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Reading from the Wordless: A Case Study on the Use of Wordless Picture Books

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Abstract

For centuries people have conveyed meaning through the use of visual images, without the aid of written text. Consequently, wordless picture books have become a distinct genre within the world of literature. The wordless book is unique in that its content must be communicated solely through the use of illustrations. The reading of wordless picture book is an open-ended process in which viewers read stories by bringing their background experiences and personal histories to bear on the visual images they encounter within the text. This study looks at the use of wordless picture books on a seven-year old male nonreader. The investigation focuses on the exploration of the child's responses to a selection of narrative wordless picture books. This study suggests that wordless picture books are a good source for analyzing a child's early and emergent literacy. Acknowledging the importance of wordless picture books may deepen the definitions of emergent literacy and broaden our approaches to the teaching of reading.

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