

Grammar-Related e-Picture-Book Creating (GRePBC) in an English Grammar Course

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Abstract

In an English Grammar course, a Grammar-Related e-Picture-Book Creating (GRePBC) assignment was given to two classes of Taiwanese day-school AFL (Applied Foreign Languages) freshmen for learning about English grammar and developing critical thinking through technology. The center of this study was on the 119 freshmen's responses to such an assignment. Two research questions produced to motivate the current study were: (1) How did the AFL freshmen respond to Grammar-Related e-Picture-Book Creating (GRePBC) from the perspective of English grammar acquisition? and (2) How did the AFL freshmen respond to Grammar-Related e-Picture-Book Creating (GRePBC) from the perspective of critical thinking? The sources of data included a 6-point-scaled questionnaire, the students' reflection papers, and their e-picture-books. The results of the study indicated that an estimated 90% of the 119 freshmen tended to agree with the effectiveness of the GRePBC assignment in helping them learn about English grammar and approximately 93% agreed that the assignment boosted their critical thinking ability. Further, many students believed that they increased their software literacy. As such, interested instructors may employ the assignment in their teaching contexts to enhance their students' knowledge of English grammar, critical thinking ability, and multimedia literacy; the interested researchers may work on further studies concerning the GRePBC assignment to make a magnificent contribution to the research, theory and instruction of relevant fields, such as children's literature, critical literacy, and multimedia technology.

Key words: Grammar-Related e-Picture-Book Creating (GRePBC), critical thinking, picture book,
multimedia literacy

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