

A Review of Picture Books in Primary School English Teaching in China

Yihan Zhu*

Zhejiang Normal University, Zhejiang, China

*Corresponding author: Yihan Zhu.

Abstract

In recent years, picture books have been increasingly applied in primary school education. This paper reviews the teaching strategies and empirical studies concerning the application of picture books in primary school English teaching in China. Existing research indicates that picture book teaching, grounded in second language acquisition theory, multimodal discourse analysis, and constructivism, can effectively improve students' reading, writing, and oral English abilities while promoting the development of cross-cultural awareness and cultural confidence. A relatively complete framework featuring thematic alignment, learner adaptation, and integration of curriculum elements has gradually been formed in picture book selection. However, current studies still face problems such as fragmented teaching strategies, the absence of systematic classification, uneven empirical evidence, and incomplete evaluation mechanisms. Future research should establish standardized semester-based teaching models, strengthen empirical studies on underexplored dimensions, and expand localized picture book development and home-school cooperation mechanisms, thereby promoting the high-quality development of picture book teaching.

Keywords

English picture books, primary school English teaching, multimodal learning, reading instruction

1. Introduction

A picture book is a literary form that conveys stories through the integration of pictures and text. At present, most scholars consider *Orbis Pictus*, written by the Czech educator Comenius in 1658, to be the world's earliest picture book. In *Words About Pictures: The Narrative Art of Children's Picture Books*, the Canadian scholar Perry Nodelman defines picture books as a unique medium distinct from conventional text-based reading materials and visual art. Picture books realize storytelling and ideological communication through the combination of sequential illustrations and concise language, or even through wordless visual narratives. In 1986, China joined the *International Board on Books for Young People (IBBY)* and established its Chinese branch in 1990. Subsequently, a large number of high-quality foreign picture books were introduced into China [1]. Nowadays, picture books are widely applied in kindergarten and primary school education in China to enhance children's cognitive ability, language expression ability, and aesthetic appreciation [2]. According to Piaget's theory of cognitive development, children aged 7 to 11 are mainly characterized by concrete operational thinking. In the field of primary school English teaching, the *English Curriculum Standards for Compulsory Education (2022 Edition)* clearly emphasizes that English teaching should be guided by the

cultivation of core competencies, aiming to stimulate students' interest in English learning and develop their comprehensive language application ability [3]. To address these educational requirements, picture book teaching has gradually been integrated into traditional English classrooms. English picture books combine vivid illustrations, coherent storylines, and age-appropriate language, which not only conform to the cognitive characteristics of primary school students but also provide authentic and contextualized language input for English learning. Therefore, they possess considerable pedagogical value [4]. Although picture books have been widely recognized and applied in primary school English teaching, current research still suffers from fragmented functional definitions, scattered empirical findings, and a lack of systematic reviews. Therefore, this literature review selects representative studies published since 2022, summarizes the core educational functions of picture books and related empirical research in primary school English teaching, and aims to provide references for future teaching practice and academic research.

2. Theoretical Background

In existing research, a relatively unified theoretical framework has been established for the application of picture books in English teaching. Three major theories are generally regarded as the core theoretical foundations of primary school English picture book teaching. Krashen's Second Language Acquisition Theory provides the theoretical basis for picture book teaching and has gained broad academic recognition. His Input Hypothesis proposes four prerequisites for language acquisition: comprehensible input, interesting and relevant content, non-grammatical sequencing, and sufficient language exposure. This theory guides the selection of picture books, the design of classroom activities, and the compensation for insufficient language input. Meanwhile, Krashen's Affective Filter Hypothesis argues that learners can effectively internalize language input only when they are psychologically receptive. This theory provides support for teaching strategies such as gamification, cooperative learning, and role-playing activities [4,5]. Multimodal Discourse Analysis Theory, proposed by Kress and van Leeuwen, serves as another important theoretical foundation for picture book teaching design. The theory emphasizes that meaning construction is achieved through the interaction of multiple modalities such as vision, audition, and spatial arrangement, thereby breaking the dominance of linguistic centrism and regarding language as only one component of a multimodal semiotic system [6]. Picture books integrate multiple modalities including images, text, color, and layout. Their meaning-making process involves intralingual, interlingual, and intersemiotic transformation. The three representational functions of images correspond to the three metafunctions of language, thus establishing an analytical framework for image-text interaction [7]. This theory also offers important guidance for the design of multimodal classroom teaching strategies. Constructivism supports the student-centered orientation of picture book teaching and has also reached a broad academic consensus. Constructivist theory emphasizes that learning is an active process of meaning construction, which highly corresponds with picture book teaching practices. Activities such as story prediction, role-playing, and plot continuation help scaffold students' inquiry and cooperation. Through contextualized activities, learners actively construct language knowledge and pragmatic competence, shifting from passive reception to active learning [8,9].

3. Literature Review

3.1 The Application Value of Picture Books in English Teaching

Under the guidance of the *English Curriculum Standards for Compulsory Education (2022 Edition)*, picture books have become important supplementary teaching resources that help address existing teaching problems while stimulating students' learning interest and initiative. As typical multimodal discourses integrating language, images, colors, and layout design, picture books possess both instrumental language value and literacy cultivation value. From the perspective of language development, picture books combine images and text with storytelling elements, which effectively stimulate students' learning interest. The language used in English picture books is concise, repetitive, and rhythmic, which corresponds to the cognitive characteristics of primary school students and contributes to the cultivation of language sense [4]. In addition, picture books help students accumulate language knowledge and improve reading efficiency through engaging reading experiences [10]. From the perspective of integrating reading and writing, picture books also serve as an ideal medium for integrated language instruction. The standardized sentence structures presented in picture books can regulate students' language expression and improve both writing competence and thinking ability [11].

Based on the Affective Filter Hypothesis, picture book teaching can reduce students' negative learning emotions and stimulate intrinsic motivation. Diverse themes in picture books not only improve students' language competence but also help to realize moral education objectives [12]. As effective cultural carriers, picture books integrate both Chinese and Western cultures, enabling students to experience foreign customs and values, deepen their understanding of local culture, strengthen cultural confidence, and combine language learning with cultural education [13,14]. Overall, existing studies have comprehensively explored the multiple educational values of picture books, laying a theoretical foundation for their integration into primary school English classrooms. However, most studies remain at the level of empirical summaries and lack large-scale and long-term verification. Furthermore, current research mainly focuses on general educational value while neglecting differentiated values across grade levels and proficiency groups, thus failing to provide sufficiently precise guidance for frontline teachers.

3.2 Applied Strategies of Picture Books in English Teaching

3.2.1 Applied Strategies of Picture Books in Reading Teaching

Regarding reading instruction in primary school English teaching, Li focused on suspense-setting strategies and proposed five types of suspense construction in picture book teaching: thematic suspense, key-event suspense, reversal suspense, serial suspense, and ending suspense. These strategies can encourage students' independent inquiry throughout the reading process, maximize the educational value of picture books, and improve both reading ability and thinking quality [8]. Gan systematically explained the dual-coding mechanism and multidimensional educational value of picture-text interaction and divided the classroom process into three stages: pre-reading, while-reading, and post-reading [9]. Zhang further refined pre-reading preparation strategies and proposed two operable classroom approaches: illustration guidance and dynamic audio-visual guidance. Together, these studies formed a relatively complete pedagogical framework for primary school English picture book teaching from a multimodal perspective [15]. Wang discussed the use of situational games and vocabulary games based on picture book stories to improve students' learning efficiency, which echoes the viewpoints mentioned above [10]. Liang, through analyzing grammar teaching practice using *The Very Hungry Caterpillar*, demonstrated that teachers can design picture book-based grammar lessons around two key dimensions: contextualized comprehensible input and gradual transferable output. By adapting picture books, exploring grammatical rules, designing hierarchical tasks, and implementing process evaluation, students can internalize grammar knowledge and improve pragmatic competence [5]. From the perspective of cultural literacy, Zhang also pointed out that the narrative nature of picture books can help teachers create meaningful classroom situations. She suggested using mind maps to assist students in organizing textual structures and encouraging students' critical thinking through questioning strategies [14].

3.2.2 Application Strategies of Picture Books in the Improvement of Writing and Oral Expression Abilities

Besides serving as reading materials, picture books also play a vital role in improving learners' language output competence. In terms of cultivating writing ability, existing studies have formed two complementary practical approaches. Both are underpinned by constructivist learning theory and focus on establishing a closed-loop teaching model integrating reading and writing. Huangfu focused on the optimization of writing instruction by guiding students to independently construct mind maps after reading. Through reading appreciation activities, writing transfer of language expression can be promoted, and hierarchical writing scaffolds have been designed for both lower-grade and upper-grade students [16]. Pan emphasized the integration of the entire reading-writing process by using mind maps as full-process learning scaffolds, implementing sentence pattern instruction through situational questioning and retelling, and designing output activities such as role-playing and DIY picture books [11]. These two studies enriched practical achievements in this field from the dimensions of targeted writing optimization and integrated reading-writing instruction. They provide adaptable approaches for frontline teaching and lay a foundation for constructing a closed-loop picture book reading-writing teaching system across different grades. However, both studies are mainly based on single-lesson case analyses and lack long-term verification of teaching effectiveness. Therefore, the universality of these strategies remains to be tested.

From the perspective of improving students' oral English competence through picture book teaching, some scholars proposed instructional approaches from both in-class and after-class perspectives. Li pointed out that

the conflicts in picture book storylines and the blank spaces within illustrations provide ideal contexts for oral expression. These details need to be explored and reconstructed through oral communication, thereby offering students opportunities for active thinking and self-expression while clarifying the picture-text elements teachers should focus on in classroom instruction [17]. Li further extended oral picture book teaching from classroom instruction to extracurricular learning and discussed an open online picture book teaching model [18]. This model not only realizes the recycling of teaching resources but also addresses the disconnection between teaching content and students' real-life experiences through students' original picture books, thus providing an innovative approach for the after-class extension of oral English teaching. However, the model still contains several problems requiring empirical verification. For example, the teacher's screening mechanism for students' original picture books remains unclear, and whether such screening may weaken students' creative enthusiasm or induce negative emotions has not yet been systematically examined. In addition, Yan and He used the FLTRP Lisheng Polaris graded picture books as a practical carrier to improve the whole-process implementation framework of oral English picture book teaching. They proposed four core strategies: multimodal input, gradient output, barrier-breaking evaluation, and home-school collaborative extension, thereby providing a relatively complete classroom implementation paradigm for frontline teachers [19]. Nevertheless, this study still has obvious limitations. First, it only proposes macro-level ideas for role-play and evaluation design without providing specific operational details. For instance, the level-based evaluation lacks visual scoring rubrics, and the reading feedback forms do not present specific content or formats. Second, the strategy framework has not been verified through authentic classroom practice. Therefore, its operability, effectiveness, and promotional value still require further investigation.

4. Empirical Research on the Application of Picture Books

Since 2022, empirical studies on picture book teaching in primary school English education have mainly focused on three dimensions: reading competence, oral English proficiency, and cross-cultural awareness. Most studies center on the facilitating role of picture books in improving English reading ability, while some further concentrate on vocabulary acquisition within this broader category. Accordingly, current empirical studies have formed three relatively distinct research lines, providing diversified evidence for practical exploration. In studies concerning the influence of picture books on English reading ability, some scholars focused specifically on vocabulary acquisition. Xu conducted a 16-week quasi-experimental study involving two upper-grade parallel classes. The results demonstrated that integrating English picture books into vocabulary teaching can significantly improve students' learning interest and attitudes while enabling them to shift from mechanical memorization to contextualized meaning construction. Students became more capable of guessing, understanding, and applying vocabulary, thereby forming a positive learning cycle. Furthermore, the teaching effect was most significant among middle-level students, followed by lower-level students, while high-level students showed relatively limited improvement. The study effectively addressed the inefficiency of traditional vocabulary teaching [20], filled the empirical gap concerning differentiated effects of picture book vocabulary instruction, and enriched qualitative evidence regarding changes in students' learning attitudes and strategies. Gu conducted a three-month experimental study involving 60 children aged 6 to 8 years old and verified that systematic picture book reading instruction can significantly improve primary school students' vocabulary mastery [21]. The study also supported the view that picture book teaching can effectively improve students' classroom participation and interaction enthusiasm while promoting the coordinated development of comprehensive language ability, creative thinking, and cultural sensitivity. Although the two studies differ in research design, their conclusions are highly consistent and mutually complementary. Together, they confirm that picture book teaching can break the limitations of traditional mechanical vocabulary instruction and make primary school English vocabulary learning contextualized and interesting. The second line of research concerns multidimensional reading competence. Liang focused on middle-grade primary school students and explored the influence of picture book teaching on vocabulary recognition, grammatical understanding, and reading comprehension. Experimental results showed that students in the experimental group improved in all three dimensions. Moreover, this teaching model effectively narrowed the reading ability gap among students within the same class and exerted positive effects on learners with different proficiency levels [22], thereby providing large-scale quantitative evidence for the reading enhancement effect of picture book teaching.

Other scholars verified the effects of picture book teaching on core reading competence through controlled experiments supplemented by questionnaires investigating students' reading interest, learning attitudes, and strategy use. Mao conducted a three-month controlled experiment combined with pre-and post-questionnaires among 62 upper-grade students. The results demonstrated that picture book teaching significantly improved vocabulary retention and reading comprehension while also enhancing reading interest and cultivating positive reading strategies and habits [23]. These findings further support the theory that picture books can alleviate negative emotions in English learning, reduce affective filtering, and stimulate intrinsic learning motivation. Chen and Pu further supplemented qualitative analysis through questionnaires and interviews while filling the research gap concerning rural teaching contexts. Their study involved a controlled experiment among 62 third-grade rural primary school students. The findings indicated that picture book teaching significantly improved students' vocabulary comprehension and text reading comprehension abilities. Moreover, substantial improvements were observed in reading speed and the accuracy of inferential questions. Questionnaire results showed that students' interest in English learning increased by 35%, whereas learning anxiety decreased by 32%. Qualitative interview data and word-frequency analysis further revealed that students in the experimental group used significantly more positive vocabulary in learning feedback, thereby confirming that picture books can effectively reduce negative emotions in English learning [24].

Compared with the relatively mature empirical research concerning reading ability, studies on oral English proficiency and cross-cultural literacy remain limited and fragmented. Regarding oral expression competence, Han conducted a 10-week controlled experiment involving 80 fourth-grade students from two parallel classes in a primary school in Dalian. Based on the Input Hypothesis and cognitive development theory, the study verified that English picture book teaching exerts a positive effect on students' oral English competence. Specifically, this teaching model significantly improved students' oral fluency, lexical diversity, grammatical accuracy, and pronunciation standardization. By contrast, the control class adopting conventional teaching methods only showed significant improvement in pronunciation, while the other three dimensions exhibited no obvious progress [25]. This study provides empirical evidence supporting the effectiveness of picture book-based oral English teaching in urban contexts and also demonstrates the limitations of traditional teaching approaches in cultivating oral competence. Meanwhile, Deng selected six rural primary school students as research participants and carried out a 13-week intervention involving picture book retelling activities. Through comparative analysis, the study found that picture book retelling teaching can improve the accuracy of oral expression, the number of produced sentences, and the standardization of pronunciation and intonation. Therefore, the study offers preliminary case references for the application of picture books in oral English teaching. Regarding cultural literacy, Liu conducted a one-semester controlled experiment involving two parallel third-grade classes in a primary school in Chengdu. The results indicated that students in the experimental group achieved greater improvement in cross-cultural awareness than those in the control group, with the most significant enhancement appearing in cultural attitudes, which increased by 24.29% [26]. This study verifies the positive role of picture book teaching in cultivating students' cross-cultural awareness and provides a foundation for future research in this area. Overall, these three major research directions jointly constitute the current empirical research framework of English picture book teaching in Chinese primary schools. Among them, reading competence research has formed a relatively mature empirical system, whereas empirical studies on oral expression and cross-cultural literacy still require further supplementation and in-depth exploration.

5. Picture Book Selection Strategies

Scientific picture book selection is a core prerequisite for achieving the deep integration of picture books with mainstream textbooks and realizing their educational value. Chinese scholars have conducted progressive research on the principles, frameworks, and approaches of picture book selection. A core consensus has gradually formed that picture book selection should accurately correspond with textbook unit themes and teaching objectives while also considering students' cognitive characteristics and learning needs. At the level of basic principles, Ye clarified that picture book selection should center on students' development, closely align with unit themes, and conform to students' physical and psychological developmental characteristics. Meanwhile, Ye supplemented classroom adaptability requirements from aspects such as digital resource adaptation and situational teaching design [27]. Ding and Xu further refined the analytical framework for picture book selection. They proposed that teachers should first analyze textbook unit themes from the

dimensions of what and why, and then select appropriate picture books according to students' age characteristics and cognitive development levels. This approach improved the traditional selection logic of theme alignment and learner adaptation [28], thereby providing a practical analytical approach for frontline teaching. In addition, Hang used the six curriculum elements proposed in the new curriculum standards, theme, discourse, language knowledge, cultural knowledge, language skills, and learning strategies, as guiding principles. On this basis, the traditional single-dimensional selection principle was upgraded into a systematic all-element adaptation framework [29], thus achieving a deeper integration between picture book selection standards and the educational objectives of the new curriculum standards.

In terms of practical implementation and dimensional expansion, existing studies have further enriched the practical approaches and value boundaries of picture book selection. Cao employed specific unit teaching cases to refine a complete selection path involving unit issue design, textbook content reorganization, picture book adaptation and selection, teaching implementation verification, thereby providing frontline teachers with practical examples of lesson-based picture book selection [30]. Zhang further supplemented the concept of culturally oriented picture book selection and proposed that picture book selection should simultaneously consider language teaching objectives and cultural educational value [14], thus expanding the evaluation dimensions of picture book selection. Overall, existing studies have established a relatively complete selection logic covering basic principles, systematic frameworks, and practical approaches. However, several deficiencies remain. Most studies mainly present adaptation results based on individual lesson cases, merely demonstrating the matching relationship between specific picture books and textbook units without summarizing universal and replicable methodologies for picture book selection. Furthermore, research concerning evaluation standards for selection effectiveness and differentiated strategies across learning stages remains insufficient. Therefore, the applicability and precision of existing research findings still need further improvement.

6. Conclusion

In recent years, research on the application of picture books in primary school English teaching in China has been further deepened. The research perspectives have gradually expanded from the early cultivation of reading interest to the comprehensive development of language competence, thinking quality, cultural awareness, and core literacy. Existing studies generally hold that, through the integration of pictures and text, contextual narration, and multimodal expression, picture books can create a real, comprehensible, and low-anxiety language input environment for primary school students, and exert positive effects on reading comprehension, vocabulary acquisition, oral expression, and writing output. Meanwhile, as the *English Curriculum Standards for Compulsory Education (2022 Edition)* further emphasize core literacy orientation, research on picture book teaching has shown a trend of integrating with mainstream textbooks, designing diverse classroom activities, and strengthening cultural education, which provides new practical approaches for primary school English teaching reform. Overall, domestic research has initially formed a basic framework of theoretical support, classroom practice, and empirical verification, yet it is still in the transition stage from empirical exploration to systematic and standardized development. Despite abundant findings, several limitations remain. First, most studies focus on single-lesson cases and short-term classroom practice, with limited unified research methods and evaluation standards, making cross-study comparison and synthesis difficult. Second, many teaching strategies remain at the level of empirical description without sufficient differentiation across grade levels and language proficiency, limiting their replicability and scalability. Third, empirical studies often involve small samples and short durations, with insufficient longitudinal tracking, leaving the stability of instructional effects under-verified. In addition, compared with reading-related outcomes, research on oral competence, cross-cultural awareness, and localized picture book development remains relatively underdeveloped. Future research should proceed in three directions: systematization, empiricism, and localization. First, large-scale, long-term empirical studies across different school stages should be conducted, along with the establishment of more unified and scientific evaluation systems to improve reliability and generalizability. Second, attention should be paid to learner differences, developing stratified and adaptive teaching models tailored to age and proficiency levels. Third, further exploration is needed in local cultural picture book development, digital resource construction, home-school collaborative reading mechanisms, and diversified assessment systems, promoting a shift from classroom-based application to a more comprehensive educational ecosystem.

References

- [1] Du, J. (2024). A brief analysis of the development history of Chinese children's picture books. *Cultural and Educational Materials*, (19), 11–15.
- [2] Wang, F., & Li, R. (2022). Development status and research review of children's picture books in China in the past decade. *Screen Printing*, (09), 5–11.
- [3] Ministry of Education of the People's Republic of China. (2022). *English curriculum standards for compulsory education (2022 edition)*. People's Education Press.
- [4] Qian, X., Zhong, J., & Su, F. (2022). Discussion on problems and countermeasures of English picture book reading teaching. *Overseas English*, (06), 107–108, 118.
- [5] Liang, T. (2025). Practice of primary school English grammar teaching with picture books. *Foreign Language Teaching in Schools (Primary Edition)*, 48(07), 41–46.
- [6] Gao, W. (2025). Research on multimodal teaching mode in English picture book teaching. *Taste·Classics*, (21), 132–134.
- [7] Zeng, L., & Zhu, X. Y. (2023). A study on the resemiotization of projected meaning from a multimodal perspective: A case study of bilingual picture books for children. *Journal of University of Science and Technology Beijing (Social Sciences Edition)*, 39(05), 554–562. <https://doi.org/10.19979/j.cnki.issn10082689.2022100006>
- [8] Li, R. (2023). The setting and application of suspense in primary school English picture book reading teaching. *Foreign Language Teaching in Schools (Primary School Edition)*, 46(04), 30–36.
- [9] Gan, X. (2025). The promoting effect of picture-text interaction in paper picture books on primary school students' English reading ability. *Paper Making Information*, (11), 116–117.
- [10] Wang, Y. (2025). An analysis of the application of picture books in primary school English vocabulary teaching. *English Square*, (27), 127–129. <https://doi.org/10.16723/j.cnki.yygc.2025.27.025>
- [11] Pan, C. (2024). Practical research on primary school English picture book teaching based on the combination of reading and writing. *China Teachers*, (19), 112–114. <https://doi.org/10.16704/j.cnki.hxjs.2024.19.025>
- [12] Liu, H. (2025). Effective strategies for the integrated teaching of primary school English picture books and main textbooks. *Campus English*, (41), 24–26.
- [13] Tang, J. (2024). A practical study on primary school English picture book teaching of cultural China under literacy objectives. *English Teachers*, 24(04), 89–92.
- [14] Zhang, X. Y. (2025). A study on Chinese and Western cultures based on primary school English picture books. *Examination Weekly*, (04), 84–87.
- [15] Zhang, F. (2025). Guiding strategies for primary school English picture book reading teaching. *Foreign Language Teaching in Schools (Primary Edition)*, 48(04), 21–27.
- [16] Huangfu, S. Q. (2024). Practical research on writing teaching based on picture book reading. *Foreign Language Teaching in Schools (Primary Edition)*, 47(12), 43–48.
- [17] Li, H. X. (2022). Improving primary school students' oral English communication competence based on picture book teaching—Taking the teaching of picture book *My Dad* as an example. *Heilongjiang Education (Education and Teaching)*, (02), 27–28.
- [18] Li, H. X. (2022). Practice of open English picture book teaching to improve primary school oral English teaching effect. *Academy*, 15(07), 87–89.
- [19] Yan, M. H., & He, C. Y. (2023). Improving students' oral English competence via English picture book reading teaching: Taking *Foreign Language Teaching and Research Press Lisheng Polar Star* graded readers as an example. *Heilongjiang Education (Education and Teaching)*, (02), 28–29.

- [20] Xu, X. (2022). An experimental study on the influence of integrating picture books into primary school English vocabulary classes on vocabulary acquisition (Master's thesis, Anhui Normal University). <https://doi.org/10.26920/d.cnki.gansu.2022.000054>
- [21] Gu, Y. (2025). An experimental study on picture book reading promoting English vocabulary teaching in primary schools. *Middle School Students' English*, (08), 37–38.
- [22] Liang, L. (2024). An empirical study on the effect of picture book reading teaching in improving primary school students' English reading ability (Master's thesis, Shanxi University). <https://doi.org/10.27284/d.cnki.gsxiu.2024.003120>
- [23] Mao, Q. (2023). An empirical study on picture book teaching based on core competencies in English reading teaching (Master's thesis, Fujian Normal University). <https://doi.org/10.27019/d.cnki.gfjsu.2023.001999>
- [24] Chen, Q., & Pu, H. H. (2025). An empirical study on improving English reading ability of middle-grade students in rural primary schools with the help of English picture books. *English Teachers*, 25(22), 81–84.
- [25] Deng, J. (2023). A case study on oral English teaching of Chinese stories with picture books in primary schools. *Journal of Jiamusi Vocational Institute*, 39(02), 89–91.
- [26] Liu, M. (2024). An empirical study on the cultivation of students' cross-cultural awareness in primary school English picture book teaching (Master's thesis, Southwest University). <https://doi.org/10.27684/d.cnki.gxndx.2024.004010>
- [27] Ye, W. (2023). Exploration on the integrated teaching path of picture book reading and primary school English main textbooks. *Examination Questions and Research*, (12), 165–167.
- [28] Ding, N., & Xu, M. (2023). Practical teaching of English picture book reading integrated with main textbooks guided by thematic meaning exploration. *Journal of the Chinese Society of Education*, (S2), 83–86.
- [29] Hang, Y. N. (2023). Practice and reflections on the integrated teaching of primary school English picture books and main textbooks. *Foreign Language Teaching in Schools (Primary Edition)*, 46(03), 38–43.
- [30] Cao, L. J. (2025). A practical study on cultivating students' English reading literacy by integrating English picture books with main textbooks: Taking Unit 3 How many? in Volume 1 of Grade Four Primary School English (Yilin Edition) as an example. *Journal of Knowledge Guide*, (10), 74–76. <https://doi.org/10.14161/j.cnki.qzdk.2025.10.022>

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

Acknowledgment

This paper is an output of the science project.

Open Access

This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

