Abstract

This qualitative research study investigated the observed and reported experiences of my kindergarten students when wordless picture books were used to facilitate oral language. Listening and speaking skills were observed and documented to measure vocabulary growth in greater detail. Fifteen kindergarteners participated in the study that involved creating their own wordless books, performances, group discussions, and retelling activities. The study focused on comprehension, literary elements, imagination, listening and speaking skills. Analysis of the data indicated that wordless picture books enhanced and developed student vocabulary and comprehension. The findings indicated using multiple readings, a variety of retelling and comprehension activities, performances, and vocabulary lists would help to increase oral language development, interest in reading, and comprehension levels. Results from the pre-surveys and post-surveys indicated that students felt confident using wordless picture books and showed an interest in using them in other areas.