

## *Construction of Instructional Design Model Using Picture Books on Children With Specific Language Impairment*

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### **Abstract**

Compared with ordinary children, children with specific language impairment (SLI) have delayed language development, poor reading comprehension, and greater difficulties in learning. This study tested 5 SLI children at a primary school in northern Jiangsu Province in China in the last two years. This study aimed to develop and implement an instructional design model for SLI English learners using picture books. The instructional model was developed through three stages. In the first stage, a literature review of the progress, challenges, and prospects of the Intervention of picture books on SLI children was conducted, and the results were integrated into the design of the instructional model. In the second stage, the results of the first stage, the instructional model, were evaluated and revised by expert review and interview. At the last stage, after the results of the previous stages were integrated, the final instructional model using picture books for SLI children's instructional design practice was developed. Using picture books, the instructional design model emphasizes SLI children's language learning motivation and understanding activities and systematically integrated experience-learn-apply-reflect-revise activities and language expression and interaction activities through all stages.

Keywords: Picture Book, Specific Language Impairment (SLI), Interaction Activities, Authentic Learning

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## Introduction

English Language Learning (ESL) poses unique challenges for children with Specific Language Impairment (SLI). These challenges demand innovative and effective instructional approaches. One such method of gaining recognition is the use of picture books. This essay explores the significance of picture book instruction in ESL for children with SLI, emphasizing its benefits, strategies, and potential impact on language development. This study aimed to develop and implement an instructional design model for SLI English learners using picture books.

It is crucial to grasp the nature of SLI to comprehend the implications of TEFL for SLI children. SLI is a developmental language disorder characterized by difficulties acquiring language skills despite normal hearing and intelligence. These challenges extend to second language acquisition, making TEFL instruction particularly complex for this population. Picture books provide visual support, aiding in comprehension. For SLI children, visuals can serve as a bridge to understanding, making it easier to grasp the meaning of words and sentences. Exposure to diverse vocabulary is essential for TEFL learners. Picture books offer a rich source of words in context, facilitating vocabulary development in a more engaging and memorable manner. Well-crafted sentences in picture books contribute to the understanding of English sentence structure and grammar. By presenting grammatically correct language in context, children with SLI can better internalize language rules. Many picture books follow a narrative structure, helping SLI children understand story organization. This not only enhances their storytelling abilities but also improves overall comprehension skills.

Selecting suitable picture books is crucial. Opt for those with clear illustrations, simple language, and themes that resonate with the children. Consider the cultural background and experiences of the learners to ensure relevance. Engage children actively during reading sessions. Encourage them to express their thoughts, ask questions, and make predictions. This interactive approach fosters language development and communication skills. Design activities that target vocabulary acquisition. For example, create word cards from the book's content, play word games, or have discussions about the meanings of specific words. After reading, encourage SLI children to retell the story in their own words. This enhances their ability to sequence events and reinforces comprehension. Appeal to various senses by incorporating multisensory elements. Use props, gestures, or interactive games related to the story, providing a holistic learning experience.

An important prerequisite for conducting research on children with SLI is to clarify the symptoms of their language impairment deficits. Only on this basis can it be possible to determine its cause and then propose an intervention or correction plan. However, there are large differences in the language impairment performance of children with different language SLI. Firstly, the most pronounced language deficits in children with SLI are morphological-syntactic problems, and their language problems vary from language to language. For example, the use of tense can be used as a clinical sign for the diagnosis of English SLI children. English SLI children will have difficulties in expressing third-person singular -s, be verbs, auxiliary verbs, etc. when using sentences (Rice & Wexler, 1996), and it is difficult to use accurately The position of -ed in the past tense of verbs and specific usage rules (Dalal & Loeb, 2005). German SLI children have expression problems in the use of subject-verb agreement, mainly in the first, second and third person singular forms of transitive verbs, and the accuracy of understanding the object beginning declarative sentences

is relatively low (Stegenwallner-Schuetz & Adani, 2021). In the processing of relative clauses, Korean SLI children have lower accuracy in offline comprehension tasks of clauses and lower efficiency in online processing tasks (Yoo & Yim, 2021). However, the main problem of Spanish and Italian SLI children is not the tense, but the obvious expression problems in the use of articles and direct object attachment forms, and the obvious delay in comprehension compared with ordinary children (Bedore & Leonard, 2005). Japanese SLI children misexpressed the continuum of pronouns and adjectives when understanding relative clauses (Sasaki, Schwartz, Hisano, & Suzuki, 2021).

Picture books often explore emotions and social situations. Use these stories as a springboard for discussing feelings, social interactions, and appropriate language use. Picture book contributes to both language and emotional development. Foster a sense of community and collaboration through group activities related to the picture book. Picture books improve language skills and enhance social communication and teamwork.

Recognize the unique needs of each child with SLI. Tailor picture book activities to address specific language challenges, providing individualized support. ESL instruction can be daunting for SLI children. With their visual support and interactive nature, picture books create a low-pressure environment that boosts confidence and encourages participation.

### **The Design**

There are 11 children aged 8-9 participated in this study, including 5 SLI kids and 6 TD kids from a typical primary school in Xuzhou, Jiangsu Province in China. The picture book was selected according to those kid's pre-tests by TOEFL Primary sample tests. The TOEFL Primary Step 1 pre-test scores were converted to Lexile Levels for picture book selection. This score conversion used a converting scale provided by the English Test Service (ETS).

The procedure proceeded with a brief, authentic, interactive activity with the kids. After the introduction activities, the teacher and kids played with the book in a situated context. Using picture books, the instructional design model emphasizes language learning motivation and understanding activities systematically integrated experience-learn-apply-reflect-revise activities, language expression, and interaction activities throughout all stages for SLI children.

### **Conclusion**

In conclusion, picture book instruction holds immense potential for enhancing ESL learning for children with Specific Language Impairment. Educators can create a supportive and effective language learning environment by addressing the unique needs of SLI learners and capitalizing on the visual and interactive aspects of picture books. The strategies outlined in this essay serve as a foundation for developing tailored ESL programs that cater to the diverse linguistic needs of SLI children, fostering language development and a love for learning. As research in this field continues to evolve, educators can refine and expand these strategies to further optimize ESL instruction for children with SLI.

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