

A Study of the Elementary School Students' Attitude Toward English Writing Instruction With Combining Picture Books and Guided Writing

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I. INTRODUCTION

A. Background

In recent years, many schools have spent a lot of money to buy children's English picture books. The picture books have rich and lively and interesting illustrations, which can easily arouse students' interest and read them. (Hong, 2001) mentioned that in this pluralistic society, the emphasis is on multiple abilities, and reading can not only absorb knowledge, promote learning, but also gain interest through reading, help brain development, language development, and inspire individual imagination and learning, creativity, etc. Picture books and storybooks are the first reading materials that everyone comes into contact with. They are full of creative and imaginative backgrounds for children's learning stories, which can arouse children's love for reading. The auxiliary teaching through picture books can touch children's inner world and create a lively classroom atmosphere.

Reading ability depends on understanding the words and sentence patterns in the text. However, Taiwanese students are lacking in English writing ability. Using picture books is an effective teaching strategy and helps students practice writing.

In this study, the researcher selected picture books as the main teaching materials. The researcher used picture books to attract the students' attention, hoping to conduct research through the way children like to read picture books.

The purpose is to use picture books as a medium to provide a pleasant and interesting language learning method to enhance students' interest in learning and reading habits. Through the design of teaching activities and the guidance of picture book adaptation activities, to inspire children's imagination and creativity, improve their writing skills and learning motivation.

Among the four skills of English listening, speaking, reading and writing, many countries emphasize learning to write. Recent research suggests that students should start writing from their first year of school (Adams, 1989; Zamel, 1992). The early of writing by school children has a positive impact in writing development. Early writing also had complementary positive effects on reading development. In addition, writing can expand horizons and improve organizational skills (Lin, 2003). In fact, writing activities can start with the simplest activities. Students start writing earlier, the more opportunities for practice. Because the English writing in elementary school is still basic level, the writing content is simple. Picture books are an effective medium for beginner writers (Grabe & Kaplan, 1996). Writing becomes interesting and fun through using picture books. (Paquette, 2007) pointed out that picture books can provide students with a structure for writing, produce meaningful works, and provide opportunities for collaborating with peers to strengthen students' writing motivation. Guided

by high-quality picture books, it can be used as a model for students to create their own stories. (Daly & Sharko, 2010)

The study of purpose

Through the strategies of English picture books reading, we can observe students' learning motivation and attitude. We hoped that through the teaching of picture book reading, students can use the words and sentence patterns they have learned to guide students to write short sentences and cultivate their English writing ability. This study explores the effectiveness of the teaching activities of fifth-grade students in improving students' English writing ability by adapting the story of the picture book -The very hungry caterpillalr.

Research Question

1. Do the fifth grade elementary school students have a high degree of motivation on picture books teaching ?
2. What is the attitude of English picture books combined with guided writing teaching to the writing of th grade students?

II. LITERATURE REVIEW

A. Action research

This study adopts action research as the research method. Researcher applied research the process and record of continuously discovering relevant problems and solving problems in teaching activities, with the purpose of improving the quality of teaching (Lin Tianyou, 2005). The researcher defined this action research as a circular research process of planning, teaching, observation, and reflection. The research method is concerned, the researcher is the teacher who can actually understand the real situation of the teaching area. Through the continuous cycle of action, reflection, readjustment, we strive to truly reflect the picture book story adaptation activities.

For the purpose of the research, in order to improve the problems in teaching to enhance the teaching effectiveness, and to construct a more specific understanding of the teaching methods and teaching practices of English writing in elementary schools. Therefore, the researchers carried out this action research and adapted the picture book story, hoping that the results of this writing action research would confirm the effectiveness of the program and integrate it into their teaching accordingly.

B. Picture books teaching

Picture books are rich in pictures and texts and vivid plots, which can easily attract children's attention. Picture books are an effective medium for beginner writers (Grabe & Kaplan, 1996). Using storybooks with pictures and texts as the medium of teaching materials, let students experience from the picture books, and then through interaction with teachers to understand

the connotation that the author wants to express in the picture books. While English picture books usually have repetitive sentence patterns and rhymes, students master the emphasis and sound characteristics in the repetitive sentence patterns. Improve students' interest in learning.

C. Guided writing

It is a kind of teaching writing, teaching the writing process, students need to actually write, and teachers play the role of students' guides, assistants, etc., to give students encouragement and advice. Guided writing will take place at any time during the class and may be presented as a group, small group or individual activity. The feature of guided writing is that most of the sentences have already been written, and students do not need to create too many sentences, but each student presents different works in words, sentences and paragraphs, so teachers still need to give guidance (Tyner, 2004). (Holdich and Chung ,2003)stated that guided writing provides students with more opportunities to make valuable connections between texts, sentences, and words. The purpose is to help students develop the basic writing skills of writing simple paragraphs, assist them in constructing error sentences, and stimulate their imagination and creativity.

The process of teaching picture books Picture book teaching in English learning is to cultivate the abilities of listening, speaking, reading and writing. Therefore, if the students can understand the words and sentences, the teachers need to train them to read the words and sentences correctly. Students can build their reading and writing skills with step by step. Beaty (1994) pointed out that the main reason why picture books are often used to assist teaching is because of they can attract student's attention. Teachers have to prepare proper planning and arrangements for courses and teaching by picture books to guide students learning .

Xiao Minhua (2005) believes that picture books teaching consists of four steps. The first step warm-up activities. It is to create an atmosphere, and the activities include performance, art work, observation, and publication. The second step read the picture book. Students can guess the story according to the picture. They can read and listen to the story. Tell the story according to the picture and read loudly. The third step discussion activity. Design the topic according to the development level and context of the story and use the five Ws (where, when, who, what, why) and one H (how). The fourth step is extended activities. It includes language, cognition, music, role-playing, etc.

The picture book itself has rich pictures and vivid plots, which can easily attract children's attention. It is very suitable as a teaching medium to enhance students' interest in learning and help teachers achieve teaching goals. When using picture books in teaching, teachers should master the teaching steps and skills of picture books, but still need to make appropriate adjustments according to the different characteristics and interests of children, in order to develop the most suitable picture book teaching activities.

III. METHODOLOGY

This research is mainly based on action research. The researcher wants to realize if using picture book reading teaching strategies can improve students' reading and cultivate students' English short sentence writing ability. The researchers and school colleagues partially cooperate in teaching, and play the roles of teaching activity designer, teaching teacher, teaching recorder, and teaching reflection. The researchers reflect on teaching from teaching design,

teaching, student feedback, video, data analysis and research, and then give feedback to teaching after revision. It is expected that through the teaching strategy of picture book reading, it will not only improve students' English picture book reading ability, but also cultivate students writing ability.

Participant

The participants in this research were fifteen fifth graders of public elementary school in Changhua Country.

This research was used picture books "The very hungry caterpillar" with one English class per week in 6 weeks. In English class, students observed and participated in picture book activities through various English picture book reading strategies, and practice short sentence writing activities.

Researchers The researcher is an English teacher in an elementary school. The researcher teaches students from the third grade to the sixth grade. There are two English classes a week for the fifth grade. The researcher studied at the Providence University. The researcher has been teaching English for 8 years in elementary school. In the past 8 years, The researcher has worked hard to improve English teaching and participated in action research. This semester, The researcher has started to research the students' lack of writing skills in elementary school. The researcher hoped that through reading teaching research can find suitable teaching strategies and methods to cultivate students reading and writing skills. In this semester, there is one teacher who participated in the teaching of picture books together. The teacher graduated from the Institute of Applied Foreign Languages of Yunlin Technology University. She is also an English teacher in elementary school and she has rich teaching experience.

Research tool

This study used a picture book storybook," The very hungry caterpillar". The researcher designed their own study sheets for picture books, including The very hungry caterpillar study sheet, group story discussion study sheet, story-guided writing study sheet, story ending poster, reader theater performance; story feedback is a simple open-ended question. For realizing students' thought of learning and their perception of English reading learning. Use the "English Picture Book Teaching Activity Feedback Sheet" to realize students' feedback on picture book reading strategies teaching activities, and use "Notes on Reflection" to records the reflections and problems of teachers in the teaching process.

Data collecting

The data for this study were collected through worksheets, observations, feedback sheet, class video recording of student performance, and researcher reflection. Through the steps of marking, classifying, sorting, etc., the overall opinions and suggestions for revision are summarized.

Instrument and Procedures

This action research design pre-test and post-test before and after the implementation of the course. The pre-test is to test the students' English writing preparatory ability, so as to understand the students' starting behavior. The post-test is to understand the learning effect of the research subjects after the teaching. The pre- and post-test are the same test.

Writing worksheet

With the guidance of the story, let the students realize the main structure of the story. The design of the story rewriting worksheet is to assist students in adapting stories in groups,

and guide students to conceive and structure the adaptation of the story through the sequence of characters, plots, events and endings on the worksheet.

The notes of classroom observation

The researcher used video recording and designed a classroom observation scale to record the learning situation of each student in the classroom in order to record and review the whole story adaptation activity, That problems can be found in real time and appropriate adjustment of teaching methods can be made immediately. Observation scales can not only be used as a reference for teaching reflection, but also as a basis for tracking students' learning.

The notes on teaching reflection

The research record the story adaptation teaching process with reflection notes, so as to reflect and think about the lack of teaching process and results, and make the next teaching correction accordingly.

Teaching process

In order to arouse students' interest in reading picture books, the researcher selected a video of "The very hungry caterpillar" that students were familiar with, to arouse students' interest in reading and realize of the story, combined with life experience. Using the predicted reading strategy, the researcher asked students to discuss the ending of the story in groups. By discussing the ending of the story, the students had a lot of imagination. The researcher also used the sentence patterns and words that have been taught to guide the students to try to write in English short sentences.

Research Process

This action research adopts the implementation steps (Lin Tianyou, 2005). The researcher determined the research question to explore the adaptation of picture book stories to improve the writing ability in elementary school. Then collect relevant materials, organize literature, solve the problems through implement teaching plans, and analyze and observe students' works after implementation. effect, and then make teaching corrections to re-plan the next action step.

The research design

This study adopts an action research design, and the researcher conducts a period of 6 weeks, 1 class per week, 6 classes of writing teaching. According to the pre-test results, the research subjects were divided into 3 groups. According to Hooper & Hannafin (1988), heterogeneous grouping can indeed improve the performance of low-achieving students. The teaching designers of this study adopted a heterogeneous grouping method, and this study was divided into 3 heterogeneous groups according to the pre-test scores of the research subjects.

The cycle of research

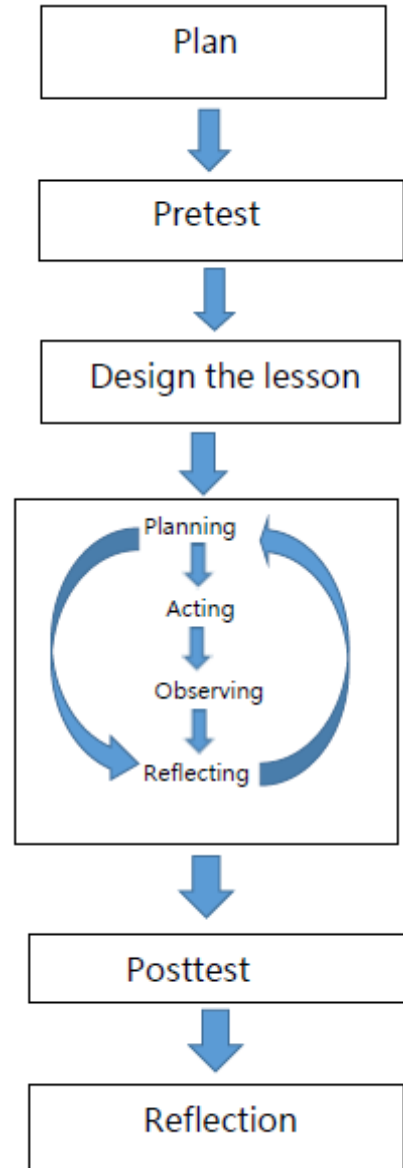


Figure 1:

Lesson plan

| | |
|-------------|--|
| First week | Tell the story, let the students familiar with the content of the story, and then introduce the pre-made relevant words and sentence patterns. |
| Second week | Ask students to read the story aloud. Review the content of the story they learned in the previous class. Handed out study sheets to the students Discussed worksheet. |
| Third week | The story rewriting worksheet. Discusses and decides to adapt the story. The content of the worksheet includes characters, plots, events, and endings. Decides the roles and plots. |
| Fourth week | Discuss story rewriting worksheets marked by teachers. Wrote an adapted story based on the worksheets marked by the teacher. |
| Fifth week | Presented the adapted works. To practice reading their adapted story aloud. |
| Sixth week | The results published the stories adapted. Performed in the Reader's Theater. |

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附件 1 Worksheet

Arrange the food you love, your feeling and then create the week's menu.

Ex: On Monday, I was hungry. I ate 1 red apple.

On Monday, I was hungry.

I ate _____.

On Tuesday, I was hungry.

I ate _____.

On Wednesday, I was hungry.

I ate _____.

On Thursday, I was hungry.

I ate _____.

On Friday, I was hungry.

I ate _____.

On Saturday, I was hungry.

I ate _____.

On Sunday, I am not hungry or _____ anymore now.

I have a ___ (picnic/ party/ show)with my ___(family /friend/)
and let's go out.

附件 2

英文學習動機問卷

| 題號 | 題目 | 非常同意 | 同意 | 尚可 | 不同意 | 非常不同意 |
|----|-------------------------|------|----|----|-----|-------|
| 1. | 我覺得學好英文很簡單。 | | | | | |
| 2. | 我覺得學英文很難。 | | | | | |
| 3. | 我覺得學好英文就是為了考試。 | | | | | |
| 4. | 我覺透過繪本學英文學英文會更有趣。 | | | | | |
| 5. | 我覺得透過繪本學英文，英文變簡單。 | | | | | |
| 6. | 我覺得透過繪本教學，英文變簡單。 | | | | | |
| 7. | 我對於英語課程不會的地方，我會主動問老師。 | | | | | |
| 8. | 上英語課時，我會用心聽老師講解。 | | | | | |
| 9. | 上英語課時，我不怕犯錯，並試著說英語。 | | | | | |
| 10 | 我會用心完成英語作業，並能得到老師良好的稱讚。 | | | | | |

附件 2

英文學習態度問卷

| 題號 | 題目 | 非常同意 | 同意 | 尚可 | 不同意 | 非常不同意 |
|----|-----------------------|------|----|----|-----|-------|
| 1. | 繪本學英文讓我都不想下課了。 | | | | | |
| 2. | 繪本學英文讓我回家後都會主動複習。 | | | | | |
| 3. | 桌繪本學英文讓我敢開口問問題了。 | | | | | |
| 4. | 繪本學英文讓我主動去閱讀其它英文書籍。 | | | | | |
| 5. | 繪本學英文讓我覺得考試變簡單了。 | | | | | |
| 6. | 繪本學英文讓我更主動參與課堂上的活動。 | | | | | |
| 7. | 繪本學英文文讓我學會互助、自助的學習方法。 | | | | | |
| 8. | 繪本學英文讓我對英文課更有興趣了。 | | | | | |
| 9. | 繪本學英文讓英文課變有趣了。 | | | | | |
| 10 | 桌遊學英文讓我更勇於開口說英文了。 | | | | | |
| 11 | 繪本學英文讓我增加了更多的口說的練習。 | | | | | |
| 12 | 繪本學英文增加了同學之間的互動。 | | | | | |
| 13 | 繪本學英文讓我不害怕開口說英文和考試了。 | | | | | |
| 14 | 繪本學英文讓我對英文更有自信了。 | | | | | |
| 15 | 繪本學英文讓我對英文能更自動自發的學習。 | | | | | |