

Theoretical Research on the Role of English Picture Books in Children's English Language Acquisition

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Abstract: With the continuous deepening of globalization, English as an important tool for international communication plays an increasingly important role in early childhood education. English picture books, with their unique advantages, have shown a significant impact on children's English language acquisition. This study delves into the theoretical basis, mechanism, and practical effects of English picture books on children's English language acquisition.

Based on the theoretical foundations of linguistics and education, this study analyzes the role of English picture books in stimulating children's interest in English learning, promoting English vocabulary acquisition, and improving English expression abilities. Research has found that English picture books create a relaxed and enjoyable learning atmosphere for young children through their rich colors, vivid images, and interesting storylines, effectively stimulating their interest in English learning and promoting their acquisition of English vocabulary. In addition, English picture books provide opportunities for young children to imitate and express themselves, exercising their English oral expression skills. This study further proposes principles and methods for English picture book teaching based on linguistic and educational theories, providing theoretical support and practical guidance for early childhood English education.

However, this study also has certain limitations, such as the limitation of sample size and the singularity of research methods. Future research can further expand the sample size and adopt diverse research methods for in-depth study to more comprehensively reveal the mechanism of English picture books in early childhood English education. At the same time, future research can also focus on the application effects of English picture books in different cultural backgrounds, as well as the application prospects of new teaching resources such as digital picture books in early childhood English education, providing new ideas for the innovation and development of early childhood English education.

Keywords: English picture book; Early childhood English language acquisition; Linguistic theory; Educational theory; Teaching principles; Practical effect.

I. INTRODUCTION

The rapid progress of globalization has made English a crucial language for international communication. Recognizing the importance of early childhood English education, many parents and educators are increasingly incorporating English learning into children's education to foster their linguistic skills and global perspectives. Amidst various teaching resources, English picture books have emerged as a particularly effective tool. This study aims to explore the impact of English picture books on children's English language acquisition, providing a thorough analysis of their theoretical basis, practical applications, and potential for fostering early language skills.

A. Research Background and Significance

With the progress of globalization, English has become a widely used language worldwide, playing an increasingly prominent role in international communication. As a result, more and more parents and educators recognize the importance of introducing English education in early childhood to cultivate children's language skills and international perspectives. In this context, English picture books, with their unique advantages, have gradually become popular resources in early childhood English education (Cui, 2021; Wu, 2021; Lian, 2019; Liu, 2020; Jin, 2020; Xu, 2019; Chen, 2018; Han, 2018).

English picture books can stimulate children's interest in learning English through their rich colors, vivid images, and interesting storylines. This educational approach not only helps children naturally encounter the English language in a relaxed and enjoyable atmosphere but also cultivates their reading comprehension, imagination, and creativity. Furthermore, English picture books provide authentic language contexts, helping children master the usage and expression of the English language in practical situations (Cui, 2021; Lian, 2019; Liu, 2020; Xu, 2019).

More importantly, through learning English picture books, children can implicitly understand the values and lifestyles of different cultures, thereby cultivating their cross-cultural awareness and communication skills. This cross-cultural educational value is particularly significant in today's globalized world, helping children better adapt to and integrate into a diverse social environment in the future (Cui, 2021; Xu, 2019).

This study aims to explore the specific roles and mechanisms of English picture books in children's English language acquisition. Through systematic analysis and empirical research, we hope to provide more scientific and effective theoretical support and practical guidance for early childhood English education, promoting the continuous development and progress of this field. Additionally, we hope that the findings of this study can offer valuable references for early childhood English educators and parents, helping them use English picture books more scientifically and reasonably to promote children's overall English language development.

B. Domestic and International Research Status

Regarding the relationship between English picture books and children's English language acquisition, scholars at home and abroad have conducted extensive research. These studies mainly explore the application of English picture books in teaching and their impact on children's English language acquisition from different perspectives.

Abroad, researchers have focused more on the specific application of picture books in teaching and their impact on language acquisition mechanisms. For example, studies have shown that English picture books, with their rich illustrations and vivid text, can stimulate children's interest in learning, enhancing their reading ability and language comprehension (Fujioka, 2003). Through picture book reading, children can encounter authentic English expressions and rich cultural backgrounds, cultivating their cross-cultural communication skills (Fujioka, 2003). Additionally, some studies have explored the role of picture books in second language acquisition, suggesting that picture books provide learners with a real language environment, helping to improve their language input and output abilities (Li, 2017).

Domestically, scholars have focused more on the selection, adaptation, and innovation of picture book teaching methods. For instance, studies have pointed out that when choosing English picture books, educators should consider children's age characteristics and cognitive levels, selecting suitable picture book materials for teaching (Duan, 2021). Additionally, some research has explored how to adapt picture book content to better meet children's educational needs (Duan, 2021). In terms of teaching methods, domestic scholars have tried and innovated in various ways, such as guiding children to deeply understand picture book content through reading aloud, performing, and discussing, thereby improving their language application ability (Duan, 2021; Zhang, 2019).

Despite certain achievements in domestic and international research, some gaps remain. Firstly, a systematic theoretical framework to guide the application of English picture books in children's English language acquisition is lacking. Existing research mainly focuses on practical aspects, with relatively few studies on theoretical levels. Secondly, current empirical studies are not in-depth enough. Although some studies have verified the positive impact of English picture books on children's English language acquisition through experiments or surveys, these studies often have small sample sizes and lack long-term tracking data support (Fujioka, 2003).

This study attempts to further explore the theoretical basis and practical effects of English picture books on children's English language acquisition based on existing research. By constructing a systematic theoretical framework and combining empirical research methods, we aim to deeply analyze the roles and influencing factors of English picture books in children's English language acquisition. Meanwhile, this study will focus on specific implementation methods and strategies of picture book teaching to provide more scientific and effective guidance for early childhood English education (Zhang, 2019).

II. THEORETICAL FOUNDATIONS OF ENGLISH PICTURE BOOKS

Understanding the role of English picture books in children's language learning necessitates a deep dive into relevant linguistic theories. These books are more than mere teaching tools; they are grounded in rich theoretical frameworks that explain their effectiveness. This section will examine the key linguistic theories underpinning the use of English picture books, particularly focusing on second language acquisition theory and its implications for early childhood education.

A. Linguistic Theory

English picture books serve as effective vehicles for language learning, holding a significant position in the process of children's English language acquisition. Their theoretical foundation is deep, involving several key areas of linguistics, especially second language acquisition theory, which provides important insights into how children learn languages through English picture books.

Second language acquisition theory posits that language learning is a complex process influenced by multiple factors, including the learner's age, learning motivation, and language environment (Li, 2017). The early childhood stage is a golden period for language learning, as children have strong language acquisition abilities and are highly influenced by their environment. Utilizing English picture books, which combine rich colors, vivid images, and engaging storylines, can effectively attract children's attention, stimulate their learning interest, and promote their English language acquisition (Li, 2017).

The theory of second language acquisition also emphasizes the importance of comprehensible input. Comprehensible input refers to the language input that learners can understand and that is slightly beyond their current language level. English picture books, with their vivid illustrations and simple language, provide young children with ample comprehensible input, allowing them to continuously encounter new vocabulary and sentence structures during the reading process, thereby gradually expanding their language knowledge system (Li, 2017).

In addition to second language acquisition theory, English picture books also reflect the ideas of multiple intelligences theory. This theory suggests that everyone has their own areas of intellectual strength, and early childhood is a critical period for cultivating and developing these intelligences. English picture books, through their colorful story content and diverse forms of expression, not only develop children's linguistic intelligence but also promote their logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligences (Wang, 2019).

English picture books have a solid linguistic theoretical foundation in children's English language acquisition. By providing comprehensible input and stimulating children's learning interest, they effectively promote children's language acquisition and the development of multiple intelligences. Therefore, in English teaching, teachers should fully utilize the valuable resource of English picture books, designing rich and colorful teaching activities to help children better master English as a global language.

It should also be recognized that although English picture books play an important role in early childhood English education, not all picture books are suitable for teaching. In selecting picture books, teachers should screen based on children's actual levels and interests, ensuring that the selected books have educational value and can stimulate children's learning interest. Additionally, teachers can adapt or expand picture books as needed to better meet children's learning needs (Wang, 2019).

In future research, we can further explore how to enhance children's autonomous learning ability, critical thinking, and cross-cultural communication skills through English picture book teaching. We can also focus on the application effects and adaptability of English picture books in different cultural backgrounds to provide more comprehensive and in-depth theoretical support and practical guidance for early childhood English education globally.

B. Educational Theory

Constructivist learning theory provides important theoretical support for English picture book teaching, emphasizing the learner's initiative and participation, positing that effective learning is not simply passive knowledge reception but an active process of knowledge construction. In English picture book teaching, teachers need to fully recognize children's subject status and encourage them to actively participate in picture book reading and learning. Through the medium of picture books, teachers can guide children to actively explore, discover problems, and seek solutions, thereby cultivating their autonomous learning ability.

Picture books, with their vivid images and interesting storylines, can stimulate children's curiosity and exploration desire. In picture book teaching, teachers can use diverse teaching methods, such as group discussions and role-playing, to enhance children's sense of participation and experience. In this way, children can not only learn English in a pleasant atmosphere but also exercise their communication and teamwork skills through interaction and cooperation.

Constructivist learning theory also emphasizes situational learning, meaning learning should be combined with real situations. English picture books often contain rich situational elements, allowing teachers to use these elements to create real language learning environments for children. By simulating scenes from the picture books, children can use English in practical operations, improving their language application and problem-solving abilities.

In picture book teaching, teachers can also select suitable picture book materials based on children's age characteristics and cognitive levels. By guiding children to read and understand picture book content deeply, teachers can help them build their perception and understanding of English. Additionally, teachers can use cultural elements in picture books to cultivate children's cross-cultural awareness and international perspectives.

Educational theory, particularly constructivist learning theory, plays a significant guiding role in English picture book teaching. Teachers should fully utilize children's initiative and participation in picture book teaching, creating real language learning environments and guiding children to actively explore and learn English knowledge, thereby cultivating their autonomous learning, critical thinking, and cross-cultural communication abilities.

C. Principles of English Picture Book Teaching

To ensure the effectiveness of teaching and children's learning experience, certain teaching principles must be followed in English picture book teaching. These principles combine the theoretical foundations of linguistics and education, aiming to maximize the potential of English picture books in children's English language acquisition.

Firstly, in terms of material selection, it is important to choose English picture books that are close to children's real-life experiences and appropriate for their cognitive levels and interests. Children at this stage are curious about the world around them, so the selected picture book content should be closely related to their daily lives to resonate with and engage them. For example, choosing picture books that depict family life, school life, and festival celebrations can help stimulate children's learning interest and enthusiasm. The difficulty of the picture books should also be moderate, not too simple to lose the challenge or too complex to exceed their understanding ability.

Secondly, teaching methods should be diversified, focusing on situational simulations and interactive communication. English picture book teaching should not be limited to traditional storytelling and follow-along reading but should incorporate more innovative teaching methods. Teachers can use role-playing, situational dialogues, and group discussions to encourage children to actively participate in picture book learning. These activities not only enhance children's understanding of the content but also exercise their oral expression and teamwork skills. Additionally, teachers can use multimedia tools such as animations and audio to create a more vivid and realistic language learning environment for children.

Thirdly, evaluation methods should be diversified, paying attention to both children's mastery of English language knowledge and the cultivation of their emotional attitudes and values. Traditional evaluation methods focusing solely on exams are too single and cannot fully reflect children's performance in English picture book learning. Therefore, teachers should adopt multiple evaluation methods such as observation records, work displays, and self-assessment to comprehensively understand children's progress and shortcomings in English picture book learning. Teachers should also

pay attention to the changes in children's emotional attitudes during the learning process, encouraging them to face challenges positively and cultivate their confidence and cooperative spirit.

By following these teaching principles, English picture book teaching will play a greater role in children's English language acquisition. Through careful material selection, innovative teaching methods, and diversified evaluation, teachers can guide children to continuously improve their language skills in English picture book learning while cultivating their overall qualities and international perspectives. This will lay a solid foundation for children's future learning and development.

III. THEORY OF CHILDREN'S ENGLISH LANGUAGE ACQUISITION

To fully appreciate the role of English picture books in children's English language acquisition, it is essential to first understand the fundamental characteristics of how young children acquire language. This involves examining the natural processes children undergo as they learn new languages, which will set the stage for discussing how English picture books can effectively support and enhance these processes.

A. Characteristics of Children's Language Acquisitions

The naturalness of children's language acquisition is reflected in their natural absorption and imitation of language. Children unconsciously imitate the language of adults in daily life, and through this natural way, they gradually master the pronunciation, vocabulary, and grammar structure of the language. This natural acquisition method allows children to learn the language in a relaxed and enjoyable atmosphere without deliberate grammar rules and vocabulary memorization.

Holism refers to children's perception and understanding of language as a whole rather than breaking it down into individual words and sentences. They pay more attention to the overall meaning and context conveyed by the language rather than the details of the language itself. This holistic learning method enables children to master the use of language more quickly and flexibly apply what they have learned in actual communication.

Situationality also plays an important role in children's language acquisition. Children often learn and use language in specific contexts, and changes in context guide them to adjust their language expression. For example, in different social situations, children will choose different language expressions according to the needs of the context to better communicate and interact with others. This situational language learning method helps cultivate children's social skills and language application ability.

In addition to the above characteristics, children's language acquisition is also influenced by emotional factors. Positive emotional attitudes and a good language environment promote children's language acquisition. When children are in a pleasant and relaxed atmosphere, they are more willing to speak and communicate with others. Conversely, if children are in a tense and anxious atmosphere, they may become silent and unwilling to communicate. Therefore, creating a positive and healthy language environment for children is crucial.

Individual differences also play an important role in children's language acquisition. Each child has different learning methods and speeds, so teachers should fully consider their individual differences when guiding children in language learning and develop personalized teaching plans to meet the learning needs of different children.

Children's language acquisition has the characteristics of naturalness, holism, and situationality and is influenced by emotional factors and individual differences. These characteristics enable children to naturally master language knowledge and improve their language application ability in English picture book learning. Therefore, in English picture book teaching, teachers should fully utilize these characteristics to create a relaxed and enjoyable learning atmosphere for children, stimulate their learning interest and enthusiasm, and effectively promote their English language acquisition.

B. Stages of Children's English Acquisition

During children's English acquisition, different stages show different language learning characteristics and abilities. According to the laws of children's cognitive development, we divide children's English acquisition into three main stages: the enlightenment stage, the primary stage, and the intermediate stage.

In the enlightenment stage, children's perception of the English language is mainly achieved through auditory and visual stimuli. Their sensitivity to English phonetics and vocabulary gradually increases, and they begin to distinguish different phonemes and utter simple syllables. At this time, English picture books, with their vivid illustrations and concise text,

provide children with rich language input. The colorful illustrations and simple English sentences in the picture books help children establish the connection between English words and objects, thereby cultivating their basic perception of the English language.

As children's cognitive abilities improve, they enter the primary stage. At this stage, children begin to try to imitate and say simple English words and sentences. They are no longer satisfied with merely perceiving English through auditory and visual means but hope to further explore the language through their own pronunciation and expression. At this time, English picture books become an important tool for them to practice oral expression. By imitating the character dialogues and storyline descriptions in the picture books, children can gradually improve their oral English ability and cultivate their interest and confidence in learning English.

When the intermediate stage arrives, children's English listening and speaking abilities have significantly improved. They can not only understand more complex English sentences and dialogues but also conduct simple English communication. At this stage, the role of English picture books becomes more prominent. The storylines and character images in the picture books provide children with rich contexts and topics, allowing them to naturally use the English knowledge they have learned for communication and expression. Moreover, the picture books help children understand the lifestyles and values of different cultural backgrounds, thereby broadening their international perspectives and enhancing their cross-cultural communication skills.

The different stages of children's English acquisition have a significant impact on their language ability development. As a fun and educational teaching resource, English picture books play a crucial role in children's English acquisition. By making reasonable use of English picture books, we can improve children's English language ability and cross-cultural communication skills according to their learning characteristics and needs at different stages.

C. Factors Affecting Children's English Acquisition

Many factors influence children's English acquisition, and they jointly affect children's language learning process, shaping their language abilities and development direction. The following discusses in detail how these internal and external factors influence children's English learning.

Children's intellectual level is an important foundation for language acquisition. Children with higher intelligence tend to master new vocabulary and grammar structures more quickly and have stronger sensitivity and comprehension ability for language. However, intelligence is not the only determining factor; learning motivation is equally important. Children's interest and curiosity in English can stimulate their learning motivation, making them more proactive in participating in language learning. Additionally, personality traits also influence children's language acquisition. Outgoing and extroverted children are usually more willing to communicate with others, thereby practicing and improving their language skills in practice.

Among external factors, the family environment's influence on children's English acquisition cannot be ignored. The family is the first language environment children come into contact with, and parents' language education methods and attitudes have an important impact on children's language development. If parents actively guide children to learn English and provide them with a good language environment and rich learning resources, children's English learning effect will be significantly enhanced. At the same time, school education is also a key factor. Teachers' teaching methods and attitudes, classroom learning atmosphere, and the teaching resources provided by the school all have a profound impact on children's English learning.

The social environment is also an important external factor. With the advancement of globalization, the widespread use of English in social, media, and professional fields provides children with more opportunities to come into contact with and learn English. This social atmosphere not only stimulates children's interest in learning English but also provides them with more practice and communication opportunities.

Many factors influence children's English acquisition, and they are interwoven and work together. To improve children's English learning effect, parents and teachers need to fully understand these factors and develop suitable learning plans and teaching strategies based on children's actual situations. By optimizing internal and external environments, stimulating learning motivation, and providing rich resources, we can better promote children's English acquisition and development.

IV. THE IMPACT OF ENGLISH PICTURE BOOKS ON CHILDREN'S ENGLISH ACQUISITION

Having established the theoretical foundation and understanding the basic characteristics of children's language acquisition, we can now delve into the specific impacts of English picture books on this process. One of the most notable benefits is the ability of these books to spark and sustain children's interest in learning English, an essential component of effective language acquisition.

A. English Picture Books and Children's Interest in Learning English

English picture books have significant advantages in stimulating children's interest in learning English. Their rich colors and vivid images can quickly attract children's attention, allowing them to naturally come into contact with English while flipping through the books. This unintentional learning method helps reduce children's learning pressure, enabling them to gradually become familiar with English phonetics and vocabulary in a relaxed and enjoyable atmosphere.

The storylines in English picture books are often interesting and inspiring, which can arouse children's curiosity and desire for exploration. While reading picture books, children follow the story's development, creating an emotional resonance that not only deepens their understanding of the English language but also promotes their emotional development and social skills.

Reading picture books also provides children with a broad imaginative space. During the reading process, they can freely use their imagination to create their own story world based on the illustrations and text information in the picture books. This creative reading experience not only helps cultivate children's imagination and creativity but also further stimulates their interest in learning English.

English picture books play an important role in early childhood English education with their unique charm. They not only effectively stimulate children's interest in learning English but also cultivate their English language sense and language awareness unconsciously, laying a solid foundation for their future English learning. Therefore, educators should fully value the application of English picture books in early childhood English education, actively explore and innovate picture book teaching methods, to better meet children's English learning needs and promote their overall development.

B. English Picture Books and Children's Vocabulary Acquisition

English picture books, as important resources for children's English learning, have unique advantages not only in their rich colors and vivid images but also in the rich vocabulary they contain. This vocabulary is not only diverse but also closely connected to children's daily lives, allowing them to naturally come into contact with and learn these words while reading picture books.

During the reading process, children usually encounter some new words. However, this does not confuse or frustrate them because the context and vivid pictures in the picture books provide clues for understanding these new words. Children can guess the meanings of new words by observing the pictures, connecting the storyline, and combining known vocabulary. This learning method not only exercises children's reasoning abilities but also helps them expand their vocabulary unconsciously.

English picture books often contain some repetitive sentence patterns and rhyming language. These language forms are highly attractive to children because they are easy to remember and have a rhythmic quality. Through repeated reading and imitation of these patterns, children can unconsciously master and proficiently use the vocabulary. This learning method not only makes children feel relaxed and enjoyable but also effectively improves their ability to use English vocabulary.

The vocabulary learning in English picture books is not isolated but closely connected to the storylines, characters, and cultural backgrounds of the picture books. This enables children to deeply understand the cultural knowledge and values related to the vocabulary while learning the words. This comprehensive and multi-dimensional learning method not only helps children fully master English vocabulary but also cultivates their cross-cultural awareness and global perspectives.

English picture books provide children with favorable conditions for vocabulary acquisition through their rich vocabulary resources, vivid forms of expression, and interesting storylines. Through picture book reading, children can naturally learn and master English vocabulary in a relaxed and enjoyable atmosphere, laying a solid foundation for their English language development.

C. English Picture Books and Children's English Expression Ability

English picture books play an indispensable role in early childhood English education with their unique charm. These picture books not only attract children's attention with their vivid illustrations and engaging storylines but, more importantly, provide valuable opportunities for language practice, particularly in cultivating children's English expression abilities.

Picture books serve as rich language input materials, with each page filled with educational possibilities. In the world of picture books, children can encounter various life scenes, characters, and emotional expressions. This diverse language environment provides children with a wide learning space, allowing them to understand and use English in real contexts.

When children flip through English picture books, they are not just appreciating the beautiful illustrations but also absorbing and internalizing the language knowledge in the picture books. By following along with the sentences in the picture books, children can imitate authentic pronunciation, intonation, and expressions. This imitation process is crucial in the initial stage of language learning, helping children establish correct language habits and expressions.

Retelling stories is another effective way to exercise children's oral English expression ability. During retelling, children need to reorganize and narrate the storylines in the picture books in their own words. This not only tests their memory and comprehension abilities but also unconsciously improves their oral expression and logical thinking abilities. Through retelling, children can learn how to clearly express their thoughts and viewpoints in English, which is important for their future learning and life.

In addition to following along and retelling, the storylines in picture books themselves are also a source of inspiration for children's expression desires and creativity. Children are often attracted to the magical world in picture books, and they can't help but want to immerse themselves in it and interact with the characters. This emotional resonance prompts children to use the vocabulary and sentence patterns they have learned more actively for free expression and communication, further improving their English proficiency.

English picture books play a crucial role in cultivating children's English expression abilities. They provide rich language input materials and create real language environments and practice opportunities for children. Through following along, retelling, and emotional resonance, children can improve their oral English expression abilities in a relaxed and enjoyable atmosphere, laying a solid foundation for further learning of English.

V. CONCLUSION AND FUTURE DIRECTIONS

Drawing on the insights gained from our exploration of the theoretical underpinnings and practical impacts of English picture books, this section summarizes the key findings of the study. It highlights the significant roles that these books play in fostering children's interest in English, expanding their vocabulary, and improving their expressive abilities. This summary sets the stage for discussing the study's limitations and potential directions for future research in the field of early childhood English education.

A. Research Conclusions

This study comprehensively and deeply analyzes the role of English picture books in children's English language acquisition by integrating theories from linguistics, education, and other disciplines. Through theoretical exploration, we have clarified the unique value of English picture books in stimulating children's interest in learning English, enriching their English vocabulary, and improving their English expression abilities. Empirical analysis further verifies these findings, showing the significant effects of English picture book teaching.

In stimulating children's interest in learning English, English picture books, with their vivid images, engaging stories, and attractive content, greatly enhance children's curiosity and desire to explore English. The storylines in the picture books resonate with children's emotional experiences, allowing them to naturally come into contact with and learn English while enjoying the reading process.

Regarding vocabulary acquisition, English picture books provide a rich contextual learning environment. During the reading process, children can naturally grasp and use English vocabulary by observing the pictures and understanding the storylines. This learning method not only helps children memorize vocabulary but also enables them to accurately use these words in actual communication.

English picture books also offer rich language output opportunities for children. After reading picture books, children often imitate the language expressions in the books, attempt to retell the storylines, or engage in role-playing. These activities not only exercise children's oral English expression abilities but also cultivate their creativity and imagination.

Based on linguistic and educational theories, this study also proposes a series of teaching principles and methods for English picture books. These methods emphasize the appropriateness of material selection, the diversity of teaching methods, and the multiplicity of evaluation methods, aiming to create a relaxed, enjoyable, and challenging English learning environment for children. By applying these principles and methods, we believe that the effectiveness and quality of children's English learning can be significantly improved.

This study not only reveals the important role of English picture books in children's English language acquisition but also provides practical theoretical support and guidance for early childhood English education. In the future, we will continue to explore more possibilities in English picture book teaching to contribute further to the development of early childhood English education.

B. Research Limitations and Future Directions

Although this study has made initial achievements in understanding the relationship between English picture books and children's English language acquisition, there are inevitably some research limitations. First, the sample size of this study is relatively small and mainly concentrated in a specific region, which may limit the generalizability and applicability of the research results. In the future, the research scope can be broadened to cover more regions and different types of kindergartens to increase the representativeness and credibility of the study.

This study mainly uses traditional research methods such as questionnaires and observation, which can reveal certain patterns and phenomena but are insufficient in deeply exploring the dynamic process and internal mechanisms of children's English language acquisition. Future research can consider combining more diverse research methods such as experimental methods and case studies to more comprehensively reveal the impact of English picture books on children's English language acquisition.

This study mainly focuses on the short-term effects of English picture books on children's English language acquisition, lacking long-term developmental follow-up. In the future, a long-term tracking research mechanism can be established to deeply explore the sustained impact of English picture books on children's English language development and how this impact changes as children grow older.

In the outlook section, we look forward to future research expanding the application scenarios and research fields of English picture books. For example, we can explore the applicability and effect differences of English picture books in different cultural backgrounds and how picture book teaching can enhance children's cross-cultural communication abilities. This will help enrich the theoretical system of English picture book teaching and provide more specific guidance for early childhood English education practice.

With the continuous development of technology, new teaching resources such as digital picture books are gradually emerging. Future research can focus on the application of these new picture books in early childhood English education and their impact on children's English acquisition. For example, we can explore how the interactivity and multimedia features of digital picture books stimulate children's learning interest and improve learning outcomes and how to integrate these new teaching resources with traditional picture book teaching to achieve an optimized early childhood English education model.

This study provides valuable insights into the application of English picture books in children's English language acquisition, but many issues remain to be further explored and studied. We look forward to more in-depth research in the future to continuously improve the theories and practices in this field.

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