

# *The Application of Picture Book Reading in Primary School English Teaching*

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**Keywords:** Picture book reading, Primary school english teaching, Application

**Abstract:** With the rapid development of social economy, parents also pay more attention to their children's education while improving their material living standards. In this case, the development of the teaching work must also change the traditional thinking, and adopt the advanced teaching concepts and methods to realize the improvement of the teaching level. As an important course in the primary school teaching stage, English also needs to realize the improvement of students' reading ability through the means of picture book reading. Therefore, in the current process of English teaching in primary schools, it is necessary to strengthen the research on the application of picture book reading, effectively change the traditional teaching ideas, give play to the role of picture book reading, and improve students' English subject literacy.

## **1. Introduction**

Under the background of the continuous deepening of the quality education concept, the development of primary school English teaching work must meet the requirements of listening, speaking, reading and writing, so as to enhance students' English ability. However, from the teaching practice at the present stage, although the attention to the cultivation of students' English reading ability is constantly improved, but affected by the single teaching material, unclear teaching objectives and other factors, the overall teaching effect is not good, which seriously affects the improvement of students' English reading ability[1]. Therefore, by applying picture book reading to primary school English teaching, it can better help students to understand English knowledge, with the help of the content in picture books, reduce the difficulty of students' reading, and realize the improvement of students' reading ability.

## **2. Characteristics of Primary School English Picture Books**

In the process of English teaching in primary schools, picture books are mainly presented in the way of stories, with strong emotion, and can create different emotional experiences for primary school students. In English picture books, we can use pictures and some auxiliary words to explain and explain relevant stories. Under the action of the compact story plot, it can attract students' attention, so that students can master more English grammar knowledge and vocabulary in continuous reading[2]. At the same time, in the English picture book stories, there are also emotional

factors such as happiness, anger, sorrow and music, which can lay a good foundation for the cultivation of students' imagination and emotional expression ability. From the content of primary school English picture books, presents an intuitive image and close to life, with the help of a lot of pictures, can bring students an intuitive image of visual experience, can realize students' English language learning interest, and can reduce students' difficulty of reading, enhance students' confidence in English learning.

### **3. Selection of Picture Books in Primary School English Teaching**

In the process of applying picture book reading in primary school English teaching, we must reasonably choose the type of picture books to ensure that they can meet the English teaching work and the learning needs of students in different grades. First of all, we should choose some picture books close to the actual life of students, so that students can find the cases around them, eliminate students' strangeness, and better play the attractive role of picture book reading. At the same time, in order to better meet the requirements of students' curiosity, we should be novel and interesting when choosing stories. You can not only choose some fairy tales, but also choose some picture books describing interesting things around students[3]. Secondly, choose picture books with primary school students' affordable reading ability. For the choice of English picture books, the difficulty of its content should be in line with the reading status of primary school students. In terms of text composition, the proportion of raw words should be within 3%. For some lower grade students, they should choose more easy-to-understand English picture books, while senior students can choose some picture books with more sentences to meet the learning needs of different students. With the increasing difficulty of picture books, the grade should be appropriately increased.

### **4. Application Means of Picture Book Reading in Primary School English Teaching**

#### **(1) Integration of picture book reading and letter teaching**

In the teaching process of primary school English lower grade, letter teaching, as an important part, has laid a good foundation for future learning. But in the process of carrying out letter teaching, if just reading letters, it is difficult to realize students' interest in English learning, it needs to use the advantage of picture book reading, by realizing the reorganization between English picture books and letter teaching, integration and expansion, create a lively situation for students, let students can feel the charm of English picture books in learning. In the help of English drawing originally letter teaching process, can use multimedia, guide students to form a preliminary perception of 26 English letters, and then read with the letters, let students on the order of 26 letters and pronunciation form a preliminary grasp, at the same time understand the meaning of different letters, such as common word combination in life WC(public toilet), KFC(KFC), NBA(American professional basketball game), etc.

#### **(2) Integration of picture book education and vocabulary teaching**

As the key point and difficulty in the English discipline, vocabulary teaching has always been an important problem for teachers. When primary school students contact some boring English words for a long time, their own learning enthusiasm and attention will be greatly affected, and even produce weariness, affect the development of primary school English teaching work. This requires English interspersing picture books in the process of vocabulary teaching, to realize the interesting, intuitive and overall improvement of English vocabulary teaching, so that students can easily learn various words in an interesting situation. For example, when teaching the animal vocabulary, the teachers can use the role of the picture books to intuitively show the image of the animals, so that the students can correspond the words to the picture content one by one, so as to deepen the students' understanding and memory of various animal words. Under this continuous repetition, we can better

grasp the animal English words, expand the English vocabulary of primary school students, and lay a good foundation for the future learning.

## 5. Conclusion

In the current primary school English classroom teaching, picture books, as an important carrier, can better stimulate students' interest in English learning and achieve improved teaching efficiency with their own vivid pictures and refined language. Under the role of picture book reading, it can realize the rich English language connotation, inject vitality into the previous boring English learning, improve the classroom teaching effect, and enhance students' English subject literacy.

## References

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