

TCSOL Teachers' Stance on the Use of Picture Books for Children in Mandarin Classes

Mengfei Peng

The Education University of Hong Kong

Abstract

Based on the context of a teacher-dominant, textbook dominant, and grammar dominant teaching environment in CFL, this study tries to find a way to release the tension between teachers and students brought by this traditional teaching model. Picture books, advantaging in the narration of stories and the combination of pictures and words, could help achieve this aim. Considering the current research tendency to present voices on the use of picture books from researchers and book designers, rather than those of teachers and students, this research hopes to discuss the question from teachers' perspectives. Therefore, two questions are raised to achieve this aim, which are answered by the thematic analysis and discourse analysis of the qualitative data. This research finds that teachers show stances of openness, rejection, and ambivalence on picture books. They propose three strategies of using picture books and show their affirmative stance on the value of language points. These findings suggest that although teachers are aware of the strengths of using picture books, they lack the theories and pedagogical methods to utilize these resources, which advocates for the collaboration of teachers, course organizers, researchers, and picture book publishers to prompt the use of picture books in Mandarin classes.

Keywords: CFL, discourse analysis, language teaching resources, multiliteracy, pedagogical strategies