

Exploring the Teaching Strategy of Enlightenment Reading Based on English Picture Books

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Abstract: In recent years, with the wide application of English picture books as children's English enlightenment reading material, it has become an effective auxiliary teaching material for primary students to learn a second foreign language. This paper mainly introduces the concept and characteristics of English picture books so that readers can clearly understand the research object. Secondly, it gives an explanation of the current situation of the application of English picture books in reading education in our country, and demonstrates the importance of English picture books in the field of education. Finally, based on the reading teaching model of PWP and combined with relevant theories of education, specific strategies are proposed for teaching English picture books. I hope this paper will be helpful to the teaching of picture books.

Keywords: English Picture Books; Reading Teaching Strategy

1. The concept and characteristics of English picture books

1.1 Concept

English picture books mainly refer to the untranslated picture books directly introduced from abroad, which can provide authentic language materials and real cultural life scenes and scenes for second language learners, and help younger students have a comprehensive perception of English language in the enlightenment stage of primary English. It is of great value to the language ability, thinking quality, cultural background and learning ability of second language learners.

The content of this kind educational picture books is closer to children's life, concise and clear, unified form, easy to remember, and easy to read. For the enlightenment learning of English as a second foreign language, it provides a natural environment for preschool children, rich emotional experience, and gives the meaning of isolated English words in the context.

1.2 Characteristics

English picture books are informative and educational. They achieve the purpose of education through understandable language and art forms with pictures. The cultural value contained in the content design with rich emotional elements helps children initially form their own value judgment and subjective consciousness, and plays a role in the combination of intellectual education and moral education. According to the requirements of the new curriculum reform, students are the main body of learning. The colorful images and interesting stories constructed in picture books attract the attention of children, so that preschool or lower grade children are exposed to a large amount of correct English language knowledge in realistic English situations, and often can intake the abundant input to apply the second foreign language to the practice after reading. *The big cat plays* combines sentences and images to show children the daily lives of cats. "The big cat eats. The big cat looks. The big cat runs." Children are very capable of matching sentences in picture books with scenes in real life. With the help of UG and LAD, which are innate in young children's minds, it's easy for children to have a "grammaticality". Through the bridge of grammar, they can reach second language learning.

English picture books have certain readability and interest, in line with Piaget's theory of children's cognition. Children in the English enlightenment stage are mainly in the second stage, the pre-operational stage of children, which is animistic and self-centered.

English picture books often use animals or inanimate objects to carry out dialogues. When children read picture books from the first perspective, it is helpful to stimulate their curiosity and interact with the spiritual objects. The end of the picture book presents a blank or open ending, which adapts to the physical and mental development characteristics of children, provides imagination space, and inspires children to create new sentences by imitating sentences. The lack of English environment in our country, under the active thinking of children, Chinese style English can do no harm to children's thinking mode. The interest of English picture books is reflected in the following aspects: strong stories, rich colors, integration of text and text, profound meaning, which can realize the integration of teaching. Reading English picture books can help children gradually construct the British thinking structure and fully mobilize the naturalness and unconsciousness of language acquisition in the fun.

English picture books are diverse. As auxiliary materials for children to learn a second foreign language, they involve five aspects of English learning: listening, speaking, reading, writing and translating. Among them, "reading and listening" is the main learning approach of picture book education. There are various forms of touch screen reading, plus multi-media digital picture book education, supporting animation, interactive reading experience and so on. Especially, there are various ways of online reading, such as: The public account of Huajian School is run by Yuhong Yang, a master of English education in Suzhou University of Science and Technology. Through decades of picture book education, it has witnessed the fun and language significance of countless students' children in English learning through various educational methods such as audiobooks and offline teaching. With the popularity of digital picture book publishing, English picture books are also integrating and innovating with various forms of media. For example, with the help of technology VR, AR and other technologies, English picture books are constantly changing the content forms of new children's books, transforming text into pictures, audio and three-dimensional spatial videos to realize 3D and enhance the book expression.

2. The present situation of education in reading English picture books

From the rise to the development of English picture book reading teaching in China, it has a history of more than ten years. The learning of second foreign language of children in primary school is deeply influenced by Chinese thinking. Coupled with the thinking set of Chinese parents and English teachers, the development of English picture book reading teaching based on CLT teaching method is slow. In recent years, Chinese professors in the field of education have gradually attached importance to the introduction of original English picture books in the primary stage, and made new requirements for picture book reading in the new era of digitalization. In September 2022, Huai Jinpeng, Minister of Education, highlighted the need to use digitalization as a lever to leverage the overall reform of education when attending the 2030 Education High-level Steering Committee meeting. At the 19th advanced training session of new Curriculum teaching for key English teachers in primary and secondary schools in early August, the meeting discussed the issues that need to be paid attention to in our primary school English picture book reading teaching. In terms of English picture book teaching, with the promulgation of the new English curriculum standards for compulsory education in 2011, the learning objectives of Level 1 to Level 3 in primary English have been clarified, requiring students to understand and read simple stories with the help of pictures and write simple sentences with the help of pictures. Therefore, English picture books, as auxiliary teaching materials, have been widely used in teaching children in the primary English stage, and have become one of the important books for children. Under the background of digitization, the reading form of English picture books is also realizing innovation under the integration of multi-media and multi-senses. In teaching practice, we should constantly make new teaching attempts to promote English picture books to play an important role in English classroom.

3. Teaching strategies for reading English picture books

3.1 Pre-reading

Choosing appropriate picture book resources is the prerequisite for teachers to broaden teaching methods and carry out effective reading teaching. Most English teachers do not have a high sense of identity in reading English picture books, so they tend to focus on English picture books based on scientific knowledge. The teaching methods are still the same as English textbooks. Chinglish teaching of letters, words and grammar ignores the differences between picture books and textbooks, resulting in no combination of pictures and specific situations, and losing the interest and educational value of English picture books. Therefore, teachers and parents

themselves should recognize the value of reading English picture books and choose picture books suitable for the physical and mental development of children.

Taking *Guess How Much I Love You* as an example. This picture book belongs to the category of growth cognition, and has been mentioned by many early childhood education experts and early childhood writers, and has been highly praised from the perspective of professional development. After careful reading and screening, English picture books like this can be selected by teachers. Before reading, teachers should make full use of the cover picture and title (there are two rabbits on the cover, the little rabbit holding the big rabbit's long ears, looking very happy to play, while the big rabbit is showing a satisfied expression) to guide students to make a bold guess on the content, arouse the imagination to arouse children's interest in reading. *Guess how much I love you*, this book with "love" as the theme, to convey beautiful pure positive feelings, close to students' life, the theme is meaningful. Teachers provide specific life situations before reading and ask children: "How much do you love your mom and dad? How do you show your love? Look at the two rabbits on the cover. Do they look like you and Mom and Dad?" In this way, students are motivated to learn English to express love while anticipating the plot.

3.2 While-reading

After the preparation before reading, students have been able to grasp the story topic clearly. The process of reading is to expand the details from one point to the other. The ultimate goal of English reading is to cultivate students' comprehensive language application ability. When guiding students to read picture books, teachers should design a variety of task-driven activities, connect picture books with digital multimedia, fully mobilize students' five senses, and cultivate language awareness in reading activities. Teachers can take the form of audiobooks, students in the English environment for the first time combined with pictures to follow the reading, let the students match the sentence with the image of the picture in their mind, in this way, the individual sentence in the mind of children will be "alive", because the picture, English language has meaning. Every picture book has certain educational significance, and teachers should pay attention to the combination of intellectual education and moral education. After reading the book *Guess How much I Love You* for the first time, students have a general grasp of the book content. At this time, we can carry out "brainstorming" and other activities. The teacher quoted from the book "Guess how much I love you?" The students clap their hands and naturally speak English in the form of a dragon. In this way, you don't need to think of the Chinese language in your head first and then translate it. English is acquired, and the function and interactivity of language determine the unconsciousness of language acquisition. A lot of input, students can fully interact with the teacher. In the process of interactive question and answer, teachers should be tolerant of students' mistakes, which can be ignored. There is no need to worry about students' inability to correct, because the teacher will repeat the correct sentences and expressions for many times. In the English environment, students' improper expressions will be corrected gradually. In the design of "question and answer (Q&A)" session, teachers should play the role of "guide", gesture, action and expression should convey the message of "I understand what you mean and I understand" to students. Students will feel the "equality" in the dialogue process, and their enthusiasm will be higher and higher, and they will want to express themselves more and more, to speak English, to embrace English and to enjoy the pleasure of being listened to. Really practice language communication. Role-playing activities are also very suitable for English picture book reading teaching. In specific situations, students can get involved in the role and better feel the expression in picture books, which can help students perceive the beauty of language and arouse the real emotional experience in their hearts. After completing a series of reading activities, students can look at the illustrations and retell the complete story with a lot of language input. When the roles are reversed and the image of students as "storytellers" can tell a complete story to the teacher as "listeners", they will have a sense of accomplishment and English confidence.

3.3 Post-reading

In the last part after reading *Guess How much I Love You*, teachers should effectively test the teaching objectives set before reading and guide students to complete the language acquisition process of "input-intake- output". The process of testing output should be specific and operable, such as "After reading students can understand, appreciate, feel, understand parent-child love." This kind of vague output cannot be tested. Teachers can combine the Respond and Reflect of SQ3R principles and ask students to reflect on the whole picture story, exchange their feelings about the "love" contest between big Rabbit and little rabbit, say what they have learned in the reading process, and say whether there is any inspiration for real life... The problem design should be open, but the general

direction should not deviate from the positive energy aspect. Excellent selection of picture book resources, it is far from enough for teachers to only guide students to complete the interpretation of the whole picture book story. As mentioned above, English picture books, as children's books, have educational properties, and excellent picture books often contain more profound implications. In the reading feedback stage, teachers should not only focus on broadening students' thinking, transforming students' attitudes, enriching students' emotions and improving the cultivation of English ability, but also combine theory with practice to establish students' attitude of integrating knowledge and practice. To apply the knowledge and sincere feelings learned to real life is the real purpose of English picture book reading teaching. *Guess how much I love you*, the original abstract concept of "love" becomes concrete. Different children and parents have different expressions of "love" this topic, thus, there is no standard solidified answer about the expression of love, so in the evaluation and feedback stage, teachers should let every child to join in the "express love bravely" after class activities, you can write an original English poem, You can try to imitate the picture book to draw a picture of love and match it with corresponding English words. You can also give full play to the function of language interaction and communication and express "how much I love you" to your parents or friends in English. Student output is purely original, creative and imaginative. After students finish the output, teachers are supposed to pay more attention to give students positive feedback in time to strengthen the motivation of students' English learning

Conclusion

This thesis focuses on English picture book education, and explores the picture book reading education of Chinese children in the primary English enlightenment stage with the clue of "What - Why - How". The first chapter expounds the related concepts, and the main research results are as follows: (1) defines the concept of English picture books and deepens the clear understanding of them as auxiliary materials for Chinese English learning. (2) Summarize the three most significant characteristics of English picture books in the new era: informative education, fun, readability and diversity. Using The method of example demonstration, *The big cat plays* picture books as a case to explain in detail how English picture books exert its characteristics to transfer language knowledge. (3) Keeping pace with The Times to discuss the characteristics of English picture books, English picture books in the new era innovatively achieve multi-media integration, paving the way for the development of English picture book reading teaching in our country, experts call for digital reform of English picture book education.

Chapter two illustrates the current situation of English picture books. Modern English picture books have been widely used as effective teaching AIDS for second foreign languages. The Ministry of Education and educational experts have put forward new requirements for English picture book reading education. Especially in the enlightenment stage to get rid of Chinglish fixed thinking cage.

The third chapter takes the English picture book *Guess How much I Love You* as an example, according to the PWP reading mode, gives the detailed strategies of teachers in English picture book reading teaching. The main findings are as follows: (1) Before reading, teachers should first have their own recognition of English picture book reading education. Secondly, select excellent picture book resources with teaching significance. Then, teachers develop measurable and specific teaching objectives to grasp the key points. (2) In reading, teachers should design teaching activities in line with the characteristics of second language acquisition. In the English scene provided by picture books, teachers should create a natural English environment with a large amount of input to exercise students' English ability from various aspects, and pay attention to the combination of moral education and intellectual education, cultivate students' moral character and do a good job as the guide of students' learning. (3) After reading, teachers will guide students to output and apply the theories learned to practice. In the process, teachers give positive feedback to students to express support, approval and appreciation, so as to give full play to the educational practice of English picture books.

Aiming at exploring the reading strategies of English picture books in primary English, this paper mainly combines the theories of instructional design with the teaching of English picture books, and puts forward reasonable suggestions and strategic guidance, hoping to provide references for excellent English teachers in the teaching of picture books reading, and at the same time looks forward to the innovative application of English picture books and help for primary English learners in their second foreign language learning.

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