

A Study on the Application of Picture Book Teaching in Elementary School English Teaching

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Abstract: Under the influence of the “double reduction” policy and new curriculum standards, the total number of classes has been reduced and the language competence has been put in great emphasis, English teaching is facing new challenges. This paper uses the literature research method and survey research method, choosing some primary school English teachers as the research target, to investigate the current picture book teaching situation and existing problems, according to that, several countermeasures are given. The research results suggest that many teachers are willing to choose picture books teaching in primary school English classrooms. However, there still exist problems such as a lack of innovation ability and a lack of thinking about the content of picture books. This paper proposes some countermeasures, such as regular teacher training and exchange meetings, and timely adjustment of English teaching classroom planning.

Keywords: picture book teaching, primary school English, innovation evaluation, flipped classroom

1. Introduction

Once the “double reduction” policy and the introduction of new curriculum standards were carried out, there has sprung up a heated discussion in the field of English Education, for these two new policies do make a big difference on English teaching. On the one hand, the “double reduction” policy asks teachers to reduce homework, which means students do not have sufficient time to practice after class, On the other hand, new curriculum standards reduce the total number of English classes, but it does not suggest that English subject is not important. On the contrary, new curriculum standards show a demanding transformation that the emphasis was put on language competence and cultural awareness over language knowledge. Hence, all of these request English teachers to explore a more effective way to optimize the teaching method. As a result, some scholars put forward the usage of Picture Book Teaching and unified primary school English teaching has been unable to meet and adapt to the needs of the English development of primary school and society. How to improve the efficiency of English classes in primary schools has become one of the problems that English educators need to solve. As early as 2004, the study of English picture books was carried out in foreign countries, and a relatively complete teaching system of picture books was established. In contrast, in China, the teaching of English picture books in primary schools started relatively late, and relevant researches are insufficient. Picture books are playing a great important role as teaching materials, but the importance of integrating

teaching with main textbooks has not been reflected. In primary school English teaching, picture book teaching is conducive to enhancing pupils' interest in English learning and improving their English reading ability. In recent years, the reform of English teaching in primary schools has continued to advance, but there are still problems such as single traditional teaching methods and lack of teaching resources, this was also mentioned in Chao's research [1]. Besides, the teaching of English picture books in primary schools has not attracted much attention, and there is a large difference in the levels of the use of picture books, resulting in low efficiency of English classroom teaching. This paper uses the literature research method and survey research method, analyzing the keywords and the research key points of different scholars, choosing some primary school English teachers as research targets, to investigate the current picture book teaching situation and existing problems, and then discussing the results, according to that, several countermeasures will be proposed. This paper is able to help primary school English teachers better know the significance of picture book teaching and improve their teaching methods to achieve a high quality teaching and enhance their class efficiency.

2. Literature Review

Current research situation in primary school English teaching suggests that most of the research focuses on the teaching research of reading, vocabulary and writing using English picture books. The primary school affiliated to Sichuan Normal University has used picture books in the English teaching of the first grade, which is considered to be the first practice of using picture books in the English teaching of primary schools in China. Scholar Chao introduced English picture books into English classroom teaching, and provided specific ideas and guidance for teachers to get rid of the traditional reading teaching mode [1]. Wang applied English picture books to the reading teaching of lower grades and verified his conclusion with teaching experiments [2]. Students' learning interests, English learning strategies, vocabulary and reading comprehension abilities were greatly improved [2]. Lu concluded that English picture books are not only of great help to students' English learning, but also of great significance to improving students' thinking quality and cultural accomplishment [3]. Wang and Ao NaRentuya, from the perspective of reading literacy, made a study on the teaching effect of primary and secondary schools [4]. Huang adopted experimental methods to verify the role of English picture books in primary school English vocabulary teaching [5]. Ou adopted the action inquiry method to explore the important role of English picture books in students' writing ability and drew corresponding teaching opinions [6]. As can be seen from the above viewpoints, domestic scholars have given a positive evaluation to the application of English picture books in primary school English teaching, believing that English picture books can help improve student' English learning and provide effective teaching strategies [7]. Therefore, the application of English picture books as a learning medium in primary school English teaching is also the main research content of this paper.

3. Methodology

This study uses a survey method and it takes some English teachers as the object of investigation. This is because English teachers are more familiar with the kinds of teaching methods and learning effects, they have a deeper understanding of picture book teaching. This study takes the 2022 compulsory education English curriculum standard theory as the analytical framework, and refers to the specific requirements of the "double reduction" policy. The content of the survey can be mainly divided into three parts including the basic use of picture books by primary school English teachers, Primary school English teachers' attitude towards the teaching effect of picture books and evaluation of picture book teaching. The first part adopts the method of single choice and multiple choice to investigate the basic use of picture book teaching by primary school English teachers, including the forms, types and scenes of picture book teaching and the choice of picture books by primary school English teachers. In the

second part, the questions are set from the four aspects of English picture books' impact on pupils' reading ability, language expression ability, cultural literacy and interest cultivation and improvement, and investigate teachers' opinions on the teaching of primary school students' English picture books and the improvement of students' comprehensive ability through the application of English picture books in teaching.

The third part is to understand the evaluation and suggestions of primary school English teachers on picture book teaching from the aspects of teachers' teaching methods, evaluation, feedback and ability training of English picture books.

4. Research Results and Discussion

4.1. Research Results

According to the Figure1, it can be seen that among all the survey subjects, more than two-thirds of the teachers (73.3%) have used English picture books for primary school English teaching, and more than half of the teachers think that English picture books are of great help to primary school English teaching. Regarding the teaching form of picture books and the selection of picture books, 60% of teachers will choose the combination of paper picture books and electronic picture books, but there are still some teachers who choose a single form of picture book teaching. Among them, the picture book of Dr.Seuss was chosen by more than half of the teachers.

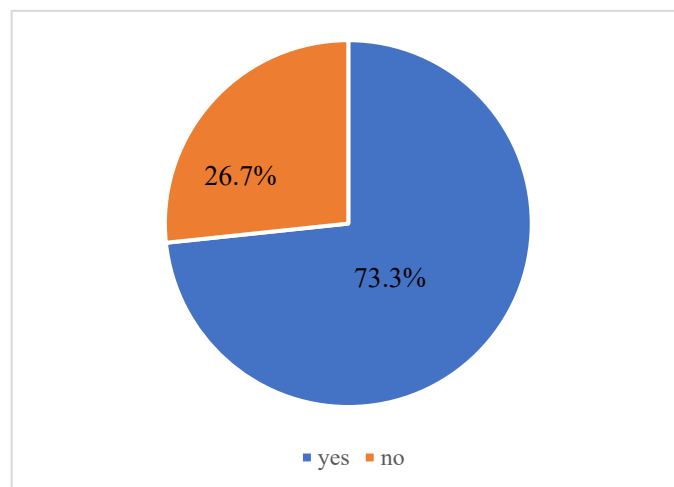


Figure 1: Using frequency.

In terms of the important and difficult points of picture book teaching, the following Figure 2 illustrates that teachers believed that grammar should not be the focus of picture book teaching, and they hold that reading skills teaching and cultural background teaching were more important.

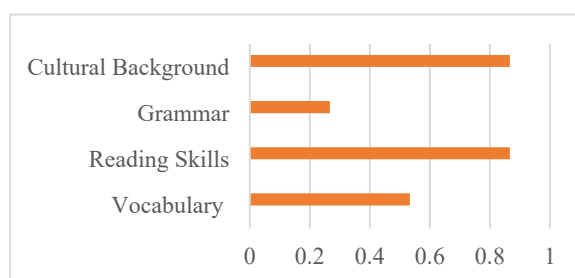


Figure 2: Teaching focus.

As for the evaluation and feedback of picture book teaching, it can be seen from Figure3 that teachers should give priority to positive feedback to improve students' reading interest, for positive feedback can boost students' interests for reading, and some teachers hold that neutral feedback and negative feedback are also need, which can help them realize the drawbacks.

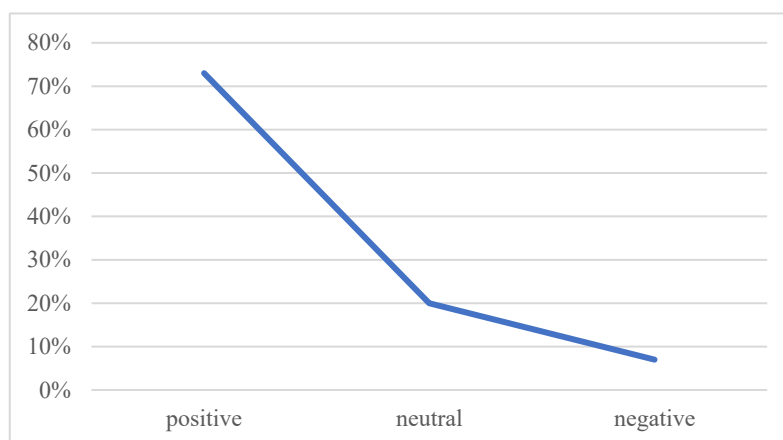


Figure 3: Teaching feedback.

4.2. Discussion

According to the survey results, it can be found that teachers do not have a deep understanding of the teaching of English picture books and do not understand the characteristics of English picture books. They still adopt traditional teaching methods, focusing on words and sentence patterns, and fail to give full play to the advantages of picture book education. Secondly, some primary school English teachers are self-centered when choosing picture books. They do not consider the characteristics and learning needs of primary school students and choose picture books beyond the acceptable range of primary school students, which makes them passively read picture books and fail to learn English knowledge [8]. Finally, picture book teaching still has the problem of a single teaching method. Classroom teaching time is very precious, and there is not much time to carry out picture book teaching. How to carry out teaching efficiently has become a problem that primary school English teachers should think deeply about. In actual teaching, in order to explain more content, many English teachers leave a very short time for students to read by themselves, and spend a lot of time on explaining, and students lack thinking, which reduces the actual effect of picture book teaching [9]. Since the content of picture books is not in the scope of the examination, many teachers will not make specific requirements for students, and many lower grade students only look at the pictures in the picture books, and lack thinking about the content of the picture books.

4.3. Strategies Analysis

Based on the current problems in picture book teaching in English teaching, the following countermeasures are proposed.

First, teachers should reflect more on the teaching of English picture books. Teachers can learn how to select English picture books from peers who have rich experience in teaching English picture books. Schools and educational and scientific research institutions should cooperate to establish English picture book resources [10]. The English picture book resource database should be combined with the survey data to simulate the English picture book learning preferences of students of all ages, classify English picture book resources, and help teachers use the classification function of the English picture book resource database to select English picture book resources and use efficient and accurate English picture

books for English teaching.

Conducting regularly teacher training and exchange meetings to promote discussion on teaching methods and strategies of English picture books. In view of the problem that teachers' understanding of English picture book teaching is not deep enough, they over-rely on traditional teaching methods, this paper proposes the strategy of regular teacher training and teacher exchange and sharing meetings. It is expected that teachers can jointly explore and improve their own picture book teaching methods and teaching abilities, and this strategy will also help broaden teachers' sources of English picture book teaching resources.

In the actual English picture book teaching, many English teachers have improper classroom time management and little demand for picture book exams, resulting in a serious shortage of students' thinking time in picture books, which reduces the actual effect of English picture book teaching. For this phenomenon, English picture book teaching models can be constantly innovated [11]. For example, flipped classroom and group cooperation can be used to ensure that students have enough time to learn English picture books and deepen the depth of English picture book learning. In group discussions and brainstorming, students can exert their sense of ownership, deepen the depth of English picture book learning and thinking, and design English picture book practices [12]. The English picture book learning of vocabulary, grammar, writing and reading is transformed into a multidimensional and multi-level English picture book learning that integrates listening, speaking, reading and writing.

5. Conclusion

Based on the research background of “double reduction” and new curriculum standards and the current situation of picture book teaching. Through investigation, and literature research methods, this paper analyzes the data completed by English teachers of a primary school in grades 3 to 6. It is concluded that picture book teaching plays an important role in primary school English teaching, picture book teaching can promote the improvement of students' English learning ability, thinking quality and cultural awareness, and can promote the progress of teachers' English teaching level. But at the same time, it can be found that there are still some problems in the teaching of picture books in primary school English teaching. The countermeasures should be carried out to optimize the current situation so that the students can adapt to the demands of society. At the time of writing by the limitations of my cognition and ability, this paper also has certain limitations, first, the research methodology is not diversified enough, the selection of the sample range is narrower, and second, the combination of theory and practice is less.

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