

THE USE OF PICTURE BOOKS IN PRIMARY SCHOOL CLASSROOMS

DISCOVERING NEW WAYS OF CURRICULAR INTEGRATION

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Corona preamble

This master's thesis was written during the COVID-19 pandemic in 2020-2021. Due to the pandemic, I had to change my original research proposal which included on site testing. Therefore, I took a different approach and collected data through an online survey. The results from this survey then formed the foundation of this thesis. The reader should also keep in mind that I was unable to test the end product.

This preamble was drawn up by the student and the supervisor and approved by both.

Acknowledgements

During the early years of my secondary education, I had the opportunity to live on the island of Tasmania with my family. An experience which has not only left me with a strong Australian imprint but also a love for the English language. Here, I also had the opportunity to enjoy a completely different educational system which opened my eyes to the beauty of schooling and planted the seed of becoming a teacher myself. Therefore, my first and foremost gratitude goes out to my parents, who gave me the opportunity to study, travel and enjoy life. Special praise goes to my partner, Zjef, who has provided me with his care and stimulation over the years, during the hardest days of my exams, my traineeship and the many hours spent writing at my desk.

Secondly, I would like to thank all of my friends, colleagues, acquaintances, etc. who shared my survey and all the primary school teachers and educators that completed it.

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1 Introduction

In this master's thesis, I have attempted to provide new ways of curricular integration of picture books in primary school classrooms. This thesis is the third in a series of dissertations I have written about picture books. The first being my bachelor's thesis on animal characters in picture books and the second my master's thesis on narrative and language acquisition through picture books. However, a shift in approach was made from linguistic to pedagogical since this dissertation serves as a Master of Teaching thesis. Many research proposals were considered and discussed before deciding on a final one. Due to the corona pandemic, it was ultimately agreed upon that my research should align with my previous ones but that it should also be corona safe. The results of my master's thesis left me feeling unsatisfied since there were no clear conclusions to my three research hypotheses:

- pupils are aware of the human – animal symbolism present in the story;
- pupils are capable of deducing and formulating the moral of the story;
- pupils are able to identify the meanings of selected metaphors as they were intended by the author.

The pupils that participated in my research showed large variation in comprehension and acquisition levels. The results exposed that merely reading a picture book to pupils is not enough for them to fully comprehend it.

Motivated by the ambiguous results of my master's thesis on narrative and language acquisition through picture books, I hope to offer primary school teachers new ways of curricular integration of picture books with this dissertation. Notwithstanding, secondary school and even higher education teachers could also benefit from the results of this research given some caveats¹. Firstly, data was collected through surveys that were completed by primary school teachers from Flanders. These surveys addressed the teachers' current integration of picture books in their lessons as well as their personal needs and opinions on the subject. Consequently, the responses were carefully analysed and compared. Lastly, the results were translated into a flow chart designed for teachers. The flow chart is meant to facilitate new ways of integrating picture books into a primary school lesson.

¹ See 4.3

First off, a brief literature review is provided in 1.1. Following, the methodology used to collect and analyse the data is covered in Section 2. Next, the results of the analysis are outlined in Section 3. Finally, in Section 4 a brief discussion and conclusion is formulated. Additionally, the limitations of this research as well as potential proposals for further research can also be found there.

1.1 Literature Review

First, a brief overview of the picture book is discussed; its history and definition. Following, a review of the educational side of picture books is covered. Last, the place of picture books in the Belgian primary school system is addressed. This literature review is largely based on the literature reviews from Terwinghe (2019) and Terwinghe (2020).

1.1.1 The picture book

Contemporary scholars consistently agree that the first books that could be regarded as children's literature were published in the 1740s (Burke & Copenhaver, 2004). According to Burke and Copenhaver, this late emergence of children's literature is caused by the past notion of childhood (2004). Before the mid-eighteenth century, children contributed to the economy, dressed according to their social class and had responsibilities similar to adults. As the middle class developed, children gained privileges and no longer needed to contribute to the family income. For example, children received schooling and time for playing (Burke & Copenhaver, 2004). As the notion of childhood changed, books became central to children's education and pleasure.

The first illustrated book extensively used for educating children was *Orbis Pictus*, a book in Latin from 1658 written by John Amos Comenius. Almost 100 years later, the first illustrated storybook for pleasure reading in England was published in 1744, namely *A Little Pretty Pocket-Book* by John Newberry (Hunt & Ray, 1996). By the late 1800s, mass-market picture book production commenced, with double-page full-colour illustrated books (Lukens et al., 2013). Before the twentieth century, illustration depended on text and was undervalued. The modern picture book with interdependent text and illustration came into being thanks to technological advancement in printing which caused publishers to turn to art editors to boost creativity and attract artists (Mickenberg, 2013).

Books that can be labelled under the picture book format are generally fictional narratives with a variety of styles and genres. Commonly, a book is illustrated if it includes a pictorial dust jacket, a cover picture, a frontispiece and if there are pictures dispersed throughout it (Mickenberg, 2013). The format of the book and its peritextual features, such

as the front and back covers, the endpapers, title pages and copyright and dedication pages, frequently add to the visual narrative (Mourão, 2016). According to Mourão (2016), the definition of a picture book most often cited by scholars is the one by Barbara Bader (1976): “A picturebook is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historic document; and foremost, an experience for a child. As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page.” Mourão adds that a picture book is a multimodal text that depends on the combination of words and pictures to create meaning. She states that this interdependence is what makes a picture book special (2016). Mickenberg also supports this definition, claiming that the term picture books, picture-books or picturebooks is currently used to identify the combination of text and art that creates “something more” (2013). Bianquin and Sacchi (2017) define picture books as: “a device composed of morphological and functional features, which combine written and illustrated languages, design skills, metaphors and visions of the world, energies that together contribute to the production of a physical object.” They also refer to the interaction between words and images that seemingly exists as an inseparable whole without either modes having its own narrative independence.

1.1.2 The educational side of picture books

In education and care equally, picture books are popular and powerful. When considering the educational benefits of picture books, language acquisition comes to mind. Language acquisition is the way in which humans acquire the ability to identify, produce and use words to understand and interact (Warfelt, 2012). In the field of language acquisition research, two main trends have developed among researchers; namely the nativist and the constructivist theories (Terwinghe, 2020). Nativists claim that language is not acquired but innate, meaning that children are born with linguistic knowledge. Contrastingly, constructivists believe that language is not innate but acquired, by for example listening to adult speech (Ambridge and Lieven, 2011). However, constructivists do adhere the idea that the ability to acquire language is innate to humans. Both approaches take into account the influence of nature and nurture, which is why it is necessary for researchers to find out which part of language acquisition is provided by nature and which by environmental exposure, teaching and learning (Terwinghe, 2020).

Regardless, scholars claim that all languages are acquired similarly and that all languages may share the same deep structure (Brown, 2000). Furthermore, children universally acquire language in a similar way and according to the same pattern of development (Brown, 2000; Clark, 2000). Clark states that children naturally gain a

communicative competence that helps them understand grammar and learn the rules of using language (2000). Many scholars also stress the importance of exposure and interaction with a rich linguistic and stimulating environment in order to develop language (Terwinghe, 2020). Language's main purpose is communication, hence the need for constant opportunities to interact and communicate for optimal language acquisition (Clark, 2000).

From the very beginning of their existence, children are confronted with narrative. In daily life, narrative is used as a tool by adults to communicate with children (Wagner, 2013) but children also use narrative to improve their own wellbeing through communicating their desires, plans and needs (Stein & Albro, 1996; Dickinson & Tabors, 1991). Children learn to narrate from their parents by hearing them tell stories and are supported by their parents through co-narration, which takes place when parents give prompts and assist their children when they narrate. Furthermore, children also learn narrative through interaction with other children (A. Paris & S. Paris, 2003). In preschool, the story schemas developed by children are still basic narrative scripts that consist of structures that describe events and sequences of routine activities such as going to the supermarket. Later, the schemas are expanded with information about characters, settings and problems and so on (Nelson & Hudson, 1988).

Children who are regularly read to thrive in early language and literacy skills (Fletcher & Reese, 2005). The stories teach children to understand and produce narrative by talking about characters, intentions, actions and endings (Dickinson & Smith, 1994). One of the main input sources for children to learn narrative structure from are picture books because they are often what is read to young children (Wagner, 2013). The picture book will serve as a the starting point or prompt for the reader to respond to (Terwinghe, 2020). Next, the reader will create meaning to understand the narrative. This creation of meaning leads back to the special combination interdependence of words and pictures that takes place in picture books.

When reading, meaning is never fixed. An abundance of variables are combined with every reading experience which ensures that no two readings can be the same. The variables consist of the reader's prior experiences, predictions, expectations and motivations to the text as well as the context, *viz.* the time and place, of the reading. The meaning created by the reader depends on the transaction between the reader, the text and the context (Maine, 2013). Moreover, in picture books additional modes pertaining to the design also transpire such as colour, line, shape or even texture. Every feature adds a certain level of meaning and can be interpreted differently (Hassett & Curwood, 2009). Also, since illustrations are equal to text in picture books, readers build meaning by moving back and forth between both the text and the illustrations to completely comprehend the narrative (Bianquin & Sacchi, 2017). Lastly, there is also the transaction between readers when discussing the text and co-

constructing meaning together (Wegerif, 2011). A common example of co-constructing meaning is during a class discussion about a book that has just been read to the class. The teacher and pupils interact to create meaning or the teacher can prompt and assist pupils to create meaning independently.

By engaging in the creative process of meaning making in the classroom, teachers aid language acquisition through narrative in picture books. This statement is also supported by Terwinghe (2020), after researching narrative and language acquisition in a primary school class. The teacher read a picture book to the class after which the pupils were interviewed and assessed individually on their comprehension of the symbolism, moral of the story and metaphors. The majority of the pupils were able to correctly identify the moral of the story, thus correctly identifying the narrative climax of the story. However, the research also proved a need for continuing research into maximising the educational capacity of picture books.

Besides language and narrative acquisition, children's books can also aid the development of children's identity and sense of self as well as their understanding of other people and cultures. Picture books are an essential teaching tool often used for primary students for challenging contents such as diversity, bullying and acceptance or even disability (Bianquin & Sacchi, 2017). The illustrations in picture books can acknowledge the representation of the characteristics of individuals, cultures and communities, especially for children because they see the pictures before they identify with and understand written text (Bianquin & Sacchi, 2017). Furthermore, many authors regard picture books as one of the most adequate mediators for communicating cultural messages and society values to children (Bianquin & Sacchi, 2017). Dolan (2014) describes picture books as "windows and mirrors", claiming that they can be a powerful vehicle in the classroom for intercultural education. Fernández, Fernández and Martín (2019) also consider picture books one of the best tools to advocate underlying values in intercultural education since they are "open to the imagination" and "require meaningful thoughts and a capacity for deep reflection".

Often, educators find it challenging to surpass superficial descriptions of exotic lifestyles. In some cases, this struggle even leads to reinforcing negative stereotypes so it is important for educators to select and read books that assist, encourage and challenge pupils to engage with global and justice perspectives in an affirmative, effective and age-appropriate manner (Dolan, 2014). Teachers have to take into account racism, immigration and discrimination when addressing interculturality in their classrooms since avoiding these topics might even increase social problems. Literature can serve as a useful tool to tackle

these issues and encourage pupils to reflect on their knowledge of interculturality (Fernández, Fernández & Martín, 2019).

1.1.3 The Flemish primary school system

Belgium consists of three communities: the Flemish community, the French community and the German-speaking community. Each of these communities has their own authority over lower education, which consists of pre-primary and primary education, within their community. In the Flemish community, which coincides with the region Flanders, children between the ages of two and a half and six years old go to pre-primary school and children between the ages of six and twelve go to primary school.

In the Flemish primary school system, every class generally has one teacher who teaches the majority of the subjects, such as Dutch, mathematics, sciences, etc. The school can choose the content of the lessons and the pedagogy but the Flemish government does impose some ground rules that ensure qualitative education. One of those rules is that pupils have to be taught material from the following learning areas:

- physical education;
- musical education;
- Dutch;
- science and technology;
- civic education;
- mathematics;
- French.

The Flemish government also provides a broad outline of what the pupils have to know in attainment targets and developmental goals. Schools translate these targets and goals into curriculums. Generally, schools from the same educational networks, for example community education, share their curriculums.

Pre-primary school pupils are subjected to developmental goals² imposed. Afterwards, primary school pupils are subjected to attainment targets³. Exceptionally, children enrolled in a special needs primary school are also subjected to developmental goals instead of attainment targets due to their individual educational trajectories. The difference

² ontwikkelingsdoelen

³ eindtermen

between attainment targets and developmental goals is that attainment targets need to be met by the pupil whereas developmental goals need to be pursued. This difference currently exists because pre-primary school is part of compulsory education⁴ but not of compulsory schooling⁵. In the Flemish community, children do need to attend a minimum of 290 half days at a Dutch-speaking primary school before they can enrol in a Flemish primary school. The attainment targets and developmental goals are spread over a period of two years' time in accordance with the stages of education, namely the first, second and third stage. The first stage consists of grade one and two, stage two of grade three and four and stage three of grade five and six (Vlaamse Overheid, 2020).

Neither the attainment targets nor the developmental goals provided by the Flemish government in the academic year 2019-2020 for pre-primary and primary education explicitly referred to the use of picture books in the classroom (Vlaamse Overheid, 2020). The closest reference in the pre-primary school developmental goals that I found was:

3. Nederlands - Lezen (*Dutch - Reading*)

3.4 de kleuters zijn bereid spontaan en zelfstandig voor hen bestemde boeken en andere info-bronnen in te kijken (*pre-primary children are willing to spontaneously and independently look at books and other information sources targeted at them*)

The closest reference in primary school attainment targets that I found was:

3 Nederlands – Lezen (*Dutch - Reading*)

3.5 De leerlingen kunnen (verwerkingsniveau = structureren) de informatie ordenen die voorkomt in: voor hen bestemde verhalen, kinderromans, dialogen, gedichten, kindertijdschriften en jeugencyclopédieën. (*Pupils can (processing level = structuring) order information present in: stories targeted at them, children's novels, dialogues, poems, children's magazines and youth encyclopaedias*)

In the developmental goals provided for special needs education I did come across goals such as 'De leerling volgt een verhaal op basis van prenten of tekeningen' (*Pupil follows a story based on pictures of drawings*). However, this reference would also make sense for storytelling with loose pictures of drawings and not necessarily picture books. Since

⁴ leerplicht

⁵ schoolplicht

picture book are not explicitly mentioned in the attainment targets and developmental goals of the Flemish pre-primary and primary schools, it is possible that there are classrooms in Flanders where a teacher does not integrate picture books into their lessons. However, when visiting primary school classrooms, it soon becomes obvious that every class has at least one picture book lying around. Nonetheless, it is remarkable that picture books are not included in the targets and goals especially considering the versatility of picture books. Possibly, schools prescribe the use of picture books in their curriculum.

2 Methodology

This section covers the collection of the data as well as the analysis. Furthermore, it also discusses the creation of the flow chart targeted at teachers to facilitate curricular integration of picture books.

2.1 Data

After dedicating a year to researching the narrative and linguistic effects of one particular picture book as a part of my Linguistics and Literature degree, I concluded that first year primary school pupils have a harder time comprehending picture books than is often expected by adults. It is not self-evident that a child will understand every single utterance, drawing, metaphor, narrative sequence, etc. present in a picture book, even one specifically targeted at and designed for the child's age (Terwinghe, 2020). Not only did none of the children involved in my research manage to fully comprehend every single element investigated, there were also remarkable differences between the children themselves and their experiences of the story. Naturally, multiple possible explanations come to mind when reading about this conclusion, such as developmental pace differences, reader style, personal interest and motivation, etc. However, I found it more interesting to address the need for more methods to ensure picture book comprehension, which was also a conclusion I made.

And so, the ending point of my previous research (Terwinghe, 2020) now becomes the starting point of this research. Picture books contain endless possibilities for cognitive, narrative and linguistic development but they are not yet fully endorsed. One of the areas in which picture books can play an ever bigger role is the classroom. Generally, teachers and educators are well aware of a picture book's value but do not always manage to capitalise on it. This statement was confirmed by Terwinghe (2020). The majority of the pupils interviewed did not manage to unveil the symbolism present in the picture book used to interview the pupils neither did the majority of the pupils grasp the selected metaphors. Simply reading a book will not guarantee educational success. If reading does not guarantee comprehension, then it will not guarantee learning either. By collecting common and uncommon methods that go beyond merely reading a picture book and subsequently organising them, I will attempt to provide teachers with new ways to integrate picture books in their lessons.

I chose to target primary school teachers in this research since my previous researches also focused on picture books for children between the ages of four and twelve (Terwinghe, 2019; Terwinghe, 2020). It also seemed more natural to place picture books in

the context of a primary school classroom rather than a secondary or even higher education classroom. Nonetheless, this does not mean that higher form teachers cannot be inspired by this research. I make no judgement toward other forms of education and I encourage every teacher to integrate picture books in their lessons. Especially foreign language classes could benefit from picture book integration during vocabulary, listening and reading lessons. However, it is important to remember that a change in audience can have repercussions on how well a method will work. Furthermore, finding a picture book that matches with the subject, lesson topic, method and audience will be harder for higher forms of education since the majority of picture books currently on sale are targeted at a young audience.

2.1.1 Collection

Due to the corona pandemic, I opted to collect data through a survey⁶. The survey largely consisted of closed-ended with the addition of two open-ended questions at the end. I opted for a structured survey largely consisting of closed-ended questions in a fixed order so there would be minimal interference by the researcher on the results. Zhang and Wildemuth (2009) claim that structured interviews work better when testing a theory and unstructured when developing a theory. This statement aligns with the design of my survey; first I wanted to verify whether my expectations were correct and gather information about the respondents and then I wanted to collect proposals and methods.

The survey was set up at the beginning of November by means of Google Forms. I opted to use Google Forms since it is free, easy to use and automatically graphs responses. It also allows surveyors to transfer responses to an Excel sheet for further analysis. The survey was published on the 15th of November 2020. I distributed the survey on social media platforms as well as via messaging applications. I believe that deliberately sending the survey to friends and family that work in education and sharing the survey in (primary) teacher groups on social media, made a considerable difference in the number of responses and the speed at which responses were collected. Five days later, on the 20th of November 2020, the survey was closed. Over the course of five days, 118 responses were gathered in total. All responses were considered valid since Google Forms only allows fully completed surveys to be submitted.

⁶ See Appendices 6.1 and 6.2 for the original survey and the English translation of the survey

The survey targeted primary school teachers and could only be completed by primary school teachers. The survey contained eleven questions that covered three angles of picture book integration in the classroom:

- 1) Current integration;
- 2) Personal experience;
- 3) Needs and advice.

First and foremost, respondents were required to fill in details about their current teaching position. Next came a series of questions about how they currently integrate picture books in their lessons. Following, respondents were asked to reflect on their personal experience concerning picture books in the classroom. Lastly, the survey tapped into respondents' needs with regards to integrating picture books. They were also asked to add tips or methods that could help other teachers.

Current teaching positions were asked to verify whether teachers from various grades responded differently. This also explains the need to ask teachers about the type of education they were employed in. In Belgium, special needs children have the possibility to go to specialised schools with adapted learning goals, infrastructure and specifically trained educators and teachers. Hence the question about the type of education the respondents were employed in. The addition of these two questions regarding employment benefit the quality of the data since this research focuses on primary school teachers in general.

I added the section on current picture book use to gain insight into what teachers are doing with picture books already: how often they are used, for which themes and linked to which methods. Before analysing the results of the survey, I expected respondents to use picture books regularly, for example weekly or even daily. I also expected respondents to mainly integrate picture books in their lessons as relaxation. Lastly, I expected the majority of respondents to resort to the same method, *viz.* a reading session followed by a class discussion. I based this expectation on my own experience as a primary school pupil and a researcher. When I set up the format of my field work for my master's thesis in 2020, I found that most research on picture books that included field work consisted of reading sessions and class discussions.

The following section tapped into the teachers' personal experience with picture books in the classroom. Do they find it hard to integrate picture books into their lessons? Do they feel like they keep returning to the same methods? A list of statements was also added from which teachers marked the statement they most identified with. These statements ranged from "reading is the most important part" to "I choose the book in function of the

method". The responses made it possible to gain an overview of how the respondents valued a picture book. Possibly, some view books as a tool whereas others view a book as an end in itself. These reflective questions prompted the next section of the survey but also helped me gain insight into how picture books are approached in the classroom. After all, different needs require different methods. Learning more about a teacher's valuing of picture books aided me in suggesting new methods of curricular integration.

The survey ends with two open-ended questions. Firstly, teachers could make proposals to facilitate picture book integration in the classroom. Secondly, they were asked to leave behind tips or 'new' methods to help colleagues. These two questions are at the core of this research since respondents directly formulated their needs in terms of picture book integration. Furthermore, allowing respondents to offer their own ideas provides a source of methods that I might not have found myself and that have already been tested and proven useful.

2.2 Data analysis

Seen the small scale of this research, I decided against data analytics software. However, I did use technology and combined Google Forms and Microsoft Excel to ensure that no data was overlooked. Google Forms automatically summarised the responses as soon as the first respondent filled in the survey. The application provides a general overview but it is also possible to filter responses per question or per respondent. Additionally, I exported the responses to an Excel file. For this research, I felt that Excel for Office 365 MSO sufficed to analyse the data since it is user friendly, making it possible to add filters and cross-reference selected data. Furthermore, Excel is an efficient programme to identify trends and design tables and graphs.

The survey included a mix of closed- and open-ended questions. The yes/no questions as well as the multiple choice and select answer questions were analysed automatically. The last two questions ("What could facilitate the use of picture books in the classroom according to you?"; "Do you have tips or 'new' methods that could introduce picture books in the classroom in a refreshing way?") were open-ended and had to be analysed manually. I did so by categorising and tallying the responses.

2.3 Flow chart

Once the data was collected and analysed, I started designing the flow chart. The flow chart was based on a list of methods that I gathered over the course of this research. The list consisted of my own ideas, ideas from friends and family and lastly ideas from the respondents that were submitted in the last question of the survey (“Do you have tips or ‘new’ methods that could introduce picture books in the classroom in a refreshing way?”). In total, I gathered twenty-seven methods⁷.

Subsequently, I split the collected methods into categories. This process took up a considerable amount of time since I had to look for common characteristics in every method. There were various angles to be considered such as the duration of activities, the amount of work put into an activity, the degree to which an activity could potentially be reused, the goal of an activity, the timing in a lesson, the level of skill required by the pupils, etc. In the end, I categorised according to the experience by the pupils and settled on these four categories:

- creating;
 - o drawing
 - o drama
 - o handicraft
- practicing;
- experiencing;
- reflecting.

Next, I manually drafted multiple flow charts according to the categories I made and typed out the texts in a Word document. Finally, I tried out different orientations (landscape/portrait), phrasing (funny/serious), texts (bullet points/full text), etc. The original version was quirky and reader friendly but not transparent enough. The second version focused on clarity and used less words. Later, when I was satisfied, I made the flow chart online with the Lucidchart application which is a visual workspace for diagramming, data visualisation, and collaboration.

⁷ See Appendix 6.4 Collected methods

3 Results

This section details the results of the data analysis as described in the previous section. First, the respondent profiles are considered. Following, the results are analysed according to the three angles of picture book integration in the classroom explored in the survey:

- 1) Current use;
- 2) Personal experience;
- 3) Needs and advice.

Over the course of five days, 118 valid responses were gathered.

Lastly, the flow chart that was developed based on the survey responses is included.

3.1 Respondent profiles

3.1.1 In which grade do you currently teach?

All primary school grades were well represented amongst the respondents (see Figure 1: Respondents' teaching positions per grade). Grade one and two teachers accounted for the majority of the respondents and were closely followed by grade three and four teachers. There were less grade five and six teachers but they were still a significant segment of the respondents.

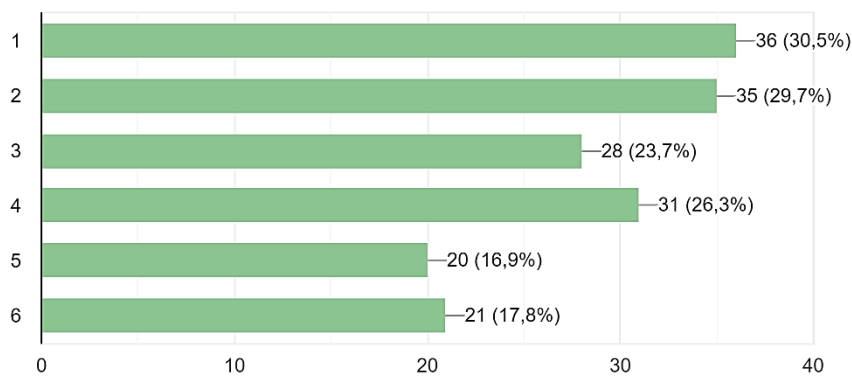


Figure 1: Respondents' teaching positions per grade

When closely observing Figure 1: Respondents' teaching positions per grade, the responses add up to 171 rather than 118. This difference is caused by respondents who teach in multiple grades. In total, twenty-two respondents currently teach in more than one grade. Respondents in this position are could be P.E., religion, ethics, music and/or arts, etc. teachers, viz. specifically trained teachers whose subjects do not cover entire school days. In the Belgian primary school system, generally every class has one single teacher who teaches the majority of the subjects, such as Dutch, mathematics, sciences, etc. Another

possibility could be that some respondents are currently employed in co-teaching or part-time positions or that they combine positions at multiple schools.

3.1.2 Do you teach in special needs education?

Question number two of the survey asked respondents whether they are currently teaching in a mainstream or special needs school. Six out of 118 teachers are currently employed at a special needs school. Where all grades were almost equally represented in the survey, only a small part of the respondents represented special needs education. Besides, from the 469.000 pupils enrolled in primary education in Flanders in the academic year of 2019-2020, only 25.567 pupils were enrolled in a special needs school. Furthermore, only 7.241 Flemish teachers were employed at a special needs primary school whereas 61.384 teachers were employed in a mainstream primary school (Vlaamse Overheid, 2020).

3.2 Current integration

3.2.1 How often do you use picture books in the classroom?

Forty respondents admitted to integrating picture books in their lessons on a basis of once a week (regularly). In addition, fourteen respondents stated they use picture books as frequently as multiple times a week or even daily. On the other hand, thirty eight respondents

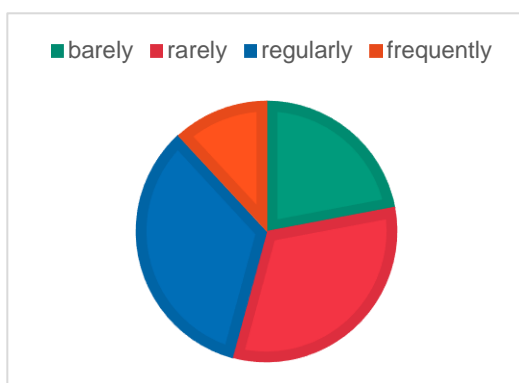


Figure 2: Current picture book use

claimed they rarely use picture books, meaning once a month, and twenty-six more respondents stated they barely use picture books, meaning less than once a month. In total, more than half of all respondents claimed they manage to integrate picture books into their lessons once a month or less. Contrastingly, just under half of all respondents stated they manage to integrate picture books between once a week and daily.

In section 2, I stated that I expected a large majority of teachers to use picture books regularly. That expectation was not met. When observing “Figure 2: Current picture book use”, I could conclude that there are two types of teachers: those who integrate picture books into their lessons and those who do not.

However, it is important to keep in mind the respondent profiles discussed earlier. “Figure 3: Current picture book use per grade” provides a clearer overview of the respondents per grade. I chose to subdivide the respondents into sets of two grades. In Belgium, the

attainment targets⁸ imposed by the Flemish government are spread over a period of two years' time. Therefore, it is possible that one child learns a particular skill in grade one whereas another child learns that identical skill in a different school in grade two. The pairing generally occurs as follows: grade one and two, grade three and four, grade five and six. It is also not uncommon for schools to combine classes from two different grades during certain lessons.

It is possible that teachers from different grades choose to omit picture books in their lessons. According to the data, grade one and two teachers stated they regularly integrate picture books. In contrast, grade three and four teachers largely admitted to rarely or barely using picture books in their lessons. Additionally, grade five and six teachers were also inclined to barely use picture books although they do have the smallest variance when compared to the other sets.

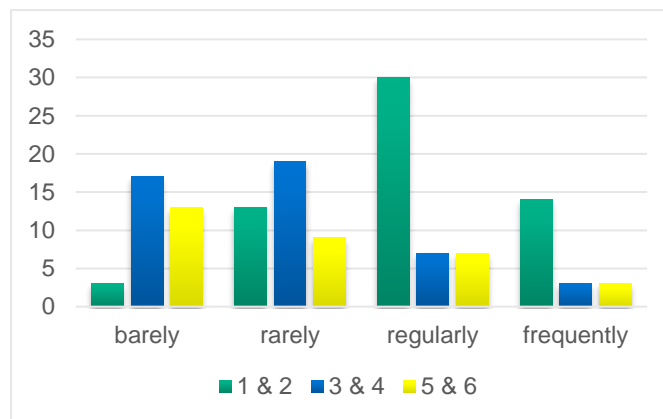


Figure 3: Current picture book use per grade

Thus, it is possible that a shift takes place between grades two and three: the integration plummets. The majority of teachers currently teaching in grades three and up rarely or even barely integrate picture books into their lessons. Possible explanations for this phenomenon includes the fact that children no longer require pictures to support the meaning in stories. Starting from grade one, pupils are intensely taught how to read and tested on a regular basis. Most Flemish schools use the AVI⁹ reading levels to evaluate their pupils' progress. By the end of grade four up to halfway through grade five, pupils are expected to have reached the highest AVI level and should be proficient technical readers. Logically, as

⁸ eindtermen

⁹ Analyse Van Individualiseringsnormen – a system of reading levels aligned with primary school grades developed by the Dutch examination board CITO (Centraal Instituut voor Toetsontwikkeling)

the focus on reading increases, the need to support text with pictures disappears and so does the use of picture books in the classroom.

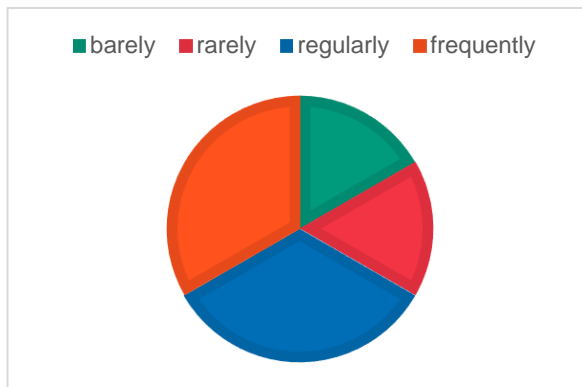


Figure 4: Current picture book use special needs teachers

Lastly, a closer look was taken at the use of picture books by mainstream and special needs teachers. Out of the six special needs teachers that completed my survey, an inclination towards regular and frequent use was perceived. Furthermore, this inclination also aligned with mainstream grade one and two teachers.

Upon examining the integration according to the teachers' grades, a majority of grade one teachers admitted to regularly (2) or frequently (1) using picture books. Contrastingly, one grade three teacher and one teacher currently teaching in grades one to four stated they barely or rarely integrated picture books. Yet, one grade six teacher also claimed to regularly integrate picture books.

Thus, the special needs results do not align with the mainstream trends. Four out of six special needs teachers in this study claimed to regularly or frequently integrate picture books in their lessons. Furthermore, their teaching positions did not influence the frequency of picture book integration.

Even so, it is important to remark that not every special needs class is the same in Flanders. Special needs education is subdivided into nine types of pupils and their corresponding special needs (Vlaamse Overheid, 2020). Hence, it is possible for a grade six teacher to have a class of pupils with heavy care needs who are on a mainstream grade one educational level. In this survey, I simply asked the respondents to state whether or not they were employed at a special needs school and not which type of class they had. Additionally, special needs schools are not tied to attainment targets imposed by the Flemish government like mainstream schools are. Special needs schools aim at fulfilling developmental goals¹⁰ which are specifically selected for a single pupil or a group of pupils. Due to the freedom these goals provide, teachers can more easily integrate picture books in terms of time, content, topic, etc. Ultimately, some special needs pupils may never become proficient at

¹⁰ Ontwikkelingsdoelen

reading and will always require pictures or lower level books such as picture books when reading.

3.2.2 How do you use picture books in your lessons?

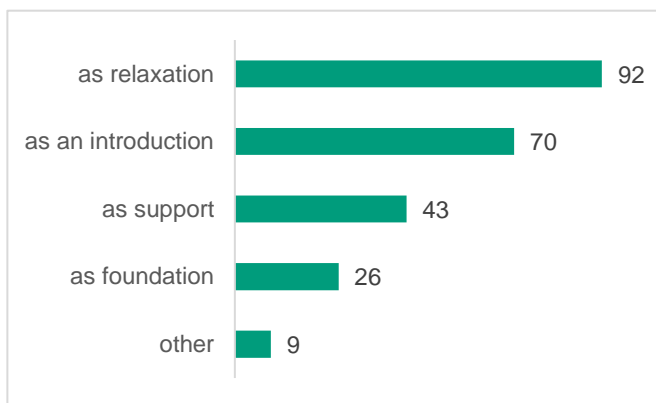


Figure 5: Approaches of picture book use

According to the responses (see **Fout! Verwijzingsbron niet gevonden.**), picture books are most often approached as a relaxation tool. Out of the 118 respondents, 92 marked relaxation as a manner of using picture books in their lessons. The second most popular way of integrating picture books is as an introduction. Almost a third of all

respondents also used picture books to support their lesson goals, for example as way to introduce vocabulary. Twenty-six respondents based entire lessons on picture books, meaning that every lesson phase is centred around one particular picture book.

An additional nine respondents also offered other approaches of picture book integration:

- free-choice reading;
- for reading improvement;
- for reading motivation;
- thematically;
- during music lessons;
- according to the method;
- during library visits.

Remarkably, three respondents separately added the musical angle and two respondents the thematical angle. These approaches are possibly quite common since multiple respondents provided them without prompting. Perhaps more respondents would have selected them if I had added them to the list of approaches. However, I simply did not think of it when I designed the survey.

According to these results, picture books are approached in a variety of manners but are predominantly viewed as tools for relaxation, introduction or support during lessons. In section 2.1.1. I stated that I expected teachers to mainly integrate picture books in their

classroom as relaxation. This expectation was confirmed seen that 92 respondents marked relaxation as one of their approaches to picture book integration. Nonetheless, almost a quarter of all respondents also stated they base an entire lesson on a picture book. This data shows that picture book integration is diverse and that it can be approached from many different angles. Furthermore, respondents could select multiple answers for this question. Based on the fact that 82 respondents selected more than one approach, I conclude that the teachers from this study do not limit themselves to one approach. Accordingly, neither do picture books. Picture books allow for diverse integration since one specific picture book can be used for relaxation but also for support, for example during a vocabulary exercise.

3.2.3 Which themes do you address through picture books?

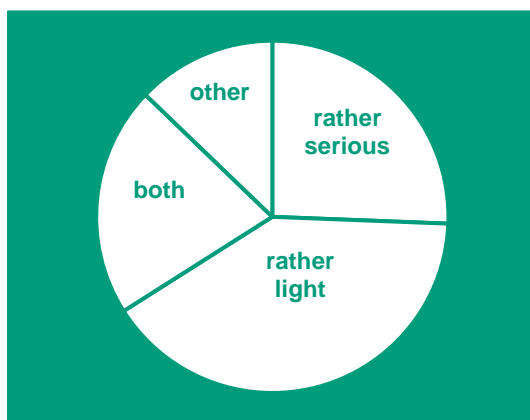


Figure 6: Themes addressed through picture books

Picture books are mainly used during lessons to address rather light themes such as festivities. Yet, many respondents also claimed to use them to address rather serious themes such as death and forty three respondents use them for both serious and light themes. Twenty-six respondents also added other themes. I categorised the added twenty-six other responses into nine themes (see Figure 6: Themes addressed through picture books).

according to genre, author, illustrator rather than thematic	3
art	2
current affairs	2
miscellaneous	3
music	3
nature	2
religion (Easter, Christmas, etc.)	5
social development	2
world knowledge	4

Three respondents claimed they are not always concerned with the themes but analyse picture books according to other aspects such as the genre, author, etc. Another three respondents also added that their integration was more diverse than light or serious themes and attempted to incorporate picture books whenever possible. Other popular themes were religion (mostly religious holidays), world knowledge and music. Some respondents also referred to art, current affairs, nature and social development. In these cases, picture books most likely serve as a vehicle to transfer knowledge rather than an introduction of a certain topic.

3.2.4 Which methods do you use most often when reading picture books out loud in your lesson?

At the beginning of this dissertation, I stated that I expected the majority of respondents to resort to the same method when integrating picture books in their lessons, namely a reading session followed by a class discussion. The results from this section confirm that expectation. When I asked the respondents which methods they most often pair with picture books in their lessons, the most popular method was a class discussion after reading. Admittedly, discussing the book before reading was also a common answer but other methods preceded it such as reading up until an exciting moment and then letting pupils finish the story. Another popular method of integration was handicraft activities, for example designing a new cover or drawing a portrait of a character. Less popular, yet still fairly

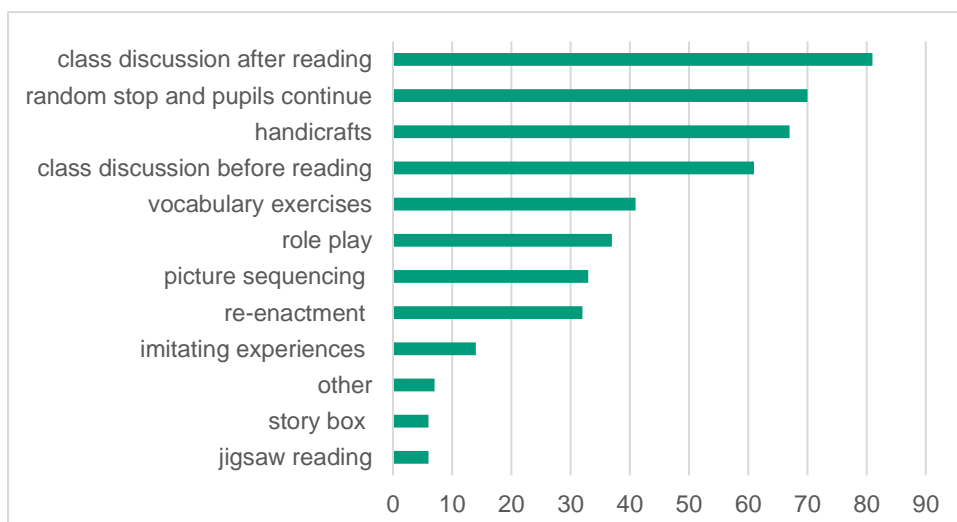


Figure 7: Most often used methods

common methods included vocabulary exercises, role play, picture sequencing and re-enactment. The methods with the lowest number of responses were: imitating experiences, exploring a story box and jigsaw reading exercises. Seven respondents also added other methods.

To answer this question in the survey, respondents could select multiple answers. So, they were not required to single out one method but could select all the methods they felt they used most in class. For example, respondents who selected jigsaw reading thereby stated that this is one of their most used methods. However, they could also select other methods such as handicrafts. In conclusion, the unpopular methods (imitating experiences, story box, jigsaw reading) really were unpopular; even when respondents could select multiple methods, these methods were rarely chosen.

The two most popular methods require little preparation from the teacher other than selecting a book. The teacher could read the book beforehand in preparation but they could also decide not to. Furthermore, the teacher could prepare questions for the class discussion or even easier, they could select a book with the questions already provided. There are websites and forums that provide discussion material online and some publishers provide teaching manuals with discussion material. Discussing a book before reading it also requires little preparation. Nonetheless, teachers may prefer to discuss books after reading them to avoid misinterpretation, especially in the case of young pupils (pre-primary or early primary school). The other methods do require preparation and strong moderation during the activities. Most of those methods cannot be transferred to other books without adapting the material either. Class discussions on the other hand, can be universal; the same questions can be used for every book. For example, questions about the main characters (“Who is the main character?”, “What does she/he do?”), the plot development (“How does the story begin?”, “What happens next?”), the emotional experience (“How did it make you feel when X happened?”, “Was the main character happy?”), etc.

Seven respondents added other methods they most often use when reading picture books (see Table 1: Other methods). These methods could be summarised as: reading without method, free choice reading, connecting the book to a biblical story, letting the pupils become the book’s illustrator and letting pupils choose an animal from the book and create a new story with it. Reading without a method and free reading were added by multiple respondents. Naturally, reading does not always need to be followed up by an activity and can be done just for fun or relaxation. However, this question specifically tapped into

moments when a book is paired with a method. Possibly, these respondents generally do not pair picture books with methods. The last three methods were possibly personal preferences of the respondents that added them.

Reading (without a method)	2
free choice of book	2
connect the book to a biblical story	1
become the illustrator	1
choose an animal from the book and make a new story with it	1

Table 1: Other methods

3.3 Personal experience

3.3.1 Do you find it hard to integrate picture books into your lessons?

Just under half of all respondents (58) claimed that they did not find it hard to integrate picture books into their lessons. About a third (39) said they do find it hard to integrate picture books. Another twenty-one respondents marked the neutral box, stating they neither struggled with nor found it easy to integrate picture books.

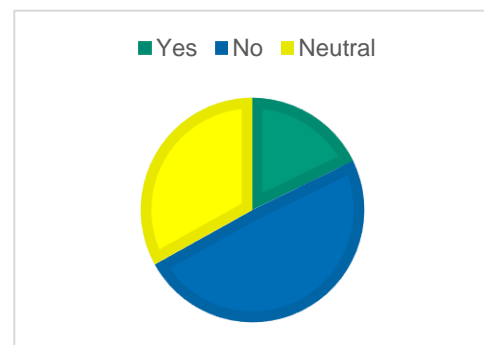


Figure 8: Opinion on picture book integration

Remarkably, a vast amount of respondents claimed they did not have a hard time integrating picture books. Yet, when considering the most popular methods, little variation is shown. Moreover, the two most used methods were a class discussion after reading and letting a pupil finish the story. Both of these methods require little preparation and can be recycled for various picture books. Nonetheless, integration is integration, regardless of variation or repetition.

3.3.2 Do you notice that you keep returning to the same methods when using picture books?

When asked, 92 respondents noticed that they kept returning to the same methods. Only twenty-six respondents replied that they did not feel this way.

This result is in line with the results from “3.2.4 Which methods do you use most often when reading picture books out loud in your lesson?”. The two most popular methods were ticked for a total of 151 times. Deductively, one could say that once a person has mastered a certain method, it can quickly become a habit to use it repeatedly. It could also be the case that respondents have plainly noticed that their preferred methods just ‘work’ in their lessons and with their pupils. At times, it can prove to be beneficial to reuse your methods and continue with what works best. Lastly, for some it may become harder over time to change methods out of fear for the unknown.

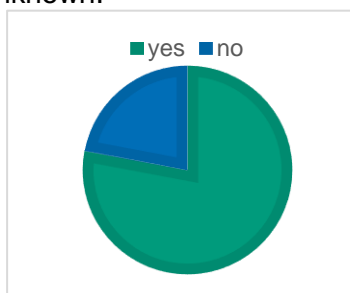


Figure 9: Return to methods

3.3.3 Which statement best matches your personal experience?

Next, the respondents were asked to select a statement that best matches their personal experience with regards to picture book integration. The following five statements were issued:

1. Reading out loud is the most important part, it doesn't always need to be followed by an activity;
2. I don't have time to come up with different methods;
3. Every book is different and so every method is too;
4. I choose the book in function of the method and lesson content;
5. I choose the book and come up with a method afterwards.

Remarkably, every statement was well-represented (see Figure 10: Statements matching respondents' experience), except for statement 2 “I don't have time to come up with different methods”, which remained unselected. This result shows that the time spent on developing a way to integrate picture books into a lesson is not considered to be an obstacle.

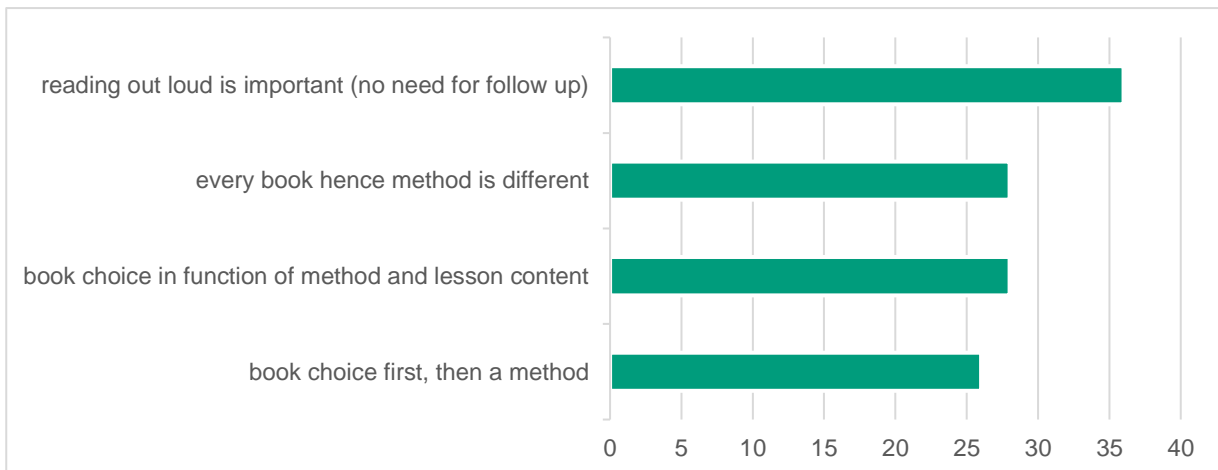


Figure 10: Statements matching respondents' experience

Nonetheless, thirty-six respondents stated that reading out loud is the most important part and does not always need to be followed by an activity. This statement is the most popular answer since it was chosen eight times more than the second most popular statements: “3. Every book is different and so every method is too” and “4. I choose the book in function of the method and lesson content”, which were both chosen twenty-eight times. The least relatable statement was “5. I choose the book and come up with a method afterwards”.

However, for this question respondents could only choose one statement they most identified with. It is possible that respondents identified with multiple statements meaning that choosing one statement did not exclude the possibility of also identifying with another statement. For example, these results do not mean that every respondent who did not choose “5. I choose the book and come up with a method afterwards” normally comes up with the method first and then chooses a book afterwards.

Once more, the results show a preference for less time-consuming approaches to picture book integration such as reading without method and matching a book to an already developed method. On the other hand, twenty-eight respondents also stated that every book is different and so every method is too. These respondents emphasised the individuality of every book and the many ways in which a book can be of meaning. Furthermore, even if a method is recycled for a different book, it will most likely be a different experience: no two class discussions are the same, especially when a different book is being discussed.

3.4 Needs and advice

The last part of the survey consisted of two open-ended questions to which respondents could formulate their needs and give advice to others concerning picture book integration. These last two questions were optional.

3.4.1 What could facilitate the integration of picture books in the classroom according to you?

Seventy-three respondents submitted suggestions to facilitate picture book use in their classrooms. These responses could be categorised as follows:

books that include fully developed material	15
larger offer of books	12
more time in and out class	11
booklists according to themes	7
more books about serious themes	7
digitalised versions of books	5
larger budget for new books	5
learning new things about picture book use	5
sharing material with colleagues	2

Table 2: Respondent suggestions to facilitate picture book integration

Some of these suggestions were beyond the respondent's control such as the school budget, the books on offer and the amount of time pupils spend in the classroom. Moreover, the most popular need that was expressed by a total of fifteen respondents was the need for books that come with fully developed material and instructions for lessons. However, the remaining suggestions could be addressed by the respondent such as developing material and sharing it with colleagues, making thematical book lists, joining webinars or schoolings about picture book integration or even digitalising picture books.

Another four respondents also added other suggestions that did not fit the catgories:

1. assistance for non-native speakers;
2. teachers should be more open to picture books and I believe it should be obligatory course material;
3. the size of the pictures; larger illustrations would be handier for large groups;
4. the possibility to create a nice reading corner.

These responses could be interpreted as personal issues that the respondents who submitted these suggestions have come encountered in their classroom. Still, these needs can be relatable for every teacher looking to integrate picture books in their lessons. Particularly those who have had the opportunity of teaching non-native speakers or large groups or for every teacher who does not have the opportunity to create a reading corner in their classroom.

3.4.2 Do you have tips or 'new' methods that could introduce picture books in the classroom in a refreshing way?

Lastly, respondents were asked to provide tips or refreshing methods for picture book integration in an open-ended question. I added this question to aid me during the creation of the flow chart. Valuable responses to this question contributed to the list of methods at the basis of the flow chart. Only twenty of the 118 respondents submitted valuable responses to the last question. After analysing the twenty responses, I deduced the following twelve methods:

- Kamishibai¹¹ with pictures only;
- Make your own picture for every component of the story and then put them in the right order (create your own comic book);
- Make your own picture book in groups (some pupils will be better at expressing themselves through language and others through drawing);
- Design your own cover after reading only the title or the blurb;
- Present a book of the week;
- Free class discussions and teacher-mediated discussions;
- Let pupils read picture books to each other;
- Play musical chairs with books (when the music ends, pupils read a book for a while and tell their neighbour about it);
- Make your own digital audio story;
- Study the illustrator and try out his style;
- Make a story bag and let one pupil take the bag home every time a story has been read in class. The pupil then explores the bag at home and returns it the next day. The bag could contain the book, other pupils' drawings about the

¹¹ A form of Japanese storytelling with picture boards that slide into a miniature theatre

book, a pencil case and paper, information about the book, a memory game about the book or theme, etc;.

- Read a picture book in a language pupils do not speak; this will help them study intonation, prosody, pictures, etc.

Some of these methods require teacher preparation (e.g. kamishibai, illustrator style) and some cannot be used for classroom integration (e.g. story bag), yet these methods are still innovative ways of engaging with picture books. In addition, some methods also involved objects that are not easy to obtain (e.g. foreign language picture books, digital audio story programming software).

Eight respondents also provided the following tips:

- Visit the library with your class;
- Participate in the 15-minute reading challenge;
- Read the same book multiple times to discover different layers of meaning;
- Digitalise methods;
- Work musical oriented;
- Wrap books as gifts;
- Read dramatically;
- Look for inspiration online (for example Canon Cultuurcel).

Most of these tips refer to concrete picture book reading such as reading style (dramatically), rereading a book, wrapping books as gifts, going to the library or participating in reading challenges to elicit excitement. Others refer to approaches of picture book integration such as a musical oriented or digital approach. One respondent also advised to look for inspiration online.

3.5 Flow chart

The final version of the flow chart can be consulted via the appendices¹². A miniature version of the flow chart looks like this:

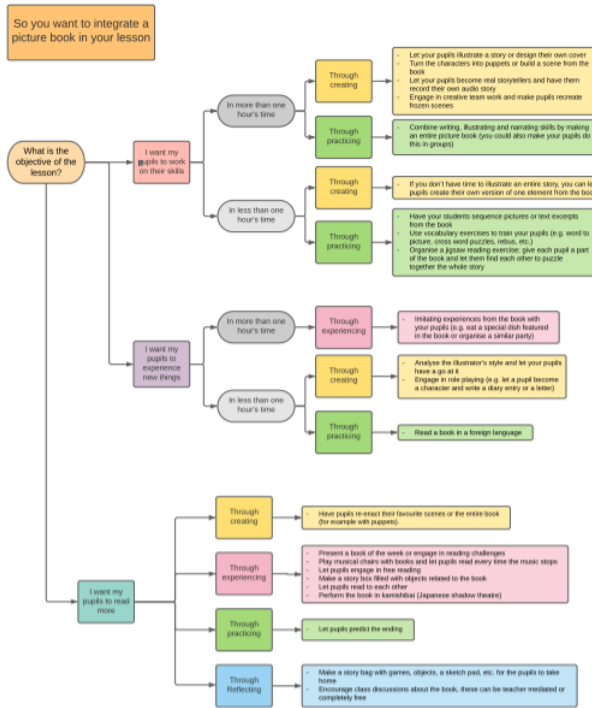


Figure 11: Miniature version flow chart

the underlying idea that activities meant to spark pupils' interest in or enjoyment of reading should not last very long as they will soon become tiring or boring for young pupils.

Following, the user can choose to reach the objective through either, creating, practicing, experiencing or reflecting. Not every objective and time frame provides a possible activity in these categories. While following the steps of this flow chart, it is possible that a reader might feel overlaps. Naturally, certain methods can fit in multiple categories, for example imitating experiences would fit just as well in both "I want my pupils to read more" as "I want my pupils to experience new things". However, I decided not to duplicate methods to avoid confusion and categorised them according to what I believed fitted best.

The chart first taps into the user's lesson objective with regards to picture book integration. The user can choose between:

- I want my pupils to read more;
- I want my pupils to work on their skills;
- I want my pupils to experience new things.

Next, the flow chart is subdivided into the duration of the suggested methods ("in more than one hour's time" or "in less than one hour's time"). Notice that the first objective "I want my pupils to read more" does not include this subdivision. This exception is caused by

¹² See appendix 6.6 Flow chart final version

4 Conclusion

In this section, I will briefly discuss the results from section 2. The discussion will address the results in general but it will also provide more detail on results relevant to the three expectations I had at the beginning of this research:

- I expected respondents to use picture books regularly, for example weekly or even daily;
- I expected respondents to mainly integrate picture books in their lessons as relaxation;
- I expected the majority of respondents to resort to the same method when integrating picture books, *viz.* a reading session followed by a class discussion.

Following, I will discuss the limitations I encountered while developing this study and offer suggestions for further research.

4.1 Discussion

In this dissertation, I have researched new ways to integrate picture books in the primary school classroom. At the outset of this dissertation, I hoped to gather established and 'new' methods in which picture books can be used in the classroom. I did so by surveying 118 respondents that were employed as a teacher or educator in a Flemish primary school at the time of research. Other than inquiring for methods, I also attempted to gain an insight into the current integration of picture books in the classroom, the respondents' personal experience with picture books, their needs and their advice concerning picture book integration. The data I collected provided valuable information about curricular picture book integration in Flemish primary schools.

Seen the high number of respondents and the equal representation of teaching positions in every primary school grade amongst the respondents, it is possible to draw general conclusions from the data.

In section 2, I stated that I expected a large majority of teachers to use picture books regularly. That expectation was not met. When observing "Figure 2: Current picture book use", I concluded that there are two types of teachers: those who integrate picture books into their lessons and those who do not. I also stated that I expected teachers to mainly integrate picture books in their classroom as relaxation. This expectation was confirmed by the 92 respondents who marked relaxation as one of their approaches to picture book integration. According to the data, picture books are approached in a variety of manners but are

predominantly viewed as tools for relaxation, introduction or support during lessons. Lastly, I also expected the majority of respondents to resort to the same method when integrating picture books in their lessons, namely a reading session followed by a class discussion. The data confirms that expectation. When the respondents were asked which methods they most often pair with picture books in their lessons, the most popular method was a class discussion after reading.

When analysing the data, I came across several paradoxes in the respondents' answers:

- The majority of respondents does not find it hard to integrate picture books into their lessons but the majority of respondents does admit to returning to the same methods;
- None of the respondents identified with the statement that they lack time to develop new methods but the majority of respondents strongly prefer methods that require little to no preparation. Furthermore, when asked to submit suggestions that could facilitate picture book use, there is a high demand for more time;
- Only a few respondents stated they felt a need for new methods but when they were asked to provide tips and 'new' methods for their peers, only twelve new methods were provided.

Most obviously, the matter of time is a source of contradictions. Since the option "I don't have time to come up with different methods" was not chosen at all, it would seem that the reason why respondents return to the same methods is not because of a shortage of time or at least not because they are not willing to spend time looking for or developing or even preparing a method. Moreover, methods that are easy and universal without too much of a hassle and that can carry over to other books too are preferred over more time-consuming methods.

Another consideration is that of the will to find new ways of picture book integration. On the one hand, respondents claim they do not struggle with using picture books at all and on the other hand, they continuously return to the same methods. The fact that only about 17% of all respondents submitted tips and new methods, shows that respondents are not too concerned with finding new ways to integrate picture books into their lessons. If they already mastered a plethora of methods, they would have willingly shared their wisdom. This is also substantiated by the fact that they do not struggle with integrating books even though they admit to reusing the same methods over and over again. It is possible they feel like new is

not always better and they would rather continue with something they find works for them. In other words, perhaps respondents do not find it hard to integrate picture books in the ways they are already familiar with.

Furthermore, based on the high number of respondents that either use picture books for relaxation, introductions and even supportive purposes, it can be concluded that picture books most often serve as a tool rather than an end in itself. The most popular statement is clear: "Reading out loud is the most important part, it doesn't always need to be followed by an activity". Although respondents integrate picture books into their lessons, it is often for fun and without pedagogical methods or follow up activities. Respondents also believed that reading in itself matters most and does not always require a pedagogical undertone. Thus, the question rises if teachers are aware of the possible impact of picture book integration but also if teachers are interested in exploring that topic. However, reading out loud for fun without any method or follow up is also a valuable activity in itself. Picture books generally do not require complicated activities to become an valuable educational tool. Furthermore, the data from section 3.3 reaffirms that picture books are diverse and can be approached from many different angles. The high number proposals for integration and tips given by respondents show how diverse a picture book is. Successfully integrating a picture book into a lesson is a matter of finding the right book to suit the objective of that lesson There is likely a book out there for every topic or theme.

4.2 Limitations

As with every research, I also encountered limitations while completing this one. The most obvious limitations concerned the data collection process. I had no way of ensuring that the respondents were actually teachers or educators employed in primary schools. I attempted to filter the respondents by adding profiling questions at the beginning of the survey but it is always possible to lie. Furthermore, the collection process was very unidirectional since I chose to collect data through a survey. There was no interaction between the respondents and myself so I was unable to clarify questions, inquire further or even commence an follow-up conversation with the respondents.

Secondly, the study focuses completely on the teacher's point of view in terms of picture book integration. From this angle too, the survey was very unidirectional. At no point in time could I question the pupils or find out their preferences. I set up a flow chart with a collection of methods but I am not even aware myself of whether they actually support better learning or if pupils even like the methods I suggest them. Hence, it is important for the reader

to remember that this thesis focuses on picture book integration and not on any particular outcome of the suggested methods.

4.3 Further Research

Every question posed in the survey offers a new possible path for further research. However, I will only discuss the most interesting ones in my opinion.

Children's literature is still a very young field of research (Mickenberg, 2013) so any contribution is a worthy one. However, expanding picture books beyond children's literature or pedagogical research could prove to be even more useful. Finding new ways of curricular integration for secondary schools or even higher education could excite many teachers and students alike. All beginning language learners could benefit from the use of picture books. Picture books are great sources for linguistic and narrative acquisition (Terwinghe, 2020) so why not integrate them in higher forms of education at the start of language learning.

Another path I would love to see explored is that of actually testing the methods I have collected and organised. If the methods were to be compared in terms of effectiveness, better advice could be set up for teachers who are already using the methods now. Of course the teachers already have a good idea of what works for them and their class, but it would be interesting to gain a broader view. Changing perspectives could also provide favourable results. Accordingly, one could then bring together both teachers' and pupils' opinions to create the ultimate set of picture book integration methods.

Lastly, there is a demand (fifteen respondents) for picture books that contain fully developed material in the publications. This suggestion is self-evident considering that picture books are used in every grade of primary school according to my data. Existing publishing houses already develop and design books and material specifically for education so publishing picture books with lesson plans attached would create significant added value.

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6 Appendix

6.1 Original survey “Prentenboeken in de klas”

<https://docs.google.com/forms/d/17yK08CMtoOaNyRzmUyCQEvZf-bCJi3uMe3KADalbR1E/edit?usp=sharing>

6.2 English translation survey

<https://drive.google.com/file/d/1OJy6TKPFOE9DJ5xJBWaeKZOFbte8h3oC/view?usp=sharing>

6.3 Excel file used to analyse data

https://docs.google.com/spreadsheets/d/1b81yK_OX3x5tw4rFPUivqtEiRpVbxsDE/edit?usp=sharing&oid=101262226500572282212&rtpof=true&sd=true

6.4 List of collected methods

https://docs.google.com/document/d/1jSCnMfv8fcDap_TQSXNoqugpAZrVuRzY/edit?usp=sharing&oid=101262226500572282212&rtpof=true&sd=true

6.5 Flow chart draft

https://drive.google.com/file/d/1CCz1NO_1i7fx9SPhvXQrgUzNVNVJmnOc/view?usp=sharing

6.6 Flow chart final version

<https://drive.google.com/file/d/1qETv7ZrSmE9nc1KCtDY55BoivEr1UUxt/view?usp=sharing>

So you want to integrate a picture book in your lesson

