) as cited in ( Crossley, & Murby, 1994). Therefore, textbooks and its contents used at each stage should be able to suit the purpose for which it was designed for.

According to Leung and Andrews (2012) textbooks inevitably play a significant mediating role in the implementation of any reform and on teaching and learning. Textbooks communicate the course content to the teacher and the students, and become an important source in progressing toward the objectives of the course (Yildirim, 2006). Yildirim (2006) further explains the essential role textbooks play; as it aids students both in classroom activities and homework assignments. Textbook as a learning resource serve as a medium in transferring knowledge from the teacher to the learner.

### **2.3 Role of Illustrations in Textbook**

Illustrations are powerful and popular in the world of educating young children. This is no surprise that children in their early years easily identify and clings to those around them always. Illustrations can help determine the mood, define and develop characters or plot, provide a different viewpoint or reinforce the text of a story. Illustrations and words for young children are powerful, it is critical for picture books to portray positive and accurate images and information in both text and illustrations (Golos, Moses & Wolbers, 2012). When illustrations are portrayed in such manner it helps in easy comprehension of what is learnt. Illustrations in children's picture books have been perceived as being "on equal footing" with the text (Sipe 1998) as cited in (Golos, et al, 2012). Research conducted primarily during the 1970s and 1980s supported the assertion that carefully constructed text illustrations generally enhance learners' performance on a variety of text-dependent cognitive outcomes (Carney & Levin, 2002). Therefore enough illustration provided for early learners is of an advantage to them.

Since most children at their early age find it difficult reading themselves, illustrations well constructed in textbooks portray a pictorial panorama of the denotation of the textual issue, thus rendering them a brilliant explanation of the text. According to Wright (2008) he explains that even though a young child cannot read the words of the story, pictures can encourage early, independent enjoyment of the book. In support of Wright, it

clarifies that images play an essential role in children's book and can make a child want to read or not have interest in reading a book. According to Fang (1996) not only are illustrations integral to the text in picture books, they are also important to the child reader in a number of ways. Fang further adds that illustrations in picture books entice children to read and interact with text.

This proves that illustrations should go beyond the limits of just adding meaning to the text but should rather make the reader feel the real facts of the story and be able to visualize what is happening in the passage. Therefore as children discover and relate the illustrations to the words of the text, they get the exact meaning of what the text tried to convey.

Wright (2008) add that illustrations offer a child opportunities to actively explore and think about what he discovers and relate it to the words of the text. A story may be read aloud or retold using text alone, but without the accompanying illustrations, the meaning is different. The inconsistencies can lead to improper understanding of meanings attached to text and illustrations seen in textbooks.

In a related review, Peeck (1993) lists a number of reasons why pictures should facilitate learning, including increasing motivation, focusing attention, depth of processing, clarification of text content. Also, another research proposes that pictures may also serve as an aid for young children learning to read by increasing their recollection of story content (Carney & Levin, 2002). Goldstein, Bailis and Chance (1983) found that illustrations in textbooks are remembered for a short time after viewing, and that this memory diminishes over time, perhaps a longer time between reading the passage and answering the questions would have allowed for participants to forget about the illustrations, which in turn could affect performance on the comprehension questions. Since illustrations give a pictorial view of the text, it helps learners not to struggle so much in explaining the text since the purpose of the image is to capture the text content.

Visual learning can foster the obtainment of knowledge that students may not get from verbal text alone (Mayer, 1996), and improve the retention of ideas presented (Newton, 1984) as cited in (Cook, 2008). Book illustrations exemplify specific visions of described situations and allow readers to save memory and summarily review potentially complex descriptions (Kirsh, 2002). Further research confirmed that children prefer books with bold, colorful pictures to books without color or no pictures at all (Brookshire, Scharff & Moses, 2002)

## **2.4 Illustrations used in Learning**

The use of illustration in learning has so many impacts on the retention of young learners. Learners in their early stages are fascinated by colorful illustrations. Therefore, with images acting as add on to the text they read, it helps ensure deeper comprehension of what is taught or learnt. Learners make meaning from both the text and the illustrations, and this process involves moving back and forth across these systems to more fully comprehend a book (Golos, Moses & Wolbers, 2012).

From the above review of related literature concerning illustrations seen in textbooks, it's clear illustrations hasn't been probably researched well especially in areas concerning how illustrations affect or used in lower primary to teach. Hence justification of my research questions on how illustrations is used in the teaching and learning in lower primary one (1), how illustrations used in textbooks affects learning and two (2) how illustrations used in textbooks affects teaching

## **2.5 Teaching of Children**

According to Hamoady (2011) teaching is defined as guiding and facilitating learning, enabling the student to learn, setting the conditions for learning. Teaching should ensure that learning takes place. The learning style of the learner depends on how he or she is been taught. However, many teachers themselves lack the knowledge and skills needed to provide high-quality education to young children and teach them how to read (Ali, Aziz and Majzub, 2011). This makes it difficult for proper learning to take place. Pupils therefore tend not to perform as expected. A research conducted by Ali et al discovered that preschool teachers in the selected school were often unable to identify and implement the most effective teaching and learning strategies that will improve students' reading skills. Therefore majority of Ghanaian pupil in no doubt find it difficult to read and understand effectively. A new survey by citifmonline revealed that 98 percent of primary two pupils in basic schools can neither read nor understand English or any Ghanaian language properly (Citifmonline, 2014). This can be due to the teaching approaches used by teacher. Pupils' inability to read or understand written text should not deny them of making meaning to the illustrations attached to the text either but if illustrations lack details to conform to written text, it can have extensive effect on pupils understanding. This makes it essential the approaches teachers adopt to use in teaching, pupil at the lower primary level.

## **2.6 Learning Styles of Pupils**

Learning is defined by Chowdhury (2006) as a relatively permanent change in behavior that results from experience. Therefore, it can be established that when there is alteration or modification in the way somebody behaves then learning has taken place. According to Moors (2013) they asserts that learning has been defined

functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.

Learning can be defined as a change in behavior which is more or less permanent in nature, and which results from activity, training, observation or insight (Azam, 2011). The idea that people's ability to learn something new follows from what they already know is not new, but more recent research findings have shown that the ability to relate new information to prior knowledge is critical for learning (Vosniadou, 2001).

Dunn (1979) found that only 20-30% of school age children appear to be auditory learners, that 40% are visual, and that the remaining 30-40% are tactile/kinesthetic, visual/tactile, or some other combination. Small children like to use their fingers and hands, like to touch and feel; and they have a great need to move about (Calissendorff, 2006) Calissendorff further adds that the most difficult way children cannot absorb complicated or copious information is by listening. Dunn and Sanders (1980) found that very young children are the most tactile/kinesthetic learners (as cited in Reid, 1987). Kinesthetic learning refers to learners who grasp most things taught by experiential learning, that is, total physical involvement with a learning situation. The various literature reviewed established that these major four (4) styles were the learning style children exhibit when learning.

## **2.7 Instructional Delivery Strategy**

Instructional strategies are the techniques or methods that a teacher can adopt to meet the various learning objectives (Richa, 2014). In instructional delivery strategy different kinds of learning styles are adopted by the teacher to ensure that at the end of a lesson majority of pupils get to understand what is been taught. This helps ensure effective teaching of whatever is been taught in class. According to Richa (2014) he further explains that Instructional strategies enable students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning. There are a number of teaching methods with their various pros and cons. Therefore, the selection of a strategy is critical and must be done with utmost care by teachers in coordination with their students. We shall discuss the different strategies and their main benefits and challenges in our following sections

## **2.8 Types of Teaching Strategies for pupils**

### **a. Direct Instruction**

The Direct Instruction showing system primarily concentrates on instructor coordinated methodologies and is the most ordinarily utilized educating strategy. Here, the content needs to be prepared and organized in advance. Likewise, the staff should know about understudy prerequisites for the lessons or sessions. This strategy is viable for conferring information to students in a step-by-step structured way and involves active student participation. Teacher centered instruction which is sometimes referred to as direct instruction is a strategy where the teacher takes reins over how students learn material through organization of instructional groups, presentation of examples, delivery of concepts, review of material covered, mastery of skills, and constructive feedback (Stockard & Engelmann, 2011).

### **b. Indirect Instruction**

Unlike the direct strategy, Indirect Instruction is more student-oriented and you can use it to complement the direct instruction methods. It urges students to be more included – by watching, addressing, critical thinking etc. Students can explore their desire to learn. Here, the teacher assumes the role of a facilitator or supporter rather than an instructor. In preparation for indirect strategy, teachers must clearly define the problem/ situation and teacher-student roles must be specified with clear instructions Innovation can be an awesome guide in this technique of instruction (Richa, 2014).

## **3.1 Research Instruments**

The study adopted the qualitative research approach. Observations and interviews were the main research instruments used to collect data from the participants involved in the study. An observation checklist was designed to passively observe the teaching strategies used by the teacher to teach the pupils with the textbook, specifically, how they explained the text to match up the illustrations. Moreover, pupils response after being taught with the textbook were also observed. Interviews were used to solicit teachers' views on the quality matters of the textbook, in terms of alliance between the text and illustrations; and secondly, how pupils' academic performance are affected by the quality matters of the Ghanaian Language and Literacy textbook.

## **3.2 Study Participants**

Sample sizes of 80 pupils from two (2) public schools and two (2) teachers, who have had several years of experiences teaching at the lower primary education, were involved in the study. The pupils and teachers participation was voluntary and written consent from the school principals and the interviewees were obtained prior to data collection. Issues of anonymity and confidentiality in handling the data were also clearly explained



at the beginning of each interview. The objective was to understand how illustrations found in textbooks affected teaching and learning at the lower primary.

### **3.3 Criteria used in assessing the illustrations**

Seguin (1989), model specifies that there are several conditions that can be used in determining the choice of a good illustration:

1. The quality of the message the illustration can transmit to attach to its text passage.
2. There should be clarity and accuracy of the illustration. This should explain and depict what is described in the written text.
3. Illustration alone should be able to tell a story exact to its accompanied text passage.

Hence, all the 46 illustrations identified in the textbook were scrutinized using these conditions.

## **4. The Weaknesses of illustrations in the Ghanaian Language and Literacy textbook used for lower primary pupils and its relation to the textual content?**

The quality of illustrations in the Ghanaian Language and literacy textbook (Asante Twi) was assessed using the Seguin's criteria for textbook assessment model (1989) and teachers' experiences on using the textbooks as a teaching and learning resource. However, the study initially looked at a holistic description of the textbook.

### **4.1 Description of the language and literacy textbook (Ma Y3nkenkan na Yentwer3)**

The objective of the Ghanaian Language and Literacy subject is to reinforce the local language. The subject is taught nationwide in different languages; however, the study focused on the Asante Twi textbook (Ma Y3nkenkan na Yentwer3). The textbook was published and approved in the year 2008 by the Ministry of Education (Ghana) with an International Standard Book Number (ISBN: 978-9988-1-30 15-2). The size of the textbook is 7.5 inches by 9.5 inches. It has a green soft cover page with title text, illustration and the level at which the textbook is used. It has 104 pages. Forty – six (46) illustrations accompanied the comprehension pages found in the textbook. The typography of the textbook is san-serif which is round and legible which makes it appropriate for lower primary pupils. Wilkins, Cleave, Grayson and Wilson (2009) supports that most suitable typefaces for children are sans serif as it enhances their comprehension of what they read in their textbooks. The textbook is made of comprehension passages with illustrations on each passage. The illustrations in the textbook are mainly executed using the watercolour technique; they are colourful and attractive with fascinating or comical figures making it suitable for children. The watercolour illustration technique (pen and wash) was used for the rendering of text illustrations.

### **4.2 Evaluating the textbook illustrations using Seguin's Model**

Seguin's model was used as a measure to determine the appropriateness of the illustrations found in the Ghanaian language and literacy textbook. The study selected all the passages with its accompanied illustrations and assessed the illustrations by looking at its strengths and weaknesses using the three main phases of the model outlined by Seguin. Each selected illustration was discussed thoroughly using the criteria specified by the Seguin's model. However, summary results have been present for the purpose of this study:

#### **a. The quality of the message the illustration can transmit to attach to its text passage**

The illustrations identified in the textbook were standardized in terms of rendering and were deemed appropriate for children. However, in comparing the illustrations with their corresponding text passages, it was identified that illustrations lacked certain details. Items described in the text passages were more than what was identified in the illustrations. It is therefore implied that, when abstract descriptions in the passage do not match up with the details of its illustration, implications are that it could obscure pupils' ability to comprehend the passage and the meaning of the illustration.

#### **b. There should be clarity and accuracy of the illustration. This should explain and depict what is described in the written text.**

The model emphasizes that illustration meant for pupils in their early stage of education should be clear and accurate as much as possible. Pupil in their early stage tends to take and understand things just as they are. A misrepresentation or deficiency in illustrations which are attached to text passages can either enhance their understanding of the subject matter or misinform them. This makes the findings gathered supports Seguin's model on the clarity and accuracy of illustration. Illustrations found in the Ghanaian language and literacy textbook lacked clarity and accuracy. There were a lot of incongruity between text passages and their adjoining illustrations. Some of the elements in the illustrations were not obvious to identify. For instance, a child's face may resemble a mature adult making it difficult to distinguish between the two.

#### **c. Illustration alone should be able to tell a story exact to its accompanied text passage**

Children with their various forms of learning styles should be able to explain and tell what they see in illustrations given even if they are not able to read the accompanied text. However, illustrations identified in the

Ghanaian language and literacy textbook mostly spoke a little of what was captured within its accompanied text. Pupils tend to pay much attention to what they see in illustration to its accompanied text passages; therefore, this will make them overlook the activities within the text but rather focuses on what they see within the illustrations. The analysis done on the textbook by the study researchers evident that there were significant lapses in the text passages and the adjoining illustrations which may affect teaching and learning. For this reason, the study also sought to find out whether teachers encounter similar challenges the textbook analysis identified and their consequences on pupils' learning.

#### **4.3 Teachers' observation and experience of the Ghanaian Language and Literacy textbook**

All the two (2) teachers in the 2 schools sampled were observed and interviewed to determine their experiences and the instructional strategies they adopt for the use of the Ghanaian Language and Literacy textbook in classroom teaching and learning.

#### **4.4 Teacher in school A**

The teacher in school A adopted a unique instructional strategy for teaching of a passage with its related illustrations. The teacher primarily displays the illustrations to the pupils. Throughout this process, the teacher makes sure she discusses the illustrations found in the accompanied passage with the pupils. The pupils observe the illustrations carefully and give their views of the illustrations; the teacher also uses real life instances to help the pupils understand the passage better. The teacher then reads the passage and tries to narrate the part of the story that was not captured in the illustrations and abstractly interpret it to the pupils to better their comprehension. The teacher uses this approach to attract and retain the pupils' attention in the classroom. Visual illustrations attract and hold a young child's attention long before he is able to read— or perhaps even understand— all of the words of the text (Wright, 2008). This makes illustration a very powerful tool in children's learning. Willet (2006) also adds that pictures may aid the text by contributing to its coherence or reinforcing what was stated in the text.

Moreover, an interview with the teacher brought to light that some illustrations used in the Ghanaian Language and Literacy textbooks sometimes make teaching difficult as a result of the illustrations lacking enough details to explain its accompanied text passage. According to the teacher "when illustrations of such nature are identified, teachers after reading passages to pupils explain accompanied illustrations abstractly to pupils.". The teacher added that there is a conversational poster attached to the textbook used to further elaborate the illustrations in the textbooks, but since it does not relate directly to the passage it still makes it difficult for pupil to comprehend. The teacher proposed that if more illustrations are provided in the lower primary Ghanaian language and literacy textbook it will enhance learning abilities of the pupils. An observation of the lesson revealed that the instructional strategy adopted by the teacher was direct (instructor led) teaching strategies which did not give the pupils room to enhance their reading skills.

#### **4.4.1 Teacher in School B**

The situation in school B was not mutually exclusive from school A. In school B, pupils did not exhibit low level of comprehension of the passage and the adjoining illustrations. The teacher adopted the pair and share technique of teaching which facilitated the comprehension of the pupils in the lesson taught. The study observation realized that although the illustration were seen not to be appropriate for the long passage in the textbook, the teacher used real life instances to supplement and enhance the comprehension of the pupils. Therefore, the study observed that the teaching strategy used in a lesson is a key factor in pupils comprehension of lessons taught.

#### **4.5 Implication of illustration used in teaching and learning at School A and School B**

Spiller opined (2009) that, assessment is the single most important determinant of student teaching. A class session on a passage in the textbook was observed to witness how the shortfalls of the illustrations might affect pupils' comprehension. Observation revealed that pupils at the schools (School A and School B) are mostly affected by the fewer illustrations shown in the story due to instructional strategy adopted by the teacher.

A participant observation session was done with the whole class (primary 2 in both schools) to ascertain their construal and challenges of the passages and adjoining illustrations; with respect to pupils' abilities to narrate the passage with or without the illustration.

Findings revealed that out of 39 pupils, 12 pupils could read and make meaning to the passage themselves, 17 pupils could read aspects of the paragraphs because of motivation of the illustrations and 51 pupils could only read after the teacher and thus cannot read themselves (Table 1).

**Table 1: outcomes of the comprehension and description test in School A and B**

Number of Pupils	Response	Remarks on construals
51	Can only read after the teacher	Poor
17	Can read aspect of the paragraphs because of motivation of the illustration	Good
12	Can read and make meaning to the passage and interpret the illustrations themselves	Very Good

Finding revealed that pupils can only identify minimal aspects of the illustration the textbook captures. This is because pupils could not read by themselves. A recent research conducted across the country in various schools, particularly at the lower primary levels, indicates that about 51 percent of the pupils cannot read in both English language and the other local dialects (Peacefm, 2016). In the process of soliciting information from the pupils, the study observed a lesson done by the teacher to determine the reaction of the pupils. The teacher made the pupils share their views on what they heard as well as what they saw. Out of 80 pupils used for the study, only 12 pupils were willing to speak. Those who did not speak were shy. Those who spoke could only speak of what is happening in the illustrations. This affirm the fact that although pupils might be able to identify the kind of illustration they see attached to the text passage, they are mostly not aware of what goes on in the passage since some easily forget what has been said about the passage.

The incongruities between the illustrations and the text passages limited pupils' understanding entirely to the passage read. The observation also revealed that though the teachers in both school endeavour to make the pupils understand, reading and illustrating passages abstractly to pupils is not adequate to ensure comprehension of passage. Pupils were seen to be inactive during this facet where much reading was done in the lesson; but active when the pictorial illustration were exhibited during the lesson.

#### **4.5.1 Strengths of the Illustrations in the Ghanaian Language and Literacy Textbook**

The prospects of illustrations in textbooks are wide and varied. Textbook illustrations are much more than just pretty pictures and usually enhance the comprehension of the text in some way (Maaillustration, 2016). Since the prospects of illustrations are significant for early learners, it thus enables pupils to interact with the illustrations to make meaning to what they read.

The findings observed across the schools selected demonstrated that the most significant advantages of using Ghanaian Language and Literacy textbook illustrations are to enhance clarity of the written text to be conveyed and heighten visual beauty of things seen in the textbook. Lessons observed and interviews conducted within schools selected showed that, since pupils are beginning learners and need illustrations to enhance their comprehension, illustrations used in their textbooks act as supplements to clarify the message conveyed in the written text. However, illustrations in a picture storybook may also function primarily to reinforce the story (Fang, 1996). Participant observation and interaction with pupils in the study showed that illustrations used in the textbook tend to persuade and evoke the curiosity of pupils to read the textbook. According to Fang (1996) illustrations in textbooks entice children to read and interact with text. They motivate young readers to find hidden objects/characters or to predict what is going to happen next.

According to Maaillustration (2016) illustrations helps to convey an idea which is difficult to explain since the human brain understands visual information more quickly than written information. Interview conduction with the teachers brought to light that in their view, illustrations found in the textbook in a way add to the beauty and overall quality of the textbook. It also enhanced teaching and learning as they could use some of the illustrations to narrate stories to the pupils. In addition, the illustrations found in the textbook gave the required look for getting an increased audience from the pupils. Other reason for using the textbook illustrations is to add to the fun factor of the textbook. Bodmer buttresses the prospects of illustrations in textbooks as to "expand, explain, interpret, or decorate a written text" (Bodmer, 1992). The use of illustrations in the textbook based on lesson observed also showed that it enabled pupils to bring interesting ideas of what was heard in the written text. Children often come up with unique and creative interpretation of the plot, settings, and characters when they read picture books (Fang, 1996).

The prospects of illustrations in the Ghanaian Language and Literacy textbooks, from observation, prompted an active elaboration of the printed text whiles the pupils read, thus facilitating learning by inducing the child reader to form mental images of the information. Lastly, illustrations on the pages often cause the pupils to slow down and consider the illustrations along *with* the text, in a situation where pupils are so engrossed with the story being told by the teach. The illustrations do more than just supplement the text; they provide a new level of reading experience for a reader (Braet, 2017).

#### 4.5.2 Challenges of using illustrations in textbooks

Although illustrations found in Ghanaian Language and Literacy textbooks have so many prospects to enable a child learn better, there are few challenges that impede these prospects.

Findings gathered showed that the greatest disadvantages of book illustrations are its higher cost of printing these books. Using more illustrations significantly increase the cost of printing a textbook. Thus illustrations found in textbooks are mostly limited and does not capture entire passages. This in a way causes learners to perceive what they read in abstract view. Illustrators and authors' point of view showed that printing paper, ink and the processes involved in printing illustrations are much more expensive than those involved in printing text.

Processes involved in illustrating in a textbook are a very complex process as compared to when written in text only. Interview with illustrators showed that drawing of illustrations entails skills and the printing of these illustrations makes both activities expensive and time-consuming. Illustrations used in pupils' textbooks increases the number of pages needed and also makes it difficult formatting the textbook. Trying to maintain the number of pages will result in decrease in the size of the printed matter.

The challenges of these activities concerning illustrations have become increasingly pervasive in the publishing and printing industry when using illustration in textbooks. This is because the use of illustrations increases the quality and saleability of a book, thus offsetting the increased cost of printing illustrations (Maaillustration, 2016).

Based on the perspective of teachers at the lower primary, illustration when not in line with its text passage causes great problems for the pupils. Teachers would have to give extra explanation to pupils in order to enhance their learning. From the teachers view, illustrations should cover 70% representation of the text passages, especially, for pupils at that level. The teachers iterated that if sufficient details in illustrations are lacking, pupils in their early ages are likely to experience a challenge in reading to ensure comprehension as they are experiencing in their lesson. These challenges make teachers also experience difficulty on the appropriate illustrations to use as representatives, are they not available.

#### 5. Conclusion

Based on the results and findings of the study, though the strengths of illustrations in the Ghanaian language and literacy textbook is evident, the weakness in the illustration shows the effect it had on teaching and learning. The assessment result shows that there are incongruities in the content of textbook illustrations. Several of the illustrations identified in the textbook had little connection with their accompanied text. This made pupil think abstractly during class discussions making the teaching of the Ghanaian Language and Literacy lesson difficult to newly recruited in-service teachers. Teachers had to improvise stories to match up illustrations in the textbook. This affected the performance of the pupils as fewer could read and interpret the stories or passages. Another issue that hampered teaching and learning of the reading of the "Twi" language; the language used for the textbook is above the level of the pupils hence they found it difficult reading and understanding some of the words - for instance, four and five letter words.

It is, therefore, recommended that illustrations and text in the primary textbook should equally have a stem footing of what the passage is talking about. Ghana textbook association should seek the consent of teachers who will be using the produced textbook in the classroom to avoid difficulty in usage. The test of illustrations to make enough meaning to text used for primary textbooks should be evaluated by professional illustrators before textbook production. Authors and illustrators should collaborate for effective text and illustration to enhance the understanding of lower primary pupils. This will also help teachers to easily teach without difficulty.

Further research could be done to provide guidelines to rectify inadequate illustrations in the Ghanaian textbooks. The textbook could be reviewed by authors and illustrators to ensure the negative effects the textbook has on pupils in the classroom. Enough training should be given to teachers on appropriate teaching strategies for unskilled teacher trainees. The text and illustration in textbooks should equally match in the text passage. To avoid young pupils from thinking in abstract view. The Ghana textbook association should recommend what can be regarded as an appropriate illustration for lower primary textbook production.

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