

## CONCEPTUAL OUTLINE

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### Digest

Ivan Lenard conducts research in several fields which can be put under the ERL umbrellas and three **scope minor** domains, namely **affective** (how do we FEEL about language), **cognitive** (how do we PERCEIVE the world through language) and **psychomotor** (what can we DO with language). Since he works as a school counsellor at a primary school partly attended by children living in the SOS children's village, he carries out research in the field of **transferring educational values** to primary school students by using frequently read **journals for children and youth**. He is interested in the ways linguistic means are used to transfer desirable educational values to primary school children. Additionally, Ivan Lenard researches a pivotal **role** a **teacher** plays in both knowledge and values transfer accompanied by teachers' and school management's cooperation with parents. His research does not focus solely on primary school teachers but he extends his research to **tertiary education language teachers** in examining their teaching experience and different roles they play in **English for Specific Purposes** courses.

Key words:

educational role of language / journals for children and youth / use of linguistic means / educational values transfer / professional roles of teachers / cooperation of school management/faculty and parents / SOS children's friendly community / educational and pedagogical curriculum activities / ESP teachers / pedagogical content knowledge

### Description

Ivan Lenard's scientific work can be categorized under the **educational role of language framework** and two **ERL scope majors**. He conducts more pedagogically oriented research and looks at means of using language for transferring educational values.

## [1] LANGUAGE AND SCHOOLING

**One line** of Ivan Lenard's scientific work is related to examining **educational values** promoted in the **first journal for children and youth** in Osijek, Croatia, entitled *Milodarke*. Values are an integral part of one's life and his social interaction. They have to be introduced at a very early stage of a child's life in order to be nurtured and built on in one's adult life. In addition to one's parents, the only people in charge of educational values active **transfer** are a child's **teachers** so they play a pivotal role in both knowledge and values transfer. The transfer can be done in various ways ranging from a teacher's behavioral explicit transfer to content implicit transfer the latter of which can be done using textbooks or journals for children and youth. When reading journals for fun and in one's spare time, children are inevitably exposed to numerous educational values promoted by using different **linguistic and didactic means**.

### Key findings:

- the journal was published in five issues and was launched with the aim to provide children and youth living in the city of Osijek and the region of Slavonia with educational and pedagogical reading materials;
- poems have been pointed to as the most represented literary element, followed by tales and parables;
- the content analysis has shown that the most fostered educational values were in the category of personal characteristics, such as fairness, respect, sacrifice, wisdom, pride, loyalty, resourcefulness and honesty;
- educational values in the categories of universal, family and religious values were also strongly encouraged;
- educational values were used for acquiring knowledge and developing children's and youths' self-identities in Osijek and Slavonia.

*Issue further elaborated in:*

**Lenard, I.**, Božić Lenard, D. (2018). Analiza odgojnih vrijednosti u časopisu za djecu i mladež *Milodarke* (Analysis of educational values in the journal for children and youth entitled *Milodarke*). *Anafora*, 5 (2): 295-313, ISSN: 2459-5160.

The **second line** of Ivan Lenard's work is closely associated with the first one and deals with a similar issue of **educational values** but with a bit narrower range. Ivan Lenard conducted a **historical analysis** of the **professional role of teachers** in the second half of the 19<sup>th</sup> century. This timeframe was selected due to two reasons. In 1874, the **first school related law** was introduced in the area today known as Croatia. The law abided all children to attend classes and

regulated a professional role and status of teachers. The professional role, status and position of teachers had been frequently changed and aligned to social and political changes in the country so a unique professional role and definition of teachers were highly necessary. The second important year was 1888 when different geographical and political parts were merged into one part of the country and a **new cumulative school related law** was introduced. The professional role of teachers as well as school and educational policies were studied by examining the journal entitled *Napredak* (Progress) because journals were the most important information sources at that time.

#### **Key findings:**

- *Napredak* is the first and oldest pedagogically oriented journal in Croatia;
- the journal's publication was encouraged by Croatian teachers and school counselors;
- the journal's aims were to encourage people to become teachers, highlight the necessity of one's education and promote educational values;
- a teacher was both an educator and a nurturer, i.e. s/he is the most central figure;
- a teacher needed to be righteous, open-minded, benevolent, consistent, exemplary and moral;
- a teacher's task was to exercise discipline, punctuality, social skills and politeness;
- a teacher needs to take care of a school's reputation, enhance pedagogy and constantly upgrade in his/her field of expertise.

#### *Issue further elaborated in:*

**Lenard, I.** (2016). Povijesna analiza profesionalne uloge učitelja u drugoj polovici 19. stoljeća na korpusu časopisa *Napredak* (Professional Role in the Second Half of the 19<sup>th</sup> Century Using the Corpus of the Journal *Napredak*). *Conference Proceedings Book - International Scientific Conference' Global and Local Perspectives of Pedagogy'*, Faculty of Humanities and Social Sciences Osijek, 47-58, ISBN 978-953-314-091-9.

The **third line** of Ivan Lenard's research is more **pedagogically oriented** because it deals with a **cooperation of school management/faculty and parents**. "Education and a family have been interrelated since the introduction of institutional education. Parent-school cooperation has always been an intriguing and unavoidable pedagogical issue in the Croatian educational system. Being a two-way process, parent-school communication ought to contain relevant information about progress, accomplishments and children's behavior" (Lenard 2017: 559). Lenard studied the satisfaction of parent-school cooperation as well as the means of cooperation and parents' involvement in school activities from the perspective of parents living in the rural environment near the city of Valpovo, Croatia.

### Key findings:

- parents recognize two means of cooperation with the school management/faculty and those are organized parent-teacher meetings and individual parent-teacher meetings;
- parents communicate with the school management and the child's class master during organized parent-teacher meetings and individual parent-teacher meetings;
- parents prefer a couple of annual parent-teacher meetings rather than weekly organized individual parent-teacher meetings;
- half of the surveyed parents have never attended an organized *Info class* during which all child's teachers are available for communication with parents;
- parents prefer a traditional communication and cooperation rather than a partnership relationship with the school.

### Issue further elaborated in:

**Lenard, I.** (2017). Zadovoljstvo suradnje sa školom - percepcija roditelja ruralne sredine (Satisfaction of parent-school cooperation from the perspective of parents living in the rural environment). *Proceedings of the Third International Interdisciplinary Conference for Young Scholars in Social Sciences and Humanities*, 559-575, ISBN: 978-86-6065-409-2.

The **fourth line** of Ivan Lenard's scientific work is also more **pedagogically oriented** since he aimed to provide a historical overview of **SOS children's friendly community**. "SOS Children's Village Croatia is categorized as a children's home whose primary goal is taking care of children without an adequate parental care or parents themselves. Moreover, it aims at providing children, regardless of their racial, national or religious affiliation, with affection and love in a safe family environment. In addition, SOS Children's Village is a non-governmental organization founded and provided for by the international organization *SOS Kinderdorf International* with the headquarters in Innsbruck, Austria. SOS Children's Village itself dates back to 1949 when Hermann Gmeiner opened the first such institution in Imst, Austria. Furthermore, *SOS Children's Village Croatia* has been active since February 25, 1992. It consists of two SOS Children's Villages, namely *SOS Children's Village Lekenik* and *Ladimirevci*, five SOS Youth facilities and one SOS Kindergarten. SOS Children's Village Ladimirevci was built in 1995 and has been active since 1997. It is composed of sixteen SOS houses providing for more than eighty children" (Lukaš and Lenard, 2014: 44). All children's homes have their **educational and pedagogical curriculum** and extra curriculum **activities**. Lenard **aimed** to present the overview of the pedagogical activities undertaken in the Village, identify the activities that annually take place and present the working principles used for pedagogical purposes.

### Key findings:

- the analysis of the documentation and annual reports from 1995 to 2014 has shown that children who are referred to the SOS Children's Village Ladimirevci have serious developmental disabilities, thus needing the help from a psychologist, defectologist, logopaed, psychiatrist and other therapists;
- those children have numerous learning disabilities so they are offered study help regarding homework assignments and papers writing;
- those children are eventually referred to enroll in the education adjustment programs (individualization, personalized program or special needs programs);
- children are taught various skills (cooking, sewing, ironing, etc.) with the purpose of becoming more responsible and independent young people once they leave the SOS Children's Village Ladimirevci.

### Issue further elaborated in:

Lukaš, M., **Lenard, I.** (2014). SOS Children's Friendly Community Historical Overview. In E. Berbić Kolar, B. Bognar, M. Sablić, B. Sedlić (Eds.), *Challenges in building child friendly communities: Proceedings of International conference Zadar 2014, Croatia*, 44-55.

## [2] LANGUAGE AND METHODOLOGY

Ivan Lenard conducts research under the ERL scope major **Language and Methodology**. It addresses the issue of prerequisites an English for Specific Purposes teacher needs to have for successful knowledge transfer. In addition to sound pedagogical content knowledge, ESP teachers' pivotal roles of course designers, material developers, researchers and evaluators were studied. In order to examine ESP teachers' **teaching experience**, an anonymous survey was conducted.

### Key findings:

- when deciding which contents to teach, the teachers prioritize and put more emphasis on teaching specialized vocabulary, speaking and presentation skills recognizing those skills as the most important for students;
- one of the challenges the teachers listed is material design;
- when compiling teaching materials, the teachers use multiple resources;
- a vast majority of the teachers do not cooperate with content teachers on material design even though they recognize the synergy as a productive relationship.

*Issue further elaborated in:*

Božić Lenard, D., **Lenard, I.** (2018). Examining pedagogical content knowledge of ESP teachers. *Journal of teaching English for specific and academic purposes*. 6 (3), 353-364, ISSN: 2334-9182.