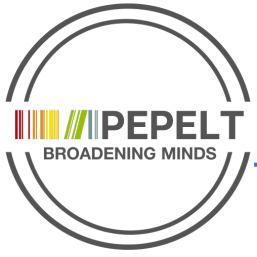


Picturebooks in **European Primary English Language Teaching**

Gail Ellis, Tatia Gruenbaum
Sandie Mourão & Anneta Sadowska

TeachingEnglish Webinar
18 March 2021



Picturebooks in European Primary English Language Teaching

PEPELT is a social media project on Facebook with a companion website which promotes the use of picturebooks in primary English language teaching.

We aim to empower teachers to go beyond language teaching alone and embrace their wider professional remit.



What is a picturebook?

Picturebooks are multimodal texts, where the pictures, the words and the design contribute to making them quite different from anything else we might bring into a language classroom.



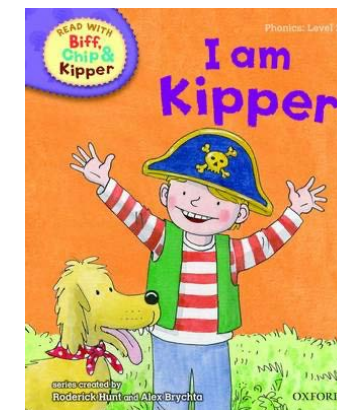
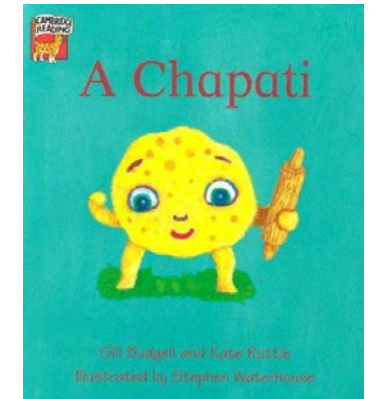
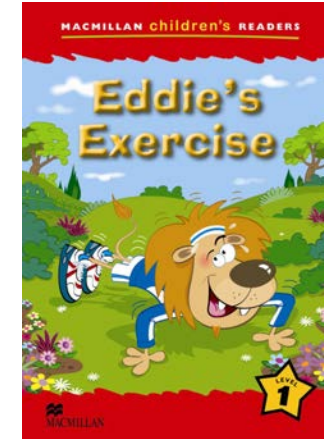
One of the richest and potentially most rewarding of literary forms.

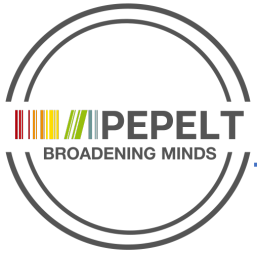
Peter Hunt 2001:291

Graded readers / reading schemes vs picturebooks

Graded readers (learner literature)

- Written for language learners
- Contain graded language
- Are didactic i.e. can contain language related activities like dictionaries, vocab activities
- Can have comprehension questions on the pages
- Usually very short (15 – 20 pages)
- The focus is on the words so, the quality of the artwork is less desirable





The PEPELT Website: www.pepelt21.com

ABOUT PICTUREBOOKS ▼

- WHAT IS A PICTUREBOOK?
- INFORMATIONAL PICTUREBOOKS
- GENERAL GUIDELINES
- SELECTING PICTUREBOOKS
- MEDIATING PICTUREBOOKS
- PICTUREBOOK TEACHING LINKS

RESOURCES ▼

- OUR VIDEOS: WHAT WE TALK ABOUT
- PEPELT 2020/2021
- PEPELT 2019/2020
- PEPELT 2018/2019
- OUR BOOKS FROM A-Z

TEACHING ONLINE

TEACHING ONLINE ▼

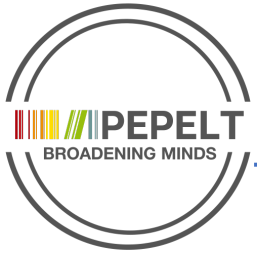
- ONLINE READ-ALoud TIPS
- ELTONS 2020: TEACHING TIP
- MINI PICTUREBOOK E-LESSONS: GUIDELINES
- MINI PICTUREBOOK E-LESSONS: OVERVIEW
- MINI E-LESSONS

BLOG

PRESS

EXTRA ▼

- GET INVOLVED
- ACADEMIC RESOURCES
- IATEFL YLTSIG
- NATIONAL LITERACY PLATFORMS
- PICTUREBOOK AWARD LISTS

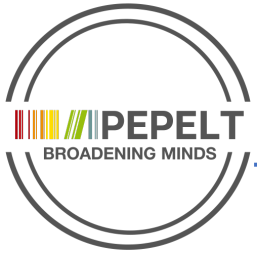


The potential of picturebooks for PELT classroom

Picturebooks afford wide educational benefits in addition to language benefits and support the main objectives for foreign language teaching to children at primary school:

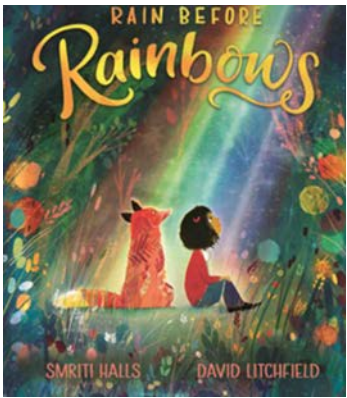
- ✓ Linguistic gains
- ✓ Psychological – affective gains
- ✓ Cognitive gains
- ✓ Social emotional gains
- ✓ Intercultural gains
- ✓ Cross-curricular gains



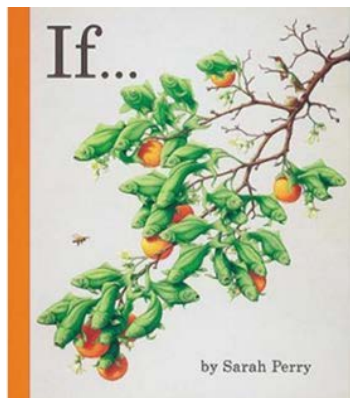


<https://www.facebook.com/PEPELT21>

- ❖ A picturebook of the month
- ❖ **Four** videos representing different perspectives to the picturebook



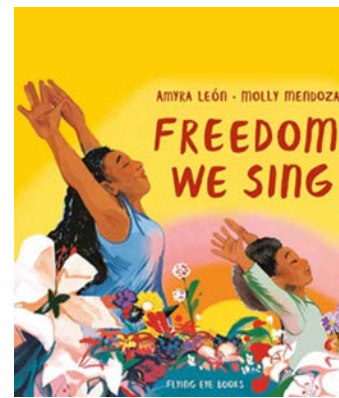
October



November



December



January

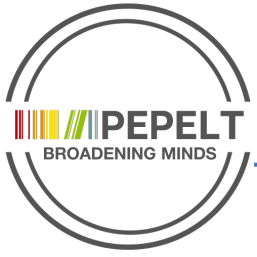


February



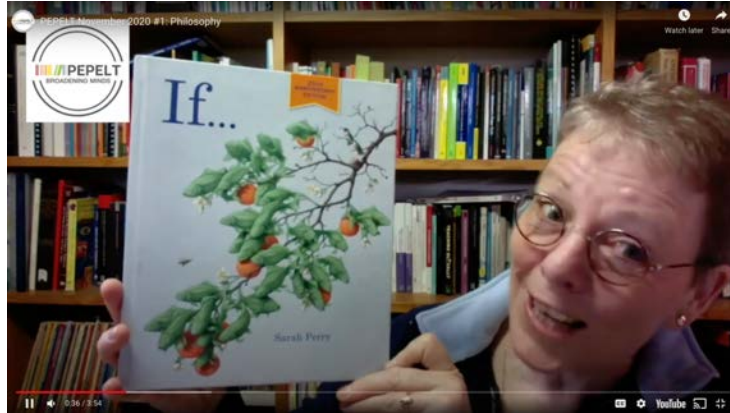
March

So far in 2020 / 2021



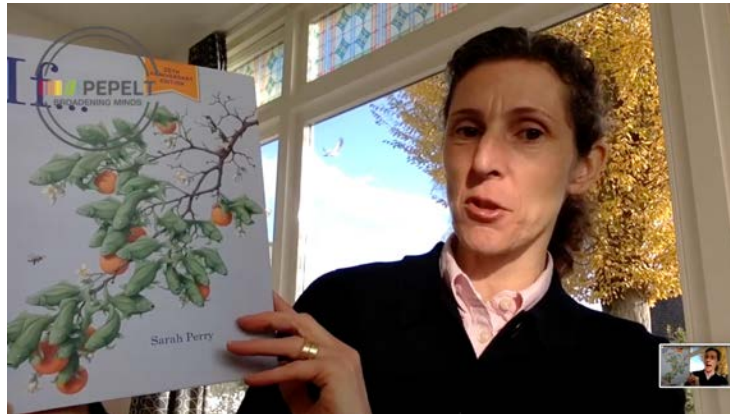
<https://www.facebook.com/PEPELT21>

Picturebook as
object

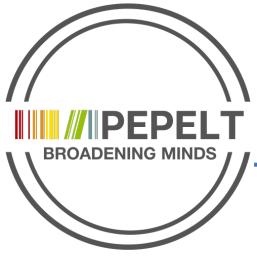


Multiliteracies

Teacher
education



Notes from the
classroom



Key challenge – selecting picturebooks

Real success depends on having the right story for the linguistic and cognitive ability and interests of the children in order to maximise their enjoyment, involvement and learning

Gail Ellis, 2018:84

Features in picturebooks, which work well, allow for:

- ✓ predictions and confirmations (or surprises!)
- ✓ involvement and participation (thinking and interaction, prediction, guessing, repetition)
- ✓ supporting and extending children's knowledge of the world
- ✓ follow-up extension/final outcome

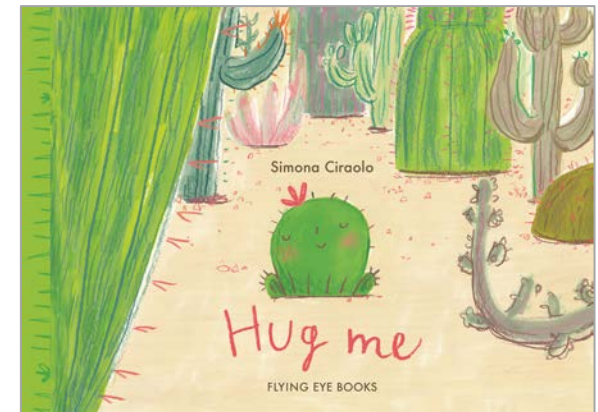
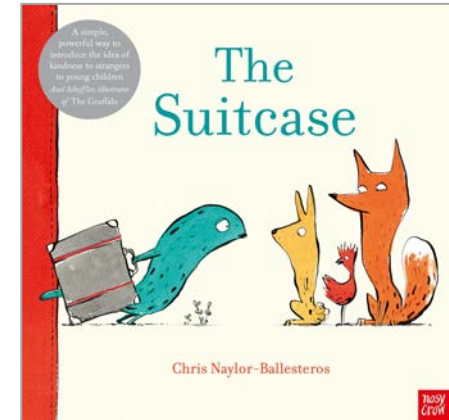
Key challenge - selecting criteria

Suggested criteria for selecting a picturebook.

- ✓ Language level
- ✓ Literary devices
- ✓ Content (including intercultural awareness and values)
- ✓ Illustrations and layout
- ✓ Educational potential
- ✓ Appeal and motivation
- ✓ Potential for follow-up/main outcome
- ✓ Other

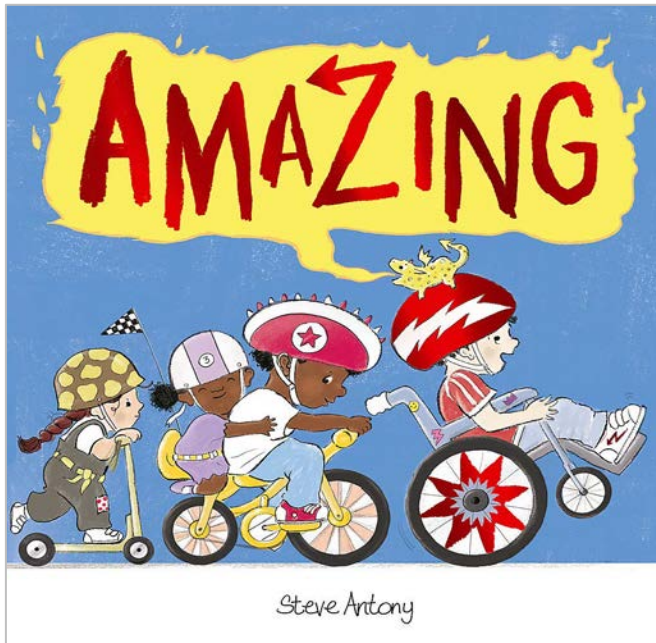
See <https://pepelt21.com/book-selection/>

Gail Ellis & Jean Brewster, 2014:19



Key challenge - final outcomes

- ❖ January 2020: *Amazing* by Steve Antony
- ❖ Celebrating diversity – International Day of People with Disabilities



Potential for follow-up/main outcome

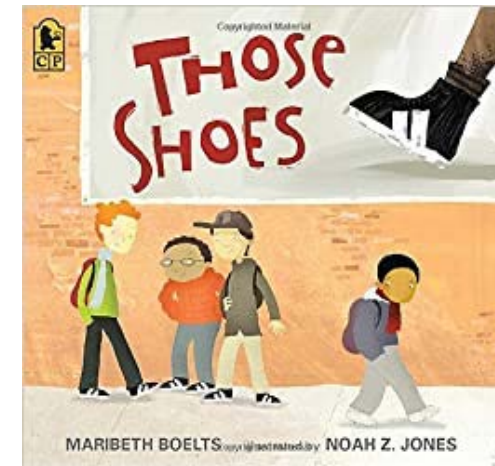
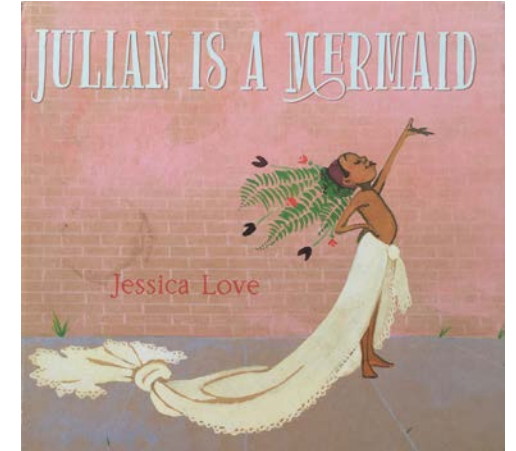
- ✓ Write a description of your ideal pet
- ✓ Carry out a project about wheels
- ✓ Design a wheel cover for a wheelchair
- ✓ Identify adjustments in your neighbourhood which support people with disabilities

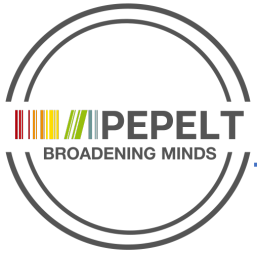
Key challenge – diversity

We select picturebooks which mirror children’s reality so **all** children can see themselves represented.

Our selected picturebooks:

- are diverse in design and illustration
- are created by authors and illustrators of diverse backgrounds and identities
- align with key events on the international diversity calendar
- address diversity themes and promote positive values





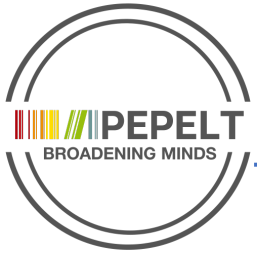
Mini picturebook e-lessons

- ❖ A set of guidelines for children to watch and listen to a recorded read-aloud
- ❖ Always read aloud by the picturebook creator(s)

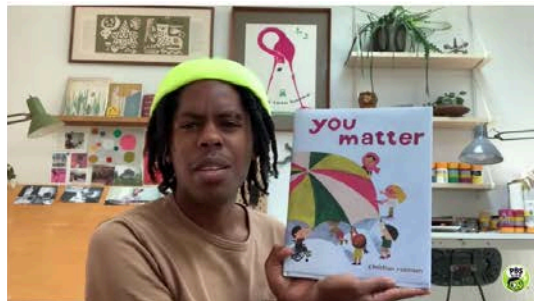
Enable children to:

- ✓ engage with picturebooks
- ✓ develop their English language and especially their listening, viewing and comprehension skills
- ✓ find out and research interesting facts and information
- ✓ enjoy meeting and listening to the creator of the picturebook.

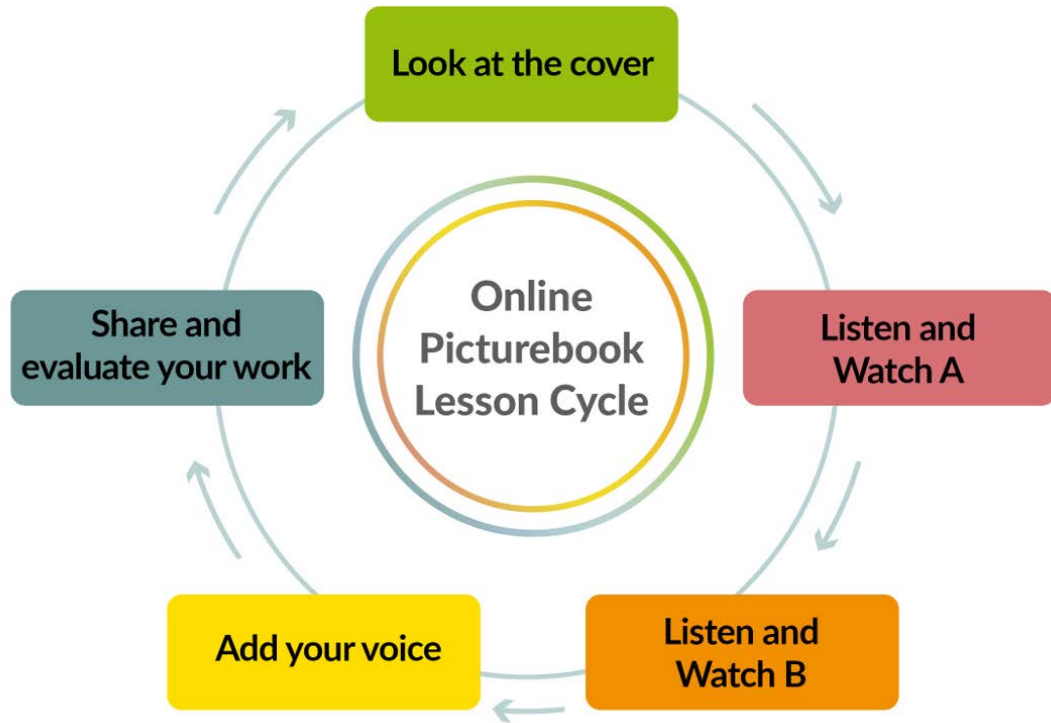
To date: a total of **24 e-lessons**



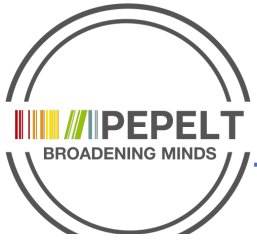
Recorded read-alouds by picturebook creators



A picturebook e-lesson framework

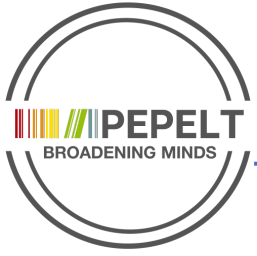


- five Stage Model (Salmon, 2013) which provides a scaffold for a structured and paced programme of online learning;
- three main stages of teaching a story-based primary English language lesson which includes a process of pre-, while- and post-activities (Ellis & Brewster, 2014, p. 22);
- Plan-Do-Do More-Review-Share learning cycle (Ellis & Ibrahim, 2015, p. 28).



A picturebook e-lesson framework

Step 1 The Cover	Step 2 The video read-aloud	Step 3 The video read-aloud	Step 4 Your Voice	Step 5 Your Work
Look at the cover to predict, research information and check key words.	Listen and watch (A) the picturebook creator reading aloud for general understanding. Tell children they are not expected to understand every word.	Listen and watch (B) the picturebook creator reading aloud to develop observation, listening and comprehension skills.	Add your voice to make personal, cross-curricular, and intercultural connections.	Share and evaluate your work with your classmates and teacher.



A picturebook e-lesson framework

Name **My evaluation** Date

Picturebook title

Author/Illustrator

A. Personal response

What I liked about the cover. Why?

What I liked about the read-aloud. Why?

What I liked about the story. Why?

My favourite illustration. Why?

My favourite character. Why?

The book made me feel ...

This book made me think about ...

I would like to tell the author/illustrator ...

B. Self-evaluation

What I learnt from this picturebook.

How well did I do? Draw the face in *the books* to show how well you feel you did.

I tried hard and did this well.
 I tried quite hard and did this quite well.
 I can't do this yet and will try harder.

Did I understand the general meaning of the story?

Did I look at the pictures to help understand the story?

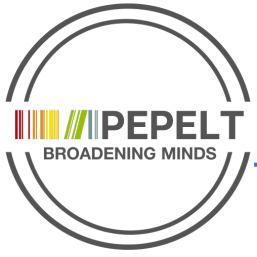
Did I look at the author's facial expressions and gestures and listen to changes in their voice to help understand the story?

Did I predict what was going to happen next in the story?

Did I answer the questions and complete some activities? My favourite activity was _____ because _____

What do I need to do next?

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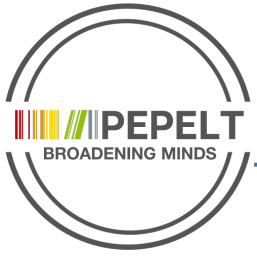


PEPELT – Get Involved!

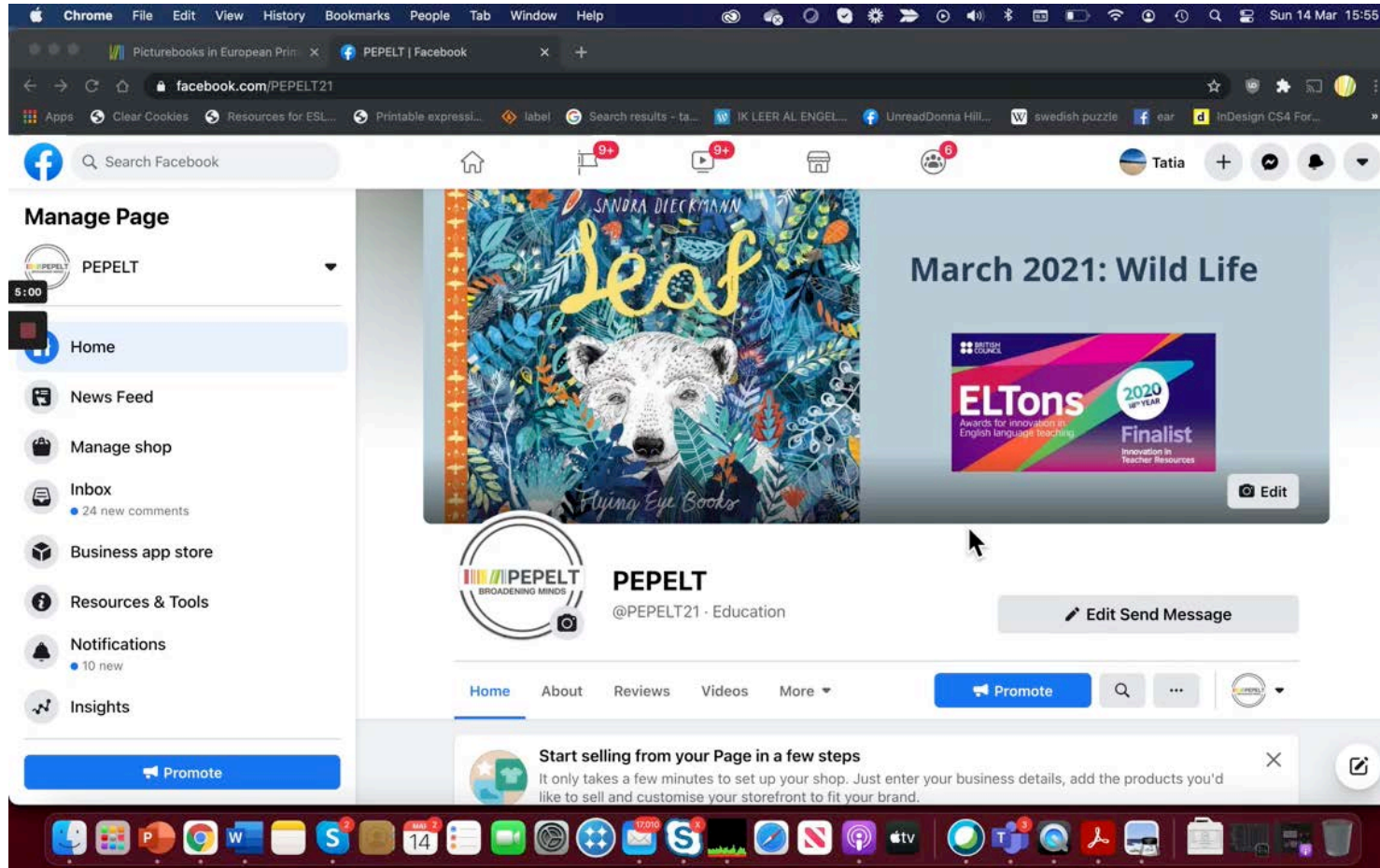


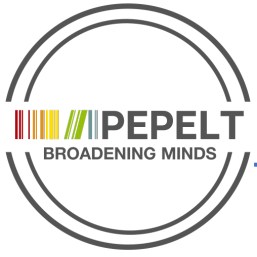
- Have you used any of our **picturebooks of the month**?
- Have you used any of our [mini e-lessons](#)?
- Would like to **share** your experiences?

We would love to hear from you!



PEPELT – Online (www.pepelt21.com / fb:@pepelt21)

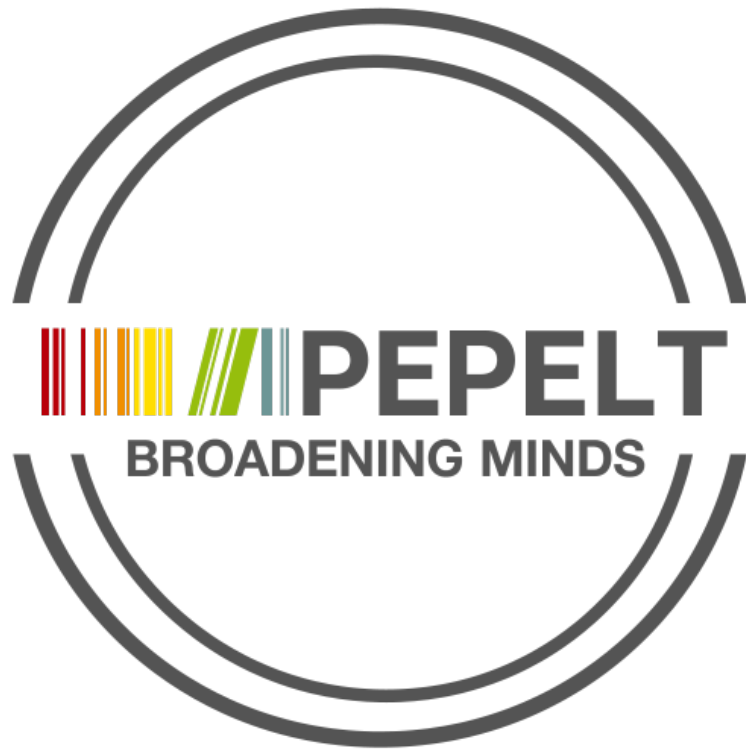




Children need picturebooks if they are to attain well-being and their holistic potential ... Attitudes and interests are formed early and to hold and enjoy picturebooks should be one of children's rights.

Opal Dunn (2016)

British Council ELTons Outstanding Achievement Award 2020



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Thank you & see you online! PEPELT Team



TeachingEnglish Webinar
18 March 2021

