Students' and Teachers' Perceptions of Using Picture Storybooks in EFL Reading Classes

By

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Abstract: This study aims at investigating students' and teachers' perceptions of using picture storybooks in EFL reading classes. Three picture storybooks were taught by three in-service teachers to three classes of fifth graders in Egypt with total number of 79 students. Two questionnaires were used to enquire students' and teachers' perceptions. Results of the study indicated that students perceived picture storybooks as desirable, engaging and beneficial reading activities. The most favored dimension of the questionnaire was the perceived benefits of picture storybooks which included: learning new vocabulary, revising vocabulary, improved comprehension, better ability to predict story events, and overall improvement in English. Results also revealed that teachers' perceptions of picture storybooks were positive. Teachers perceived picture storybooks as beneficial for students and as interesting teaching activities. The study recommended the incorporation of picture storybooks in elementary EFL courses.

Introduction:

The ability to read is a critical academic skill in any language learning context. Reading is one of the major skills in foreign language learning. Foreigners need reading more than any other skill. Foreigners learn a language for different purposes. Some learn the foreign language for study purposes as they need English in studying medicine, engineering and other branches of science. In this case the most frequently used skill is reading. Others learn the foreign language to get acquainted with other cultures and again in this case the most frequently used skill is reading specially reading literature to get an idea about the foreign culture. However, most teachers, in Egypt, focus on teaching grammar and vocabulary in elementary schools and rarely pay attention to language skills including reading. Most of the reading activities in elementary school in Egypt focus on reading isolated vocabulary, and isolated sentences. Very little extensive reading activities are provided. Literary work is rarely introduced. Students have only one simple story in grade three.

The present study demonstrates that despite the scientific evidence that picture storybooks are effective in teaching reading, they are not used widely in the Egyptian schools. The study aims at investigating students' and teachers' perceptions of using these stories in elementary EFL reading classes.

Using picture storybooks could help provide good opportunities for practicing reading. Children expect to experience pictures and images in almost everything they encounter. This graphic orientation needs to become an instructional opportunity and be incorporated into the educational process in ways that are beneficial to the learning environments of children in our educational systems. Yang (2007) states that extensive reading seems to support all four skills because of the increased exposure to English vocabulary and discourse. Teaching reading should start from the early years to form the habit of reading. When reading has not been formed as a habit, holding up a book will be considered just part of school work. One way of introducing extensive reading into elementary schools is through picture storybooks.

Picture storybooks are defined as "books in which the story depends on the interaction between written text and image and where both have been created with a conscious aesthetic intention" (Arizpe and Styles, 2003, p. 22).

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Review of literature:

A lot of studies revealed benefits of using picture storybooks. Some studies found out that picture storybooks help students in identifying details, making predictions and giving affective and evaluative comments such as the study of Walsh (2003). However, this study depended on storytelling not story reading.

Other studies found out that picture storybooks enhance students' comprehension such as the studies of Gambrell and Jawitz (1993), Dennis and Walter (1995), and Chou (2011). These studies demonstrated that it is important for teachers of reading to understand that the time spent teaching students how to utilize specific tools when participating in various types of instruction, such as examining the accompanying illustrations, can prove to be beneficial in the overall learning process. The studies found out that the accompanying pictures help students understand the story better. However, two of these studies concentrated on story-telling not story-reading.

Another main benefit of using picture storybooks in EFL reading classes is the increased motivation of students for reading. This is clear in the studies of Cary (1998), Tseng (2010), Ying Li and Seedhouse (2010), and Chou (2011). Cary (1998) observed three bilingual teachers who told folk tales to ESL pupils for four weeks. The results showed that the pupils were actively engaged during storytelling. This study concluded that storytelling engaged pupils and had a positive effect on their comprehension of L2 oral narrative and the quantity of L2 speaking. Though Tseng's study (2010) dealt with literature in general not picture storybooks in particular, it provides evidence about students' increased motivation when encountered with literary works. Ying Li and Seedhouse (2010) suggested that the story-based approach create an entertaining environment which stimulates a higher level of intrinsic motivation and engagement from pupils. The study of Chou (2011) found out that students expressed their desire to read one picture storybook every week. The results of these studies agree with Scharlach's review (2008), which concluded that researchers have emphasized that educators must develop a motivational context for reading, and provide interesting and appropriate texts for reading.

Another main benefit of picture storybooks is vocabulary growth. This is clear in the study of Elley (1989) which revealed that

storytelling improves vocabulary growth. A more recent study that revealed the same result is the study of Nicholas (2007). Nicholas' study centered on observing emergent readers as they demonstrated comprehension and retelling skills both with and without the aid of illustrations that would normally accompany a story. The study also described the personal impact that picture book illustrations had on students in relationship to the processes of learning how to read. This study showed that students who visually experienced the illustrations accompanying a picture book demonstrated moderate improvement in overall story comprehension and retelling ability than those who did not see the pictures of the story. Of more significance was the fact that students, in two different study settings, who saw the pictures as a story was read, exhibited greater indirect vocabulary development than did those students who did not see the illustrations as the story was read aloud to them.

A clear evidence for the overall benefits of using stories in elementary schools in the second language context may be found in the "Book Flood" studies (Elley, 1991; Elley et al. 1996; Elley, 2000) conducted in the South Pacific, Singapore, and numerous other countries, on account of their large scale and coverage of many different nations. These studies consistently show that the "Book Flood" groups outperform the control groups in the four language skills.

Some studies dealt with other aspects of using picture storybooks such as reading styles. The studies of Dickinson and Smith (1994) and Ying Li and Seedhouse (2010) dealt with this issue. Dickinson and Smith (1994) focused on teachers' reading styles of stories. The study revealed three storybook reading styles: (1) co-constructive, in which little talk occurs before and after the reading, but considerable talk of the analytic nature occurs during the reading; (2) didactic-interactional, in which limited talk occurs before, during and after the reading, and teachers exert a tight control over the talk, to keep the children engaged; (3) performance-oriented, in which little talk occurs as the books are read and most talk occurs before and after the readings, and the teachers frequently reconstruct the story or link the story to the children's life experiences following the readings. Ying Li and Seedhouse (2010) presented the features of classroom interaction in the story-based lessons through detailed analyses of classroom discourse. The results show that in the story-based more variations of interaction patterns, and overlapping occurs more frequently.

The study also identified two teachers' storytelling styles which affect pupils' production. They added that what and how the pupils learn from the story-based lessons is related to how the teacher uses the story in the classroom and what he/she expected his/her pupils to learn from listening to the story.

Other studies investigated the factors affecting the use of stories in reading classes. One of these studies is the study of Trivette et al (2012). In this study the effects of repeated book reading on children's early literacy and language development were examined in a meta-analysis of 16 studies including 466 child participants. Results indicated that repeated book reading influenced both story-related vocabulary and story-related comprehension. Findings also showed that the adults' use of manipulative or illustrations related to the story, positive reinforcement of children's comments, explanation concerning the story when asked, and open-ended questions to prompt child verbal responses were associated with positive child outcomes.

From the previous presentation, it is clear that a lot of studies proved that the use of picture storybooks and even the use of illustrations accompanying any story have a lot of benefits. The most commonly found benefits are: better story comprehension, better ability of prediction, better ability of expressing evaluative opinions, increased vocabulary, enhanced motivation, and improvement of overall language skills. Some studies qualitatively investigated related aspects such as classroom interaction and teachers' reading styles when using picture storybooks.

Though there are a lot of studies that dealt with the issue of using stories in general and picture storybooks in teaching reading in particular, most of these studies focused on storytelling not story reading. Very few studies dealt with students' perception of picture storybooks and all of them were in a context that students listened to the stories not read them. No study dealt with teachers' perception of picture storybooks. The present study aims at filling this gap as it investigates students' and teachers' perceptions of picture storybooks used in EFL reading classes.

Research Questions:

1. How do students perceive the use of picture storybooks in EFL reading classes?
2. How do teachers perceive the use of picture storybooks in EFL reading classes?

Method:

Sample:

Three EFL in-service teachers participated in this project to teach three classes of fifth graders. There were seventy-nine students in total.

Material:

The project lasted for six sessions, 45 minutes each. Three picture storybooks were taught. The stories were Ollie's Jar by Carol Moore, Pirates' Treasure by Carol Moore and The Weiner Dog Magnet by Hayes Roberts.

In each picture storybook, the procedures were organized into three main phases: pre-reading activities, during-reading activities and post-reading activities.

Pre reading activities:

- Teacher asked students: what can you see in the pictures? For creating a background knowledge about the story.
- Students provided answers. Sometimes the answers were in Arabic but teacher helped students to say them in English.
- Teacher asked more questions to explore the picture.
- Students predicted the content of the story from the pictures.
- Teacher presented key vocabulary as students explored the pictures.

During reading activities:

- Students read silently and compared their predictions to the content of the story.
- Teacher moved around and provided help when necessary.
- In some cases the teacher asked one student to read aloud for more clarification of meaning.

Post reading activities:

- Students read again.
- Teacher asked follow up questions such as true \ false statements, yes\now questions, wh-questions.
- Teacher helped students retell the story in their own words.
- Teacher asked students to write the new words they have learnt from the story.

- Teacher asked students to write the already known words that they found in the story.
- Teacher asked students about their opinions about the story. Most of students' answers about their opinions were in Arabic. The teacher helped them say their opinions in English.
- In the following class teacher asked whether students retold these stories to others or not.

Instruments:

1- Students' perception questionnaire

A questionnaire was prepared by the researcher to investigate students' perception of using picture storybooks in EFL reading classes (appendix 1). The questionnaire consists of 15 items divided into three dimensions. Table (1) shows the distribution of the items to the different dimensions.

Table (1): Distribution of students' perception questionnaire items to the different dimensions

Dimension	Items
Students' perception of their love and desire to study picture storybooks	1-2-4-6-7
Students' perception of their interaction with picture storybooks	9-10-12-13
Students' perception of the benefits of reading picture storybooks	3-5-8-11-14-15

A four-point Likert-type scale was used. Students chose their responses from strongly agree to strongly disagree. The questionnaire was administered in Arabic to avoid any difficulty for students in understanding the items. The Arabic version of the questionnaire appears in appendix (2). The questionnaire was revised by specialists in the field to ensure its validity. The calculated reliability of the questionnaire was (Alpha = .8277)

2- Teachers' perception questionnaire

A questionnaire was prepared by the researcher to investigate teachers' perception of using picture storybooks in EFL reading classes (appendix 3). The questionnaire consists of 17 items divided into four dimensions. Table (2) shows the distribution of the items to the different dimensions.

Table (2): Distribution of teachers' perception questionnaire items to the different dimensions

Dimension	Items
Teachers' perception of students' love and desire to study picture storybooks	4-6-7
Teachers' perception of students' interaction with picture storybooks	9-10-12-13
Teachers' perception of the benefits of reading picture storybooks	3-5-8-11-14-15
Teachers' perception of their love and desire to teach picture storybooks	1-2-16-17

A four-point Likert-type scale was used. Teachers chose their responses from strongly agree to strongly disagree. The questionnaire was administered in Arabic to avoid any difficulty. The Arabic version of the questionnaire is in appendix (4). The questionnaire was revised by specialists in the field to ensure its validity. The calculated reliability of the questionnaire was (Alpha = .8202)

Some data came from the researcher's classroom observation and discussion with the teachers after each lesson.

Results and Discussion:
4.1. Results related to students' perception

For statistical analysis, the researcher depended on percentages as they gave detailed insight for each item of the questionnaire. he first dimension of the questionnaire, students' love and desire to study picture storybooks, consists of five items. Table (3) clarifies the percentages of each item as well as the total.

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Table (3): Percentages of the first dimension of students' perception questionnaire (students' love and desire to study picture storybooks)

Item	Strongly Agree	Agree	Disagree	Strongly disagree
1. I like picture storybooks.	84.8	13.9	1.3	0
2. I hope to study at least two picture storybooks every year.	63.3	21.5	5.1	10.1
4. Picture storybooks are easy to read.	57.0	31.6	3.8	7.6
6. Picture storybooks are better than any other reading activity.	78.5	11.4	6.3	3.8
7. Picture storybooks are interesting.	82.3	15.2	1.3	1.3
Total of students' love and desire of studying picture storybooks	73.2	18.7	3.5	4.6

It's clear from the table that 73.2 % of students strongly agree, 18.7 % agree while 3.5 % disagree and 4.6% strongly disagree. This means that 91.9% of the sample agree. Two items scored relatively low scores which are the easiness of reading picture storybooks and the desire to study two picture storybooks every year. The percent is high but this relative drop is due to students' inability to read alone. From discussion with teachers, it was found that this practice of asking students to read silently is rarely used in EFL classes in elementary schools in Egypt. Most teachers read for students and some of them follow this step with reading aloud from one or two students in the class. I think this is why though students liked the stories; they found them not so much easy to read. This probably led to little fear of studying them every year. From class observations, the researcher noticed that when teachers asked students to read silently, some of them were lost not knowing what to do. However, as they got used to the activity of reading picture storybooks, this improved to some extent.

The second dimension, students' interaction with picture storybooks, consists of four items. Table (4) clarifies the percentage of each item as well as the total.

Table (4): Percentages of the second dimension of students' perception questionnaire (students' interaction with picture storybooks)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
22.8	3.8	21.5	51.9	9. I feel that the characters in picture storybooks are alive.
5.1	3.8	11.4	79.7	10. I like to retell picture storybooks to my friends and my family.
8.9	10.1	22.8	58.2	12. I find similarities between picture storybooks and my life.
5.1	5.1	13.9	75.9	13. I like to tell my opinion about picture storybooks.
5.8	5.7	17.4	66.4	Total of students' perception of their interaction with picture storybooks

It's clear from the table that 66.4 % of students strongly agree, 17.4 % agree while 5.9 % disagree and 5.1% strongly disagree. This means that 83.8% of the sample agree. Two observations are clear here. First the percent of students who agree here is less than the first dimension. This may be due to the newness of the experience. Students are not used to read any kind of literature in elementary schools in Egypt. They are not also used to telling their opinion about what they read. From classroom observations, I noticed that when students were asked about their opinion, they provided it in Arabic. It was very difficult for them to express their opinions in English. However, the teacher helped them with some words and eventually they could express their opinions in one word or a very simple sentence. Second, two items were noticeably low in scores (9 and 12). Both of them are related to students' perception of the characters and events of the story. This could be due to their lack of experience in dealing and thinking about literary works.

The third dimension, perceived benefits of picture storybooks, consists of six items. Table (5) clarifies the percentage of each item as well as the total.

Table (5): Percentages of the third dimension of students' perception questionnaire (students' perceived benefits of picture storybooks)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
0	5.1	8.9	86.1	3. Picture storybooks help me read the words and sentences.
2.5	2.5	8.9	86.1	5. Picture storybooks help me be better in English.
1.3	0	7.6	91.1	8. I learn new words from picture storybooks.
1.3	3.8	15.2	79.7	11. Picture storybooks help me revise the words I already know.
6.3	2.5	7.6	83.5	14. The pictures in picture storybooks help me remember the events of the story.
7.6	3.8	12.7	75.9	15. I can predict the content of the story from the pictures in picture storybooks.
3.2	3	10.1	83.7	Total of Students' perception of the benefits of reading picture storybooks

It's clear from the table that 83.7 % of students strongly agree, 10.1% agree while 3 % disagree and 3.2% strongly disagree. This means that 93.8% of the sample agree. This dimension is the highest among the three dimensions of the questionnaire. This indicates that students believe that picture storybooks have a lot of benefits. Learning new vocabulary came on top of the benefits of reading picture storybooks.

Results related to teachers' perceptions of picture storybooks

Teachers' perception was investigated by a questionnaire divided into four main dimensions: teachers' perception of students' love and desire to study picture storybooks; teachers' perception of students' interaction with picture storybooks; teachers' perception

of the benefits of picture storybooks; and teachers' love and desire to teach picture storybooks.

The first dimension, teachers' perception of students' love and desire to study picture storybooks, consists of three items. Table (6) clarifies the percentage of each item as well as the total.

Table (6): Percentages of the first dimension of teachers' perception questionnaire (teachers' perception of students' love and desire to study picture storybooks)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
0	0	33.3	66.7	4. Picture storybooks are easy for students to read.
0	0	33.3	66.7	6. Picture storybooks are better for students than any other reading activity.
0	0	0	100.	7. Picture storybooks are interesting for students.
0	0	23.2	77.8	Total of teachers' perception of students' love of picture storybooks

It's clear from the table that 77.8 % of teachers strongly agree, 23.2% agree while no teacher disagrees. This means that 100% of the sample agree. This indicates that teachers believe that picture storybooks are agreeable for students. This corresponds well with students' perception of the same dimension. However, teachers' perception was higher than students' perception.

The second dimension, teachers' perception of students' interaction with picture storybooks, consists of four items. Table (7) clarifies the percentage of each item as well as the total.

Table (7): Percentages of the second dimension of teachers' perception questionnaire (teachers' perception of students' interaction with picture storybooks)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
0	0	66.7	33.3	9. Students interact with the characters in picture storybooks as if they are alive.
0	0	100	0	10. Students retell picture storybooks to others.
0	33.3	66.7	0	12. Students express similarities between picture storybooks and their life.
0	0	66.7	33.3	13. Students like to tell their opinion about picture storybooks.
0	8.3	75	16.7	Total of teachers' perception of students' interaction with picture storybooks

It's clear from the table that 16.7 % of teachers strongly agree, 75% agree while 8.3% of teachers disagrees. This means that 91.7% of the sample agree. This indicates that teachers believe that students interact with picture storybooks well. However, this is the only dimension in which some of the teachers disagree. This indicates that students' interaction with picture storybooks is not at the same level of other dimensions. This also corresponds with students' perception of the same point discussed earlier in table (4) which reveals nearly the same result

The third dimension, teachers' perception of the benefits of picture storybooks, consists of six items. Table (8) clarifies the percentage of each item as well as the total.

Table (8): Percentages of the third dimension of teachers' perception questionnaire (teachers' perception of the benefits of picture storybooks)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
0	0	66.7	33.3	3. Picture storybooks help students read the words and sentences without the teacher's help.
0	0	33.3	66.7	5. Picture storybooks help students be better in English.
0	0	0	100	8. Students learn new words from picture storybooks.
0	0	33.3	66.7	11. Picture storybooks help students revise the words they already know.
0	0	0	100	14. The pictures in picture storybooks help students remember the events of the story.
0	0	66.7	33.3	15. Students can predict the content of the story from the pictures in picture storybooks.
0	0	33.3	66.7	Total of teachers' perception of the benefits of picture storybooks

It's clear from the table that 66.7 % of teachers strongly agree, 33.3% agree while no teacher disagrees. This means that 100% of the sample agree. This indicates that teachers believe that picture storybooks have a lot of benefits for students. This agrees with students' perception of the benefits of picture story books.

The fourth dimension, teachers' perception of their love and desire to teach picture storybooks, consists of four items. Table (9) clarifies the percentage of each item as well as the total.

Table (9): Percentages of the fourth dimension of teachers' perception questionnaire (teachers' perception of their love and desire to teach picture storybooks)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
0	0	66.7	33.3	1. I like teaching picture storybooks.
0	0	66.7	33.3	2. I hope to teach at least two picture storybooks every year.
0	0	66.7	33.3	16. Picture storybooks are easy to teach
0	0	33.3	66.7	17. Picture storybooks make the class enthusiastic
0	0	58.3	41.7	Total of teachers' perception of their love and desire to teach picture storybooks

It's clear from the table that 41.7 % of teachers strongly agree, 58.3% agree while no teacher disagrees. This means that 100% of the sample agree. This indicates that teachers love to teach picture storybooks but this agreement is hesitant. This may be due to teachers' anxiety of the burden it may be put on them to teach something new.

The results related to teachers' perception is limited by the small number of teachers who participated in the study.

Conclusion and Recommendations:

The study revealed that both students and teachers have positive perceptions of the use of picture storybooks in EFL reading classes. However, it was noticed that the interaction of students with picture storybooks was less than the other dimensions and that the perceived benefits were the highest dimension of all. The perceived benefits included: learning new vocabulary, revising already known vocabulary, better comprehension, better ability to predict the events of the story, and overall improvement of English language skills.

Theoretically, this study filled a research gap. Most of the studies that dealt with picture storybooks focused on storytelling while this study focused on story-reading in an EFL context. Moreover, very few studies dealt with students' perception and none dealt with teachers' perception of using picture storybooks. Consequently, the

study gave insight how students and teachers perceive the use of picture storybooks in EFL reading classes.

Practically, this study provided teachers with detailed steps for applying picture storybooks in EFL reading classes. The study recommends the incorporation of picture storybooks in elementary school EFL courses. The study also recommends that libraries in elementary schools should be supplied with sufficient and suitable picture storybooks and teachers should encourage their students to read these picture storybooks by different means.

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Appendices

Appendix (1) : The English Version of students' perception questionnaire (Prepared by the researcher)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
				1. I like picture storybooks.
				2. I hope to study at least two picture storybooks every year.
				3. Picture storybooks help me read the words and sentences.
				4. Picture storybooks are easy to read.
				5. Picture storybooks help me be better in English.
				6. Picture storybooks are better than any other reading activity.
				7. Picture storybooks are interesting.
				8. I learn new words from picture storybooks.
				9. I feel that the characters in picture storybooks are alive.
				10. I like to retell picture storybooks to my friends and my family.
				11. Picture storybooks help me revise the words I already know.
				12. I find similarities between picture storybooks and my life.
				13. I like to tell my opinion about picture storybooks.
				14. The pictures in picture storybooks help me remember the events of the story.
				15. I can predict the content of the story from the pictures in picture storybooks.

Appendix (2) : The Arabic Version of students' perception questionnaire

استبانة تصور الطلاب عن القصص المصورة

(إعداد الباحث)

لاأوافق بشدة	لا أوافق	موافق	موافق بشدة	العبارة
				١. أحب القصص المصورة.
				٢. أرغب في دراسة قصتين مصورتين على الأقل كل عام.
				٣. تساعدني القصص المصورة على قراءة الكلمات والجمل.
				٤. القصص المصورة سهلة القراءة.
				٥. تساعدني القصص المصورة في تحسين مستواي في اللغة الانجليزية.
				٦. القصص المصورة أفضل من أي نشاط قراءة آخر.
				٧. القصص المصورة شيقة وممتعة.
				٨. أتعلم كلمات جديدة من القصص المصورة.
				٩. أشعر أن الشخصيات في القصص المصورة شخصيات حية.
				١٠.أحب أن أحكي القصص المصورة التي قرأتها لأصحابي وأهلي.
				١١.تساعدني القصص المصورة في مراجعة بعض الكلمات التي درستها سابقاً.
				١٢.أشعر بتشابه بين القصص المصورة وحياتي الشخصية.

				١٣.أحب أن أعبر عن رأيي في القصص المصورة.
				١٤.تساعدني الصور في القصص المصورة على تذكر أحداث القصة.
				١٥.يمكنني استنتاج أحداث القصة من خلال النظر إلى الصور الموجودة بالقصص المصورة.

Appendix (3) : The English Version of teachers' perception questionnaire (Prepared by the researcher)

Strongly disagree	Disagree	Agree	Strongly Agree	Item
				1. I like teaching picture storybooks.
				2. I hope to teach at least two picture storybooks every year.
				3. Picture storybooks help students read the words and sentences without the teacher's help.
				4. Picture storybooks are easy for students to read.
				5. Picture storybooks help students be better in English.
				6. Picture storybooks are better for students than any other reading activity.
				7. Picture storybooks are interesting for students.
				8. Students learn new words from picture storybooks.
				9. Students interact with the characters in picture storybooks as if they are alive.
				10. Students retell picture storybooks to others.
				11. Picture storybooks help students revise the words they already know.
				12. Students express similarities between picture storybooks and their life.
				13. Students like to tell their opinion about picture storybooks.
				14. The pictures in picture storybooks help students remember the events of the story.
				15. Students can predict the content of the story from the pictures in picture storybooks.
				16. Picture storybooks are easy to teach
				17. Picture storybooks make the class enthusiastic

Appendix (4) : The Arabic Version of teachers' perception questionnaire

استبانة تصور المعلمين عن القصص المصورة

(إعداد الباحث)

لاأوافق بشدة	لا أوافق	موافق	موافق بشدة	العبارة
				١٦.أحب تدريس القصص المصورة.
				١٧.أرغب في تدريس قصتين مصورتين على الأقل كل عام.
				١٨.تساعد القصص المصورة الطلاب على قراءة الكلمات والجمل.
				١٩.القصص المصورة سهلة القراءة للطلاب.
				٢٠.تساعد القصص المصورة الطلاب في تحسين مستواهم في اللغة الانجليزية.
				٢١.القصص المصورة أفضل للطلاب من أي نشاط قراءة آخر.
				٢٢.القصص المصورة شيقة وممتعة للطلاب.
				٢٣.يتعلم الطلاب كلمات جديدة من القصص المصورة.
				٢٤.يتفاعل الطلاب مع الشخصيات في القصص المصورة وكأنها شخصيات حية.
				١٠ـ يحكي الطلاب القصص المصورة التي قراؤوها للآخرين.
				١١. تساعد القصص المصورة الطلاب في مراجعة بعض الكلمات

				التي درسوها سابقاً.
				١٢. يعبر الطلاب عن التشابه بين القصص المصورة وحياتهم الشخصية.
				١٣. يحب الطلاب التعبير عن رأيهم في القصص المصورة.
				١٤. تساعد الصور في القصص المصورة الطلاب على تذكر أحداث القصة.
				١٥. يمكن للطلاب استنتاج أحداث القصة من خلال النظر إلى الصور الموجودة بالقصص المصورة.
				١٦. تدريس القصص المصورة سهل
				١٧. القصص المصورة تجعل الفصل متحمساً