

A Case Study on Teaching with Picture E- Books in Primary Schools



2109226 Wang Yanyan

Aim

- To deduce whether Picture E-book is a supplementary material for EFL teaching.
 1. Do Picture E-book have the potential to improve students' second language learning motivations?
 2. What linguistic effects of Picture E-book could achieve in primary school English class?
 3. What are those activities can be involved with the application of Picture E-book in classroom?
 4. What are those strategy recommendations in using Picture E-book .

Rationale

- Picture E-book is a supplementary material for EFL teaching. It has the potential to change the way our students read and consume text because of the interactivity and convenience.
- This research review the features and development of Picture E-Book . So as to provide support for the implementation function of its application in English class. With the improvement and widely use of computer technology and internet, Picture E-book could be developed as a means of available teaching material beneficial for both the teachers and the students.

Multi-modal Social Semiotics

- Halliday's social semiotic theory provides the basis for the study of semiotic resources other than language (e.g. images, architecture, music, mathematical symbolism, gesture, clothing etc) and, significantly, the interaction of semiotic resources in a field known as multi-modal analysis or multimodality (e.g. Dewitt, 2009; Machin, 2007; O'Halloran, 2011) .
- Indeed Halliday's view of culture as 'a set of [inter-related] semiotic systems' (Halliday & Hasan, 1985: 4) is the major platform for research in multimodal studies today, as evidenced by foundational works in the field (Kress & van Leeuwen, 2006 [1996]; O'Toole, 2011 [1994]).

Multi-modal Social Semiotics

- Picture E-book is the joint action of picture, sound, video, and telling stories together. The existing duality of children's picture E-book will be discussed, and tries to clarify the relationship between various modes in the picture book, that is, the relationship between picture, text and sound. This is the first step to understand E-book as multi-modal text, so as to better guide students in classroom teaching.
- This research will try to explain the three modes of picture, text and sound in children's picture books from three aspects: the relationship between modes, printing mode and separation, and the textual cohesion of visual elements.
- Further exploration of different teaching strategies for different Picture E-

"This much," said Little
Nutbrown Hare, stretching out
his arms as wide as they could go.



CAPTAIN OVERBOARD

At last he found a treasure chest,
and in it was a book . . .



About a girl called Goldilocks,
and three indignant bears
Who cried, "Who's had our porridge?
Who's been sitting on our chairs?"



"NO, NO, NO!
That's the elephant again!"

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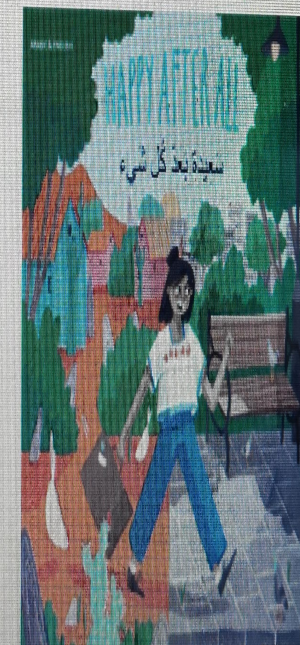
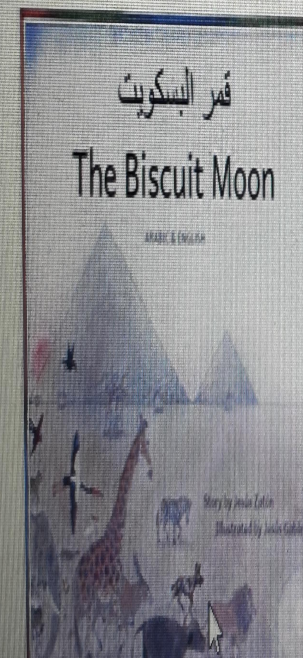
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Method

- Two English learning (Grade 2) classes will be observed.
 - Experimental class , Picture E-book will be applied in daily classroom teaching and aided by different reading activities.
 - Controlled class, the same teaching plan without any application of Picture E-book.
- The Experimental class and the Controlled class, will be classes of the same school, grade, curriculum, and they share the same teacher.
- All the participants are willingly to play an active role in the research and will be motivated in EFL classes. However, it is allowed for the withdraw of certain individuals.

Data Collection

- Classroom observations and field notes.
- A questionnaire for students' attitude towards E-picture Book and also the reading activities.
- An interview for the teacher' perception of E-resource, the benefits, problems, and strategies will also be interviewed.
- Data also will be collected from assessment of the students'pronunciation, vocabulary, grammar, and 4 language skills' improvements by paper and oral tests.
- Qualitative research of the assessment data

Data Collection

- Different Modes of Picture E-book will be presented in classroom teaching and the effectiveness of different styles will also be testified.
- Assessment will be taken consitantly in the class, which shows the rate of improvement in the teaching process.
- The students' language level will be taken into consideration. The shifting and changing of materials and teaching methods will be based on how well they have read the book, and the improvements of theie language skills.

Ethical Consideraton

- The participants are informed of process of the experiment and data collection will avoid those vulnerable members.
- Permission will be acquired from the school and the teachers, because the articipants are all pupils. Nevertheless, the participnts will be informed of their permission to withdraw from the study.
- Otherwise, the data and privacy of the partcipants will be protected. They will be required to sign a participant consent form by stating the approval of using the data in the research.

Hypothesis

- Learning media based e-book is expected to be a supplement to the development of learning resources reach out to all, saving, and appropriate opening or turning the pages of a book so that it is like reading a real book;
- The advantages of E-book produced are the pictures, sound and video attached with the reading text, which will stimulate the motivation of EFL in classroom teaching.
- As an implementary teaching material, Picture E-books with supported by suitable activities will aid the teacher and promote various language skills of the language learners.



Timetable

Duration	Arrangement of Tasks
April–May	Task planning and designing
May–June	Observe, take note and select suitable Picture E-book for the Experimental classes
July–Sep.	Questionnaire, interview and assessment for the participants
Sep. –Nov.	Data collection and
Nov. –Dec.	Thesis drafting and writing

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Thank You

Wang Yanyan

