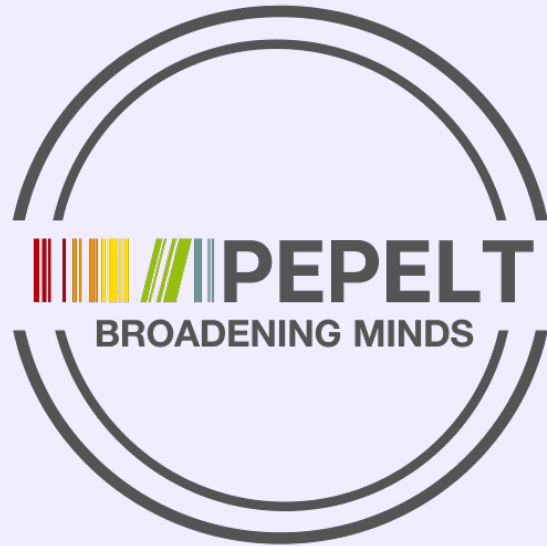


Using literature with
young learners and
teenagers
12-16 July 2021

Gail Ellis & Tatia Gruenbaum
Using picturebook video read-alouds in
primary ELT

Contents



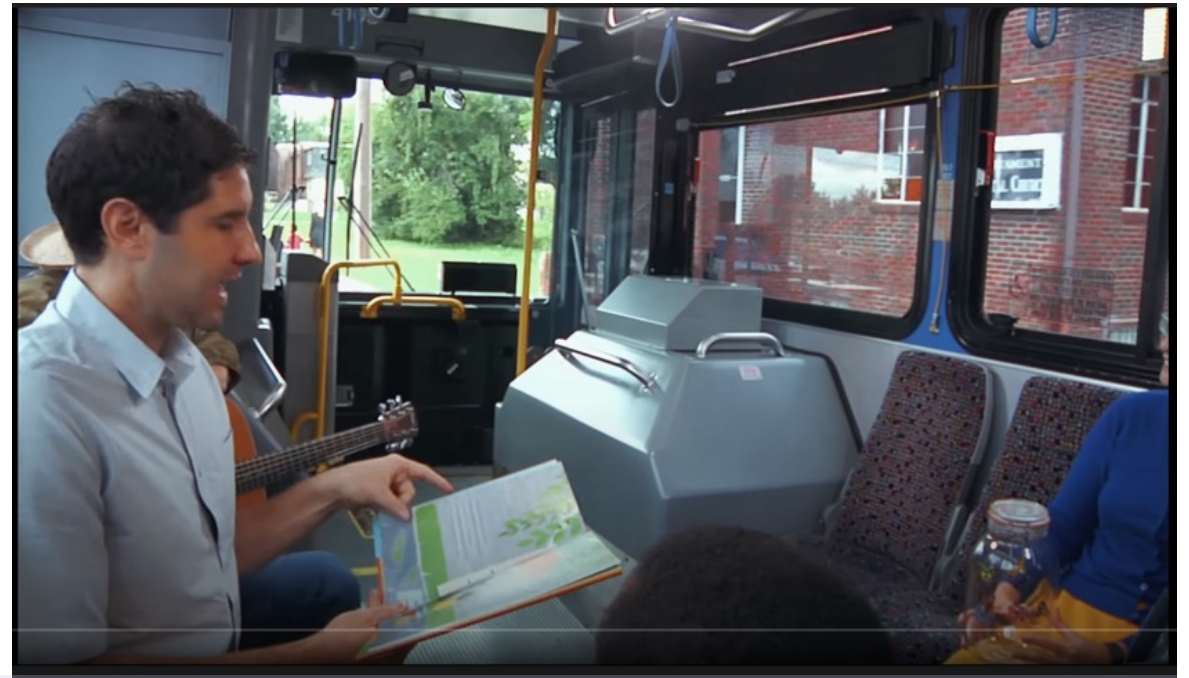
Discuss criteria for the selection of quality asynchronous picturebook video read-alouds



Explain the different video production approaches used and their affordances for PELT purposes.



Present a framework that can be used for designing materials around picturebooks for e-learning



Last Stop on Market Street by American author Matt de la Peña (right) and illustrated by Christian Robinson (left)

PEPELT Mini e- lessons: The Catalyst

- Author & Illustrator's social media channels
- Literacy (Charity) Platforms: CLPE, BookTrust UK, Scottish Booktrust
- Publishers: Puffin, Otter-Barry Books
- Shops: Waterstones (YouTube), MoonLane TV
- YouTube

Polls

Selection
Criteria: No

- Content
- Delivery
- Language
- Visibility

Stuck by Oliver
Jeffers



Egg by Paul Linnet and
Sue Hendra



Oi Frog! By Kes Gray



Look Up! by Nathan Bryon and Dapo Adeola



I am Bat by Morag Hood



There is a Monster in your Book by Tom Fletcher



Rain before Rainbows by Smriti Prasadam-Halls and David Litchfield

Selection Criteria: Yes

- Appeal
- Affordances for e-PELT
- Intelligibility, expressiveness, and naturalness of the read-aloud
- Online persona and virtual audience rapport

Video Production Approach: Interactive

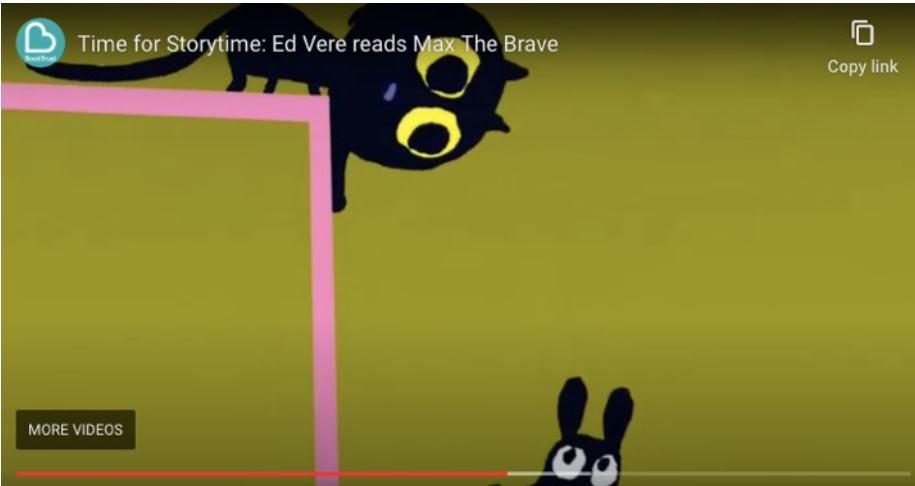
The author/illustrator can be seen:

- holding the picturebook facing the virtual audience
- turning the pages and using manual zooms to the camera to show close-ups
- interacting with virtual audience to encourage children to react to the whole book

Benefits:

- access to visual clues
- personal read-aloud due to sustained eye contact





Max the Brave by Ed Vere



Video Production Approach: Alternating

The author/illustrator can be seen:

- either holding the picturebook facing the virtual audience or facing themselves and close-ups of selected pages in the picturebook

Benefits:

- camera moves around a page, zooms in to a detail or zoom out from a single page to reveal a double spread.
- the audience can see and follow some of the words

Video production

Approach: Performance

The author/illustrator can be seen:

- Performing the book

Benefits:

- the performance aspect of a read-aloud brings a story alive
- helps children differentiate between characters and between narrative and dialogue
- children see some images, words, facial expressions and actions and can repeat and act them out themselves

Constraints:

- limited verbal interaction with the virtual audience

Croc and Bird by Alexis Deacon



I am a Tiger by Karl Newson and Ross Collins

Video Production Approach: Bird's Eye

The author/illustrator can be seen:

- Only at the start as pages are filmed from a bird's eye view camera angle

Benefits:

- the reader to point to the words and pictures which aids early literacy development
- audience sees the pictures and words and hears the author/illustrator's voice

Constraints:

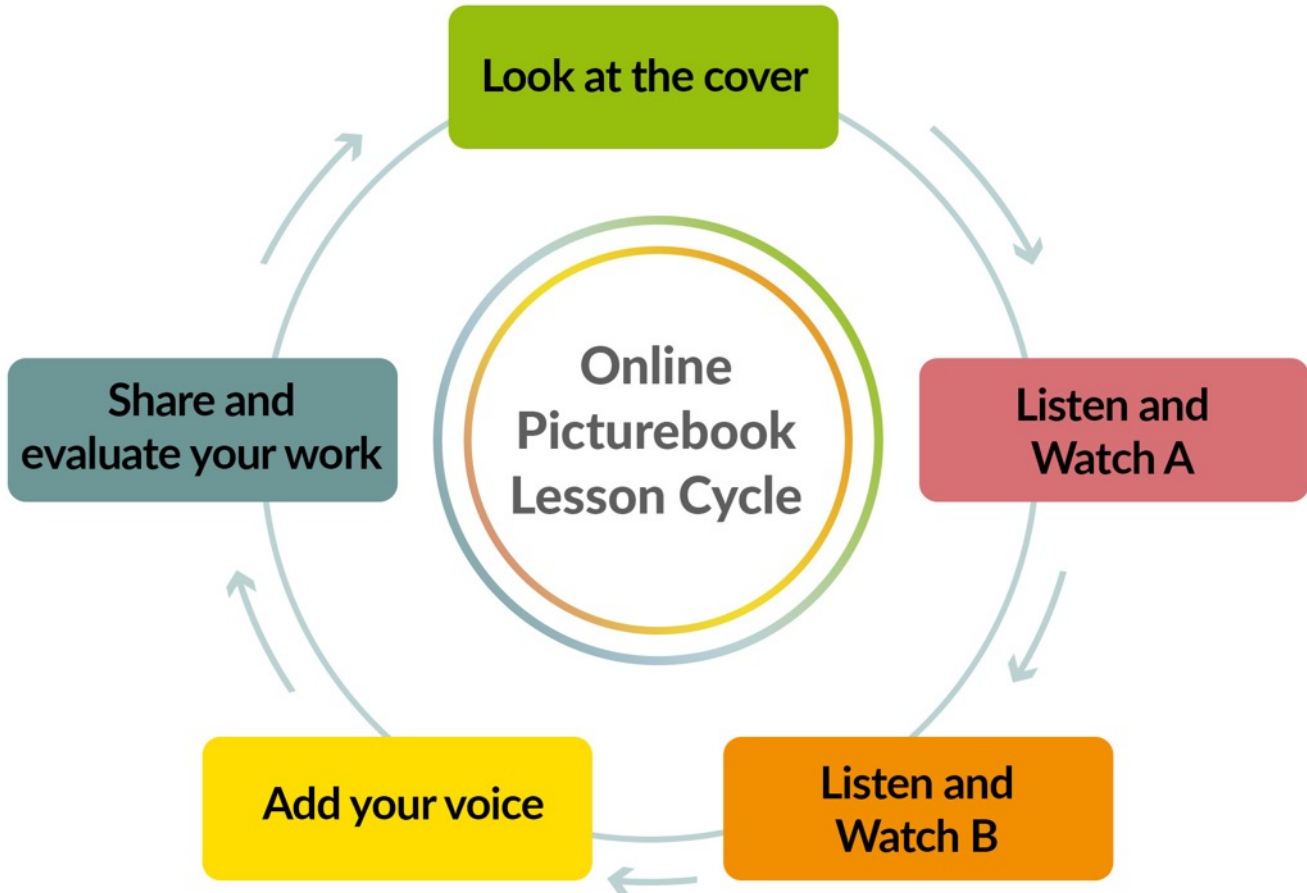
- audience does not see the reader's face
- limited opportunity for eye contact



The Odd Egg by Emily Gravett

The structure for the e-lessons: Our pedagogical underpinnings

1. The Five Stage Model (Salmon, 2013) which provides a scaffold for a structured and paced programme of online learning
2. The three main stages of teaching a picturebook-based primary English language lesson, which includes pre-, while- and post- activities (Ellis & Brewster, 2014, p. 22)
3. The Plan-Do-Do More-Review-Share learning cycle (Ellis & Ibrahim, 2015, p. 28)



E-lesson
framework

Ellis & Gruenbaum (2020)

Step 1 The Cover	Step 2 The video read-aloud	Step 3 The video read-aloud	Step 4 Your Voice	Step 5 Your Work
<p>Look at the cover to predict, research information and check key words.</p>	<p>Listen and watch (A) the picturebook creator reading aloud for general understanding. Tell children they are not expected to understand every word.</p>	<p>Listen and watch (B) the picturebook creator reading aloud to develop observation, listening and comprehension skills.</p>	<p>Add your voice to make personal, cross-curricular, and intercultural connections.</p>	<p>Share and evaluate your work with your classmates and teacher.</p>

- <https://peplt21.com/overview/>

Name

My evaluation

Date

Picturebook title

Author/Illustrator

A. Personal response

What I liked about the cover. Why?

What I liked about the read-aloud. Why?

What I liked about the story. Why?

My favourite illustration. Why?

My favourite character. Why?

The book made me feel ...

This book made me think about ...

I would like to tell the author/illustrator ...

B. Self-evaluation

What I learnt from this picturebook.

How well did I do? Draw the face in the books to show how well you feel you did.



I tried hard and did this well.



I tried quite hard and did this quite well.



I can't do this yet and will try harder.



Did I understand the general meaning of the story?



Did I look at the pictures to help understand the story?



Did I look at the author's facial expressions and gestures and listen to changes in their voice to help understand the story?



Did I predict what was going to happen next in the story?



Did I answer the questions and complete some activities? My favourite activity was

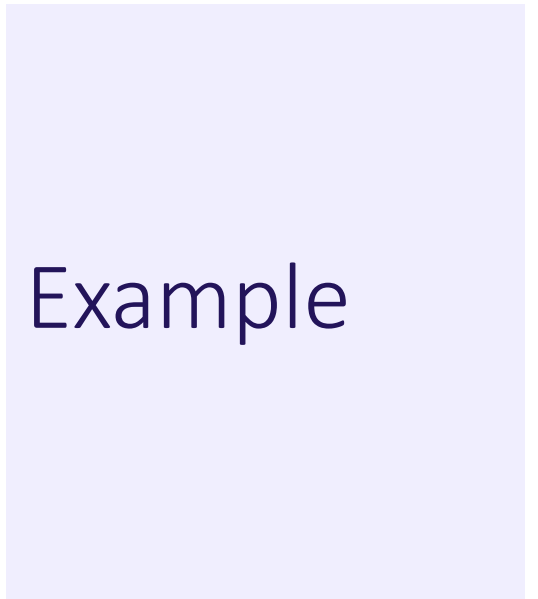
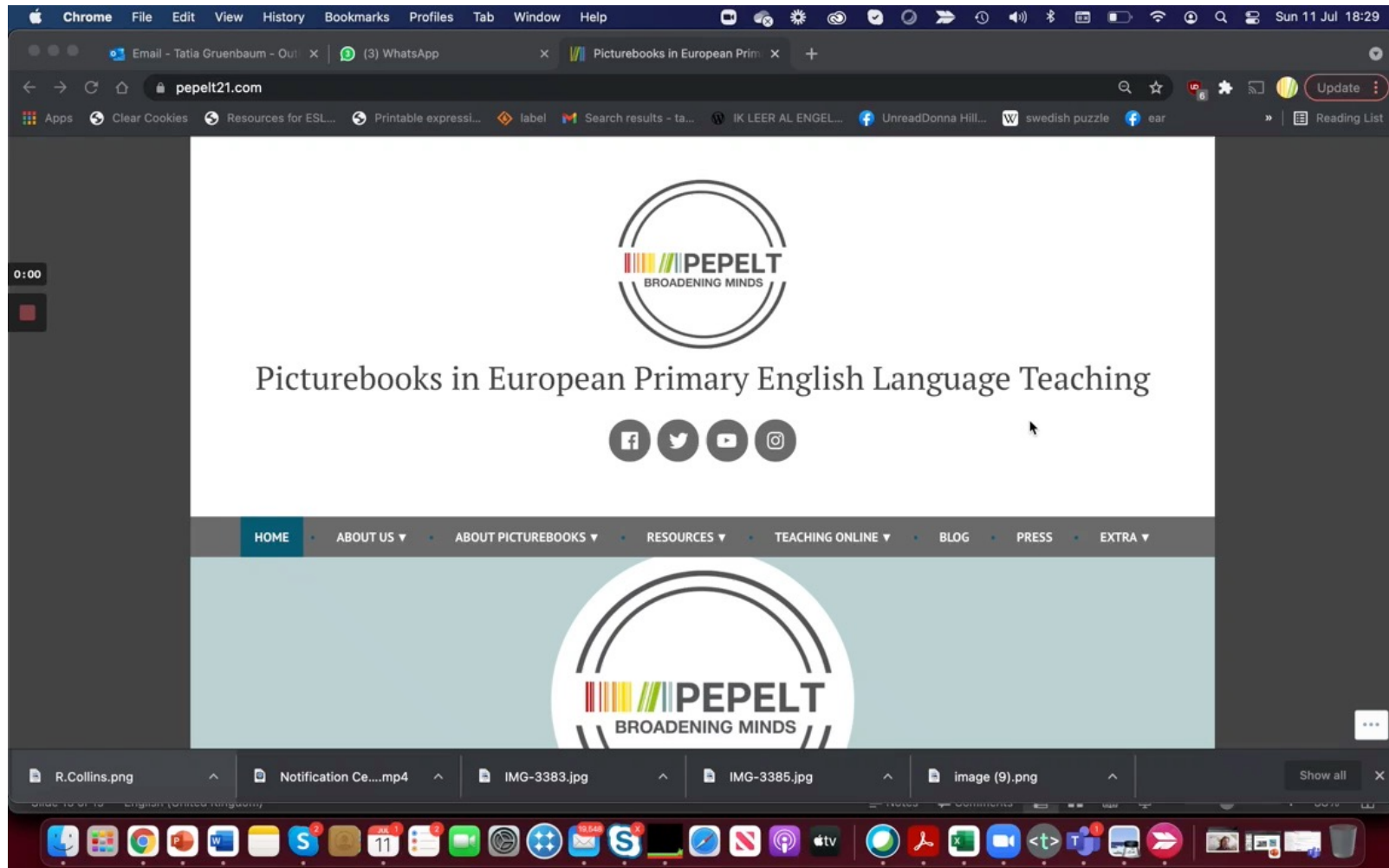
because _____



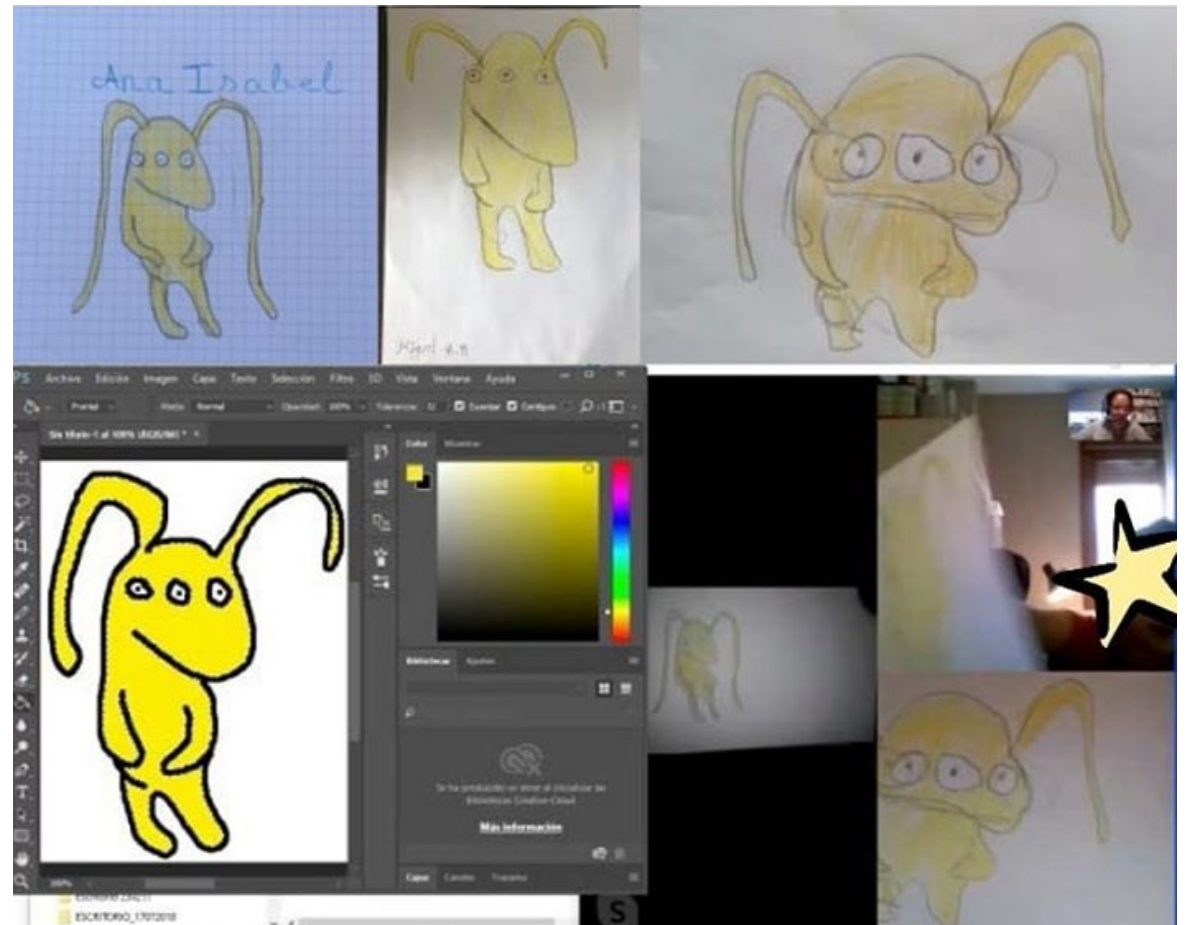
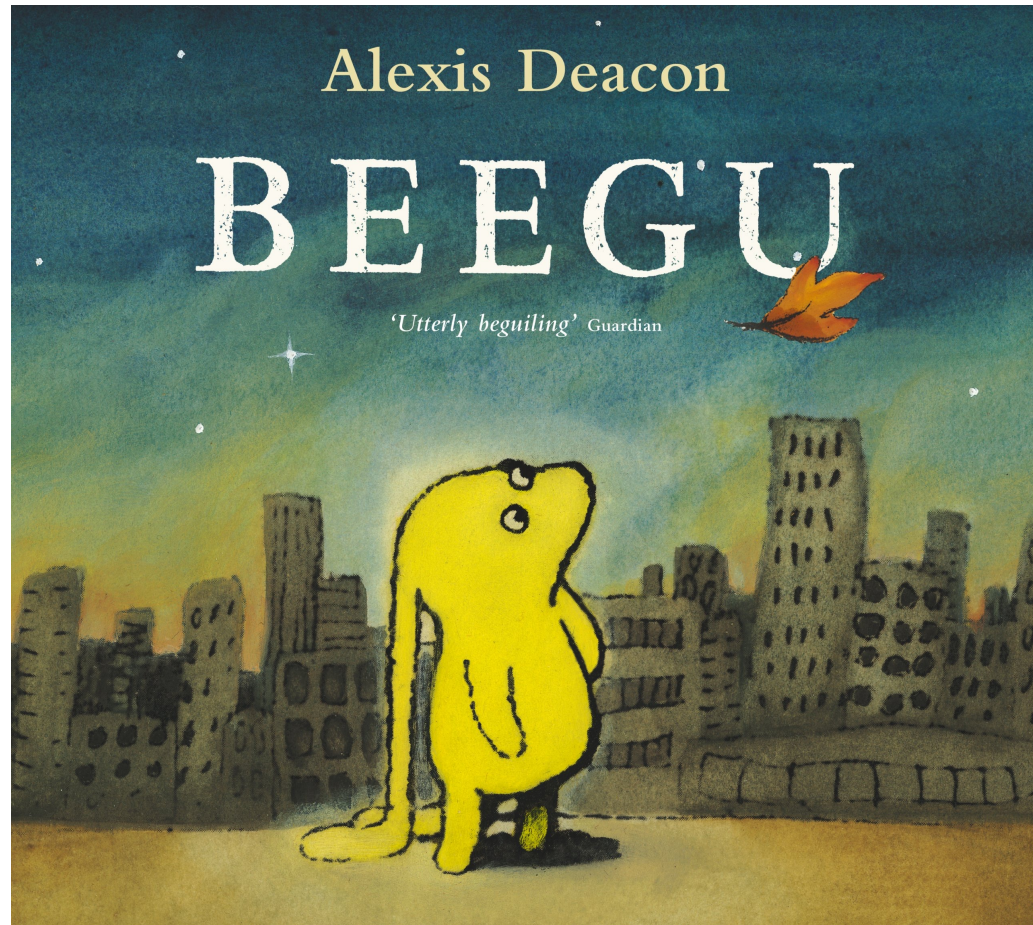
What do I need to do next?

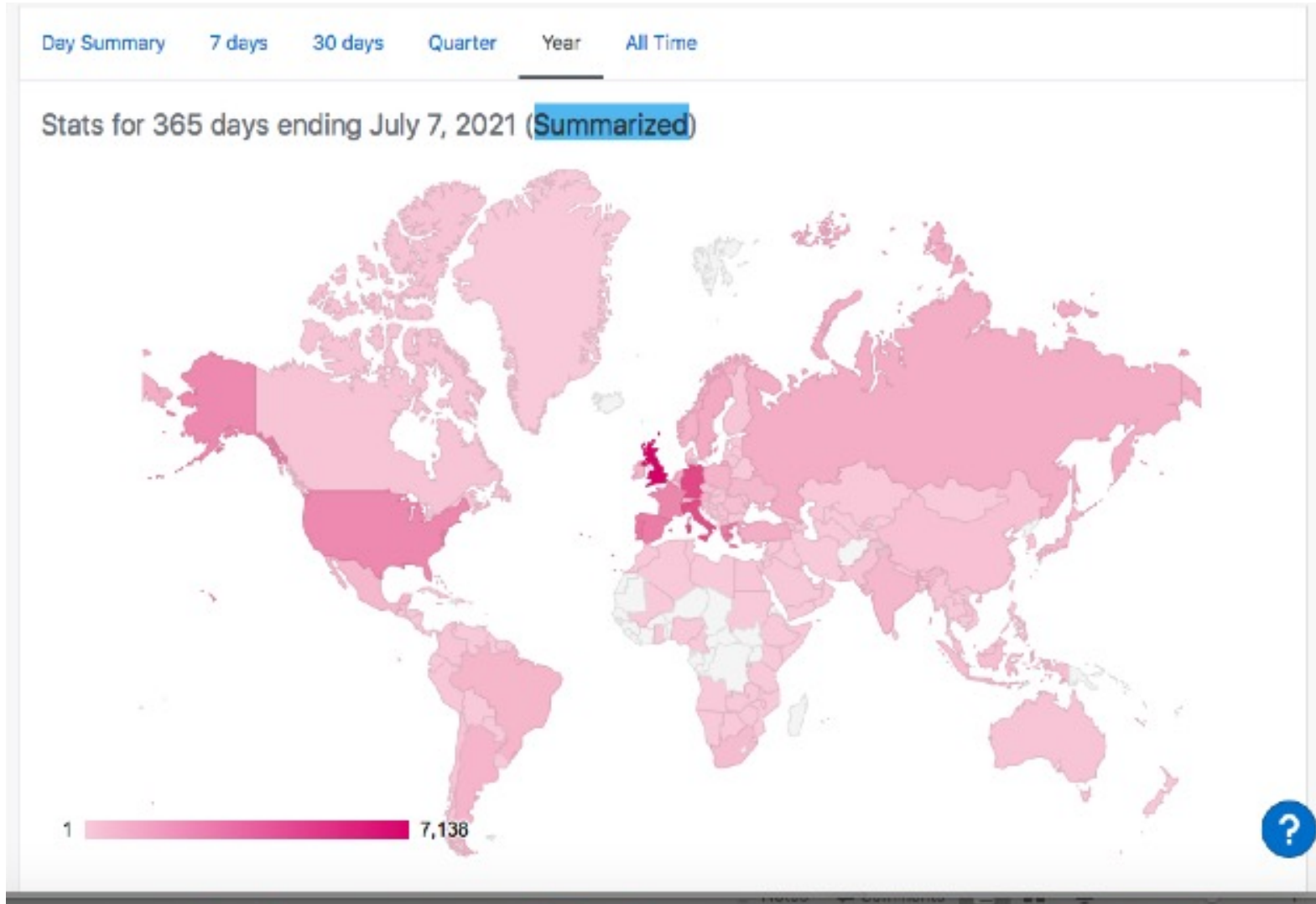


Share & Evaluate



Feedback: Children & Teachers

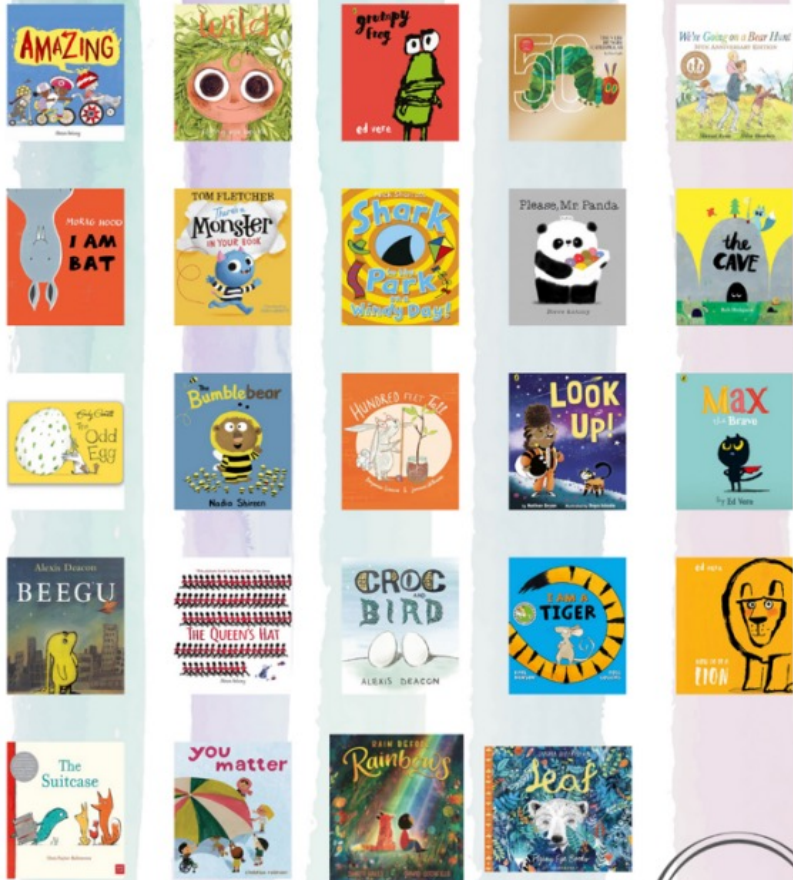




Increasing
global access
to quality
children's
literature

Guidelines: 13.278 views
E-lessons: 64.116 views

Mini e-Lessons



CLELE Journal: <https://clelejournal.org/>

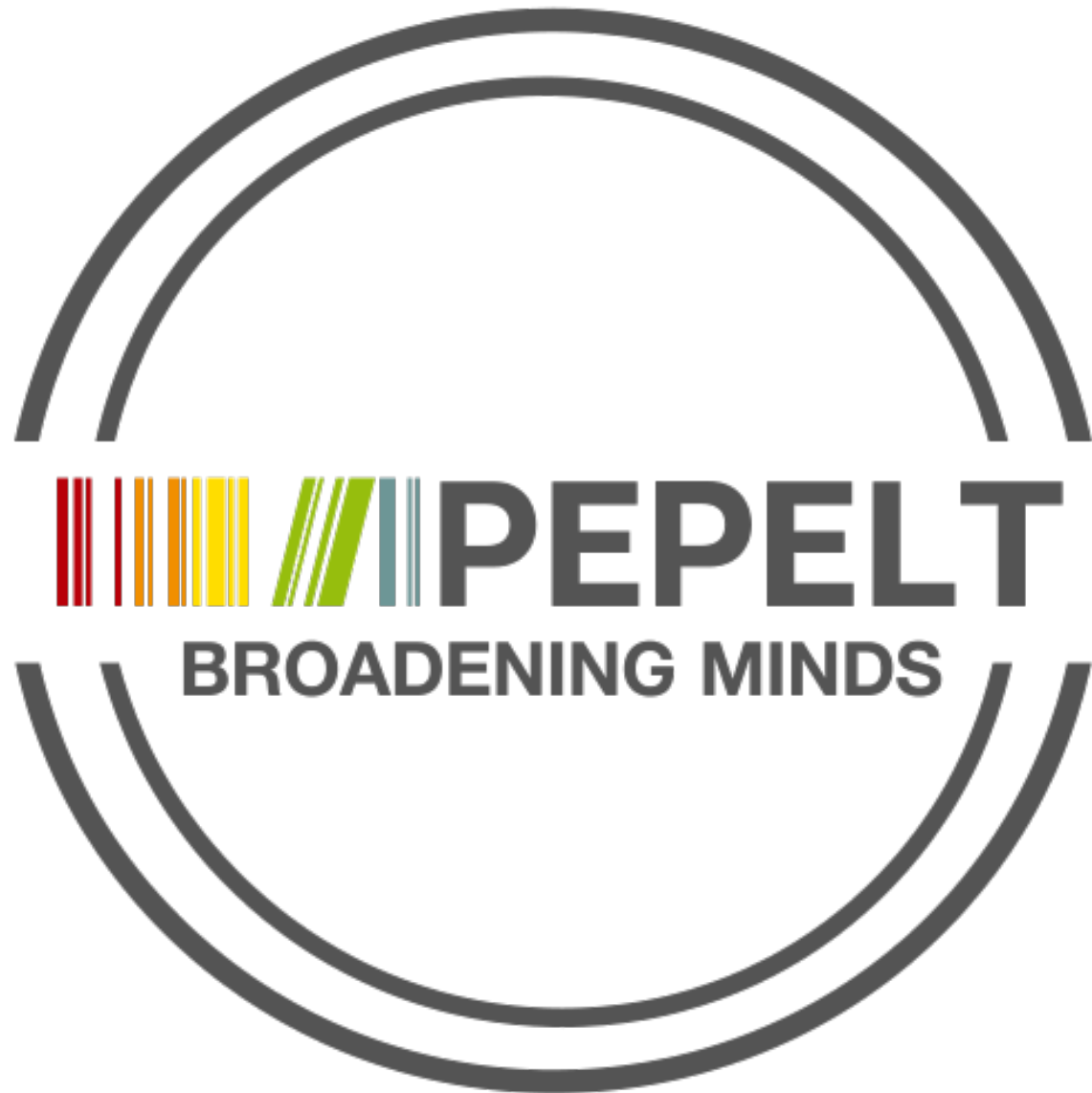


Children's Literature in English Language Education, 9.1 (2021)

Recommended Resource: Picturebooks in European Primary English Language Teaching (PEPELT) Mini e-Lessons

Website: <https://pepelt21.com/mini-e-lessons>

Alison Hasegawa



Thank You
Q&A

www.pepelt21.com



@pepelt21

References

- Ellis, G., Brewster, J. (2014). *Tell it Again! The storytelling handbook for primary English language teachers*. British Council.
<https://www.teachingenglish.org.uk/article/tell-it-again-storytelling-handbook-primary-english-language-teachers>
- Ellis, G. and Gruenbaum, T., (Forthcoming). Reimagining picturebook pedagogy for online primary English language education. In: D. Valente and D. Xerri, eds., *Innovative Practices in Early English Language Education*. London: Palgrave Macmillan.
- Ellis, G., Ibrahim, N. (2015). *Teaching children how to learn*. Delta Publishing.
- Salmon, G. (2013). *E-tivities: The key to active online learning (2nd ed.)*. Routledge.

Links

- [PEPELT](#)
- [Mini Lessons Teaching guidelines & lesson cycle](#)
- [Mini Lessons Overview](#)
- [Mini Lessons access via book cover](#)
- [CLELE Review](#)