



Action Research on the Impact of Parent-Child Picture Books on Primary School Students' Reading Literacy: A Case Study of Young Primary School Students in Zhoushan

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Abstract. In recent years, the academic community has put forward the concept of reading literacy, and parent-child picture book reading is also deeply concerned by the majority of parents. The author takes the young pupils in Zhoushan City as the research object, takes English reading literacy as the starting point, and takes literature, questionnaire and interview as the research methods. Through the research, it is found that English picture book reading has a positive effect on the English reading literacy of the young pupils. This paper provides ideas and helps for the active development of English picture book teaching, so that people have a new understanding of the significance of reading teaching.

Keywords: English picture books; Parent-child reading; Primary school students; Reading literacy; Action research

1 Introduction

1.1 The research background

The "double reduction" policy focuses on reducing the burden of homework and off-campus training for students in compulsory education. On the one hand, the policy clearly stipulates the homework hours of primary and middle school students in different stages, and puts an end to "question tactics". On the other hand, the policy clearly pointed out that the off-campus training disorder and the off-campus training of disciplines should be rectified, so that the autonomy and freedom of students in their studies could be greatly improved. But for the lower grade students with weak self-control ability, the initiative of learning English will be reduced.¹ (Wu Yaling 2018) The current traditional primary school English teaching model focuses on the teaching of vocabulary, sentences and simple grammar, while the teaching of text reading has not

received much attention. The attention of young pupils is not stable and durable, and it is easy to be affected by external novelty. At this stage the pupil is in the interest of high-speed development, and cognitive English picture books in a large number of bright colors, rich in content of images can perfectly meet the demand of their development, stimulate their awareness, to attract their attention, so as to achieve in order to draw the mediated effect of English learning.² (Feng Junfang 2021)

1.2 Research purpose and significance

On the bias of Bruner's Theory of Cognitive Development³ and Schema Theory⁴. This study aims to study the effect of parent-child English picture books on the English reading ability of lower grade pupils in Zhoushan City. By literature review, questionnaire survey and so on, on the basis of the analysis and research the current status of zhoushan lower grade elementary student's English picture books reading and the deficiencies, we further put forward a series of relevant opinions and suggestions, to strengthen the campus' ability to help students stimulate interest in English reading, improve English reading ability, cultivate English reading habits, establish English thinking mode, promote parent-child relationship, promote the production of more educational significance and high quality English picture books, so that English picture books in China should get the correct promotion and reasonable application.

1.2.1 Theoretical significance.

The research of this topic is conducive to arouse people's attention to the English reading education of early children, trigger the discussion of diversified and interesting English reading teaching in primary schools, and provide guidance for front-line teachers to improve the English reading teaching model. It is helpful to introduce picture book reading into classroom teaching, enrich the teaching content and form of English reading in class, stimulate students' interest in English learning and improve their reading ability.

Based on the research results, this study puts forward suggestions for domestic English picture books, which is conducive to providing a new direction for the improvement of domestic original English picture books and providing reference significance for the reform of the domestic English picture book market.

1.2.2 Practical significance.

Firstly, we should embrace the "double reduction", innovate the family education path, and create a harmonious atmosphere .

Secondly, we can use the method of picture books lead, teachers promote family reading, and enhance parent-child reading ability. In this way, it can expand the level of students' knowledge and deepen students' emotional experience.

2 Study design

2.1 Research Questions

This study aims to find out the existing problems and connections, analyze the reasons and find corresponding solutions by investigating the English reading ability and English picture books reading of some primary school students in Zhoushan City, as well as the borrowing of English picture books in some libraries in Zhoushan city. In this process, the research is mainly carried out through two stages: one is the influence and relationship of English picture book reading on the English reading ability of lower-grade pupils; the other is how to use English picture books to improve the English reading literacy of lower-grade pupils.

2.2 Research Objects

In this study, the research object is the third and fourth grade students of some primary schools in Zhoushan city, and some libraries in Zhoushan city. Most of the students in the third and fourth grades in some primary schools in Zhoushan were between the ages of 9 and 11 and had been studying English for 1-2 years. Some of the participating libraries in Zhoushan City have a parent-child reading section and a variety of picture books with multiple types and contents are stored in the library.

2.3 Research Methods

During the experimental research of the project, the research adopted highly operable methods of reading parent-child English picture books: literature method, Questionnaire survey, interviews, etc.

2.4 Research steps

The study was conducted in three phases. The first stage is from March 2022 to August 2022, this stage is mainly through the questionnaire method and interview method to collect information on students, teachers, parents and some libraries in Zhoushan City of some primary schools in Zhoushan City, and to grasp the data on the English reading ability and English picture book reading of lower grade students. The second stage is from August 2022 to September 2022, this stage mainly through the literature method to search for relevant theoretical basis, and under the support of the data collected in the first stage, the impact of English picture books on the English reading ability of young primary school students is analyzed, the relationship between the two is discussed, and the problems in the English reading process of young primary school students and the obstacles left in the process of developing English picture book reading are found. The third stage is from September 2022 to April 2023, this stage is mainly based on the research results obtained in the second stage, analysis of the reasons, collation and summary of the practical countermeasures for the integration of English picture books into English reading teaching and enhance the influence of English picture

books among primary school students in the lower grades, and partially applied to reality.

3 Research results and analysis

3.1 Research Results

3.1.1 The reserve level of English reading language knowledge of lower grade students in Zhoushan City is low.

About 50% of primary school students in Zhoushan begin to formally learn English language in the third grade. From spelling letters to memorizing words, to learning simple grammar, the accumulation process is relatively long. Therefore, primary school students at this stage need to overcome the trouble caused by the appearance of new words and unfamiliar grammar when reading English articles. 75% of primary school students said that the knowledge reserve of English vocabulary and simple grammar greatly affects their text reading ability.

3.1.2 The psychological factors of English reading of lower grade pupils in Zhoushan City are complex.

As the physical and mental development of primary school students is not mature, more than 80% of their efficiency in English reading will be affected by psychological factors. When students have a positive and interested attitude towards English reading, they will be willing to invest more time in reading and understanding, which will produce a better learning experience, build their confidence in English learning, and form a virtuous circle⁵ (Zhao Yi 2015). From the interview, we know that 80% of the primary school students in Zhoushan City prefer to choose Disney, Harry Potter and other series of subjects they are interested in, and 20% choose other kinds of picture books.

3.1.3 The actual situation of reading English picture books among lower grade students in Zhoushan City is not optimistic.

The questionnaire investigates students' borrowing situation of English picture books in and out of class. After sorting out and analyzing, it comes to the conclusion that the actual situation of reading English picture books among lower grade students in Zhoushan City is not optimistic. In addition, parents play a decisive role in 70% of students' choice of English picture books. Students hardly read English picture books actively, 20% of the choices are influenced by school recommendation, and 10% are students' independent choices.

In addition, through the interviews with the English teachers and parents of the research object, it is found that the actual situation of reading English picture books of the lower grade students in Zhoushan City is closely related to the education level and English ability of the parents. At the same time, children's love of English picture books is not general, 25% of parents think that English picture book reading is very helpful to improve children's English ability, 70% of parents say that it is some help, 5% of parents think that it is not helpful.

3.1.4 English picture books in Zhoushan Library account for a small proportion and are of average quality.

According to the interviews with the administrators of some libraries in Zhoushan City, the number of English picture books in the library accounts for 15%, and the sales volume is not high. The main foreign language books are mainly teaching materials, and 35% are mainly foreign language novels and periodicals. In addition, the division for English/bilingual reading materials is relatively skewed.

3.2 Analysis

3.2.1 English picture book reading has a positive effect on the English reading literacy of young pupils.

According to the integrated data of the questionnaire survey, 80% of the primary school students who have the habit of reading English picture books have a higher English reading ability than other students. As a medium, English picture books effectively integrate English language learning into pictures and words, so that students can understand English articles not only based on words, but also can get clues through pictures, thus ensuring the integrity and interest of English reading process.

3.2.2 The value of English picture books has not attracted widespread attention.

At present, there are few English picture books in the domestic market, and the publicity of English picture books is insufficient, which leads to a relatively small spread scope of English picture books and not widely into the public vision of parents and students. At the same time, the traditional English reading education model in schools emphasizes text and ignores pictures, which makes students form the idea of learning language from words, and fails to reform and innovate English reading teaching from the perspective of the cognitive characteristics of young pupils, which prevents English picture books from entering the classroom to a certain extent.

3.2.3 The selection of English picture books is not properly guided.

Only high-quality English picture books can effectively give play to the advantages of the form of picture books in English language learning. The contents and forms of English picture books on the market are diverse and abundant, but the vocabulary accumulated by young pupils is not much, and their mental development is not mature, so English picture books should be screened. In addition, Schools and libraries should play an active role in this regard, such as issuing recommended books for English picture books and making videos to guide parents to correctly choose English picture books⁶ (Yu Runpu 2009).

4 Strategies for reading picture books together among young primary school students in Zhoushan City

4.1 Picture book selection

Choosing the right picture book is the key to providing a reading experience for children. When choosing a picture book, we should first consider whether the selected picture book is suitable for the characteristics of children's physical and mental development. The picture books with high quality can not only provide students with different perspectives and different cognitive stimulation framework, but also stimulate the exploration of knowledge in various fields and the development of skills of lower grade pupils. Thirdly, it is necessary to consider their existing life experience and reading level, respect children's interests and hobbies, and appropriately give children the opportunity to choose picture books by themselves⁷ (Mo Shasha 2013).

4.2 Preparation before reading parent-child picture books

Before reading parent-child picture books, parents should first read the content of picture books carefully, grasp the ideological connotation and artistic style of picture books, and grasp the relationship between painting language and written language. Thirdly, in order to ensure the quality of daily parent-child reading, parents should create a quiet and comfortable environment for parent-child reading.⁸ (Gulizar Ekmü and Guo Liting 2019).

4.3 Specific guidance for parent-child picture book reading

When reading parent-child picture books, we should first pay attention to the proportion of closed questions and open questions. Children cannot get answers directly by observing the picture books, so they are required to make comprehensive analysis and think with divergent thinking.

In the reading process, parents can use the more operable parent-child English picture book co-reading channels: Picture Tour, Sustained Silent Reading, Story Maps, Jigsaw Reading and Reading Circles.

After reading picture books, parents and children can extend their reading with different activities, games and operations. For example, picture book reading is combined with story performance, games, painting, painting, handicraft, dance and music, etc.⁹ (Wang Qiang and Ao Narentuya 2017).

5 Conclusion

5.1 The conclusion

Through the investigation and information collection in the early stage and the exploration and analysis in the middle and later stages, this research has established the result

relationship that "English parent-child picture books have a positive effect on the English reading literacy of young pupils". On this basis, this paper also makes in-depth discussions on "why English picture books can play a positive role in the English reading literacy of young pupils" and "how to use English picture books to improve the reading literacy of young pupils". The overall research is based on questionnaire survey, supplemented by literature method and interview method. After processing relevant data, the following conclusions are drawn:

1. English picture books featuring rich colors and diverse content and forms can stimulate the interest of young pupils in English reading to a greater extent.
2. The combination of text and text in English picture books conforms to the current cognitive state of young pupils, which is easy for them to understand and internalize, making English learning more efficient and improving their English reading literacy.
3. English picture books, as highly valuable English reading teaching AIDS, should be highly valued and fully utilized: teachers bring English picture books into the classroom; Parents lead their children to read extracurricular English picture books. The library introduces high-quality English picture books to increase the proportion of English picture books.

5.2 Research limitations and deficiencies

This research strives to be objective and realistic, but due to the limitations of time and the ability of researchers, this research has some limitations. Due to limited time, some research contents are not in-depth enough and the scope of research objects is not wide enough. Besides, in terms of questionnaire survey, the setting of questions may have strong subjectivity of researchers, and there is no pre-test before questionnaire survey, which may have a certain impact on the results of questionnaire survey. Moreover, this paper cannot involve various regions in the research, and the area studied in this paper is limited to Zhoushan City. In terms of analysis and countermeasures, the professional limitations and subjectivity of researchers may lead to shallow analysis and low feasibility of some countermeasures.

Acknowledge

The 2022 University-level College Student Science Innovation Program Project (Academic papers) 2022-A-037

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