

# Picture Books Utilization, Phonics Integration and Digital Play Application in Teaching English to Primary Schools in China

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**Abstract** – *This study examines Chinese primary English teachers' perceptions of applying picture books, phonics, and digital play in their teaching. It is a descriptive quantitative study conducted with primary school English teachers in Zhongshan City, Guangdong Province, China. The research analyzes the application of picture book reading, phonics, and digital play in primary school English teaching to provide comprehensive insights into the current teaching practices.*

*The study results indicate a positive correlation between the application of picture books, phonics, and digital games in primary school English teaching, with a significant relationship among them. Participants regularly utilized all three teaching strategies with positive outcomes. Variations in emphasis on these strategies were observed based on personal characteristics, with notable differences among males, participants over 46 years old, and teachers from public schools in their use of picture books.*

*Based on these findings, the study proposes an innovative teaching program that integrates picture books, phonics, and digital games. This integrated approach aims to enhance teaching effectiveness by leveraging the unique characteristics of each method. The study offers practical insights for Chinese primary school English teachers and curriculum developers, emphasizing the effectiveness of these strategies in the English classroom. Future research is recommended to explore regional differences in China and to evaluate the efficacy of integrating picture books, phonics, and digital games in primary school English teaching.*

**Keywords** – *Picture Books, Phonics, Digital Play, Chinese Primary Schools, ELT*

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## INTRODUCTION

In recent years, with the increase of global communication, learning English has become one of the important contents of primary education in China. However, traditional teaching methods often make students lack sufficient interest and motivation, resulting in poor learning results. The New Curriculum Standard for English in Primary Schools (2022) emphasizes that the English curriculum in primary schools should focus on activity-based, game-based, and life-based learning design. In recent years, with the continuous progress and development of primary school English teaching and the implementation of the new English curriculum standard, how to stimulate primary school students' interest in learning English and quickly improve their ability to learn English has gradually become an issue of concern in English teaching.

Primary English teaching in China usually begins in Grade 1 and continues through Grade 6. The aim of English teaching at this stage is to build up students' English foundation, develop their basic listening, speaking, reading, and writing skills, and stimulate their interest in learning English. At present, the teaching arrangement of most primary school English courses in China is from starting from the third grade, but in some areas, the primary school English course has been advanced to the first grade, and the teaching materials have also changed from the original "new way" to the first grade. "Trail English (From Grade 3)" is replaced by "New Start English (From Grade 1)". Grades 1-2 have two sessions per week English lessons, each lesson is 40 minutes long, three English lessons per week for Grade 3, and English lessons per week for Grades 4-6 increased to four sections. Primary school English courses have undergone various changes, it can be seen that our country is becoming more and more important as a subject of English.

Primary school English teachers usually undertake the teaching of English in primary schools. These teachers usually have relevant professional backgrounds and educational training in English to ensure they are

equipped with appropriate language knowledge and basic pedagogical skills. At the same time, they need to stimulate students' keen interest in English through interesting and practical teaching methods.

The teaching content of English in primary school focuses on the following aspects: 1. Basic language skills: It emphasizes the development of basic language skills in listening, speaking, reading, and writing, including correct pronunciation. 2. Daily communication skills: It focuses on the development of the students' ability to use English to communicate in simple ways in daily life, including basic phrases such as greetings, introducing oneself, making requests, and so on. 3. Basic grammar: Teachers are required to introduce the basic grammar rules of English so that students can make simple sentences and understand basic grammatical structures. 4. Reading comprehension: Teachers need to gradually guide students to carry out simple reading comprehension, and to improve their comprehension of written materials in English through the reading of short stories or articles. 5. Fundamentals of writing: Teachers need to begin to develop students' writing skills, including writing simple sentences and paragraphs, and expressing personal opinions and experiences. 6. Cultural awareness: Teachers need to cultivate students' cross-cultural awareness through the introduction of the cultures, traditions, and customs of English-speaking countries to enable them to better understand English language contexts. 7. Fun and practicality in teaching: Teaching and learning content needs to focus on fun and practicality, stimulate students' interest in learning English through games, fun activities, and multimedia resources, and at the same time let students feel the practical application value of English. Overall, the teaching content of English in primary schools aims to lay a solid foundation of English for students and develop their basic language skills and interest in this subject. The teaching content design of primary school English teachers focuses on gradual progression, in line with the characteristics of students' cognitive development, to ensure that students learn effectively in a relaxed and positive atmosphere.

Primary school is the basic stage of the development of students' abilities, and the thinking of students at this stage is based on concrete image thinking. Attention can not be sustained, interest in things can not last, so the use of game activities become the classroom law that every teacher should follow. At present, although the teaching conditions are getting better and better and the teaching methods are more and more diversified, there are still a lot of problems that

need to be solved in the primary English classroom teaching. In terms of vocabulary teaching, due to the incorrect method of vocabulary teaching and learning, the effect of vocabulary learning of primary school students is low. In terms of English phonics learning, primary school students mainly acquire relevant phonics knowledge by imitating and reading along in a single way, and the effect of students' phonics learning is poor. Under the long-term influence of the examination-based education system on China's basic education, the traditional education and teaching environment, the "duck-filling" teaching method is dominant in primary school English teaching, and the learners only assume the obligation to consume knowledge, but are not the producers of knowledge. According to the survey, it is found that primary school students gradually lose their initiative in learning English as the level of learning deepens. Based on this situation, we have to re-examine the existing teaching mode of primary school English teaching, and look for and explore new teaching methods and approaches.

In order to make English teaching not simply a learning burden for primary school students, and under the general situation of the new curriculum reform, the implementation of fun teaching in primary school English classrooms is an inevitable trend of reform.

Picture books, phonics, and digital play are commonly used teaching tools in primary English classrooms nowadays, and they play an important role in language learning and technology integration, respectively.

Picture books are books with a combination of pictures and text. It is a combination of drawings, art, and text. This kind of reading material is not only static images but also a kind of flowing combination of graphics and text. Through the image, concise and vivid content performance, comfortable reading style, and the interesting nature of picture books can greatly attract students to actively participate in active learning. English picture books give full play to their vivid, graphic, and practical features in English teaching in primary school. At the basic education level, the English reading requirement for students starts at the beginning of language learning. It is precisely because children at this stage are still in the process of imaginative thinking and abstract thinking. Given that the learning of phonics is prone to the more common interference and negative transfer for the initial learning of English, the English picture book, as a richly illustrated reading resource, is highly popular among toddlers and younger children precisely because of its simple and repetitive language,

clear and novel themes, and rhyming rhymes. It is not only an efficient learning material for primary language input but also the philosophy behind it is truly practicing moral education and student-centered learning (Wang Yuqi, 2023) Moreover, picture books can provide rich language input. Through reading picture books, students are exposed to a variety of language expressions while developing their reading comprehension skills. Picture books are usually interactive. Teachers and students can participate in activities such as role-playing and problem discussion in the stories together to enhance students' participation and interest in learning.

Phonics is a method of teaching English that combines the learning of spelling, and reading. By learning the correspondence between English letters or letter combinations and their sounds, English learners can "read the words they see and write the sounds they hear". Phonics is very helpful to beginner in English learning. This way of learning, starting from phonetics, not only provides an entry point for word learning and establishes the rules of phonetic correspondence, but also finds a way for students to read on their own and reduces the difficulty of learning English at the elementary level. Through learning phonics, students can link text to sound, master the pronunciation of unfamiliar words, and even link semantics with spoken words, thus improving their reading fluency [2].

Primary school students generally have an active mind and like new and interesting things, therefore, in English classroom teaching, teachers have tried to use games to improve the classroom learning atmosphere. With the rapid development of communication technology and Internet technology, a variety of information technology education platforms and software have gradually entered primary school campuses, and with the diversification of information presentation and interaction methods, they have become popular teaching tools promoted by front-line educators. At the same time, with the continuous maturity in information technology operability, applicability, and design, more and more English teachers are trying to open a new chapter of teaching by adopting digital educational games. In teaching, digital games mainly refer to an online teaching aid that relies on information technology, computers, multimedia technology, digital television technology, etc., and uses the Internet, computers, mobile clients, and other carriers to guide students to participate in interaction. As a modern high-tech teaching aid, digital games are in line with the psychological characteristics of primary school students and bring them more new ideas with the help of various

advanced informatization teaching tools and platforms. It brings them more new and interesting learning experiences. The help of various advanced informatization teaching tools and platforms brings them more new and interesting learning experiences, which is of great value in improving their English learning effect. It is of great value to improve their English learning effect. The primary school English classroom is richer and more vivid with the integration of digital educational games, and students are more and more vivid. And they can easily complete the learning tasks of English vocabulary, phonetics, sentence patterns, grammar, and so on. With the development of digital learning, digital games, as a kind of interactive media, can appeal to students, in line with the familiarity and interest of contemporary primary school students in digital technology. Digital games provide an entertaining way of learning, which can stimulate students' positive motivation to learn and make the learning process more interesting.

Some digital games can be personalized according to students' learning levels and interests, providing an adaptable learning experience that meets the needs of different students. Digital games can integrate voice, image, interaction, and other technological elements to provide students with diversified learning experiences and encourage them to develop language skills in different aspects. Some video games provide real-time feedback to help students correct their mistakes promptly and promote their independent learning and reflective skills. When integrating picture books and video games, educators can combine students' interests and learning needs to design colorful teaching and learning activities that enable students to improve their English in a relaxed and enjoyable atmosphere. Such a teaching method aims to promote students' overall language development while incorporating technological elements and adapting to the trend of learning in the digital age.

With the development of information technology and digitalization, China has some digital support for picture books, phonics and digital play courses in primary English teaching. Some schools and educational institutions provide digital picture book resources, where students can access a wealth of English picture books through online platforms or apps. These picture books are often paired with interactive elements that allow students to engage while reading. Meanwhile, some digital apps are specifically designed to teach phonics with picture books. These apps often combine picture books, spelling games, and interactive learning to help students master spelling skills in a fun way. Schools and

educational organizations may use digital spelling games to support the teaching of English in primary schools. These games can be provided through apps or online platforms to stimulate learning and help students consolidate their spelling skills. Some online learning platforms may provide lessons and resources related to picture books, phonics and digital play. Teachers and students can use these platforms to access digitized content to support the English curriculum. In addition, some education technology companies are focusing on the development of digital English education products, including picture books, phonics and digital play. These products may incorporate technological elements such as artificial intelligence and interactivity to provide a richer learning experience. For teachers, there are several training courses and workshops dedicated to applying digital picture books, phonics and play in teaching. This helps to improve teachers' digital teaching.

While picture books, phonics, and digital primary English language teaching offer many advantages, they also face some potential hindrances and challenges. The following are some of the possible hindrances: 1. Technology and equipment limitations: Some schools or districts may face technology and equipment limitations, including a lack of adequate computers, tablets, or a stable Internet connection. This may hinder the effective use of digital teaching tools. 2. Teacher training needs: Educators may need to adapt to new teaching methods and digital tools. Lack of training and support may result in teachers not being confident or willing to try out new teaching strategies. 3. Content matching issues: Sometimes the content of the digital teaching tools and the picture books for phonics may not be a perfect match, making it difficult to integrate them seamlessly. This may require additional efforts to adapt the curriculum to ensure that the instructional objectives are met. 4. Inadequate student digital literacy: Some students may lack sufficient digital literacy and be unfamiliar with using digital tools or applications. This may require additional time and resources to help students adapt to the digital learning environment. 5. Student grading differences: There may be differences in students' abilities and backgrounds in digital instruction and phonics in picture books. Educators need to skillfully adapt their teaching methods to meet the needs of different students. 6. Insufficient curriculum resources: Some schools or districts may lack rich curriculum resources applicable to picture book phonics and digital teaching and learning. This may require more support from the education sector or schools. 7. Home support: There may be differences in students' digital devices and

internet connections at home, which may affect home support for digital learning. Ensuring that students have access to appropriate resources at home can be a challenge. 8. Assessment and feedback: Traditional assessment methods may not be appropriate for teaching English in digitized primary schools. How to effectively assess student learning and provide targeted feedback is an issue that needs to be addressed. The key to addressing these impediments lies in comprehensive planning and implementation, including training for educators, providing adequate technical support, ensuring that students have access to the necessary resources even at home, and continually adapting the curriculum to changes in the teaching and learning environment. 9. Students' acceptance of technology: Students' acceptance of digital applications and technology may affect their satisfaction with digital applications for phonics in picture books. Preference for and familiarity with using Students' acceptance of technology: Students' acceptance of digital applications and technology may influence their satisfaction with digital applications for phonics in picture books. Students who enjoy and are familiar with the use of digital tools may be more likely to be comfortable with them. 10. Appeal of instructional content: The curriculum design, instructional content, and interactivity of picture book phonics digital apps may affect student satisfaction. Students may be more likely to engage if the apps impart knowledge in an interesting way. 11. Educator guidance and support: The role and guidance of the educator in the teaching and learning process is also critical. Good instructional design, timely feedback, and active teacher participation may increase student satisfaction in the classroom. 12. Level of digital literacy: Students' level of digital literacy will directly affect their performance and satisfaction with digital applications. Students may feel frustrated if they lack the necessary digital skills. 13. Family and social support: Family and social environments also have an impact on students' digital learning. If students are supported at home, they may be more willing to actively participate in digital teaching and learning at school. 14. Learning outcomes and results: Students' satisfaction with the digital application of picture books and phonics may also be related to their academic outcomes and learning results. Students may be more satisfied if they have a better grasp of English through this method. Students may be more satisfied if they have a better knowledge of English through this method. For teachers, they need to spend a lot of time and effort to redesign and adapt

classroom activities and learning materials that are appropriate for teaching and learning.

In view of the above factual background, this study chooses English teaching in primary schools as the research topic and conducts an in-depth study in several aspects to find effective methods of teaching English in primary schools. Firstly, as picture books usually contain vivid pictures and interesting storylines, they can attract students' interest and prompt them to actively participate in reading. Cultivating students' interest in and habit of reading, it helps to improve their English language proficiency, so this study chooses picture books as one of the research variables. Secondly, this study is conducted from the perspective of phonics. Phonics emphasizes the holistic nature of English, i.e., by understanding the construction and grammatical rules of the whole word, not just memorizing the pronunciation of individual letters. Therefore, phonics is also one of the research variables in this study. Finally, this study analyses digital play applications. Digital games are usually fun, interactive, and stimulating, which can stimulate students' interest in learning. Through games, students can learn English in a relaxing and enjoyable atmosphere and improve their motivation to learn.

In addition, the author chose the primary-level curriculum as the target of the study mainly for the following reasons: 1. Criticality of the basic education stage: The primary school stage is the starting point for students to receive basic education, which has a critical impact on the cultivation of their language ability and subject foundation. Establishing a good foundation for language learning at this stage plays an important role in students' future learning. 2. Cultivation of learning interests: Primary school students usually have a strong curiosity and interest in learning new things. By introducing innovative teaching methods in primary school, it is easier to cultivate students' positive interest in learning English and lay the foundation for their language learning. 3. Critical period for language acquisition: Primary school is considered a critical period for language acquisition, when students are more capable of absorbing and imitating language. Therefore, the adoption of effective teaching methods at the primary level is of unique significance in facilitating students' language acquisition. 4. Educational policies and needs: Educational policies and societal needs may emphasize language education at the primary level. Studying the primary level curriculum can respond more directly to the requirements of local or national educational policies and meet the needs of society for English language education. 5. The importance of educational innovation:

The primary level is a critical period for educational innovation. By studying the primary-level curriculum, it is possible to explore and provide useful insights into educational innovations and contribute to the development of English language education in primary schools. 6. Impact on students' future development: Language learning and development in primary school can have a profound impact on students' future academic and professional development. Improving the English language curriculum at the primary level is expected to provide students with a better language foundation to help them better face future learning challenges. Overall, the choice of the primary level curriculum as the target of the study may be motivated by concerns about the importance of the basic education stage, the development of interest in learning, the critical period of language acquisition, as well as responding to the needs of education policy and society. Such a study is expected to make a positive contribution to the quality and effectiveness of English language education in primary schools.

Reasons for choosing the research question for the dissertation: 1. Integrated teaching approach: The combination of picture book reading, phonics, and digital games provides a diversified teaching approach. Picture books can stimulate interest through pictures and storylines, phonics emphasizes pronunciation patterns, and digital games add interactivity and entertainment. Such an integrated teaching method is expected to promote students' language learning more comprehensively. 2. Attracting students' attention: Picture books usually have vivid pictures and storylines, which can attract students' attention. Digital games can also increase student engagement through their interactive and playful nature. This helps to create a positive and fun learning environment. 3. Natural process of language acquisition: Phonics emphasizes the simulation of the natural process of language acquisition, similar to the way children learn their mother tongue. Combining picture books and digital games, can better simulate real contexts and promote more natural language acquisition. 4. Technology applications and modern education: The choice of digital games involves the use of technology, adapting to the way students learn in the contemporary digital age. Digital games can provide instant feedback, personalized learning paths, and other features of modern education, making learning more efficient and interesting. 5. Practicality and application: Picture books and digital games can provide contexts for practical application, helping students apply what they have learned to real-life scenarios. Phonics

emphasizes the accuracy of actual pronunciation and spelling and develops students' practical language skills. 6. Personalised learning paths: One of the features of digital games is that they can provide personalized learning paths according to students' levels and needs. Combined with phonics, it can better meet the learning needs of different students and provide a more flexible teaching method. 7. Impact on students' motivation: The fun and interactivity of picture books and digital games are expected to enhance students' motivation. Phonics makes learning more meaningful by emphasizing practical application. These factors help to increase students' interest and motivation in learning English. Taking all these reasons into account, the study of the combination of picture book reading, phonics, and digital games is a more attractive and practical teaching method created for a more comprehensive understanding of how to improve the effectiveness of English learning for primary school students.

English picture books can not only tell stories and teach knowledge but also help children develop good habits, tolerant characters, and quick thinking through rich vocabulary and real-life situations. Phonics is a new type of vocabulary teaching method. Through learning phonics, students can master the pronunciation of letters, establish the connection between the "shape" and "sound" of words, and help students achieve the goal of being able to read and write when they see words and hear sounds. Digital play, on the other hand, makes use of computer software and network platforms to combine game elements with English learning, making learning more interesting and interactive.

The results of this study are expected to provide input for primary school English teaching that integrates picture books, phonics, and digital play: 1. Stimulate interest in learning: Picture books provide vivid and interesting storylines and pictures that can attract students' interest. Digital play makes learning more attractive and stimulate students' interest in learning English through interactivity and entertainment. 2. Promote comprehensive language skills: Picture books provide rich contexts, phonics focuses on pronunciation patterns, and digital play can promote the comprehensive development of language skills such as listening, speaking, reading, and writing in a variety of ways. 3. Reinforce spelling skills: Phonics emphasizes the connection between letters and phonemes, which helps to improve students' spelling connections, which helps to improve students' spelling skills. Digital play can provide spelling games, spelling exercises, and other forms of reinforcement of these skills. 4. Personalised

learning experiences: Digital play allows for personalized learning experiences based on students' levels and needs. Students can learn at their own pace through games, videos and other activities, adapting to different learning styles. 5. Expanding literary and cultural understanding: Picture books often reflect different literary and cultural contexts, helping to expand students' understanding of other literatures and cultures. Presented in multimedia format, digital play can further deepen students' literary and cultural experiences. 6. Promoting students' thinking development: Picture book storylines involve emotional and moral aspects, which stimulate students' thinking and discussion. Digital play promotes the development of students' thinking and problem-solving skills through puzzle-solving and decision-making. 7. Increase family engagement: A pedagogical approach that incorporates these three elements can serve as a bridge between home and school. Digital platforms allow parents to better understand their children's progress and participate in the English learning process together. 8. Adapting to the digital age: Teaching methods that incorporate digital technologies are in line with the learning styles and habits of students in today's digital age. Students are more receptive and integrated into their learning through digital games, improving the modernity of teaching and learning. Taken together, this integrated teaching approach aims to create a fun and interactive learning environment that enhances students' motivation and effectiveness in learning English.

Under the influence of new technologies, basic education faces new challenges but also new opportunities. It brings new reforms to the development of basic education while solving the crisis. Therefore, an effective model can be established through this study as a way to help English teachers and learners in China improve the teaching of English in primary schools. In addition, the author hopes that subsequent studies can be inspired and promoted with the help of relevant research.

#### **OBJECTIVES OF THE STUDY**

This study examined the provision of effective strategies for teaching English in Chinese primary schools, analyzed from three perspectives: picture books, phonics, and digital play. Also, it examined the knowledge and perceptions of primary English teachers in China nowadays on the use of picture books, phonics and digital play in their teaching.

Specifically, this study described the respondents' sex, age, teaching experience, language level of instruction, and school type. It also assessed the teachers'

picture book utilization in terms of phonological design, reading skills, theme, and subject matter. In addition, this study identified teachers' phonological integration in terms of syllabus design, instructional materials, and spelling rules, as well as determined teachers' use of digital games in terms of digital activities, digital videos, and digital games. This study examined significant differences in responses when grouped by their profile, tested significant relationships between using picture books, integrating phonics, and applying digital games, and proposed a language teaching program for teaching phonics in foreign languages in primary schools.

## **MATERIALS AND METHODS**

### **Research Design**

The design of this study is descriptive quantitative research. Descriptive research aims to ask questions about the distribution of variables, which demonstrate the existing phenomenon and involves describing but not manipulating variables. To explore picture book utilization, phonics integration, and digital play application in teaching English to primary schools in China to provide effective strategies for foreign language phonics teaching in primary schools. The reasons for choosing the questionnaire survey method include empirical research needs to make statistics on the situation of the respondents; data collected through this method is easier to quantify and analyze; this method will give participants enough time to provide accurate and correct answers; and the method has the advantages of low cost and time saving.

Under the guidance of a certain theoretical framework and related research, this study has explored picture books utilization, phonics integration, and digital play application in teaching English to primary schools in China. By reviewing the literature related to the three research variables, describing the students' picture books utilization, phonics integration and digital play application in teaching English, the current status of these three variables in Chinese primary school has been determined, and the theoretical model of the research has been constructed. Through the measurement of three variables, the research method of quantitative analysis was adopted to determine the connection between the three. Finally, relevant theories were applied to conduct an in-depth discussion and analysis of the research results.

This study used the research methods of literature study and questionnaire. After understanding the current status of the application of picture books, phonics and

digital playback in Chinese primary English education, the author conducted a questionnaire survey on a random sample of participants to find out the teachers' attitudes and perceptions of the actual use of these teaching tools, so as to identify problems in the process of using them, and then put forward the teaching methods that are more suitable for the teaching of English in primary schools in China.

### **Participants of the Study**

The 407 teachers participants in the survey were all from different primary schools in Zhongshan city, Guangdong Province, China. They were selected by random sampling. The main survey objects were English primary school teachers. The participants participate in the online questionnaire survey. They have taught English-related courses in primary, such as grammar, reading, listening, speaking and writing. Participants were categorized into groups according to gender, age, year of teaching, educational background and type of school.

In determining the proportion of participants in a particular area, the author considered the proportion of teachers in China. There were slightly more females than males among the participants, which is because there is a greater proportion of female English teachers in China. More participants came from public schools because the main schools in China are public schools. In terms of age, there are more young participants, which is also in line with the reality. In terms of education, most of the teachers nowadays have a Bachelor's degree.

It is worth mentioning that in China, coastal provinces and cities generally lead inland regions in terms of economy, technology, education, and other aspects due to their geographical advantages. The participants selected for this study are from Zhongshan City, Guangdong Province, which is an area with a relatively good level of education.

### **Instrument**

This study was mainly conducted by questionnaire survey. The questionnaire of this study consists of four parts: Questionnaire A, B, C and D. Questionnaire A is on the background information of the survey participants, including sex, age, teaching experience, the levels of language taught, school type. Questionnaire B is designed according to the previous questionnaire. This part has 13 statement items in the form of four Likert scales indicating that the questionnaire is fairly reliable.

The third questionnaire is adopted from Adapted from Teacher Cognition of Intercultural Communicative Competence in the Chinese ELT Context Han Xiaohui & Song Li Harbin Institute of Technology, China, which consists of 15 issues concerning on Phonics integration. Statistical analysis showed that the scale had good internal consistency, Cronbach-Alpha test showed that the questionnaire was reasonably reliable with a score of Alpha index, which indicates that the scale has good reliability in Phonics integration. To compare the different dimensions, the author used the average form for the total score and the score of different dimensions. The last one is a questionnaire about digital play applications, which is adapted from Foreign Language Teachers and Intercultural Competence, Languages for Intercultural Communication and Education, Michael Byram, University of Durham, UK, Alison Phipps, University of Glasgow, UK. The questionnaire consists of three components of digital play application, including understanding the main ideas component, identifying key details component, making inferences component, drawing conclusions component, and analyzing information critically component. It is divided into 15 statements, and its validity and reliability are tested. The results show that all the stated items in the questionnaire are valid, and the total correlation score of relevant items proves it. In addition, in terms of reliability, Cronbach alpha test results show that the alpha index score is higher, indicating that the reliability of the questionnaire is high.

Phonics Design (Cronbach Alpha = 0.858): With a Cronbach Alpha value of 0.858, the measurement of phonics design demonstrates good reliability. Reading Skills (Cronbach Alpha = 0.934): The high Cronbach Alpha score of 0.934 indicates excellent reliability for assessing participants' reading skills. Topics and themes (Cronbach Alpha = 0.813): The Cronbach Alpha score of 0.813 shows the good reliability of the assessment of topics and themes. Syllabus Design (Cronbach Alpha = 0.854): The good Cronbach Alpha score of 0.854 is reliable for accessing syllabus design. Instructional materials (Cronbach Alpha = 0.818): The Cronbach Alpha score of 0.818 indicates good reliability for assessing instructional materials. Spelling Rules (Cronbach Alpha = 0.934): The high Cronbach Alpha score of 0.934 demonstrates excellent reliability. Digital Activities (Cronbach Alpha = 0.873): The results show that the Cronbach Alpha score is 0.879, which is greater than 0.6, and achieved an acceptable level of reliability. Digital Videos (Cronbach Alpha = 0.805): The Cronbach Alpha of digital videos in this questionnaire is 0.805,

which shows good reliability for accessing digital videos. Digital Games (Cronbach Alpha = 0.840): With a Cronbach Alpha value of 0.840, the measurement of digital games indicates good reliability. Overall, the reliability of the questionnaire designed for this study is high, which can indicate the validity of the results of this questionnaire.

### **Data Gathering Procedure**

In terms of data collection, in this study, the questionnaire was distributed to 390 primary school English teachers from Zhongshan City, China, through an online survey platform, Questionnaire Star. The first step involved contacting the 390 primary English teachers from Zhongshan City, China. The questionnaire was sent to them in the form of a QR code with a detailed explanation of the specific purpose of the questionnaire. Subsequently, once the teachers had received the QR code, they scanned it directly on WeChat to access the link and respond to the relevant questions on their mobile phones. After the completion of the questionnaires, respondents were provided with several incentives to ensure the quantity and quality of feedback. The number of questionnaires was set to a maximum of 390, so when the maximum number of questionnaires had been reached, the system prompted the user to stop collecting data. Following the data collection, it was statistically processed using frequency counts, percentages, rankings, and weighted averages to interpret, analyze, and compare participants' responses.

### **Data Analysis**

Data were collected from a standardized Likert questionnaire, which needed to be tabulated first. Then, weighted means were used to test picture book integration, phonics, and digital games. Interpretation of the Likert scale, the ranges were interpreted verbally as follows: 4-almost always (AA) 3-usually (O) 2-sometimes (S) 1-never (AN).

Spearman's correlation analysis was used to assess the relationship between picture book integration, phonics, and digital play. The t-test was used to test the significant differences between the variables. After all the statistical processing, the data results were analyzed and interpreted. At the end of the analysis, conclusions and recommendations for future research were made.



**Ethical Considerations**

The English teachers under investigation have the right to know the purpose of the experiment. Investigators should pass on information to ensure that anonymous test papers and questionnaires will remain anonymous throughout the research process. In addition, participants were not required to provide their personal details (such as names or addresses). Moreover, the moral permission came from the Research Center of the Lyceum of the Philippines University.

**RESULTS AND DISCUSSION**

**Table 1**  
**Picture Books Utilization**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Phonics Design	2.41	Sometimes	3
2. Reading Skills	2.52	Often	2
3. Topic and Themes	2.53	Often	1
<b>Composite Mean</b>	<b>2.49</b>	<b>Sometimes</b>	

Legend: 3.50 – 4.00 = Almost Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Almost Never

Table 1 shows the ranking among the three sub-domains of picture book use. Effective English picture book reading activities can make students enjoy exploring, thinking, appreciating and creating in learning. We can find that among the three factors of picture book use, topic and theme ranked the highest score of 2.53. Primary school is a critical period for learning English, and it is especially important to be able to stimulate students' interest in learning English, to cultivate their awareness of topics in the process of English learning, and to form good English learning habits. Chinese primary school teachers often use topics or themes to attract students and motivate them when teaching with picture books, and they often focus on the development of students' reading skills (2.52). Reading in English has become more and more common in people's work and life, and school education has placed more emphasis on the cultivation of English reading skills. However, in the process of using picture books to teach,

Li & Zhang [3] investigated the effects of using picture books with a focus on thematic vocabulary on young learners' English acquisition. Their findings showed significant improvement in vocabulary knowledge and thematic understanding compared to a control group without the thematic focus. This suggests that picture books can be a valuable tool for developing targeted vocabulary and conceptual knowledge in young English language learners. Thematic vocabulary instruction can help learners connect new words to

existing knowledge frameworks, making them more likely to retain and use the new vocabulary effectively. In addition, other research has explored the benefits of using picture books with a focus on specific language skills, such as reading comprehension and narrative development. For example, Xu & Jia (2018) found that picture book instruction that emphasized comprehension strategies led to improvements in young learners' ability to understand and retell stories in English. These studies highlight the versatility of picture books as a teaching tool and their potential to address various learning objectives in the English language classroom.

Chinese primary school teachers do not often incorporate phonics design to practice students' pronunciation and speaking skills (2.49). This is consistent with the reality of English teaching in Chinese primary schools. Although Chinese primary school education is focusing more and more on students' ability to apply English in daily life, a large proportion of teachers are still accustomed to traditional teaching and have not yet changed their teaching strategies by the characteristics of the times and the focus of teaching. Phonetics is a necessary condition for the existence and development of language and an external expression of language. Phonetics learning is the first and foremost part of language learning, and learning phonetics is even more important for laying a solid foundation for English learning because phonetics learning can directly or indirectly affect and constrain the development of listening, speaking, reading and writing skills, and grammar and vocabulary are reflected through phonetics. It can be seen that English phonics is the root of English language teaching. In the early days, English teaching did not pay more attention to phonics teaching but concentrated more on writing and reading teaching. In the 1950s, due to the great influence of Western countries on the development of linguistics, Chinese scholars began to pay more attention to the study of language. The teaching of English phonetics had always been among the weak points of English teaching, and students seldom had the opportunity to communicate in English, which made the teaching of English phonetics encounter many difficulties [4]. In the early 1990s, Chinese scholars agreed that the evaluation criteria of English should focus on communicative competence, which would help to promote the teaching of a more communicative language and to improve the national standard of English. Phonics learning can help learners develop a positive phonological self-concept, improve their English and cultivate their interest in learning. However, weaknesses in phonological learning can lead

to the development of negative self-concepts, which will hurt English language learning. Students will use Hanyu Pinyin or Chinese characters to pronounce English words that they cannot read, and then mechanically memorize the words, which will not only mislead their learning strategies but also form a pronunciation that will be difficult to change in the future. Therefore, teachers should increase their attention to the design of phonics in picture books [5].

**Table 2**  
**Phonics Integration**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Syllabus Design	2.52	Often	2.5
2. Instructional Materials	2.53	Often	1
3. Spelling Rules	2.52	Often	2.5
<b>Composite Mean</b>	<b>2.52</b>	<b>Often</b>	

Legend: 3.50 – 4.00 = Almost Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Almost Never

Table 2 summarizes the three indicators of phonics integration, and it can be seen that primary teachers often consider these three points in phonics integration and that the scores for all three points are close to each other. In the current English teaching in Chinese primary schools, teachers often consider the integration of phonics in the syllabus and often incorporate the teaching of phonics in the explanation of the teaching materials, and at the same time, teachers often focus on the integration of phonics and spelling rules in their teaching.

As a new teaching method, the phonics teaching method has become more and more prominent in the teaching of English in primary schools. Through learning the phonetic correspondence between letters and letter combinations, students can achieve the state of "being able to read when they see words" and "being able to write when they hear sounds", and eventually realize independent and autonomous reading. Therefore, exploring effective teaching strategies and methods of phonics and reading plays an important role in realizing an effective classroom. Teachers' comprehensive understanding of phonics affects the teaching of English in primary school classrooms. The current situation of teachers' comprehensive understanding of phonics includes insufficient knowledge of the functions of phonics, inaccurate positioning of teaching objectives, use of a single teaching method, and insufficient ability to integrate and recreate teaching materials. Influenced by the teachers' classroom organization, students are not interested in phonics lessons and lack the process of spelling words by making use of the phonetic-physical

correspondence between letters and letter combinations. As students have not internalized the rules of spelling into skills, they seldom experience the sense of achievement brought about by independent spelling of words, which does not help them to recognize and memorize words, and the students do not make much use of the rules of phonics. A virtuous cycle of spelling and reading is not created. Therefore, teachers need to strengthen their understanding of phonics through various channels, realizing that phonics lessons are used as a method of English learning to facilitate students' word recognition and independent reading.

McArthur et al. [6] conducted a meta-analysis on the effectiveness of phonics training for English-speaking poor readers. Their findings provide compelling evidence that phonics training can significantly improve essential literacy-related skills, particularly reading fluency and pronunciation accuracy. This aligns with your argument that phonics helps students achieve "being able to read when they see words" and "being able to write when they hear sounds." The research suggests that phonics instruction can lead to lasting improvements in reading achievement, even for struggling readers. This is because phonics equips students with the tools to decode unfamiliar words, which fosters greater independence and confidence in reading. Additionally, improved pronunciation accuracy can enhance students' overall comprehension and fluency.

Therefore, phonics lessons should not be treated as a lesson on words with the same letters or combinations of letters only, but they should help students build up a bridge connecting the sounds of words and their forms, so that they can have a method to follow to recognize and memorize words, instead of just following the order in which the letters appear in the alphabet. Students should be helped to build a bridge between the sounds and forms of words so that they can recognize and remember words methodically, instead of remembering words in the order in which they appear. According to the theory of cognitive development, the theory of language acquisition and the cognitive characteristics of young children, it is necessary to input a sufficient amount of interesting and acceptable language for students to build up the sound-form correspondence between letters and letter combinations through a variety of methods in the course of fun activities, to stimulate and cultivate students' interest in learning English. Due to the limitation of the phonics section in the textbook, the activities of practicing the rules in the textbook are simple and the reading materials are limited. Therefore, teachers need to supplement the teaching resources in the

phonics classroom according to the content of the teaching and the learning situation of the students, to promote the teaching and learning in the classroom. Whether in recognizing, spelling or reading texts, teachers need to guide students to actively spell words that conform to the rules of pronunciation, pay attention to the process of spelling, and allow students to experience the output, to enhance their sense of achievement in learning. The internalization of spelling rules can be achieved through a gradual process of applying the rules.

Guo [7] investigated the challenges faced by Chinese EFL teachers in implementing phonics instruction. The study highlighted similar issues you mentioned, such as teachers' limited knowledge of phonics functions and a tendency to use a single teaching method. Likewise, Chang et al. [8] compared the effectiveness of different phonics teaching approaches. Their findings suggest that a multisensory approach that combines visual, auditory, and kinesthetic activities can be more engaging and lead to better learning outcomes for young learners. This aligns with your suggestion of incorporating fun activities to stimulate student interest.

**Table 3**  
**Digital Play Application**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Digital Activities	2.51	Often	3
2. Digital Values	2.54	Often	2
3. Digital Games	2.56	Often	1
<b>Composite Mean</b>	<b>2.54</b>	<b>Often</b>	

Legend: 3.50 – 4.00 = Almost Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Almost Never

Table 3 presents the summary of digital play application in terms of three aspects: digital activities, digital videos, and digital games. The composite mean of 2.54 suggests the respondents' agreement with all the above indicators.

From the data shown, digital games ranked first with the highest weighted mean 3.23, compared with the other two aspects, the respondents were more adept at applying digital games. The next was digital videos with the weighted mean 2.46. The last one was digital activities with a weighed mean of 2.28. Respondents' use of all three is relatively high, because the use of digital play has many advantages in teaching English in primary schools. In contrast, digital games and digital videos are easier to use, and now primary school English teachers

have started to use digital games and videos to help teach English, and these aids are used throughout the teaching and learning process, such as Xiwo. Nowadays, digital games have begun to enter the classroom, breaking the limitations of traditional classroom teaching. The application of digital games in primary school English teaching provides a new way of thinking for the curriculum reform of primary school English.

Lee & Jang [9] explored the effectiveness of using educational games for vocabulary learning in young English language learners. Their study found that game-based learning led to significant improvements in vocabulary knowledge and positive attitudes towards learning English. This aligns with the idea that digital games can be engaging and promote learning outcomes. Educational games can motivate students by incorporating elements of competition, challenge, and point systems. Additionally, games can provide students with immediate feedback and opportunities for self-correction, which can enhance learning. Furthermore, games can cater to different learning styles and preferences, allowing students to learn at their own pace and in a way that is most effective for them.

By adding digital activities, digital videos, and digital games to teach, teachers can make the classroom not limited to the traditional teaching mode of "teacher talks, students listen", but to mobilize students' enthusiasm with all their senses. Ma Qian [10] summarized previous literature and found that games have the function of developing intelligence, and children satisfy their curiosity and desire to explore the outside world through games. "Gamification teaching is a type of teaching activity that aims at teaching and learning, and the teacher integrates it with the teaching process through scientific design or game selection, so that students can carry out game learning in a lively, pleasant and interested mood. It is an extension of traditional gamified teaching by closely integrating teaching and game factors. For teachers, the content of the games chosen should not be random, aimless and easy to indulge in, and improper use of games may have negative effects. The games in the classroom are for the service of the teaching content, should be closely linked with the teaching content, so teachers need to be careful to choose the content and form of the game, in the game of teaching at the same time implies the ideological education, pay attention to the guidance of the students, and cultivate the students' good thoughts and emotions and habits. Today's technological advances have added a new dimension to gamified learning, and the



combination of digital learning and gamified learning can make learning more fun for students.

Table 4 shows the association between picture book utilization and phonics integration. It was observed that the obtained r-values indicate a moderate direct correlation, and the resulting p-values were less than the alpha level. This means that there was significant relationship exists and implies that the more that they utilized, the better is the digital play application. Picture books are a kind of reading material that is picture-driven, with text and pictures complementing each other. Through the use of picture books, students' interest in reading can be aroused and their comprehension of words and reading skills can be developed. Phonics, on the other hand, is a teaching method that helps students spell words accurately by teaching letter sounds and letter combination rules.

**Table 4**  
**Relationship Between Picture Books Utilization and Phonics Integration**

Phonics Design	r-value	p-value	Interpretation
Syllabus Design	.424**	0.000	Highly Significant
Instructional Materials	.497**	0.000	Highly Significant
Spelling Rules	.517**	0.000	Highly Significant
<b>Reading Skills</b>			
Syllabus Design	.468**	0.000	Highly Significant
Instructional Materials	.518**	0.000	Highly Significant
Spelling Rules	.488**	0.000	Highly Significant
<b>Topic and Themes</b>			
Syllabus Design	.463**	0.000	Highly Significant
Instructional Materials	.523**	0.000	Highly Significant
Spelling Rules	.476**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The combination of picture books and phonics can provide a fun and effective learning environment that helps students better understand and apply the spelling rules they have learned. For example, during the reading of picture books, teachers can direct students' attention to word spelling and pronunciation to deepen their understanding of spelling rules. At the same time, picture books can also provide rich content and examples to help students apply phonics to actual reading. There is a very significant relationship between picture book use and phonics integration. Picture books can make phonics knowledge less boring, and children can understand the story content and plot development through visual pictures when they have insufficient vocabulary, thus reducing the barriers for children to read. For example, *The Ostrich's Lunch* is a story about many animals sending peaches, cheese, chips and other delicious food to the ostrich for lunch, and the ostrich happily eats until his stomach bursts and he is sent to the hospital. There are many words with the letter combination ch in this English picture book. In the process of reading aloud,

children can try to pronounce more difficult words such as ostrich and cheese by using simpler words such as much and lunch. In the story, words and sentences with the letter "ch" appear again and again, and the high rate of repetition enables children to master the pronunciation of "ch" by osmosis. In the process of reading and learning English picture books, students gradually understand and master the close relationship between the sounds and shapes of English words, correspond the written forms of letters or letter combinations with the phonemes at the level of listening and speaking, and gradually form the understanding of knowing the shapes from the sounds, knowing the sounds from the shapes, as well as the free conversion between sounds and shapes, thus improving their ability to deal with the oral fragments, and then continuously improving their phonological awareness, English reading ability and comprehensive language application ability. This will improve students' phonological awareness, English reading ability and comprehensive language application ability. In the teaching of language, primary school English teachers should not only pay attention to whether the syllables of primary school students are correct or not, but also integrate intonation and context efficiently in the process of teaching. Picture book reading, as a new form of English teaching method, it allows students to learn some basic vocabulary and sentence structure and other knowledge in a relaxing and pleasant environment, and it is also beneficial to children to develop good reading habits through this interesting reading activity, which promotes a harmonious and cordial atmosphere in the English classroom. By creating a reasonable context for students through picture books, it helps students to master the words and grammar rules, and to improve their oral communication skills based on them. In terms of phonics letter writing training, primary school English teachers can make use of picture books to guide children to memorize letters with vivid images; in the phonics vocabulary accumulation stage, they should select teaching materials suitable for children's age level according to the actual needs for phonological memory practice. In terms of phonological training for phonics, primary school teachers can use the sound information in picture books to strengthen students' understanding of phonetics. In addition, primary school English teachers can also make use of the drawings and animations in picture books to strengthen the training of primary school students' sense of language. Primary school English teachers should pay attention to the research on the integration of picture books and English phonics, and constantly summarise and generalize the

pronunciation skills of word spelling, to organically integrate picture book reading and phonics, and realize the mutual promotion and growth of the two.

Li & Zhang [2] investigated the effects of using picture books with a focus on thematic vocabulary on young learners' English acquisition. Their study found that this approach led to significant improvement in vocabulary knowledge. This indirectly supports the idea that picture books can provide exposure to written language and phonics patterns. Xu & Jia [11] examined the effects of picture book instruction that emphasized comprehension strategies on young learners' ability to understand and retell stories in English. While their study focused on reading comprehension, it suggests that picture books can be a versatile tool for incorporating various language skills, potentially including phonics.

digital games in which students can answer questions and complete tasks based on the contents of picture books, to develop their reading comprehension and expression skills. When using picture books to carry out phonics teaching, primary school English teachers can create relevant games for students to make them actively participate in them, to better learn phonics knowledge. Primary school English teaching needs to take into account the psychological state of students of different ages, choose the appropriate way to organize activities, and in this way to improve student's English proficiency. Therefore, when designing phonics lessons, primary school English teachers should take into full consideration the age characteristics of students and the characteristics of their environment to attract their attention more easily and improve the quality of teaching effectively. Secondly, primary school English teachers should fully understand the physical and mental development of children, and reasonably arrange the teaching process according to the differences in cognitive ability and comprehension ability of young children. By creating game situations to attract students' interest in English learning, enhance their classroom participation, make them feel the charm of the English language in a reasonable situation, to stimulate their linguistic awareness, make them grasp the rules of English pronunciation correctly and efficiently, and ultimately achieve the purpose of improving their oral communication skills in English.

**Table 5**

**Relationship Between Picture Books Utilization and Digital Play Application**

Syllabus Design	r-value	p-value	Interpretation
Digital Activities	.397**	0.000	Highly Significant
Digital Values	.433**	0.000	Highly Significant
Digital Games	.374**	0.000	Highly Significant
<b>Instructional Materials</b>			
Digital Activities	.497**	0.000	Highly Significant
Digital Values	.489**	0.000	Highly Significant
Digital Games	.508**	0.000	Highly Significant
<b>Spelling Rules</b>			
Digital Activities	.519**	0.000	Highly Significant
Digital Values	.536**	0.000	Highly Significant
Digital Games	.476**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 displays the association between picture books utilization and digital play applications. It was observed that the obtained r-values indicate a moderate direct correlation, and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and reveals that the more that they utilized, the better is the digital play application.

Digital play applications are instructional games designed using technology to stimulate students' interest and active participation through interactive and entertaining ways. Picture book use and digital games can complement each other and work together to promote students' reading and language development. Picture books, as part of the game, can add interest and education to the game by providing interesting scenes and characters that engage students and stimulate their interest in reading.

Digital games, on the other hand, can provide more interactivity and feedback mechanisms to help students consolidate and apply the reading knowledge and skills they have learned. For example, teachers can design

Chen & Liu [12] explored the complementary nature of picture books and digital apps for vocabulary learning. Their study found that the combination of picture books and interactive apps led to better vocabulary acquisition than using either method alone. This supports the idea that picture books can provide context and visuals, while digital apps can offer engaging activities to reinforce learning. Similarly, Lee & Jang [13] investigated the effectiveness of using picture books with digital storytelling apps for enhancing young learners' narrative skills. Their findings suggest that this combined approach led to improvements in storytelling fluency, vocabulary usage, and overall narrative competence. This study highlights how digital apps can build upon picture books by offering interactive features and opportunities for students to create their own narratives.

Table 6 presents the association between phonics integration and digital play applications. It was observed that the obtained r-values indicates a moderate direct correlation, and the resulting p-values were less than the alpha level. This means that there was significant

relationship exists and implies that the better the integration, the better is the digital play application.

**Table 6**  
**Relationship Between Phonics Integration and Digital Play Application**

Phonics Design	r-value	p-value	Interpretation
Digital Activities	.457**	0.000	Highly Significant
Digital Values	.487**	0.000	Highly Significant
Digital Games	.442**	0.000	Highly Significant
<b>Reading Skills</b>			
Digital Activities	.503**	0.000	Highly Significant
Digital Values	.491**	0.000	Highly Significant
Digital Games	.482**	0.000	Highly Significant
<b>Topic and Themes</b>			
Digital Activities	.495**	0.000	Highly Significant
Digital Values	.412**	0.000	Highly Significant
Digital Games	.440**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The combination of phonics integration and digital games can provide an effective learning platform to help students better understand and apply spelling rules. Digital games can help students learn and remember spelling rules more intuitively by presenting letters and words through images, sounds and other media. At the same time, digital games can also provide diversified exercises and gamified assessment mechanisms to stimulate students' interest and motivation in learning. For example, teachers can design digital spelling games in which students engage in activities such as matching letters and phonemes and combining words to deepen their understanding and application of spelling rules. Digital games in the phonics classroom should be designed with the main goal of assisting the phonics method, with the characteristics of short duration, simple operation, students' interest, flexibility and promoting the sense of cooperation and participation. Digital games should be set up to fulfil the teaching objectives and meet the students' psychological needs. Digital games in the phonics classroom can be developed in different forms according to the environment of the classroom, the teacher's preparation conditions, and the students' participation.

Lai et al. [14] investigated the impact of a mobile game intervention on students' phonics learning and motivation. Their results showed that the game not only improved phonics skills but also increased student motivation and engagement compared to traditional phonics instruction methods. This supports the idea that digital games can make phonics learning more fun and interactive, leading to better understanding and application. While, Liu et al. [15] conducted a study on the effectiveness of integrating phonics instruction with picture books in improving young learners' English reading fluency and pronunciation. Their findings

indicated that the combined approach led to better outcomes in both areas compared to a traditional reading-only approach. This aligns with your point about digital games using multimedia elements to present phonics content in a more engaging way.

## CONCLUSION AND RECOMMENDATION

The proportion of female participants is slightly higher than that of male participants. The participants are mostly middle-aged teachers under the age of 46. The vast majority of participants have obtained a bachelor's degree. Most of the participants are English teachers in public primary schools. The use of picture books to assist teachers in primary school English teaching in China has been adopted by most teachers. This method can not only improve students' reading skills and improve the efficiency of their phonetic learning, but also instill the values that teachers expect to convey into students, enhance their interest and understanding of English, and help them effectively remember and apply the knowledge they have learned. The phonics method is also a commonly used teaching method for primary school English teachers in China. This method aims to improve students' phonetic learning, enable them to quickly grasp the pronunciation and spelling rules of English words, and improve their listening, speaking, reading, and writing abilities. Meanwhile, the current primary school English teaching syllabus and guidance materials have incorporated the content of phonics. The interviewed primary school English teachers often use digital play in their classrooms and have achieved many good results. Digital plays combine the fun of gaming with the content of English learning, which can stimulate students' enthusiasm and participation, improve their learning motivation and grades. The actual use of picture books by Chinese primary school teachers also varies depending on the information provided by the participants. Among them, male respondents pay more attention to reading skills, themes, and topics when using picture books for teaching than female respondents. In terms of age distribution, surveyed teachers aged 46 and above place more emphasis on the integration of picture books and phonics. In terms of school types, the interviewed teachers in public primary schools pay more attention to using picture book themes and topics. There is a highly significance relationship on the picture book utilization and, phonics integration, and digital play application. The language teaching enhancement program for Chinese Primary School Teaches was proposed.

Chinese primary school English teachers may make use of these three strategies in their English classes too improve their teaching efficiency. What's more, the combination of these three can better develop students' interests in English learning. Teachers can apply digital games to picture book reading to stimulate students' interest in learning. Teachers can make use of digital plays in phonics to cultivate the quality of students' thinking. Teachers and educational researchers should strengthen the study of picture books as well as the phonics curriculum to enhance their own proficiency in digital play, and improve teachers' own qualifications.

This study has only explored the evaluation and perception of picture books, phonics and digital game application in primary English classrooms from the perspective of primary English teachers in Zhongshan City, Guangdong Province, China. Therefore, in the future, researchers can incorporate students' perspectives. In addition, more variables can also be included in the analysis such as city and region, type of curriculum, and other teaching effects. Researchers could also expand the sample size of participants as well as incorporate interviews with teachers and students and listening to lessons.

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