

# Exploring the Opportunities and Paths of English Picture Book Teaching on Core Literacy in the Digital Era

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**Abstract:** The digital era offers rich resources and interactive opportunities for English picture book teaching, emphasizing the key role of picture book teaching in enhancing students' core literacy. This paper discusses the value of picture book teaching in this context. It proposes countermeasures: selecting picture books to match students' needs, integrating technological innovation into the teaching mode, strengthening teacher training to improve teaching quality, and promoting comprehensive development through home-school co-education. These strategies aim to optimize English picture book teaching in the digital era and effectively cultivate students' literacy.

**Keywords:** Digital Era, English Picture Book Teaching, Core Literacy, Implementation Paths.

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## 1. Introduction

With the advent of the digital era, information technology is widely used in the field of education, especially in language teaching, and English picture book teaching has shown new vitality with the help of digital tools. However, how to effectively utilize these tools to promote the comprehensive development of students' literacy remains a challenge. This study focuses on the impact of English picture book teaching on the development of core literacy and its realization path in the digital era. The author will explore how English picture book teaching supports the construction of language proficiency, the enhancement of thinking quality, the cultivation of cultural awareness, and the strengthening of learning ability under the integration of multimedia and the empowerment of technology. Through literature review and teaching case studies, new opportunities for English picture book teaching in the digital era are revealed and implementation strategies are proposed. It is expected that the study will deepen our understanding of how modern technology changes traditional teaching methods and provide practical guidance for educators to promote the improvement of students' overall quality.

## 2. Anatomy of Opportunities for English Picture Book Teaching in the Digital Era

Under the wave of digitization, English picture book teaching has ushered in a brand new change. From the integration of multimedia to the supply of massive resources to the assistance of intelligent platforms, every link contains unlimited opportunities.

### 2.1. Multimedia Integration Broadens Learning Boundaries

Under the wave of digitization, English picture book teaching has ushered in unprecedented opportunities. 2022 Dr. Zhang Weimin, in his report, "What is, what should be, and what is not in China's Elementary School English Picture Book Reading Teaching in the Age of Digitization,"

emphasized that the in-depth integration of multimedia technologies is becoming a key force in promoting the innovation of picture book teaching. Through the use of advanced technologies such as electronic picture books and AR augmented reality, teaching content can be vividly presented, such as Yidu Culture's Cultural China series of picture books, which skillfully integrates traditional culture and digital technology to provide students with an immersive learning experience. The integration of multimedia forms such as animation, audio, and images, and the use of multimodal combinations help students' cognitive activities shift from learning and understanding to application and practice to transfer and innovation (Yin Qiang, 2023). This integration not only breaks the limitations of traditional reading teaching but also greatly enriches the teaching means and enhances the teaching effect.

### 2.2. Massive Picture Book Resources Promote Personalized Learning

In the digital era, massive picture book resources are promoting the personalized development of English picture book teaching in an unprecedented way. The main body of learning is students, and in picture book teaching, students should be allowed to experience the joy of learning and learn something (Fei Ruchun, 2020). The Internet provides a wealth of picture book resources for English learning, which not only covers diverse topics and styles but also realizes personalized matching through an intelligent recommendation system. Students can select reading materials suitable for them among the huge number of picture books according to their interests and learning levels, thus realizing personalized learning. To a certain extent, the resource library can alleviate the polarization phenomenon of "not enough" and "hard to digest" in English learning, and effectively solve the problem of differences in English learning levels (Hu Ying, 2016).

### 2.3. Intelligent Platform Enhances the Learning Experience and Effect

In the digital era, the intelligent education platform is upgrading the interactive experience of English picture book teaching in an unprecedented way, significantly enhancing the

learning effect. The intelligent platform injects new vitality into English picture book teaching through personalized learning path design, real-time feedback and interaction, and the integration of rich and diverse learning resources. For example, the platform uses AI technology to analyze student learning data and customize picture book learning plans for each student, realizing accurate teaching; meanwhile, the interactive learning interface and real-time feedback mechanism prompt students to actively participate and effectively correct their learning misconceptions. In addition, the smart platform also integrates rich picture book resources and multimedia elements to make learning more vivid and interesting, effectively enhancing students' reading interest and comprehension. The research and practice results fully prove that the intelligent platform is leading English picture book teaching in a more efficient and interactive direction.

### **3. The Supporting Role of English Picture Book Teaching on Core Literacy**

Core literacy is the concentrated expression of the curriculum's nurturing value, and the core literacy of students to be cultivated in the English curriculum includes the comprehensive development of language proficiency, cultural awareness, quality of thinking, and learning ability in various aspects (Wang Danfeng, 2024).

#### **3.1. Language Competence Construction**

English picture book teaching, with its unique charm, builds a bridge to the natural acquisition of language for learners. For example, the English picture book *The Very Hungry Caterpillar* has become a model of picture book teaching with its vivid colors and interesting stories. Students follow the caterpillar through a week of foraging, learn words like "apple" and "banana", and sense the passage of time. Sentence repetitions, such as "On Monday, he ate...", help students acquire language patterns naturally, help students master language patterns naturally. Language competence includes the ability to synthesize and apply language knowledge and language skills in social situations (Wu Yanman, 2018). The double stimulation of visual feast and vivid narration allows students to memorize vocabulary and understand sentence patterns in the midst of laughter. It can be seen that this teaching method not only enhances the fun of learning but more crucially, allows students to practice language in scenes close to real life, making the process of constructing language competence more natural and fluent and laying a solid foundation for the development of language competence in core literacy.

#### **3.2. Thinking Quality Enhancement**

English picture book teaching, with its profound story connotation, becomes the key to enlightening students thinking. For example, when learning the picture book *The Giving Tree*, students are not only touched by the selfless love of the tree, but also, under the guidance of the teacher, begin to explore the balance between giving and taking, and stimulate critical thinking: should true love be unconditional? At the same time, the open-ended ending of the picture book encourages students to use their imagination to continue the story and envision the future relationship between the tree and the boy, a process that greatly promotes students' creative thinking skills. Through such teaching activities, students not

only improved their English language skills but also sharpened their thinking quality in criticism and creativity, paving a solid path for the comprehensive development of core literacy.

#### **3.3. Cultivation of Cultural Awareness**

In an in-depth discussion of the pedagogical application of *Where the Wild Things Are*, students were not only attracted by the marvelous adventures in the picture book but also demonstrated their ability to think and answer the question "If you could be any wild thing, what would you be and why? The students not only were captivated by the wonderful adventures in the picture book but also demonstrated a deep appreciation of nature and cultural diversity when they thought about and answered the question "If you could be any wild thing, what would you be and why? Some fantasized about being brave lions, symbolizing strength and leadership, while others aspired to be wise eagles, soaring through the sky and seeing the world. These responses not only enriched students' imagination but also prompted them to explore the symbolism of animals in different cultures, which in turn broadened their international outlook and enhanced their awareness of understanding and respecting different cultures. Through such classroom activities, students quietly embarked on a preliminary journey of cross-cultural communication while enjoying the fun of reading.

#### **3.4. Learning Ability Strengthening**

Learning ability as a core literacy should include the characterization of the dimensions of knowledge, attitude, interest, motivation, habit, will, method, and strategy of English and English learning (Cheng Xiaotang, Zhao Siqu, 2016). With its rich visual stories and interesting plots, English picture book teaching has become an effective carrier for cultivating students' learning abilities. In the classroom, when teachers guide students to read *Brown Bear, Brown Bear, What Do You See?* on their own, students are not only attracted by the colorful animals but also learn to make active predictions and verifications in repeated sentences. For example, when students read "Brown bear, brown bear, what do you see? I see a red bird looking at me", they will actively think about the next animal and its color, and this prediction process stimulates students' interest in independent learning. Through this kind of interaction, students gradually develop the ability of independent thinking and problem-solving, which lays a solid foundation for their future independent learning and lifelong learning (Wang, W., 2024).

### **4. The Implementation Path of English Picture Book Teaching in the Digital Era**

English picture book teaching is in line with the requirements of the new standard put forward by the students to develop core literacy, digital technology is more for the value of the picture book teaching more effective play, the following, the author of the digital background of how to better implement the feasibility of the English picture book teaching suggestions, the development of the core literacy of students, to achieve the goal of human education.

#### **4.1. Selected Picture Books**

In the digital era, English picture book teaching has become a new position to cultivate students' literacy. As a key link, we

should uphold five principles: first, select original texts, use digital technology to present authentic English, and broaden students' international horizons; second, ensure that the content of picture books is close to students' age and cognition, to make learning fun rather than burdensome, and to promote independent learning; furthermore, adhere to the concept of reading the whole book, and combine the digital platform with the design of cross-curricular teaching activities to deepen the understanding of the unit's theme and cultivate the ability of continuous exploration; at the same time, the concept of reading a whole book should be adhered to. Cultivate the ability of continuous inquiry; at the same time, widely cover all types of discourse types, enrich the reading experience through digital means, and enhance students' comprehensive use of language and cross-cultural communication skills; finally, ensure that the selected picture books are a reasonable supplement to the content of the main textbook, and deepen the knowledge points by using digital resources to help students understand the theme of the unit, and achieve the goal of nurturing people(Ding Ning, Xu Mengyan,2023).

#### 4.2. Integration of Technology

In recent years, a number of research results have shown that the deep integration of information technology and English picture book teaching can significantly improve the teaching effect. For example, in 2022, Wang Yinghua's team combined English picture book teaching with a digital platform through the "three-step seven-step" framework, utilizing strategies such as segmented reading and whole comprehension to realize the transformation of students from the text to the "human being". The combination of English picture book teaching with a digital platform utilizes strategies such as segmented reading and whole comprehension to achieve a shift from "text-based" to "human-based" teaching. In addition, teaching practices around the world, such as the overall integration of picture books and textbook units in Foshan Denghu Primary School, demonstrate the efficient application of picture books in the information classroom and enhance students learning interest and participation. Leveraging VR technology even pushes picture book teaching to new heights, promoting children's unconscious exploration and stimulating their language, thinking, and creativity through multi-sensory stimulation. These studies and practices not only verify the effectiveness of technology integration but also provide valuable experience and direction for the digital transformation of English picture book teaching in the future.

#### 4.3. Teacher Training

Teachers play an irreplaceable role in English picture book teaching activities, and teacher training is a key part of enhancing teachers' digital teaching ability. With the rapid development of information technology, teachers must master the ability to use multimedia, network platforms, and digital tools for picture book teaching. In recent years, various teacher development programs have focused on digital teaching skills enhancement, such as online course design, digital resources integration and application, and teaching data analysis, aiming to help teachers effectively integrate into the digital teaching environment. Through regular training, workshops, and experience-sharing sessions, teachers can continuously update their teaching concepts and master advanced teaching methods and tools so that they can

better guide their students in English picture book learning. Such teacher training not only enhances teachers' professionalism but also lays a solid foundation for the successful implementation of English picture book teaching in the digital era.

#### 4.4. Home-School Co-education

In the face of the significant difference in picture book teaching resources between urban and rural areas, the construction of a unified digital picture book learning platform has become an urgent need. The relevant learning platforms should integrate rich and diverse English picture book resources and share them through the cloud so that rural students can enjoy the same learning opportunities as urban children. Parents can use this platform to work closely with teachers, participate in their children's learning planning, and provide feedback on the effectiveness of learning, forming a good cycle of home-school co-education. At the same time, the platform should provide operational guidelines and technical support to ensure the fair distribution of educational resources, effectively narrow the gap between urban and rural education, and realize balanced education and high-quality home-school co-education in the digital era.

### 5. Conclusion and Prospect

This study has deeply explored the opportunities and paths of English picture book teaching for the cultivation of core literacy in the digital era and revealed that digital technology brings significant opportunities for English picture book teaching, such as rich resources, interactive experience, and personalized learning, which greatly broaden the boundaries and depth of learning. English picture book teaching is an indispensable part of the cultivation of core literacy as it effectively stimulates students and promotes the comprehensive development of language ability, thinking ability, cultural awareness, and learning ability with its unique combination of graphics and text. Looking ahead, we should further optimize digital picture book resources, integrate AI, VR, and other advanced technologies, and innovate teaching modes to achieve accurate teaching and efficient learning. At the same time, teachers' training should be strengthened to enhance their teaching design and implementation ability in the digital environment, to jointly explore a new path of English picture book teaching adapted to the needs of the digital era, to better serve the comprehensive enhancement of students' core literacy.

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