

Early Childhood Teachers' Beliefs on the Contribution of Instructional pictures in Developing Young Children's Linguistic Skills

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Abstract

This study investigates early childhood teachers' beliefs regarding the contribution of instructional pictures in developing young children's linguistic skills. A carefully designed questionnaire assessed teachers' beliefs on how instructional pictures, such as pictures and drawings, contribute to language development. The questionnaire's validity and reliability were confirmed through expert evaluation and a test-retest method, respectively. It was distributed to 570 randomly selected participants in northern Jordan. The findings revealed that many early childhood teachers have positive beliefs about instructional pictures, viewing them primarily as tools for enhancing linguistic meaning, developing children's language skills, and fostering positive attitudes towards language learning. More specifically, the study showed that teachers believe instructional pictures are effective in improving children's pronunciation accuracy, promoting concrete thinking, increasing enjoyment and enthusiasm for language learning, enriching vocabulary, and enhancing reflective thinking in expressing ideas. These findings illustrate how instructional pictures support improving children's attention, developing their oral and written skills, and facilitating multisensory approaches to language learning. Interestingly, the analysis indicated that teachers' academic qualifications did not significantly influence their beliefs about the contribution of instructional pictures in language learning environments. Given these findings, it is crucial to integrate additional resources such as digital visual materials and educational apps that support the use of instructional pictures to enhance language skills.

Keywords: *Early Childhood, Teachers' Beliefs, Instructional Pictures, Language Learning, Classroom Environments.*

Introduction

Language serves as a sophisticated means of human communication, fulfilling various needs such as expressing emotions, transferring knowledge, and teaching skills and experiences. Effective language learning and teaching inevitably require supportive tools (Ahmed, 2018; AlAli and Al-Barakat, 2023; Al-Hassan et al., 2023; Aljuhani and Maroof, 2019). Instructional pictures play a crucial role in education, both generally and within specific educational institutions. They encompass a range of experiences, materials, and tools used by teachers to facilitate children's acquisition of knowledge and the development of language skills, whether inside or outside the classroom (Luruk et al., 2021; Nurdini, 2018; Octoberlina and Anggarini, 2020; Pribadi et al., 2024).

Effective instructional pictures are customized to match the age, intelligence level, and background of students, ensuring that both the language used and presentation methods are appropriate. These aids maintain a balance by being engaging enough to capture interest without overwhelming or frustrating learners (Apsari, 2017; Ashaver and Igyuve, 2013). Key characteristics of successful instructional pictures include alignment with educational goals, consideration of students' physical, psychological, and cognitive traits, ease of use, and reliability in conveying information. Essentially, instructional pictures are not merely supplementary tools but integral components of the educational process, significantly contributing to the efficient and effective achievement of specific educational objectives (Al Jawad, 2021; Al'Omairi and Al Balushi, 2015; Apsari, 2017; Ashaver and Igyuve, 2013).

In the context of language acquisition, instructional pictures are recognized as essential tools for enhancing young children's language learning (Al-Barakat et al., 2023). Language education experts assert that instructional pictures are among the most crucial elements in promoting language development in

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young learners (Luruk et al., 2021). This is primarily because instructional pictures, such as pictures, serve as powerful communication tools (Luruk et al., 2021; Nurdini, 2018).

Aljuhani and Maroof (2019) observed that young children's comprehension and acquisition of meaning heavily rely on instructional pictures. Luruk et al (2021), and Nurdini (2018) highlight the significant role of instructional pictures in empowering children to create new language experiences, particularly since young children in early education grades often lack sufficient experience. Al-Barakat et al. (2023) support this view, noting that instructional pictures help children understand objects more effectively than reading or learning from others. This underscores the idea that young children learn language through tangible experiences, as they are not yet capable of constructing linguistic knowledge through abstract concepts. Luruk et al (2021), and Nurdini (2018) further explain that for young children, language learning involving instructional pictures is a sensory experience that becomes part of their cognitive framework.

Therefore, teachers in early education must recognize the active role of instructional pictures in facilitating young children's language development. Bruner (1966a) points out that children can visually represent information in line with their cognitive development, necessitating the presence of objects or their representations, such as illustrations, for better understanding. Gagné's (1977) theory also suggests that instructional pictures in language learning help learners encode events or objects and assist in processing specific knowledge.

Additionally, Gagné (1977) emphasizes that the development of children's concepts largely depends on the use of instructional pictures in educational settings. Pribadi et al. (2024) mention that instructional pictures are crucial for developing children's linguistic knowledge, emotions, and attitudes. This aligns with Bruner (1966b), who noted that instructional pictures help learners visualize and comprehend the language depicted in illustrations.

Vera et al. (2022) highlighted that using pictures as an educational tool significantly enhances students' learning outcomes, particularly in vocabulary acquisition. Their study demonstrated a substantial increase in students' vocabulary after integrating pictures into the learning process. Instructional pictures not only capture students' attention but also boost their enthusiasm for learning. Additionally, the study points to potential opportunities for further exploration and development in this area.

The results of the study by Pribadi et al. (2024) similarly revealed that contributing pictures in English language instruction is highly effective. It increases vocabulary retention and understanding, enhances motivation and interest, and improves language skills by providing contextual cues and encouraging interaction. The quality of the pictures and the relevance of the materials also play significant roles in the effectiveness of this process. This thoughtful integration of pictures into educational practices contributes to their effective use in learner-centered approaches according to theories of English language teaching.

Recent studies (Luruk et al., 2021; Pribadi et al., 2024; Vera et al., 2022) have highlighted the continuous need for English language teachers to utilize instructional pictures. These aids assist students in visualizing, constructing, and refining their ideas, knowledge, and language skills. Furthermore, such visual materials facilitate easier vocabulary retention and stimulate students' right-brain activity. Zulkifli (2019) emphasized that visual representation is the optimal approach for teaching new vocabulary across different subjects. This underscores the importance for teachers to incorporate visual media like videos, songs, illustrations, photographs, and flashcards into their teaching methods, thereby enhancing students' comprehension of educational content.

Considering the vital role of instructional pictures in cognitive development, Al Jawad (2021) argues that instructional pictures help learners organize information coherently and enhance their belief and interpretation processes. Apsari's (2017) research indicates that instructional pictures in primary science education materials significantly improve children's understanding of scientific concepts.

Ashaver and Igyuve (2013) discuss the critical role of instructional pictures, emphasizing that illustrations provide a non-verbal depiction of character, mood, motives, reactions, traits, and idiosyncrasies, adding

richness to stories that words alone cannot offer, especially for very young children. For instance, clothing, facial expressions, and posture convey information that makes characters feel real and memorable. They believe that instructional pictures prepare children to later derive meaning from the words an author uses and teach that actions in a story follow a meaningful sequence, enhancing their understanding of plot, character, setting, and mood. Instructional pictures also address childhood issues like anger, frustration, change, and responsibility meaningfully. Essentially, illustrations add depth to stories for young readers that is challenging to achieve without them (Al'Omairi and Al Balushi, 2015; Ashaver and Igyuve, 2013).

Theoretical literature highlights the significant contribution of instructional pictures to young children's language development, suggesting that instructional pictures can enhance linguistic skills and enable children to become effective members of their society. Dawamuddin (2021) and Julaiha et al. (2022) clarify that instructional pictures play a crucial role in language development, specifically noting their psychological impact on children. Instructional pictures encountered in literature teach children how to handle life problems, model their lives, and mature into adults.

Despite the clear indication of the contribution of instructional pictures in children's language learning, their effective use is significantly linked to early childhood teachers' beliefs about their usage. Beliefs profoundly influence teachers' practices and behaviors in learning environments; those who believe that instructional pictures enhance interaction and effective learning are more inclined to integrate these media into their teaching (Dawamuddin, 2021; Hussain and Khan, 2022; Kurniati et al., 2020; Lengkoane et al., 2019). Consequently, these teachers adopt educational practices that include using pictures, charts, and videos as fundamental tools in language learning environments.

Previous studies (Julaiha et al., 2022; Hamer & Rohimajaya, 2018; Hussain and Khan, 2022; Kurniati et al., 2020, Lengkoane et al., 2019) suggest that these beliefs can positively impact children's psychological attitudes and their willingness to learn language. Teachers who strongly believe in the importance of instructional pictures focus on making the learning process enjoyable and accessible for children, thereby motivating them to participate and listen more effectively. Research also indicates that early childhood teachers' beliefs regarding the use of instructional pictures influence successful behaviors in their application, including the selection of educational materials, lesson organization, and effective interaction with children to appropriately stimulate them. This ultimately enhances the effectiveness of the learning process overall.

Therefore, analysing early childhood teachers' beliefs regarding the use of instructional pictures in enhancing children's language learning skills underscores the importance of understanding how these beliefs influence the quality and effectiveness of the learning process in educational settings.

Problem and Significance of the Study

The literature review clearly underscores the significance of instructional pictures in young children's language learning. However, the effective instructional role of instructional pictures in language development largely hinges on teachers' beliefs about their utility. Numerous researchers (Dawamuddin, 2021; Julaiha et al., 2022; Hamer & Rohimajaya, 2018; Hussain & Khan, 2022; Kurniati et al., 2020; Lengkoane et al., 2019) suggest that while instructional pictures can enhance the instructional process, their effectiveness is contingent on their application in the classroom. Current educational perspectives advocate for a child-centered approach, emphasizing the need for young learners to have ample opportunities to explore and respond to various illustrations. Despite the recognized importance of instructional pictures, Al-Barakat et al. (2023) found that many early childhood education teachers do not utilize them effectively in language learning environments. This deficiency may stem from teachers' misconceptions about the contribution of instructional pictures in teaching and learning. Therefore, this study aims to investigate teachers' beliefs about the contribution of instructional pictures in developing children's language skills.

Despite extensive descriptions of the role and importance of instructional pictures in education, this study is, to the researchers' knowledge, the first to examine teachers' beliefs about the effective instructional

role of instructional pictures in children's language learning. The study seeks to answer the following research questions:

- What is the degree of early childhood education teachers' beliefs regarding the contribution of instructional pictures in enhancing young children's learning of English language skills?
- Are there statistically significant differences at the $\alpha = 0.50$ level in early childhood education teachers' beliefs regarding the contribution of instructional pictures in enhancing young children's learning of English language skills attributed to their academic qualifications?

Study Methodology

Participants

The study included a random sample of 570 teachers. A random sampling method was employed to enhance the accuracy and reliability of the findings by ensuring that every individual in the target population had an equal chance of being included. This approach minimizes bias and enhances the generalizability of the results. Hinton (1995) emphasized that if the sample characteristics align with those of the population, the sample will be representative, thus avoiding bias.

Study Instrument

The instrument was developed to assess the beliefs of early childhood education teachers regarding the contribution of instructional pictures in children's language learning. Its construction involved a review of relevant literature ((Ahmed, 2018; Aljuhani and Maroof, 2019; Al Jawad, 2021; Al'Omaili and Al Balushi, 2015; Apsari, 2017; Ashaver and Igyuve, 2013; Dawamuddin, 2021; Julaiha et al., 2022), and the researchers' experience in language teaching for children.

Initially, the instrument consisted of 33 Likert-type items with five response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). To ensure validity, five judges reviewed the instrument, leading to the reduction of items to 27 for clarity. A second panel of judges confirmed the instrument's capacity to gather the desired data.

The reliability of the questionnaire was tested using the test-retest method with a random sample of 33 teachers over a two-week interval, resulting in a Pearson correlation coefficient of 0.89. To enhance validity and ensure precise responses, the questionnaire included items written in varied formulations.

Data Collection and Analysis

Participants were asked to respond to 26 items on a Likert-type scale with five options: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The researcher distributed 170 questionnaires to the study sample, ensuring anonymity to encourage honest responses.

Teachers were given a month to complete the questionnaires, after which the researcher collected 533 completed forms, achieving a return rate of 93.50%. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS), employing frequencies, percentages, and means to rank items according to the relative strength of beliefs. Additionally, a one-way analysis of variance was conducted to determine if teachers' qualifications influenced their beliefs about the contribution of instructional pictures in children's learning.

Findings of the Study

The findings of the study are presented based on the research questions as follow.

Results of The First Question

What is the degree of early childhood education teachers' beliefs regarding the contribution of instructional pictures in enhancing young children's learning of English language skills? This question was addressed by calculating the means, standard deviations, and percentage estimates for each questionnaire item. Table 1 illustrates the analysis of these items, sorted in descending order based on their arithmetic means and percentile rating:

Table 1: Data Analysis Related to Teachers' Beliefs of the contribution of instructional pictures in developing young children's linguistic skills

No.	Items	Mean	St. Dev	Percentile rating
	My beliefs are that instructional pictures contribute to:			
1	Assisting children in pronouncing letters and words correctly.	4.98	0.88	99.60%
2	Teaching children to think by concrete materials.	4.95	0.74	99.00%
3	Increasing children's enjoyment and enthusiasm for learning language.	4.91	0.93	98,20%
4	Enriching children's vocabulary.	4.90	0.98	98.00%
5	Enhancing children's reflective thinking to express their ideas.	4.90	0.39	98.00%
6	Improving children's focus and attention during language activities.	4.89	0.92	97.80%
7	Helping children develop their oral and written expression skills.	4.89	0.88	97.80%
8	Activating teaching strategies based on the multi-sensory approach to support language learning.	4.89	0.56	97.80%
9	Improving children's skills to derive linguistic ideas from concrete settings.	4.89	0.34	97.80%
10	Enabling children to build language through interaction with the surrounding world	4.89	0.64	97.80%
11	Helping children integrate different senses.	4.88	0.73	97.60%
12	Providing a supportive learning environment for developing research and inquiry skills in language.	4.87	0.92	97.40%
13	Assisting children in understanding language through linguistic contexts.	4.87	0.99	97.40%
14	Effectively supporting language learning according to the whole language approach.	4.85	0.75	97.00%
15	Providing opportunities for interactive and collaborative learning among children.	4.83	0.82	96.60%
16	Enhancing classroom discussions among children.	4.82	0.67	96.40%
17	Developing children's language skills to write stories.	4.80	0.67	96.00%
18	Helping children understand language more deeply and sustainably.	4.80	0.88	96.00%
19	Relying on sensory methods to help children develop language skills comprehensively and holistically.	4.79	0.86	95.80%
20	Enhancing children's language learning experiences according to the communicative approach.	4.78	0.45	95.60%
21	Stimulating linguistic thinking among children.	4.59	079	91.80%
22	Enhancing children's understanding of language.	4.50	0.69	90.00%
23	Assisting the teacher in being active in learning.	2.00	0.56	40.0%

No.	Items	Mean	St. Dev	Percentile rating
	My beliefs are that instructional pictures contribute to:			
24	Helping children learn language in innovative and enjoyable ways.	1.79	0.29	35.80%
25	Reducing children's enjoyment of learning language.	1.78	0.87	35.60%
26	Guiding children in memorizing and recalling vocabulary.	1.49	0.98	29.80%
Total		4.83	0.78	96.60%

Table 1 demonstrates a clear trend in the average scores of the questionnaire items, ranging from 4.98 to 4.50. These scores correspond to percentage ranges of 99.60% to 90.80% respectively, indicating high levels of agreement among respondents. Notably, the last four items, intentionally crafted with negative statements to ensure response stability, recorded lower averages.

This deliberate inclusion aimed to underscore the seriousness and accuracy of responses, thereby enhancing the data's reliability for analysis. It is evident that early childhood teachers harbor strongly positive beliefs regarding the efficacy of instructional pictures in enhancing young children's language skills. Their commitment is manifest in ongoing efforts to enrich educational environments through the integration of visual tools, which effectively stimulate children's learning experiences.

Such strategic approaches yield significant positive outcomes, notably in children's language proficiency and communication skills, thereby contributing to specific educational and social objectives over the long term. In summary, the convergence of paragraph averages underscores the consensus among participants, bolstering the credibility of the data and indicating comprehensive agreement within the study sample.

The inclusion of negative paragraphs serves to stabilize responses, emphasizing the rigor and accuracy of the data collection process. Teachers' steadfast endorsement of visual media in early childhood education underscores its role as a potent tool for enhancing educational environments and positively impacting learning outcomes.

Ultimately, the effective integration of instructional pictures is pivotal in achieving substantial benefits in children's developmental milestones in language and communication, thereby advancing long-term educational and social goals.

Results of the Second Question

This presents the data analysis related to the following question: Are there statistically significant differences at the $\alpha = 0.50$ level in early childhood education teachers' beliefs regarding the contribution of instructional pictures in enhancing young children's learning of English language skills attributed to their academic qualifications? To investigate the influence of academic qualifications (Community Diploma, Bachelor, and Post-graduate) on the teachers' beliefs of the contribution of instructional pictures, one-way analysis of variance was used to reveal this effect. This is clearly illustrated in Table 2.

Table (2): One-Way Analysis of Variance for the Effect of Academic Qualifications on Teachers' Beliefs of the contribution of instructional pictures in developing young children's linguistic skills

Variable	Sum of squares	Degrees of Freedom	Mean of Squares	Value of (F)	Significance
Between Groups	396.7741	156.7815	3	0.3457	0.478
Within Groups	45746.7121	478.3537	529		

* Significant at $p = 0.05$

The data analysis in Table 1 reveals consistent variance within each sample group, supported by an F-value of 0.3457 with a non-significant p-value of 0.478. This indicates no statistically significant differences among groups of early childhood education teachers regarding their beliefs on the effectiveness of instructional pictures in enhancing young children's English language skills at the ($p= 0.50$) significance level. Consequently, the findings suggest that the academic qualifications of the participants did not influence their perspectives on the utility of instructional pictures for improving language skills in young children.

Discussion

The results of the first question reveal a high level of agreement regarding the integration of instructional pictures in the development and enhancement of children's language skills. The high and consistent evaluations across the majority of the study sample indicate a strong consensus among the respondents about the effective role of instructional pictures. These instructional pictures are not merely supplementary tools but are considered an integral part of facilitating various aspects of language learning.

The findings also show that teachers strongly believe instructional pictures help children correctly pronounce letters and words, highlighting their role in phonological development. This underscores a fundamental aspect of early literacy – the sound-symbol correspondence – which is essential for mastering reading and writing (Pribadi et al., 2024; Putri Dilago et al., 2022; Ristyani & Nurhayati, 2020; Sari and Putri, 2018; Vera et al., 2022; Zulkifli, 2019)

Furthermore, the results indicate a focus on teaching children to think through instructional pictures. This reflects early childhood teachers' commitment to hands-on learning, which is crucial in early childhood education. It allows children to grasp abstract concepts through concrete experiences, enhancing deep understanding and critical thinking skills.

Additionally, the belief that instructional pictures increase children's enjoyment and enthusiasm for language learning suggests that early childhood teachers are well-prepared to recognize the motivational aspects of education. When learning is engaging and multi-sensory, children are more likely to actively participate in the learning process, leading to sustained interest and intrinsic motivation.

Moreover, the study highlights the importance of early childhood teachers focusing on enriching vocabulary, improving reflective thinking, and enhancing expressive skills. This underscores teachers' recognition of language as a tool for communication and self-expression. By providing opportunities for children to interact with and manipulate sensory materials, teachers can enable children to explore language in meaningful contexts, fostering cognitive and linguistic growth.

Overall, the results of the first question not only identify teachers' beliefs but also highlight a collective commitment to comprehensive language development. These findings are in line with previous studies (Aljuhani and Maroof, 2019; Al Jawad, 2021; Al'Omairi and Al Balushi, 2015; Apsari, 2017; Ashaver and Igyuve, 2013; Dawamuddin, 2021; Julaiha et al., 2022; Putri Dilago et al., 2022; Ristyani & Nurhayati, 2020; Sari and Putri, 2018; Vera et al., 2022; Zulkifli, 2019) which, emphasize the importance of using a variety of instructional pictures that cater to different learning styles and preferences, with the ultimate goal of developing well-rounded language learners who possess linguistic proficiency and cognitive flexibility.

In summary, the results of the first question can be attributed to early childhood teachers' understanding of the importance of sensory-based education in significantly enhancing language learning. This helps children build a strong foundation in language and communication skills. Additionally, these results can be linked to early childhood teachers' knowledge of cognitive development and language acquisition theories, which positively influences their beliefs about the necessity of sensory-based and hands-on experiences in enhancing linguistic comprehension and constructing meanings.

Thus, it can be confirmed that the positive beliefs among early childhood teachers have significantly enabled them to form accurate and constructive beliefs. This has helped early childhood teachers achieve several key outcomes. Firstly, using tangible materials helps children associate words with actual objects, thereby enhancing vocabulary comprehension and making words more memorable. Additionally, sensory-based education stimulates multiple senses such as touch, sight, hearing, and smell, promoting holistic learning and making language acquisition more interactive and enjoyable.

Moreover, instructional pictures-based activities encourage children to interact with teachers and peers, which enhance their social and language communication skills. Through these tangible activities, teachers can place words and phrases in an understandable context, aiding children in understanding how to use language in everyday life. Finally, children are often more engaged when dealing with tangible objects, which improve their focus and attention during educational activities.

Regarding the second question, the results showed no statistically significant differences among the participants in their beliefs about the contribution of instructional pictures in enhancing young children's English language skills. The uniformity in teachers' beliefs, despite their varying academic qualifications, can be attributed to several integrated factors, including the strong influence of knowledge and training among early childhood teachers, who have a profound understanding of the critical role instructional pictures play in education. This knowledge is further reinforced through professional development programs and workshops, which significantly shape teachers' beliefs. Research has shown (Al'Omairi and Al Balushi, 2015; Apsari, 2017; Ashaver and Igyuve, 2013; Dawamuddin, 2021; Julaiha et al., 2022; Hamer & Rohimajaya, 2018; Hussain and Khan, 2022) that such training can be more influential than academic qualifications in fostering correct beliefs about the importance of instructional pictures in language learning.

Moreover, these findings can be attributed to shared classroom experiences, where similar teaching experiences promote a collective understanding among teachers. Peer learning environments create a unified perception of the effectiveness of instructional pictures, leading to consistent beliefs regardless of academic background.

Additionally, the cultural and institutional contexts within which early childhood teachers operate play a crucial role. For example, in Jordan, standardized practices mandated by the Ministry of Education, based on national educational reform initiatives, emphasize the importance of sensory experiences in children's learning. These frameworks ensure that teachers, regardless of their academic qualifications, adhere to common educational values and beliefs.

In summary, despite differences in academic qualifications, early childhood teachers share common beliefs about the importance of instructional pictures in language skill development due to the combined effects of robust knowledge, impactful training, shared classroom experiences, and cohesive cultural and institutional influences.

Conclusions, Limitations, And Recommendations

The present study aimed to explore the beliefs of early childhood education teachers regarding the contribution of instructional pictures in enhancing children's English language learning skills. By reviewing and discussing the study's findings, it can be concluded that teachers strongly believe in the importance of instructional pictures as a source of learning activities, both in the classroom and at home. These findings suggest that teachers favor a child-centered learning approach over a teacher-centered one, as this approach helps children actively and dynamically build their linguistic knowledge through positive classroom interactions using instructional pictures.

Moreover, it is evident that teachers hold very positive and solid beliefs about the contribution of instructional pictures in developing young children's language experiences. This indicates a widespread belief among teachers that active learning using visual media is the best way to develop and expand young children's language skills. Fortunately, these beliefs align with language learning theories that emphasize the

importance of children's linguistic experiences formed through interactions with instructional pictures. This demonstrates that children's learning through this method is meaningful, as meaningful learning can only occur when children have the opportunity to connect new ideas presented through instructional pictures with their prior knowledge.

The study also reveals that teachers believe instructional pictures play a crucial role in enhancing social interaction, both in group work and classroom discussions. These beliefs are consistent with contemporary perspectives that stress the importance of collaborative engagement with visual media, giving each child the chance to speak freely and share their personal responses.

Based on these conclusions, it can be inferred that teachers strongly believe that children are capable of learning and developing language skills independently using instructional pictures. These beliefs are in line with cognitive theories that emphasize the progression of children's learning from concrete to abstract concepts. This implies that children should develop their ideas using visual illustrations rather than simply absorbing information from their teacher.

Specifically, the combined results of the study provide empirical evidence that children can develop their language skills through situations that stimulate their linguistic thinking and cognitive abilities. Visual perception is closely linked to the thought process, and the study confirms that linguistic thinking through instructional pictures is not an abstract or purely verbal process but is connected to sensory perception. Using visual tools in linguistic thinking means the process is not merely about converting ideas into words or abstract symbols. Instead, thinking is rooted in sensory and perceptual experiences. For example, using images to understand or interpret a linguistic concept enhances sensory and spatial perception, making thinking more interactive and sensory. This contributes to a deeper and more comprehensive understanding of concepts. In other words, using instructional pictures helps integrate sensory experience with cognitive processes, leading to a more realistic and holistic understanding of information.

Despite the above, research on early childhood teachers' beliefs about the effectiveness of instructional pictures in enhancing children's language learning faces several limitations. First, this study relied on self-assessment questionnaires, meaning that the results were based on data provided by the teachers themselves. This introduces the potential for self-report bias, as teachers may give answers that align with social or academic expectations, thereby affecting data accuracy. This makes it challenging to ensure that the results genuinely reflect the teachers' beliefs rather than what they perceive as appropriate or expected. Future research should incorporate observations of language learning environments to understand how instructional pictures are actually used. Additionally, using semi-structured interviews can provide deeper insights into early childhood teachers' beliefs about the contribution of instructional pictures in language learning.

Furthermore, study results are often influenced by sample size and demographic composition. If the sample is small and geographically confined to the northern region of Jordan, the findings may lack broad generalizability. Educational and cultural contexts can vary significantly across different regions of Jordan, given the country's cultural and social diversity. This could result in differing beliefs among early childhood teachers regarding the contribution of instructional pictures in language learning. Therefore, utilizing larger and more diverse samples can enhance the reliability and comprehensiveness of the results. It is crucial for future studies to include samples from the central and southern regions of Jordan as well.

Teachers deserve to be aware of the truth that has emerged from current study that instructional pictures are intended to help children learn in their own ways, based on what they already know. Therefore, instructional pictures should be a source of learning activities, especially with an emphasis on constructivist learning, recognizing that children need diverse activities to organize and interpret the world. It is also recommended that the effectiveness of beliefs about employing instructional pictures in language learning depends on early childhood teachers being trained to stimulate children, enhance their understanding, and grasp educational materials in various ways. The curriculum should include diverse instructional pictures such as pictures, graphs, and videos to clarify linguistic concepts effectively. All of this requires guiding

children in using instructional pictures in language learning, whether by asking questions or fostering discussions about the images or videos presented.

It is also essential to utilize additional resources like educational apps that support the use of instructional pictures in improving language skills. All of this necessitates ongoing training for teachers on how to effectively use visual media in teaching and language education. In light of these results, it is possible to suggest conducting a future study related to educational practices in developing English language skills using instructional pictures.

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