

The Effect of the Use of Pictorial Storytelling on Iranian EFL Students' Attitudes toward Vocabulary Learning

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Abstract

This study aims to investigate the effect of the use of pictorial storytelling on Iranian EFL students' attitudes toward vocabulary learning. 16 participants studying at Hejab institute in Sahneh took part in the study. All students were female, at the same language level. The participants in the experimental group were taught using pictorial storytelling. After three months of teaching, the students were given a questionnaire to see the possible impact of pictorial storytelling on their attitudes toward vocabulary learning. The answers were analyzed using SPSS software. The results of analysis showed higher tendency toward vocabulary learning, and also the positive impact of using pictorial storytelling on the students' attitudes.

Keywords: language learning, new technique, pictorial storytelling, positive impact, students' attitudes.

I.INTRODUCTION

English is one of the most important foreign languages taught in many countries. The first and the most important element in all languages is word. In the way we can learn first or any subsequent languages like English, every day words are made and acquired, even in our first language.

People learn vocabulary before they start communication. In the natural cycle of listening, speaking, reading, and writing in a first language or a second language, they must have vocabulary to convey or understand the meaning of the ideas. Even in the process of EFL learning, learners have more vocabularies to learn. The importance of vocabulary learning is emphasized by a French proverb that says "Word by word the book is made."

Words are the basic elements in a language. By learning the lexical items, we start to develop knowledge of the target language. Words are vital to communication with others and understanding what one is reading or speaking; therefore, students should enhance and master

vocabulary to understand and achieve English. Also because of the necessity of vocabulary in the four language skills, students should have enough vocabulary to improve them. "Without grammar, every title can be conveyed. Without vocabulary nothing can be conveyed." Scott Thornbury (2002).

According to Hornby (1987), "Vocabulary is a total number of words which (with roles for combining them) make up a language". This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

Nagaraj (1996) stated that in many ESL (English as Second Language) classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. So they need to choose one of the techniques which is the best for the students get more effective vocabulary learning.

Contextualized storytelling is proposed by Cary (1998) as an instructional approach to help and improve EFL acquisition in the U.S. Storytelling can enhance all of four skills, listening, reading, speaking, and writing, therefore it can also enhance intercultural understanding and communication with other cultures and remain in the students' mind because this method is imagery and spatial strategy. There have found evidence to suggest that what pictorial storytelling say and do in the classroom is shaped by their positive beliefs of the students' programs. Storytelling can be developed with pictorial, film/cartoon strips, sequences of pictures, etc.

Advocates of storytelling (Green, 1996; Gillard, 1996; Livo, 1983; Peck, 1989; Williams, 1991) see storytelling as an instructional strategy that can play a major role in preparing students to learn, both prior to their entering school and once they have begun formal schooling. They suggest that storytelling help students better understand oral language.

The storytelling refers to the act of telling stories translating a natural manner of human communication, a form of human interaction. The act of socialization is fulfilled by stories, they flow when people interact with one another. For Chung (2006), the act of narrating stories, contributes for a better comprehension of complex ideas, as well as concepts and information.

The storytelling establishes connections between the generations of the past, the present generation and those that will be, with their contribution to the level of education and the transmission of values and beliefs (Chung, 2006), the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

A. How Are Stories Told?

Educators help students to tell practice-related stories and they discover how students tell and process their stories. So, according to Mcdrury and Alterio (2002) there are three characteristics contribute to the storytelling process as follows.

Setting

There are two settings. Happening settings where events take place, and telling settings where stories are told about these events. Telling settings may be informal or formal. Informal storytelling happens when there is a story to tell, a willing listener (s) and a suitable physical place. In this setting, responses want to be variable and frequently result in listeners sharing their own stories. While formal storytelling is a conducive one to promoting dialogue, valuing affective responses and providing opportunities to practice. Listeners play a key role in these processes. Hence, in order to increase learning from stories, it is necessary to emphasize particularly on the learning process by placing storytelling in formal setting.

Listeners

Listeners can form the storytelling process and influence outcomes by listening to stories and engaging tellers in reflective dialogue. They play a notable role during dialogue by influencing, through reflective questioning and other aspects are taken place.

Dialogue includes two ways: response discourse and response story. Listeners engage in response discourse, which helps the tellers discovers there experience in depth. This case happens when listeners stay focused on the original story; dialogue deals with elements of the practice experience being related. While, the response story discovers a theme from the original story by exploring a similar event.

Story

Stories occur primarily because tellers want to share particular events or situations that lend themselves to such telling. For instance, spontaneous storytelling, closely link in time to practice settings, usually has a strong affective motivating force.

Another example is predetermined storytelling, where the teller has considered the event in a pre-story reflective form and tends to discover it further.

In contrast, there are stories depend on curiosity that leads to a telling, may be unanswered questions relating to knowledge and skills, or involving interpersonal dynamics.

Some stories are re-told many times to different listeners for a variety of reasons - with each re-telling, new learning can occur. This is particularly likely when tellers make conscious choices about how they tell their stories.

Storytelling might enhance the achievement of vocabulary items, and consequently it might bring up a positive effect toward on children's vocabulary learning.

According to Dolakova (2008) stories can be divided according to their content to: Classical tales, animal tales or fables, repetitive and cumulative tales, adventures and romantic stories, poem, rhymes, songs and chants.

Children of different cultures are familiar with classical tales, they know the plot, characters and ending of these kinds of stories, so they can predict the unknown words. The

problems which inhibit teachers from using such stories are: The length of the stories and the large amount of vocabulary.

Animal tales or fables are very popular among children; children like animals especially as the characters that can talk and behave like human being; in fact they identify themselves with them and then imitate their behaviors and actions.

Repetitive and cumulative tales are really helpful for learning language, since these sorts of stories have short plots and repetitive rhythms which enable children to remember the plot and then reproduce words and structures in a short amount of time.

Adventures and romantic stories have also many fans among children, since they contain archetypes such as: heroes and heroines who are good and kind and their enemies who are bad, ugly and nasty, and finally the victory of positive powers over negative ones.

Poems, rhymes, songs and chants are also great sources for listening because of the repetitive nature of rhymes, their plot and their imaginative nature; they can foster the motivation and language ability of children. Some people say that children learn language faster than adults do. The children have their own characteristics which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc.

Foss (2009) claims that a narrative should contain at least two events: major events or kernels and minor events or satellites. The satellites do not affect the basic story line; they only have rhetoric effect. Temporal and causal relations are about the relation between these events. Which events happen first and which follow them? Which event is the cause and which one is the effect or result? The theme is the last but not the least element of a story, which direct the general idea. The narrator should keep the major theme throughout the narration.

According to Slattery and Willis (2001), children have some general characteristics as follows (a) they are learning to read and write in their own language, (b) they are developing as thinkers, (c) they understand the difference between the real and the imaginary, (d) they can plan and organize how best to carry out an activity,(e) they can work with others and learn from others,(f) they can be reliable and take responsibility for class activities and routines.

Children are sensitive and very eager in learning everything and like to acquire new things with cooperation. Because of these the teachers should be aware and flexible about students the teacher does not to follow her lesson plan strictly but the teacher may improve the learning process based on the encountered situation. The teacher should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful activity.

Storytelling involves two elements – selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer, for the delivery is crucial and requires both preparation and rehearsal. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain insight into human behavior. Storytelling also

promotes language learning by enriching learners' vocabulary and acquiring new language structures.

B. Teaching Vocabulary Using Pictorial Story

The most frequently mentioned asset of pictorial story, as an educational tool, is its ability to motivate students. Through pictorial story as a medium, the teacher can give motivation to the students to learn English more enjoyable and interesting ways. Students, especially young learners, like to read pictorial story. If they are given options to study or read pictorial story, they will choose to read pictorial story. So, with the use of pictorial story as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.*

Pictorial storytelling is not a new method, because many years ago ancient people use it for many reasons as entertain, documents. Students will attract to it with colored pictures and interested to learning.

Storytelling is uniquely a human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined, that we inhabit. Stories enable us to come to know these worlds and our place in them given that we are all, to some degree, constituted by stories: Stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history. McDrury and Alterio (2003).

Green (2004) adds that stories can serve multiple functions in the classroom, including sparking student interest, aiding the flow of lectures, making material memorable, overcoming student resistance or anxiety, and building rapport between the instructor and the students, or among students themselves.

King (2007) discovered that stories are rich sources of wisdom, imagination, creativity, and comfort. In this essay, King (2007) described her personal experiences developing and using the collaborative story making process with young people and adults in various school settings. The author stated that collaborative story making established opportunities for students to create stories from stories, using image making and abstract prompts. She maintained that the iterative process expands and improves students, oral and written expression. King (2007) invited other educators to include collaborative story making in their instructional repertoire to stimulate their own and their students, reading, writing, and speaking and listening skills, and to foster a supportive learning community.

Belmonte and Verdugo (2007) state that, at an early stage of language acquisition, stories can be a valuable way of contextualizing and introducing new language, they can also make new language meaningful and memorable to the learners. In the same concern, (Niemann, 2003) reports that; with stories children have an access to literature and culture that otherwise they would not get.

Shelly (2010) claimed that reading stories to one's kids is a crucially important part of his or her job as a parent. She added that reading stories to young people helps them to

increase their vocabulary, understand the parts of language, and learn the rules of English. There is nothing else one can do that has more of an impact on the child's future ability to read and learn than a daily story time. One may conclude that stories affected the listeners either adult or kids by teaching them the language; the structure, new vocabulary, the grammar, and to help the children to think about different new ideas.

Barzaq (2009) defined storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts and finally, she added that visual storytelling is a way of telling stories through images.

C. Research Question

The most important purpose of this study is to investigate the effect of the use of pictorial storytelling on Iranian EFL students' attitudes toward vocabulary learning. This study attempted to answer this question: *Does pictorial storytelling have an effect on the students' attitudes toward vocabulary learning?*

II. METHODOLOGY

A. Participants

The participants of the present study were 16 female students in the primary school at the age range of 8 to 12 at Hejab institute in Sahneh. All students were at the same language level. The participants in the experimental group were taught using pictorial storytelling. After three months of teaching, the students were given a questionnaire to see the possible impact of pictorial storytelling on their attitudes toward vocabulary learning. The answers were analyzed using SPSS software (SPSS Inc., 2012). In this study, the experimental group attended English class 4.5 hours per week, and received 14 weeks of instruction. During the course, the students received instruction by using the pictorial storytelling.

B. Measuring Instrument

For the purpose of this study, a questionnaire provided by the researcher which its validity was confirmed before was given to each student in the experimental group. The researcher use SPSS to calculate the group statistic and ensure the possible effect of pictorial storytelling on students' attitudes toward language learning.

C. Training Instruments

For the purpose of this study some materials were used. These include pictorial storytelling, stickers, objects, realia, and some researcher's made materials. Researcher's made materials were those materials which were provided by the researcher and contained pictures, paper puppets, printed letters, and wall dictionary.

D. Design and Procedure

To achieve the aims of this study, the sample was included 16 primary students at Hejab institution in Sahneh. The class is an already existing group of students so no random selection is occurred. So, an experiment has been designed to achieve the aims of the study. The design of this study was quasi experimental since the researcher did not have any interference to choose and assigned the participants. The data collection procedure will be done in the participants' classroom in the morning according to the following procedure: The students were taught in pictorial storytelling (experimental) group. Each participant got study plan, which includes the date and time (90 minutes each session) of fourteen sessions which is held for purpose of the study group. The researcher wanted to investigate the effect of the use of pictorial storytelling on Iranian EFL students' attitudes toward the vocabulary learning. The participants start English as a foreign language at this study for the first time, and their parents did not more familiar to English even some of their parents were uneducated, and the first language of the most of them were Kordish.

According to multi-sensory approach the researcher during pictorial storytelling expressed the text consist of paralinguistic and prosodic features such as intonation, pitch, pauses, rhythm, and voice quality. There are some scenes in the story that should use with nonverbal actions that the researcher demonstrated by body language such as facial expressions, gestures, postures and body movements.

Before starting the story, the students have acquired sufficient words that expressive by pictures and oral language; because oral reading directly from a text is not comprehensible noise to students. Pictorial storytelling motivates the students by its pictures. The use of colors, the name of animals, fruits, the identification of the main parts of human body, and members of family can be studied and understood fast with the use of pictorial storytelling. Pictures tell any story more effectively than words.

III. RESULTS & DISCUSSION

There is a questionnaire that the researcher applied to see the frequencies of the answers students gave to each question. A response of 1 indicates that the student strongly disagrees with the statement, 2 signify disagreement, 3 agreements, and 4 strongly agree. It is showed below.

The questionnaire

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I enjoy learning when the teacher uses pictorial storytelling.	1	2	3	4
2. I like receiving instruction when the teacher uses pictorial storytelling.	1	2	3	4
3. Using pictorial storytelling makes me nervous.	1	2	3	4
4. I concentrate better in class when pictorial storytelling is used to deliver instruction.	1	2	3	4
5. I know that using pictorial storytelling gives me opportunities to learn many new things.	1	2	3	4

6. Using pictorial storytelling is very frustrating.	1	2	3	4
7. I enjoy using pictorial storytelling.	1	2	3	4
8. I believe that the more often teachers use pictorial storytelling, the more I will enjoy school.	1	2	3	4
9. I believe that pictorial storytelling is important for me to learn vocabularies.	1	2	3	4
10. I feel comfortable using pictorial storytelling.	1	2	3	4
11. I enjoy English learning during pictorial storytelling.	1	2	3	4
12. I think that it takes a longer amount of time to learn when my teacher uses pictorial storytelling.	1	2	3	4
13. I will be able to get a good score if pictorial storytelling uses for other subjects even for L1.	1	2	3	4
14. I can learn many things when my teacher uses pictorial storytelling.	1	2	3	4

The analysis results of the experimental group's attitudes are summarized in Table 1. The average answer to each question on the questionnaire was calculated to determine the class mean to each question. The class means to each question which is near 3 showed the overall agreement to that question, and the class mean to each question which is near 2 showed the overall disagreement to that question (See Table 1).

Table 1.

	N	Minimum	Maximum	Mean	Std. Deviation
Question1	16	2	4	3.13	.719
Question 2	16	2	4	3.25	.683
Question 3	16	1	3	1.75	.683
Question 4	16	1	4	2.87	.806
Question 5	16	2	4	3.12	.619
Question 6	16	1	4	2.06	.853
Question 7	16	3	4	3.31	.478
Question 8	16	2	4	3.31	.602
Question 9	16	1	4	2.75	.856
Question10	16	1	4	2.81	1.04
Question11	16	2	4	2.81	.655
Question12	16	1	4	2.68	.873
Question13	16	3	4	3.50	.516
Question 14	16	2	4	3.18	.655
Valid N (listwise)	16				

As the result showed, those statements which showed positive attitude toward pictorial storytelling got the mean near 3.5 and those which showed negative attitude toward pictorial storytelling got the mean near 2. Moreover the frequencies of all answers to each question showed the positive attitudes toward pictorial storytelling and could be used to develop language and vocabulary learning.

IV. CONCLUSION

From all the data analysis about the effect of the use of pictorial storytelling on Iranian EFL students' attitudes toward vocabulary learning in English had several pedagogical implications. Pictorial storytelling could develop the language skills as this (a) to develop listening skills that storytelling was used for listening and finding key words on the picture of the lesson, the students listen and mime, they during storytelling practiced words or phrases that were repeated in the story, also predicting "what will happen next?"). Greene (1996) noted that storytelling improve listening skills, (b) to develop reading skills through building a wall dictionary from which the students find relevant words when needed. During matching pictures to words review the words procedure, they review the words and they can be a pictorial dictionary. According to Hui-Ling Huang (2006) image representations by using the pictures correspondence during the storytelling is better to remember and recall. It would effect on visual input in reading text. Mottley (1995) indicated that storytelling will do for people of all ages what reading aloud does , including serving as a catalyst for motivating students to read. Storytelling helps improve listening and reading comprehension. (c) to develop speaking skills with role playing the scenes of the story and rhymes and songs for rhythm and pronunciation which enhanced the students' oral skills, role-playing provided opportunities to build connections between oral language (reading and speaking) and vocabulary development. Bellon (1975) noted that storytelling encourages vocabulary development and facility with language forms, (d) to develop writing skills that with imitation to writing the day and date every session on the whiteboard, and draw a pictures and writing down the words which enrich their writing, and (e) their vocabulary and word comprehension is enhanced (Trostle and Hicks, 1998). During the storytelling comprehension pictorial storytelling was combined with questioning of students' retelling them; extended description and discussion of imagery and characters.

Such finding confirms the findings of Wildan Maghfiroh (2008/2009) during uses short comics to arouse students' motivation in learning reading comprehension. Qomariah (2007) focused on students' vocabulary in English words improved after they were taught using short stories. Anne McKeough, Stan Bird, Erin Tourigny, Angela Romaine, Susan Graham, Jackie Ottmann, and Joan Jeary (2008) supporting early literacy development through a developmentally and culturally appropriate oral storytelling instruction program. M Asuncion Baraaers Gomez (2010) examined the use of tales in Primary Education English classes children do the activities autonomously so that cooperation among pupils is promoted and children learn to learn for themselves. Soleimani and Akbari (2013) where they found that the pictorial storytelling could affect children's vocabulary learning in English.

A. Research Implications

The recommendations that can be drawn from the foregoing conclusions and implications are (a) EFL teachers should receive training in applying pictorial storytelling principles, (b) each school subject should be pictorial storytelling in order to provide learners with opportunities to enhance target language, (c) students should work in pairs and groups to promote their speaking skills, (d) students should be encouraged to speak the target language with their classmates, and (e) the students play useful games after telling the story to development their own learning.

B. Suggestions for Further Research

In order to complement the findings of the present study, some further research can be suggested: (a) The study can reach upper effect with execution more time to enhance motivation of the students to best results (draw more pictures and role playing all of the students in every session), (b) Further investigation is needed to ensure the possible effect of pictorial storytelling on EFL students' affect and attitudes with different background knowledge about story and its uses.

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Appendix A

Valid:

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

Question 1.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	18.8	18.8	18.8
3	8	50.0	50.0	68.8
4	5	31.3	31.3	100.0
Total	16	100.0	100.0	

Question 2.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	12.5	12.5	12.5
3	8	50.0	50.0	62.5
4	6	37.5	37.5	100.0
Total	16	100.0	100.0	

Question 3.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	37.5	37.5	37.5
2	8	50.0	50.0	87.5
3	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Question 4.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	6.3	6.3	6.3
	2	3	18.8	18.8	25.0
	3	9	56.3	56.3	81.3
	4	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Question 5.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	12.5	12.5	12.5
	3	10	62.5	62.5	75.0
	4	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

Question 6.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	25.0	25.0	25.0
	2	8	50.0	50.0	75.0
	3	3	18.8	18.8	93.8
	4	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Question 7.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	68.8	68.8	68.8
	4	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

Question 8.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	6.3	6.3	6.3
	3	9	56.3	56.3	62.5
	4	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

Question 9.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	6.3	6.3	6.3
	2	5	31.3	31.3	37.5
	3	7	43.8	43.8	81.3
	4	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Question 10.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	12.5	12.5	12.5
2	4	25.0	25.0	37.5
3	5	31.3	31.3	68.8
4	5	31.3	31.3	100.0
Total	16	100.0	100.0	

Question 11.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	31.3	31.3	31.3
3	9	56.3	56.3	87.5
4	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Question 12.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	6.3	6.3	6.3
2	6	37.5	37.5	43.8
3	6	37.5	37.5	81.3
4	3	18.8	18.8	100.0
Total	16	100.0	100.0	

Question 13.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	8	50.0	50.0	50.0
4	8	50.0	50.0	100.0
Total	16	100.0	100.0	

Question 14.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	12.5	12.5	12.5
3	9	56.3	56.3	68.8
4	5	31.3	31.3	100.0
Total	16	100.0	100.0	