The study investigated the quality of 101 3rd year ELT prospective teachers' picture story books (totally 20) for EFL children via their self-assessments. The prospective teachers were given a 23-item five-point Likert scale questionnaire which revealed .933 Cronbach alpha score to do their self-assessments for the books. The items of the questionnaire refer to two categories involving basic literary elements and the particular criteria for teaching young learners. In addition, the results of the authors' assessments were compared to the experts' assessments and elaborated through the results of the authors' semi-structured interviews. The overall results revealed that they believed their books were successful particularly in terms of having effective icono-texts, didactive themes, well-design cover pages, comprehensible titles, familiar characters, and the scripts compatible with the curriculum. When compared to the authors' assessments, it was seen that some items were overrated or underrated by the experts.

Keywords

Picture story book, basic literary elements, teaching English to young learners, ELT prospective teachers

References

These stories are complemented with reading from a variety of sources. Blaine Ray is a Spanish teacher whose philosophy is that "Learning is a function of repetition." TPRS is a movement towards building language proficiency in the use of grammatical structures through reading stories in addition to the oral storytelling for which TPRS is well-known. Originally incorporating seven basic steps, TPRS, according to Ray, has three main steps to the process: STEP 1: Establish Meaning. This is done primarily by translation from a speaker's native language to the target language. STEP 2: Ask Picture books appeal to more learning styles than any other format. It is read out loud for audible learners. It is written and illustrated for visual learners. Some of them even ask readers to interact with it physically for kinesthetic learners. With their supporting images (which are boundless support for reading comprehension, developing speaking and in-class discussion), picturebooks are not just aimed at developing students' reading skills, they bring adults sense of achievement once they have read the whole (!) book in English. Moreover, illustrations facilitate the input, so students c Knowing which literary elements belong in your book and where is exactly what we'll teach you. Since we can't hear books, this literary device is best used to paint a clear picture and include the sense of hearing in your writing. When using this literary element in writing, the correct formatting is almost always to have the word italicized to show emphasis of the sound. Onomatopoeia Literary Device Example The tone of a book is something that conveys the narrator's opinion, attitude, or feelings about what is written. This literary device has the power to shape the entire narrative. For example, if you want to catch a reader off-guard when something traumatic or intense happens, keeping the tone light and humorous before the event can increase the sensation of shock and tension.