

***Employing English Picture Books in Classroom Teaching:
Taking a Suburban Area in Mainland China as the Study Context***

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Abstract

This paper reviews empirical articles and concludes that English picture books are suitable for English as a second language learner due to its orchestration of image and words. However, research on classroom use of English picture books for young Chinese children's English learning is still very much in its infancy, especially in suburban area of mainland China where parents are mainly from working class. By integrating children picture books into English classroom teaching, this study recruited 4 students who age 8 (born in 2011, Grade 2, young elementary school students) and did not formally learn English before. Under the framework of action research and the concept of scaffolding, this study hopes to discuss the following three main themes: (a), whether classroom's use of children's picture books are effective to young English learners' language growth as a scaffolding tool; (b), if parents are able to accept it as one of the teaching materials used by teacher in class; (c), whether teachers find it effective to enhance student's literacy skills with the aid of picture books. The finding indicates that by integrating picture books with textbook in classroom teaching, students' English proficiency level is seen as obviously improved. Reports from students, parents and teachers' comments indicate that this pedagogical innovation is accepted and beneficial. This paper also offers instructive implications for practitioners and other stakeholders in areas where educational resources are relatively scarce, collaborative effort should be devoted to promote increasing opportunity to get access to English picture books for students.

Key words: children's picture books, English learning, English proficiency level

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Introduction

Several studies have demonstrated that picture books can facilitate children in improving reading literacy (Suhua, 2013; Aukerman & Chambers, 2016; Roslina, 2017; Koss & Daniel, 2018). Picture books are also suitable for English learners (Hashim, 1999) since many of them offer repetitive sentence patterns, genuine conversation, and interesting stories, which make it easy to remember sentence pattern and practice speaking (Henry & Simpson, 2001). Picture is another beneficial factor that could facilitate to aid learners conquer fear of facing an entirely strange reading context and further decoding meaning through the visual channel, especially for those who are not proficient in the target language. (Birketveit & Rimmereide, 2017).

Currently, the advantages of English picture book have generated growing attention among Chinese researchers, teachers, and parents. Compared with school textbook that consist of limited vocabulary and extracted short texts, picture books have intact stories with richer vocabulary and complex plots, which are beneficial for students to get access to the authentic English language. In mainland China, most English course books used in primary schools consist of relatively shorter dialogues, songs or extracts of stories, which included limited varieties in vocabulary and sentence expressions. In order to provide students with more authentic and genuine language exposures, many teachers, have attempted to introduce English picture books to the classroom.

Nevertheless, it is noted that English picture book teaching is still in its infancy in English education in China. Real difficulties such as restricted channel of purchasing English picture books or lack of understanding towards picture books still exist. Huang (2014, cited by Xiao, 2019) claimed that young Chinese students tend to have poor performance in reading and show little interest in reading materials. In addition, schoolteachers and readers do not take English picture books seriously.

To date, few studies have specifically investigated the effect of integrating picture book with systematic textbook teaching in mainland China. In terms of research objects, fewer have studied Chinese students in suburban areas, who from low social-economic status (SES) families. However, when it comes to childhood English learning, SES is considered as a crucial factor. According to Fernald, Marchman and Weisleder (2013), lower SES children lag behind higher SES counterparts in their vocabulary size and verbal processing efficiency as early as 18 months of age. To conclude, research on the classroom use of English picture book for young Chinese children's English learning is still deficient, especially in suburban area of mainland China.

To fill these research gaps, this research aims to explore the following questions:

- (1) Do students find picture books interesting and feel motivated to learn English?
- (2) Are parents able to accept it as one of the teaching materials used by teacher in class?
- (3) Do teachers find it effective to enhance student's literacy skills with the aid of picture books?

Theoretical Framework

The study employs the concept of scaffolding (Wood, Bruner & Ross, 1976), which puts forward an idea that in an educational setting, a scaffolding process enables a child or a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. The concept of scaffolding comes from Vygotsky's definition---“ZPD”, which describes the “distance between the actual development level and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86). By employing picture book as a scaffolding tool to support students with English learning, the present study hopes to illuminate its effect in classroom teaching.

Literature Review

Having been regarded as a means to elevate the social status and economic mobility and ultimately more financial and social success among Chinese people, English learning is considered as a necessity in modern society (Weikung, 2017). In China, English course starts from primary school, usually from third grade while schools at developed areas may start from the first year of primary school. Instead of grammar-oriented teaching, communicative language teaching approach is favored as a mainstream teaching pedagogy in primary schools. As Huang and Chang (2004) have elucidated, communicative-based teaching provides students with more authentic communicative opportunities compared to merely teaching the language form for the sake of acquiring the grammatical and structural rulers. Consequently, teachers are advised to change their teaching approaches in classrooms to provide students with more authentic and genuine language exposure (Hwang, 2005) so that improve students' reading literacy.

The positive link between students' language learning and the application of picture book has been widely discussed before. A picture book is an art work that embedded with the interplay of word and pictures (Anna & Hege, 2017), “the simultaneous display of two facing pages, and the drama of the turning page (Bader, 1976).” According to Birketveit and Rimmereide (2017), through challenging learners to read longer and authentic picture book that tend to have more complex and richer vocabulary than traditional course books, the majority of learners enjoyed choosing picture book by themselves and felt that their English had been improved.

The benefits of reading picture books are also illustrated in opening a window for children to get access to diverse culture, people/race and countries. According to researchers Tschida, Ryan, & Ticknor (2014), “One book may not represent the miniature of an entire culture, but together with others they could give learners a snapshot of various different cultures”, which can help English learners to establish their understanding about the world (Koss & Daniel, 2018). In China, students who live in suburban country have relatively less opportunities and resources to get in touch with English language. Yet children's literature could provide readers with an entry key to step into different worlds and discover the similarities and differences (Bishop, 1990), connect with the outside world, and establish a global perspective, which is of great significance for a language learner. On the other hand, picture books that depict resilient characters help to build learners' ability to overcome hardships from school or family and maintain positive attitude for life. A resilient EL is able to

develop coping mechanism when facing difficulties during learning new language or cultural shock (Koss & Daniel, 2018).

Even though professional capacity of English teacher could have great impact on students' learning, parents' role in supporting children's picture book reading could not be ignored. Many of participating parents in previous studies, are usually educated university graduates, some even gain master degrees from overseas countries (Suhua, 2013). Few have recruited parents from lower SES family to study English picture book's effect on English learning. According to Wigfield, Essoles, Schiefele, Roeser, and Davis (2006), parental factors are crucial in influencing children's motivation and achievement.

To conclude, while some studies utilizing picture book as a tool in improving second language learning, most of them focus on learners for whom English is their native language, little is known about the classroom use of English picture book for young Chinese children's from suburban area of mainland China, which makes this research imperative and valuable.

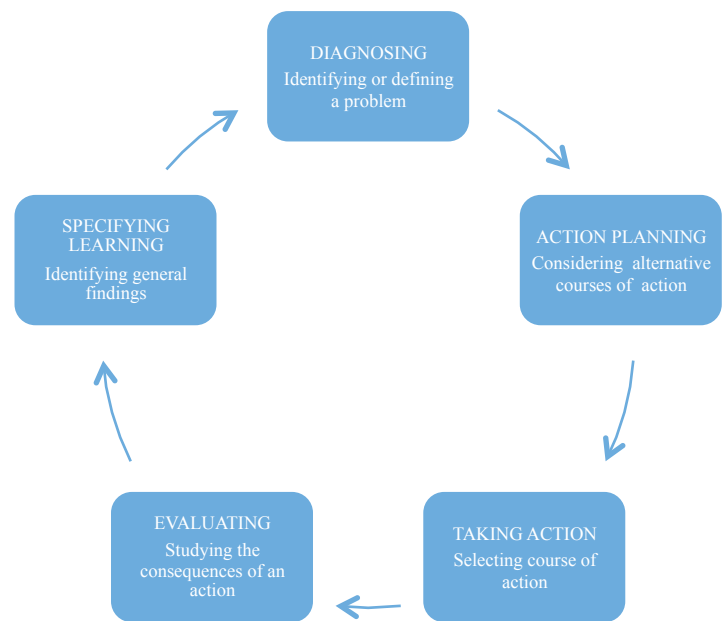
Methods

This study employed action research (AR), in which writer act as researcher as well as teacher. "We do not teach and research in a vacuum" (Phillips & Carr, 2010). Van Looy and Goegebeur (2007) held that action research, when applied for teaching, is a bridge that can connects professional practice and research communities. It is through this method that teacher could be able to put the theory into practice while at the same time tests and evaluates abstract idea by the way of planned work.

By consciously designing a process of diagnosing, action planning, taking action, evaluating and specifying learning, like the metaphor of the "spiral of steps" in Lewin's research, in this research teacher researcher hopes to understand deeply on picture book's teaching effect and students' English achievement when applied to classroom teaching.

The Framework of Action Research

Table 1
Detailed Action Research Model (adapted from Gerald)



Setting & Participants

This study is conducted in an after-school English learning center, which is located in suburban area in Xiamen, China. Different from the United States, families who live in the suburban area of China are usually from working class in low social-economic statues, less educated, and grasp little knowledge of English language. More than half percentage of parents graduate from middle school or technical college and have little knowledge of English. The after-school English learning center is located within an affordable housing district, which aims to service the neighboring age-appropriate students and enlightening their passion for English. There are different classes designed for students with different needs. The class size is from 4 to 10, with one teacher.

The participants recruited in the study are students in an after-school English learning center, who live at nearby villages. There are a total of 4 students in this class: 2 are male and 2 are female. All of them age 8 (born in 2011, Grade 2, young elementary school students) and did not formally learn English before. Table 4 listed the students' profile (Names indicated below are pseudonym).

Table 2

Four participants' profiles

Name	Gender	Age	English proficiency before entering picture book program (reported by mother)
Vivian	Female	8	Zero basis
Alex	Male	8	Capable of some simple words and greetings
Daniel	Male	8	Zero basis
Elsa	Female	8	Capable of some simple words and greetings

Parents were also asked to fill out a questionnaire about basic background and their expectation towards kid's English learning when entering this program. Table 5 showed the basic information of the recruited parents.

Table 3

Parent's basic information

Parent	Education degree	Age	Job
Elsa's mother	College	34	Government employee
Daniel's mother	High school	32	Supermarket Sales
Alex's mother	Junior high school	34	Restaurant waitress
Vivian's mother	High school	32	Small business

Data Collection

With a qualitative research methodology, the study involved the following three data sources: parents, students and teacher.

Parents. The first data was a paper-based parental questionnaire (See Appendix B) inquiring about child's basic information (name, birthday, gender, and sequence of birth), English-learning condition and parent's basic information (relationship with child, highest education background, occupation, age), and their attitude towards children English learning. The first draft of the questionnaire was reviewed by researchers in the field of childhood English education to remove ambiguous or irrelevant items and finalize the content and design. It includes 15 questions in total. Parents will also be interviewed exclusively in the fifth week. Questions focus on their observation, comments and suggestions about English picture book program. It will be conducted via App WeChat---a free application for instant message service. It includes five questions in total (See Appendix C). Parents are encouraged to send their feedback as much as possible.

Students. The second data resource will be students' opinion about English picture book, and a student post-test on the text content. An interview (See Appendix D) will be conducted during the program and questions concentrate on what students think of the class, what they like and dislike, how they assess picture book's role in English learning, which picture book is their favorite one and so on. A Post-test will be conducted on the last week.

Teacher. In this project, I will observe class interaction and take detailed notes after every class. The notes will focus on picture book's usage, student's response, what

answers the critical question and what I consider needing further improvement. (See Appendix E)

Data Analysis

Due to the characteristic of action research, the ongoing data analysis will be conducted immediately. “Just collecting data isn’t doing research. There has to be ongoing analysis, the thinking about and with data.” (Phillips & Carr, 2010) It will proceed in the whole research and could be divided into three periods. This ongoing data analysis as well as data interpretation will be done based on the principal of trustworthiness. Throughout the process, I will keep reflecting and checking the data, as what have been said, “A habit of mind”.

Findings

The analysis of the picture books’ classroom use will be divided into two parts: first is about the student English proficiency level; second is about picture books’ acceptance by students, parents and teachers.

Student English Proficiency Level

English proficiency level represents how well students are able to understand and use English. It serves as a direction that can help teacher to adjust instruction to the linguistic needs of students.

Week1. From the initial meeting, it is observed that four students’ EPL almost belong to zero basis level, although two mothers reported that their kids have been capable of speaking some simple basic words. These four students did not have their own English names, nor did they take initiative to greet teacher in English. During teacher’s self-introduction section, they learned “yes” and “no” the first time to judge some of the characteristics of teacher. When presented first picture book---*Pat the bunny*, which included very basic words like book, face, look, play, etc., they did not know them, nor were they able to describe the picture book in their own words.

Week 2 to week 5. From week 2 to week 5, continuous progress has been seen among students in various aspects. Vivian and Daniel showed their self-confidence towards English since week 2 and Alex and Elsa keep involved in English learning. Four students were capable of reading text rather fluently and confidently and started to label objects in picture book.

In week 4 and week 5, students were observed to label objects that they have learned in textbook. For example, they would blurt out single word such as animals, colors, numbers, and body parts when they see the illustration in picture book, like “dog”, “head”, and “green”. After teacher’s exemplification, they would imitate and use more than one word to describe. For instance, they say, “*A brown bear*”, “*A yellow and green giraffe*”. In general, four students use single word more frequently than a complete sentence.

I utilize four picture books in class this period. An apparent phenomenon is that students start to identify images on picture book with simple English words and especially show attachment to sing songs adapted from picture book.

For instance, Elsa is able to sing the whole adapted song *Brown bear, brown bear, what do you see* without referencing to book. What's more, they learn more expression from picture book, which greatly enrich their vocabulary and improve oral speaking. To give an illustration, they have learnt to say "*I can do it*" from picture book *From head to toe*; when I ask students question in class, they will reply with it.

In students' interview conducted in week 5, students were asked question whether they like English or not and why. Four students all agree with one voice.

Alex explains, "*Xue Yingyu hen youqu.*" (*Learning English has great fun*)

Elsa relates to her school study, and says, "*Zheyang mingnian xue yingyu jiu hui hen qingsong.*" (*It will be much easier by the time they start learn English at school next year.*)

When asked if they would like to keep learning English and grow to be as fluent as a native speaker, Alex, Daniel and Elsa agreed to the statement and explained as follows:

Alex: "*Yinwei xiang kaoshang hao daxue, hai keyi qu qita guojia wan.*" (*I want to go to top university and travel to other countries.*)

Elsa: "*Yihou keyi zuo zai bangongshi, chui kongtiao, er bushi dang gongren.*" (*I would like to be a manager, sitting in office and enjoying air-conditioner instead of being a worker in the future*)

Nevertheless, Vivian frowned at teacher and said, "*Laoshi, wo hai bu zhidao da'an. Yinwei wo buzhidao wo neng bu neng xue hao.*" (*Teacher, I don't know the answer since I am not sure whether I can learn English or not.*)

Week 6. Week 6 is the final test week of picture book program. For the past weeks, we have learnt to the first lesson of Unit 5. Students are familiar with the conception "Zoo" and know many animals. Thus, I would like to use a wordless picture book named *1,2,3 To the Zoo* to test their English proficiency degree. Their answers indicate that students can use what they learn from textbooks to describe, such as using phrase "color+animal", or signal word "and" to describe two characteristics of object. Secondly, student's vocabulary is not limited to textbooks (13/30), but with a larger portion from picture book (17/30), such as lion, bear, white, ten, etc. Thirdly, students' oral expression is still limited to simple vocabulary or phrases. They did not say completely sentences in the test.

Acceptance of Picture books

Student's part

From strangeness to recognition. The first time when I use the word “huiben” (English: picture book) in class, Alex, Vivian and Daniel show confusion to what is named Huiben. Elsa narrated that she knew English picture book since she attended a camp in the past but she was also not sure about how to define a book as picture book. As a result, the time I displayed picture book---*Pat the bunny* to them, they showed great curiosity and delight towards it. I wrote in my reflection as “I can easily feel their eyes shining the moment they see the book.”

In the process of reading, students raised their questions and comments on picture book.

Student Vivian: “Zhe ben shu tai ke'ai le. Wo conglai mei kanguo zheyang de shu.”
(The book is so cute; I never saw such a book before.)

Student Elsa: “Wo xihuan mo tuzi de mao.”(I like to touch the Bunny's fur.)

Student Alex: “Limian haiyou yi ben xiaoxiao de shu. Shangmian jiang shenme?” (A miniature book is inserted in the book. What does it say?)

At the third contact with picture book, before teacher brought in a new picture book---*From head to toe*, teacher researcher asked question about how they defined picture book. They gave the following different answers.

Student Alex: “You dongwu de shi huiben.” (“Books that have animals are named picture book.”)

Student Daniel: “You shi hou ye huiyou ren.”(“Sometimes it also includes people.”)

Student Vivian: “Huiben doushi yingyu de.”(“Picture books are all written in English.”)

From understanding to like. In the fourth lesson, students express their desire to read other picture books which are displayed on the book cabinet of learning center. During reading, they would predict what's happening in the book, discuss with classmates, and further confirm their interpretation from teacher. Each class when we finish text learning, they know that it will be picture book time and they will curiously ask which book I bring to the class.

From student interview conducted in the fifth lesson, students were asked question “how do you think of English picture book?” Three of them answer “*Hen haokan* (Very interesting)”, Vivian answer “*Yiban* (Just so so).” When being asked “do you think learning English picture book will be helpful for English learning”, four students all reply yes and even exaggerate by saying “*Feichang feichang feichang da* (Very very very huge)”.

In the last week, teacher asks students to define again what picture book is. This time, their answer is dissimilar:

Elsa: “You tuhua he wenzi de. (It includes picture and words).”

Alex: “Tu shi hua de. (The picture is painted.)”

Parent's Part.

Before implementation. Based on parents' reply in questionnaire, it shows that they all agree English learning play a crucial role in kid's future development. As for using English picture book in English class, three parents choose the option "Very good, very creative", Vivian's mother chooses the option "Not so sure", no one chooses the option "prefer to use tradition English textbook".

When being asked if teacher uses English picture book for teaching, which aspect you regard as important for kids? Three mothers choose option "help establish English reading habit". Apart from this answer, Alex's mother also chooses option "improve English writing ability". Vivian's mother chooses option "broaden vocabulary" and "enhance the confidence of oral English performance". To conclude, parents place higher emphasis on developing English reading habit.

During implementation. I would deliver teaching report that included learning content and home assignment to parents via online conversation group after every class. Besides report, I also informed them of additional information about picture book, such as how to get free online resources and the benefits of adopting picture books as study material for children. Parents did not make any comments on the extra information but shortly reply "Thanks teacher". They did not further ask any questions about English picture book, such as how to choose an appropriate English picture book for their kids or how to use it at home.

After implementation. In the last week, I conducted an individual parental interview to the four mothers. Parents are all in favor of children's remarkable progress, and they think children like learning English very much. They reflected that their children were very active with readouts via electronic phones at home. Every day children would request to read and send recordings to teacher. When being asked "Will they support teacher keep using English picture book in class?" four of them showed support to this project. As for question "Will you talk with your kids about English, such as text content or picture book?" Elsa's mother and Daniel's mother said yes, while Vivian's mother and Alex's mother said no.

Teacher's part. Can English picture books be well integrated to classroom teaching and contribute to the improvement of students' EPL? Is it sustainable and embedded with referential significance for other classes? These questions are essential for this research.

Teacher researcher reports her thoughts in reflection that it is of great benefits for classroom teaching since it could improve students' learning motivation and increases their involvement. For instance, when I introduced picture book named *Does a kangaroo have a mother, too?* "Students are really involved in the book and keep asking how to pronounce new animals in the book, and they would like to read out the sentences while they see the book."

Another recurring theme in my reflection is witnessing their growth in expressing themselves by using English. For instance, in week 3 I asked students to use English to describe whatever they see in classroom. It happened to be a rainy day and many moths fly into classroom (We change the class time to evening on that day). Alex says,

“I see an insect.” “I do not expect they would speak out a complete sentence as well as correctly use insect to refer to moth. It makes me feel surprised and very happy.”

In the reflection of the third week, I started to realize the problem and wrote, “It maybe because of my lack of familiarity with picture book, I did not choose the core portion from picture book that I would like to share with students as what planned to be before starting program. Instead I always introduced the picture book from beginning to the end for the past three classes, which took me a great deal of class time. Perhaps I should make adjustment through selecting the most crucial part that I want to combine with the text content and design relative activities.”

Discussion

This research contributes to our understanding of whether picture books’ classroom use among students in suburban area of China is feasible and effective. The analysis revealed that with the scaffolding of picture books, four students have made apparent progress in English proficiency level in the past six weeks. The students are positive about the use of picture books in classroom and report that it is of great benefits for them to learn English. As for parents, they express support for teacher’s plan of picture books use but they are not really engaged in it. Lastly, teacher reflects that the classroom use of picture books is conducive in several aspects, yet to some extent increasing extra workload. From the above finding, I would argue that by integrating picture books with textbook in classroom teaching, students’ English proficiency level is seen as obviously improved. Reports from students, parents and teachers’ comments on picture books’ use tell us that this pedagogical innovation is accepted and beneficial. As a result, I would suggest that teachers could adopt picture books as a scaffolding material in teaching after abundant plan and preparation.

Drawing on classroom evidence, I maintain that picture books are conducive to expand students’ vocabulary and enrich expression of English. Compared with picture books, conversations or passages in textbooks are usually limited in language expressions, which hinder the possibility of students’ fully expressing themselves. Yet picture books are abundant of authentic words and sentences that are originated from specific contexts and topic, by employing picture books in class, students are invited to learn more expressions and explore new interesting stories, which make up the deficiency of traditional textbooks. For instance, by learning *Does a kangaroo have a mother, too*, students are exposed to many different lovely animal babies and mothers, such as giraffes, penguins, lions and etc., which are not taught in textbooks. Through witnessing the maternal love between animals revealed in picture books, students can also learn to express their love for mothers in English. Therefore, it increases the opportunity for students to pick up languages that are close to their daily life.

Based on the student interviews, it can be concluded that picture books can also improve students learning motivation. Under the guidance of teachers, students apply what they learn from the content of the textbooks to study picture books. In the process of application, students would feel the beauty of picture books as well as a sense of learning achievement. They read, sing, and act out as the illustration do, all of which further enhances their interest in learning English. For instance, when reading the picture book *From head to toe*, students were captivated by the funny movements of animals. They learn to read out the sentences while imitating different

actions of various animals. Students' involvement in class activity and likeness towards English and picture books in turn encourages teacher to continue implementing the pedagogy.

For the pedagogical innovation, parents are supportive yet do not devote extra energy and time on it. As we all know, primary students' learning needs the joint efforts and input from different parties, which include parents, teachers, and school. From parents' response, we can see that parents rely more on teachers' teaching, and parents' direct participation and investment are relatively few. When teachers attempted to create more communication opportunities, such as providing classroom feedback and introducing the benefits of English picture books, parents did not really take active part in the interaction. More often, they would express gratitude to teacher's work. This may also be related to SES and parents' educational background. In this class, one of our mothers graduated from junior high school, two from senior high school and one from university. They may want to further communicate with teachers, but they don't know what to start with. A parent once told me that she was afraid that her wrong pronunciation would affect her kid, so she dared not speak English with her child. To conclude, parents' response and low involvement degree stand as a key feature of this study. It also represents the English learning condition in suburban area of China that parents largely rely on teachers' teaching in class.

The reflections from the perspective of teacher shed light on a satisfying yet time-consuming working condition in terms of integrating English picture books into conventional teaching. It requires teachers to have relative knowledge reserve, and at the same time arrange time to design effective classroom activities to combine picture books with class so as to improve students' language ability and their learning interests. As a result, sufficient preparation, such as teaching seminar with colleagues, school support and parents cooperation are needed to guarantee the successful implementation of pedagogical innovation. Training institutions like ours may be relatively flexible to put new pedagogy into practice, yet if placed in school, it would be harder for teachers to complete normal teaching task from school authority and make new teaching innovations at the same time.

Conclusion & Recommendation

This research takes a community English training center in a suburban area of China as research object. By introducing picture books into English teaching, the researcher hopes to help students improve their English ability and learning motivation. From the research result, it is proved that this teaching attempt is very innovative and effective. It can not only help build children's English language reserves, but also plant children's desire towards English and English reading literature.

In addition, this study has helped to address the shortage of previous studies on the picture books' function in the area of second language acquisition which mostly focus on parents who receive higher education. The findings of this paper unravels the real circumstance of parents and students from lower SES families, such as students' initial definition of English picture books and parents' low degree of engagement. The result also reaffirms the conclusion that students who are from lower SES families experience the worse print climate—few books, magazines and newspapers. Therefore, I think that in areas where educational resources are relatively scarce,

collaborative effort among educational administrators, school and teachers should be devoted to promote increasing opportunity to get access to English picture books for EL students. In order to support teachers with English picture books teaching expertise, workshops are needed for teachers, colleagues to discuss their accumulated experience and know-how. In other words, more support should be provided to teachers to know about picture books, the benefits of incorporating it to English teaching, and how to put it into classroom use.

This study has found that parental involvement in suburban areas is relatively limited due to their available time or individual ability. I would like to suggest that teachers could establish a more efficient interaction mechanism with parents, by which giving parents more clear guidance and effective suggestions on the aspect of English learning.

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Appendix A

Picture books used in Classroom English teaching



Appendix B

Pre-parental Questionnaire

Firstly, please answer the information about your child:

1. Name: _____ 2. Birthday: _____
3. Gender: _____ 4. Birth order: _____

Secondly, please reply to the information about you and your family:

1. Your relationship with your child is (father/mother/grandfather/grandmother, etc.).
2. Your highest educational background is:
☐ Junior high school or below ☐ senior high school or technical secondary school
☐ university or college ☐ postgraduate or above
3. Your age is: _____
4. Your job is: _____
5. A. Has your child participated in extracurricular English training before? ☐ Yes ☐ No
B. If so, how many hours have your child been trained?
(0 - 36 class hours) ☐ 36 - 72 class hours ☐ 72 - 120 class hours
☐ more than 120 class hours
6. How is your child's current English proficiency?
☐ Zero Foundation
☐ Some simple English vocabulary and greetings
☐ Can sing complete English nursery song and say simple dialogue and communication
☐ Can tell English stories
7. What do you think is your child's interest in learning English?
☐ very much ☐ general ☐ not very interested
8. A. Have your children been exposed to Chinese picture books? ☐ Yes ☐ No
B. If so, do your children like Chinese picture books?
☐ very much ☐ general ☐ not very interested
9. A. Have your children been exposed to English picture books? ☐ Yes ☐ No
B. If so, do your children like English picture books?
☐ very much ☐ general ☐ not very interested
10. What do you think of learning English picture books in English class?
☐ It's a very novel and good attempt. ☐ It's not sure. ☐ I would prefer traditional English textbook.
11. If the teacher uses the original English picture book to teach in class, where do you value the promotion of children? (Multiple choice)
☐ Enlarging vocabulary
☐ Develop reading habits in English
☐ Improving English Writing Ability
☐ Enhancing the confidence of stage performances
☐ Others, please specify: _____
12. What position do you think English plays in children's future development?
☐ very important ☐ general ☐ very important ☐

Appendix C

Parental feedback in week 5

1. What do you think of your children's attitude towards English learning now?
2. Do you think your child's English has made progress?
3. Do you see children practicing English at home?
4. Will your child talk to you about the English she/he has learned?
5. What problems do you think children have in learning English?

Appendix D

Student Interview

1. Do you like English? Why?
2. Do you think your English has made progress?
3. When you go back home, do you speak English, listen to English or watch English programs?
4. What aspects of English do you think you are not very good at now?
5. What do you think of picture books?
6. Do you think that learning English picture books is helpful for learning English?
7. If you recommend to your partner, which picture book would you like to recommend to your partner?
8. Do you find it difficult to learn English?
9. Do you want to continue learning and become a good English speaker?

Appendix E

Format of Teaching Reflection:

Date	
Teaching material	
Picture book's name	
Student's response	
Teaching strategy	
What answers the critical question	
What needs further improvement (data collection strategy, lesson plan, etc.)	