

Linking Reading and Writing with Picture Books

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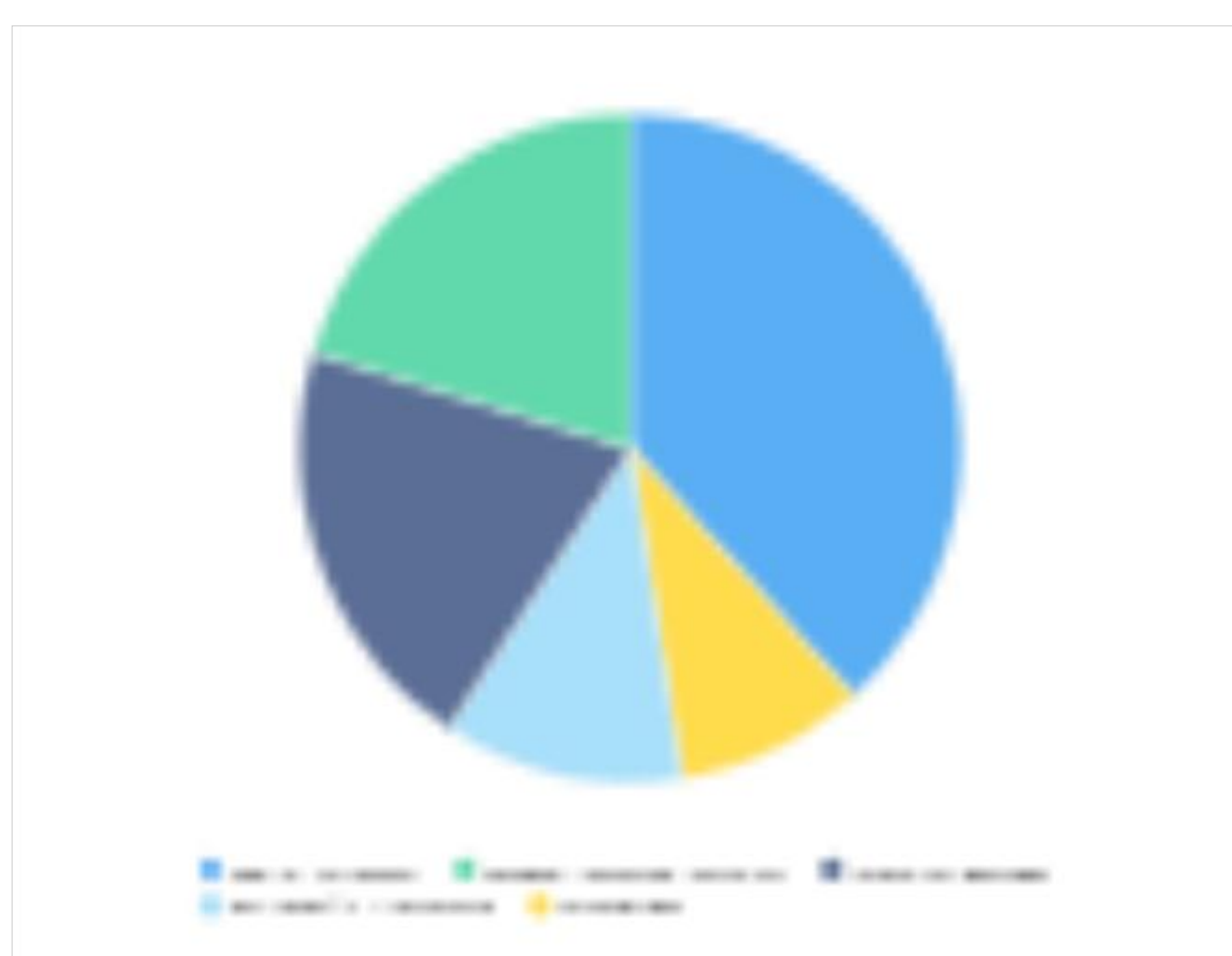
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Introduction

Book reading is an important activity in early childhood education. In this case, teachers promote and help children develop their language skills (Jiang, Strasser 2018). For young children, picture book reading, in its many styles and forms, is a well-documented mechanism for improving language and vocabulary (Mesmer 2016), promoting children's cognitive development and enhancing children's aesthetic awareness (Murray 2014; Van Kleeck 1998). Picture books are the foundation of young children's reading and the main source of reading comprehension development (Evans and Saint-Aubin 2005).

Recent researches from 2018 to 2022 on picture books reading involve a couple of aspects, as shown in the following pie chart:



According to the survey, picture book also have a considerable impact on **students' creativity** in writing activities, as they are more focused on finding the ideas for writing (Eulis Rahmawati, 2019).

Educators in Taiwan pay more and more attention to fostering the creativity of English learners, and many rural English teachers have begun to think about how to improve students' creativity. In response to the above teaching needs, the first article explores what teaching methods can stimulate rural students' English learning and improve their creative English skills. In the process of exploring the possibility of education, researchers in this study encountered many studies on picture book literacy (Sheu, 2008; Sun, 2015) and peer reading (Friedland & Truesdell, 2006; Krueger and Brown, 1998; Mak, Coniam, & Chan, 2008). Therefore, this study developed a literacy partner approach using picture books for paired reading and writing activities.

In addition, some Korean researchers have recognized that picture books are an ideal medium for “the acceptance of visual literacy for the purpose of the development of literacy foundation”. For teachers with limited experience and schools without original art, it is visual art as it is (Reading, 2013, p. 21). In order to improve language literacy, picture books serve as a suitable medium for integrating visual literacy, that is, “students have to understand words and stories by examining illustrations and visual interpretation” (Nicholas, 2007, p. 21).

Here, the second article mainly discusses the influence of VTS on the second language writing of Korean middle school students through picture book illustrations.

Methods

Article 1

*Linking reading and writing with picture books:
A literacy buddy approach in rural Taiwan*

Participants:

lower socioeconomic status\ lack of opportunities to speak in English\ 17 seventh and eighth graders (11 girls and 6 boys), age 13 or 14 years\winter English camp\literacy buddy approach

Methods:

A reading attitude survey (a 5-point Likert scale):

1. students' reading interests and habits;
2. students' perceptions of the literacy buddy approach.
3. three open-ended questions

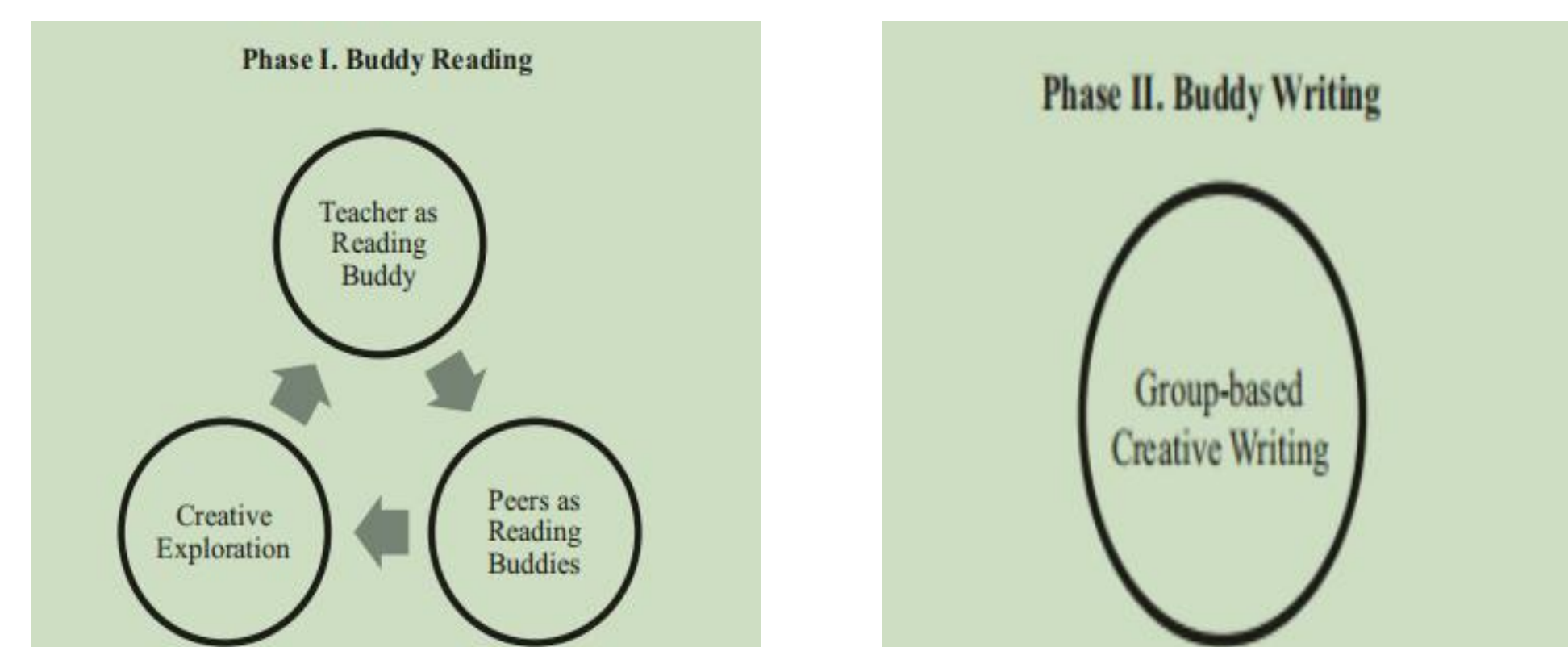


FIGURE Procedure of the literacy buddy approach

Article 2

*How Visual Thinking Strategies Using Picture Book Images
can Improve Korean Secondary EFL Students' L2 Writing*

Participants:

Data were collected from after-school book club activities that the teacher researcher was actively involved with. Suburban middle school/ Eight second graders/Seven third graders (attended the researcher's regular English courses)

Methods:

face-to-face interviews\observation

pre-interview: all of them showed interest in English reading and discussions/12 out of 15 worked on the picture book

TABLE 1 Book Club Schedule				
Date	Activities			
March 23 rd	Individual Pre-Interview			
March 27 th ~ April 17 th	The Tale of Despereaux			
May 1 st	Short-Term School Vacation (May 1 st ~ May 5 th)			
May 8 th ~ June 19 th	The Name Jar (Discussion 1~7, Writing tasks 1~7)			
July 17 th ~ July 21 st	Individual Post Interview			
July 24 th	Informal Final Group Interview			

FIGURE 1 Description of the Codes				
Teacher Facilitation		Students' Thinking Process		Student - Student Dynamics
1. Pinpointing	Facilitates and generates	1. Factual responses	Facilitate and generate	1. Unconscious facilitation
2. Paraphrasing		2. Inferences		2. Direct facilitation
3. Linking		3. Evidential reasoning		3. Direct question and Explanation
4. Extending		4. Inter-textual reasoning		4. Negotiation
5. Modeling		5. Speculation		- Merging different ideas
6. Prompting		6. Elaboration		- Revising original ideas
		7. Revision		
		Bring changes to L2 writing		
		Changes in L2 use		
		Changes in sentence structures		
		Changes in logical flow		

Results

Article 1

1. Rural Students' Perceptions of the Literacy Buddy Approach

1.1 The approach exposed the students to **substantial English input**, and the students felt that this helped them learn **new vocabulary** and improve their **reading skills**. More importantly, they also reported gaining **more confidence** in reading picture books orally through practice with their teachers and peers.

1.2 The creative writing session allowed the students to **create their own stories** in English, which **developed their interest** in this approach and gave them a **strong sense of achievement**.

1.3 The approach was also valued for stimulating the students' abilities to **work collaboratively**.

2. Reading Picture Books as Support for Rural Students' Creative Writing Process

Reading the picture books aided the students' creative writing process because it helped them obtain a **strong sense of narrative writing** and provide **essential linguistic support** for their writing process.

* Integrated insights obtained from the picture books they had read;

* Progressive plot structure;

* Integrated the key phrases they had learned from the picture books into their own story.

creative writing/ strong concept of coherent narrative writing / linguistic resources

Article 2

Visual Thinking Strategies(VTS) :

Using visual thinking strategies, teachers will follow a detailed process to form student-centered exploration, which will appeal student examination, discussion, and reasoning about images.

→ illustrates how **VTS** can be employed for 32 Eun Young Yeom verbal literacy program.

1. Teacher Facilitation and Students' Verbal/Written Responses

1.1 Paraphrasing and modeling: Assisting EFL learner's language development

1.2 Linking and extending ideas to search for new ideas

2. Student Dynamics and Student L2 Writing

2.1 Unconscious facilitation

2.2 Direct facilitation

2.3 Negotiation

3. Increased Visual Understanding and its Contribution to L2 Writing

3.1 Texts by June

3.2 Texts by Sunny

* The results include representative examples of teacher facilitation techniques using VTS, student responses, student dynamics, and student L2 writing. Teacher guidance techniques along with relevant student oral responses will demonstrate how teacher-led VTS group discussions can improve students' thinking skills and how these thinking skills transfer to subsequent L2 writing. A sample of student dynamics and relevant second language writing will illustrate how students refine their ideas in a public setting and how these ideas are reflected in their second language writing.

Conclusions

Article 1

According to this study, students found that the literacy buddy approach was beneficial to English proficiency, reading ability and creative thinking ability.

Problem 1: lacked adequate knowledge of sentence-level syntax.

Solution 1: Identify useful expressions and sentence patterns/repetitive sentence patterns

Problem 2: the small number of participants

Solution2: work collaboratively to implement a cross-class reading/writing approach.

Problem3:small scope/without investigation of the researchers' own exploration and the students' writing process.

Solution 3: more research /adopting multiple data collection approaches such as interviews and the retrospective think-aloud method.

Article 2

Conclusions:

1. This study points out the importance of discussing visual artistic works as a springboard for secondary school students to become active readers of visual works and interpretive English writers.

2. VTS discussion plays an intermediary role in improving students' thinking ability and bilingual writing ability. In the course of the back-and-forth dialogue, the participants got deeper reflections on the “field of proximal development” (Vygotsky, 1978, p. 86).

3.As visual comprehension improved and the newly learned L2 expression came alive in their minds, participants reorganized their thoughts in subsequent L2 passages, expressing higher order thinking and more complex L2 use.

Limitations:

1. Exerted a great deal of influence on the participants' learning; Other variables:literary and life experiences as well as classroom practices of other subject areas.

2. Current research has not specifically focused on the mechanisms behind how improved L1 knowledge is transferred or “codified” (Bista, 2010) to the more refined use of L2 language.

Bibliography

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