

# **An Empirical Study on the Role of English Picture Books in the Improvement of English Teaching in Higher Vocational Colleges**

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**Abstract:** The classic English picture book is not only beautiful in appearance, but also simple in story, rich in meaning and profound. The many advantages of the picture book are attractive to students, so that they can no longer fear English learning. This paper takes the English teaching of creative design majors as an example, and discusses the feasibility, problems and solutions to improve students' English reading ability and reading interest in the way of reading in English, in order to find a way to improve English teaching in vocational colleges, the way that quality works well.

## **1. Introduction**

In higher vocational colleges, due to the limitations of students, most students have a poor English foundation. Therefore, students have no sense of accomplishment in learning English, which makes it difficult to have a high interest in learning. At the same time, English teachers are generally less enthusiastic in teaching, so vocational colleges the level and effect of school English teaching cannot meet the professional needs of students. Students do not want to learn English textbooks because the content of the textbooks does not arouse the enthusiasm of students. The above reasons have led to the low quality of English teaching in some higher vocational colleges, so it is extremely urgent to diagnose and reform the English quality of higher vocational colleges. In order to solve this problem, the author explores the teaching of English picture book in teaching to improve the English learning enthusiasm and teaching effect of the creative design students in higher vocational colleges, and has achieved good results.

## **2. Theoretical Basis**

The author of "The Travel of Picture Book" once described: "The 21st century picture book will become more and more important, not only for adults and children, but also for the things they get from it." The picture book is rich in content, and every reading of the classic picture book will be Let people feel the rich content contained in beautiful pictures and simple words, so the picture book has attracted countless readers. The cultivation of reading ability through picture book teaching is an extremely common practice in foreign language teaching, and most of the teaching research in China is concentrated in primary school. For higher vocational students, the teaching of English picture books is basically a blank. The corresponding research and application are also rare. In fact, most students in higher vocational colleges have a relatively low level of English learning, and the reading and reading ability of English books are not high. It is not easy to improve the interest and enthusiasm of English students in English. But for creative design students, painting is their professional class, and they are more interested in picture books than other professional students. The use of picture book teaching can fully enable students to combine professional and English. The vivid and interesting picture book is a rare textbook for art students who like to read pictures, and many classic picture books are the treasures of human culture, from the perspective of the story or from the art. The angle is extremely readable.

Therefore, it creates a more opportunity for students to access the original English reading materials, practice reading ability, feel the charm of authentic English language culture and fall in love with English reading, and then fall in love with English becomes a topic worthy of further

study. The English picture book is one of the ideal reading materials. The classic English picture book not only has beautiful picture, the story is relatively simple, and most of the same English sentence patterns appear repeatedly, which is convenient for strengthening practice; the picture book is rich and profound, and the many advantages of the picture book are attractive to the students, so that they can more easily cope with English. Challenge, no longer afraid of learning English. At the same time, in the process of reading the picture book, students should not only be able to improve in cognitive learning, language development, life ability, personality improvement, but also in terms of aesthetic ability and creativity. English picture book reading can improve students' English reading ability, stimulate students' interest in learning, and lay a good foundation for further study of English.

However, most of the English reading books in China are still in the period of children and children. The research and application in the university stage are rarely heard. Therefore, the feasibility and role of picture book teaching in vocational colleges, as well as the recognition and learning effect of students It is necessary to accumulate research materials and conduct empirical research in actual teaching.

The author carried out the teaching practice of picture book in the creative design students of higher vocational colleges, in order to open up an effective way for art students in higher vocational colleges to learn English, and to change the view that art students are poor English. Let the teachers and students understand that English is a tool for communication and reading, a language for acquiring knowledge, not a lifeless grammar analysis and word interpretation. Picture book reading is the most direct way to give life to this language. Students in higher vocational colleges, especially those who study art, can improve their listening, speaking, reading and writing skills through reading and reading in English. They can improve the interest and efficiency of English learning and get out of the English learning model of dead words and grammar.

### **3. Problems Faced**

In order to teach picture books among students in higher vocational colleges, there are several problems that must be solved first.

In the implementation process of picture book teaching, the core issue is the subject matter. The story content of the picture book and the difficulty of reading the language are the most difficult factors to grasp and the decisive factor in determining whether the reading can be carried out effectively. Finding a picture book reading material suitable for students is the first step in reading a picture book. The reading of English reading materials for vocational students is almost zero. The English learning materials that have been studied are only for the study of English textbooks. They have no chance and no confidence to read an original English book. The English level is further improved only in a large number. It can only be realized under the premise of reading. However, it is often difficult to find a balance between reading difficulty and subject matter. The content is simple, the English is easy to learn picture book, the students are not interested; the content and theme are suitable, the students are interested, but the English is too difficult. Therefore, selecting a picture book that is suitable for English and subject matter from many picture books is a prerequisite for doing a good job of picture book teaching.

In the classroom organization, it is generally a large class teaching system, want to get better teaching effect, what kind of method is used to organize the class in the specific teaching, how to carry out specific exercises, how to check the homework, how to better carry out the class Post-review and supervision will affect the effect of the class and the students' interest in learning and learning.

An effective assessment method is a very important factor in testing the success of a course. It is very important to carry out picture book teaching to effectively improve students' interest and reading ability in reading original English materials, and to expand the students' English vocabulary and other teaching objectives. Therefore, only by exploring a set of assessment mechanism suitable for picture book teaching can we ensure the smooth development of picture book teaching and achieve the expected results.

#### 4. Solutions

In order to select suitable textbook reading materials, you can use the questionnaire survey method to understand the current students' expectations and requirements for the textbook theme, and select the textbook reading materials that are more suitable for students.

Because the age of higher vocational students is quite different from that of primary school students, there is a great difference in the demand for picture books. The relatively good English original story has higher requirements on students' vocabulary and English reading level, and the English level of vocational students is difficult to achieve. According to the questionnaire survey, 68.63% of the students thought they would like to read the inspirational picture books, 58.82% hope to read the picture books closely related to their lives, and 47.06% of the students hope to read the picture books of the family, 45.1% and 25.49% of the students respectively. I hope to read the picture book of love and technology. At the same time, 41.18% of the students thought that the biggest obstacle to reading the picture book was the vocabulary, and 37.25% of the students thought that they could not understand the deep cultural connotation of the picture book. Based on the reading of English picture books, the colorful and touching plots of the story have become the main factors attracting students. The language of English picture books will present a certain amount of new words on the basis of high-frequency vocabulary. For higher vocational students, these words are also full of challenges. This highlights the contradiction between the students' English level and the interesting taste of the story, and this is also the most typical contradiction in the process of reading English reading.

Therefore, it is possible to initially determine the reading bibliography according to the reading level of the students. In the teaching process, compare the reading enthusiasm of the students, and select the classic picture books that are welcomed by the students as the intensive reading materials. In the course of practice, it is found that the more popular picture books are Chery Hilferstein's "The Tree of Love" *The Giving Tree*, which depicts the story of an apple tree and a boy. The apple tree gave the boy everything he did, but the boy didn't have much gratitude. This picture book tells a very warm but slightly sad story, which is very profound and makes people move. In practice teaching, when students associate their stories with their parents, many students will be moved to tears. The author of this picture book is Shel Silverstein. The humorous and warm features of his works are fully expressed in the story; the picture of the picture book is simple and simple, the English text is easy to understand but not naive, and it also contains a profound philosophy of life, suitable for college students to read. The picture book is even listed as a must-read for American college students. Similar picture books include *The Missing Piece*, *Guess How Much I Love You*, *One Day, Someday*, *Love You Forever*, *Love You Forever* A series of philosophical or warm-hearted picture books. After finding the right reading theme, the reading enthusiasm and interest of the students can be mobilized.

Using a group competition, students are encouraged to read the picture book together. This will enhance the sense of teamwork among students, and also encourage competition among the groups, motivate the students to promote mutual learning and improve the enthusiasm of English learning. As much as possible, the group maintains a relatively balanced level of English in different group members, which facilitates the sustainability of competition between groups. At the same time, it is convenient for students in the group to perform picture books, so that students have more practice opportunities in class, and improve classroom participation rate and learning efficiency. This method can not only improve the English ability of students, but also improve the teamwork ability of students.

In the process of reading English picture books, teachers are best to work with students to read intensive reading. When reading a picture book, teachers need to use a variety of methods to motivate students to read. In order to guide students to realize self-reading as soon as possible, to feel the joy of reading, and to make the mind to nourish the classic picture book. But be sure to have enough input for the picture book before reading. Song Juzhi, known as the "father of Japanese picture books," said in "My Picture Book Theory": "The picture book is expressed through beautiful language and pictures. Language and pictures can only be told as readers' own feelings. Children."

When a teacher or student expresses his voice and feelings through the language of the picture book, the joy and beauty brought by the picture book will be expressed. The experience of the picture book will remain in the memory of the students forever. . This way of reading the picture book also applies to students in higher vocational schools.

In the process of guiding students to read the picture book, the teacher must be read aloud. In the process of reading aloud, the teacher interprets the picture book in a more intuitive and vivid way through standard phonetic intonation, appropriate rhythm, vivid expression and appropriate action, and allows students to contact their own life experience to perceive the picture book and understand The emotions that the author of the picture book wants to express, from which they get the pleasure of reading. At the same time, in the process of listening to the classic picture book, the students not only passively accept the language knowledge, but actively accept the information of the English picture book, and at the same time combine the picture book content with their own life experience, and have an understanding of the original picture book content. New sublimation. In this process, students' English perception ability has been greatly improved. From the purely test purpose to the sense of accomplishment and happiness brought by English reading, the learning style has changed greatly, bringing different learning experiences to students.

Through various competitions, students are guided to read, present, and draw English picture books.

Holding an English Picture Book Reading Contest is a very effective way to promote the teaching of picture books. Through the picture book reading contest, students can show their own while displaying English and enhance students' confidence in learning English. A sense of accomplishment was found in the process of reading English. In the process of holding the picture book contest, the teachers and students completely forgot that this is a book for children, from which they enjoyed visual and auditory enjoyment, and felt the affection, friendship and philosophies in the story. Students have never really felt that the original English learning can also appreciate its deep culture in addition to grammar and multiple choice questions. Let students really feel the joy of using English to apply.

Encourage students to draw their own English picture books and tell their English stories. In the process of creation, students will try to use English as much as possible to think about how to use English pictures to express their English stories. In the process of this, students' desire for English expression will be enhanced. Students' enthusiasm for expressing their own creativity in English will be stimulated. The desire for creation is unprecedentedly high, and a large number of excellent picture books have emerged, which greatly encouraged the students' enthusiasm for English learning.

## **5. Conclusion**

By reading the picture book to learn English, the students' English reading ability will be improved overall, and the attitude towards the original English materials will be greatly changed. From the original fear, they will be brave to read. At the same time, the reading habits of English will also be greatly changed. It will be translated into Chinese in a succinct manner, and will be transferred to the picture to guess the meaning of the English story. No longer rely solely on Chinese translation. In this process, you can expand your vocabulary and improve your English reading. At the same time, the profound philosophy of life in the picture book will also make students think more deeply about life.

It can be seen that the use of English picture book reading to improve the English learning interest of art students is an effective learning method, which needs to be further promoted and applied in higher vocational English teaching.

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