

CONCEPTUAL OUTLINE

Digest

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Key words:

children's literature; (wordless) picture books; effective approaches to teaching poetry; learner's intercultural competence.

Description

Current research interests include the potential of using **(wordless) picture books** in English lessons and the development of **social-emotional skills** to young learners. Then, she is interested in effective **approaches to teaching poetry** to develop learner's personality within the context of international **cross-cultural communication**.

[1] **POTENTIAL OF USING WORDLESS PICTURE BOOKS**

There are several scholars who explored the potential of wordless picture books in a teaching process such as Serafini (2014), Arizpe (2014), Dowhower (1997), Jalongo (2002), Chen-Pan (2009), Gorman et al. (2011), Caspe (2009), Lysaker (2006), Leonard et al. (2009) and many others. They came to the conclusion that observation and different interpretations of the pictures from the side of the learners contribute to the development of their emergent literacy, the improvement of the second language learning, linguistic and cognitive abilities of the learners who do not speak English so they have different cultural roots, the development of learners' self-esteem, identity or social contacts. Then, wordless picture books can be a useful

tool for intervention when used at home by parents and they may serve as a useful tool for the learners with special educational needs such as ADHD, dyslexia or aphasia.

There are also the authors who implicitly point to the interconnection between wordless picture books and movement-based activities used at the primary level of education: discrete physical activities (Morgan and Bourke (2014), Purcell-Cone, Werner and Cone (2009) and Penney et al. (2013), integrated movement-based activities and brain break activities (Dennison, (2014), Hawke (2007), Jensen (2008), Lapere et al. (2008), Riley et al. (2014), Griffin et al. (2011), Nalder and Northcote (2015).

Key findings:

- suggested methodology (concrete procedure steps) of using wordless picture books in English lessons inspired by Burnett (2018) and practically applied to wordless picture book Sidewalk Flowers by JonArno Lawson and Sydney Smith (2015).
- suggested methodology (concrete procedure steps) of using wordless picture books with integrated movement-based activities in English lessons inspired by Burnett (2018) and practically applied to wordless picture book Sidewalk Flowers by JonArno Lawson and Sydney Smith (2015).

Issue further elaborated in:

Horváthová, I., *Implementation of movement-based activities during “reading” wordless picture books at primary level of education.*

In: ICERI 2021 : 14th annual International Conference of Education, Research and Innovation, 08.11.2021-09.11.2021, Valencia. - Valencia : IATED, 2021. - ISBN 978-84-09-34549-6, P. 8749-8753.

Horváthová, I., *Methodology of “reading” wordless picture books at lower secondary school /*

Ivana Horváthová, 2021. In: EDULEARN21 : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021. - Barcelona : IATED, 2021. - ISBN 978-84-09-31267-2, P. 7274-7279.

[2] EFFECTIVE APPROACHES TO TEACHING POETRY WITHIN CROSS-CULTURAL COMMUNICATION

The issue is part of the project during which the project partners jointly prepare an elaborated programme of units focused on reading and interpretation of poetry in English the primary aim of which is the students’ personal growth and development of their soft skills. The designed programme will be used in the experiment online teaching, in which students from all partner countries will participate. The impact of the programme on students will be examined by the use of selected qualitative methods. The themes of the poetry programme will deal with the

issues pertinent for young people (e.g. happiness, gratitude, mindfulness, making life decisions, hope, etc.). The project is based on international cooperation and intense communication between researchers and teachers of partner institutions as well as the active interaction of students.

Key findings (still in progress):

- classification of character strengths and virtues
- creation of lesson plans focused on the development of positive character strengths of the students

Issue further elaborated in (still in progress):

The title of the project:

Poetry as lingua franca – effective approaches to teaching poetry as a vehicle for personal growth within the context of international cross-cultural communication (project KEGA 009UKF-4/2022)

[3] LARA (LEARNING AND READING ASSISTANT)

LARA (Learning and Reading Assistant) is a collaborative open source project, active since mid-2018 (I am a co-investigator of the project since January 2021), whose goal is to develop tools that support conversion of plain texts into an interactive multimedia form designed to support development of L2 language skills by reading. The basic approach is in line with Krashen's influential Theory of Input, suggesting that language learning proceeds most successfully when learners are presented with interesting and comprehensible L2 material in a low-anxiety situation. LARA implements this abstract programme by providing concrete assistance to L2 learners, making texts more comprehensible to help them develop their reading, vocabulary and pronunciation skills. In particular, LARA texts include translations and human-recorded audio attached to words and sentences, and a personalised concordance constructed from the learner's reading history. The learner, just by clicking or hovering on a word, is always in a position to answer three questions: what does it mean, what does it sound like, and where have I seen it before. LARA is being developed in collaboration with an international consortium which includes the University of Iceland, Trinity College Dublin, the University of Adelaide, Ruppin Academic Center, the Ferdowsi University of Mashhad, Flinders University, the University of Gdansk, Tianjin Chengjian University, and several independent scholars (<https://www.unige.ch/callector/lara>).

Key findings:

Issue further elaborated in:

<https://www.unige.ch/callector/publications>