BIBLIODOS

BIBLIODOS WHITE PAPER

A PROJECT SUPPORTED BY ERASMUS+ PROGRAM

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This **Project White Paper** was designed by the Consortium of the project BIBLIODOS to present, develop and provide a more concrete analysis of the implementation of the project. The main goal of this guide is to explain the project's approach, and to enhance its results in order to ensure the best possible transferability of the resources created in the participants feedback inside and outside the partnership. The guide is divided in two main part.

Part 1 will focus on the context, the needs and the various challenges that the target audience (adults with little to no literacy skills, adults with learning disorders, adults from disadvantages

backgrounds, refugees, migrants or asylum seekers, as well as adults who are deaf or have hearing difficulties) faces in learning language. Part 1 will also provide a comprehensive review of the role of reading in language learning and culture, an overview of the situation in Europe in regards to reading, and a thorough summary of the concept of learning inclusion for these audience.

Part 2 will provide a more specific outlook on the project and its resources. The section will cover the idea of 'learning and the arts', as well analyze the display of the BIBLIODOS library as a pedagogical tool. It will also share some useful tips and resources on online sources for artworks, accessibility and digital reading.

DARNING LEARNING LANGUAGES

BIBLIODOS PRESENTATION

Context

Today, language training organizations welcome refugees who have not received, or only very little, schooling in their country of origin. Their journey of settlement on European territory necessarily includes many hours of training with a first phase of entry into the language and written language that is quite long.

Learning a language when living in a country is not only a matter of grammar and conjugation. It is also about understanding a culture, the richness and specificities of its



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heritage. From this perspective, books and literature are formidable vectors of transmission and engaged learning.

Nevertheless, they are often difficult for disadvantaged groups to access. Books are expensive and the language level is often far too complex for adults with illiteracy or first-time learners. The length of the texts can also be discouraging for readers who have experienced failures in their first phase of learning a second and/or foreign language (or who have never been to school).

As for publications that would be adapted in terms of length and language level, we quickly fall into the category of children's literature, where the subjects covered are too childish and far from adult concerns. The publishing sector has developed interesting offers for language learning (easy French, shortened classics) but these books remain expensive and reserved for a commercial offer from universities and schools.

This is why we have imagined making European literary works accessible to first-time readers or those who are illiterate through adaptations that are gradually becoming more difficult.



Frankenstein



Don Quixote



The Frog w be as big as



A library combining reading promotion and discovery of artistic works

BIBLIODOS brings together works belonging to the European cultural heritage. They have been chosen by the partners for their emblematic dimension, the light they shed on the culture and history of their country (or Europe in general), the importance they have in the collective imagination, illustrated by their numerous adaptations and variations on different media, and available in several languages.

The second ambition of BIBLIODOS is to combine the learning of a European language with the promotion of reading and the discovery of European heritage by combining literature and artistic works. Thus, each work developed in BIBLIODOS is illustrated with paintings, engravings and drawings from European and international heritage banks.

A library dedicated for readers with special needs

BIBLIODOS' offer is meant to be universal, in the sense that we build it so that it is accessible to people with little access to the written words:

- Non-readers who want to learn to read and write in their own language
- Beginner readers wishing to learn to read and write in a target language
- Readers with difficulties in accessing the written word (DYS disorders, hearing impairment, etc.)

To facilitate access to these works and enjoy advanced features, we have chosen to develop a digital library, designed for optimal reading on the device that is present today including all pockets, even the disadvantaged ones: the Smartphone.

Each literary work has been summarized and adapted to offer 3 levels of difficulty:

- Level 1: images accompanied by key words (written and read).
- Level 2: images accompanied by simple sentences (written and read).
- Level 3: images accompanied by a level A text (written and read).

The reader can choose between two audio speeds: normal or slow.

The font chosen is Firefly which is a new typeface developed explicitly for visually impaired people.

Sign language adaptations of five ebooks are also available, using International Signs a way to reach a broader audience of deaf people.

Pedagogical tools for trainers

Various pedagogical tools have been designed to support trainers, teachers and educators in using the digital library.

Pedagogical dossiers

Each ebook is associated with a pedagogical dossier which aims to facilitate the design of workshops based on the literary works proposed by BIBLIO-DOS.

In this perspective, it offers both information about the work and its context of creation, and various pedagogical tracks to build a workshop. Given the diversity of the audiences that may be led to read the ebooks, the educational backgrounds have broad and inclusive objectives. They aim primarily at:

- Developing the pleasure of reading
- Supporting the diversification of reading
- Introduction to the written language, whether foreign or not
- Discovery and intercultural exchange

The proposed teaching methods are activities that have already been tried out in workshops and can be adapted to suit the objectives and needs of the participants. They can be made more complex or simpler, shorter or longer. Thus, the duration of each activity is not specified, nor are the instructions. The pedagogical dossiers are designed by the partners. While respecting the proposed framework and template, they will therefore reflect the varied professional and cultural knowledge and practices of the partners.

Practise sheets

Practise sheets are also proposed to support teachers in the exploitation of the resources created in the project in their daily professional activity and to give recommendations and examples on how, for example, to present content for learners with special needs.

A European collaboration supported by Erasmus+ program

BIBLIODOS is a project funded by the Erasmus+ program¹. It brings together 6 partners with complementary expertise:

- Les Apprimeurs (coordinator), a French digital agency specialized in the implementation of innovative solutions promoting access to fundamental knowledge,
- Langues Plurielles, a French language training organization working in particular with Asylum seekers and refugees with little schooling,
- The Institute for the Deaf in Turin, working, among others, with deaf migrants,
- Citizens in Power, a Cypriot association working with migrants,
- MyArtist, Greek association working with migrants and homeless people,
- Logopsycom, Belgian company specialized in learning disabilities and inclusion.

All content produced during the project is freely accessible.



1• The Erasmus+ programme provides financial support for a wide range of actions and activities in the fields of education, training, youth and sport.



CHALLENGES OF LANGUAGE LEARNING

Joseph Mallord William Turner, *Ulysses deriding Polyphemus*, 1829

1• <u>https://www.europarl.</u> <u>europa.eu/factsheets/en/</u> <u>sheet/142/language-policy</u>

BIBLIODOS

"In a European Union based on the motto 'United in diversity', languages are the most direct expression of our culture. Linguistic diversity is a reality, observance of which is a fundamental value of the European Union." ¹

Languages unite people, render other countries and their cultures accessible, and strengthen intercultural understanding. Foreign language skills play a vital role in enhancing employability and mobility across Europe, but also personal development and growth. Education has tremendous potential in allowing displaced learners to gain the necessary skills to develop their lives in the country they arrived in. Additionally, learning the local language of the host country is a strong enabler of integration for these groups.

However, language learning is not without challenges. Difficulties with English (or the local language) can restrict refugees, migrants and asylum seekers access to sustainable employment, and especially open them to dangerous jobs that can affect their health. It also isolates them from their local community and support networks.

With languages, four core skills are required: Listening, reading, speaking and writing. These skills are elementary for learners to grasp the basics of the language they are trying to acquire. Amongst them, literacy – the ability to read and write – is part of the reading and writing core competency. While adult learners tend to have an easier access to speaking and listening practice (everyday interactions, communication with neighbours, governing bodies, etc.), the challenge is harder in the writing and reading field, which prevents them from communicating in writing forms, understanding documents, and overall, fully immersing.

Additionally, when thinking about the challenges of language learning, we cannot blindly apply the same 'solutions' to all groups. Indeed, according to the Council of Europe², there are 4 different profile of migrant language education:

- Groupe A: Adults who did not receive an adequate education in their country of origin, whose mother tongue is generally not written down or is not the medium of instruction in their country of origin.
- Groupe B: Adults who have never learned to read or write in their mother tongue can be described as 'illiterate', especially if they have had little or no formal education.
- Groupe C: Adult migrants who have had limited schooling in their mother tongue (in general, less than 5 years) can be described as 'semiliterate'.
- Groupe D: Literate migrants also differ in terms of their level of education, mother tongue, age, motivation and other personal and sociolinguistic factors.

For these learners, learning a new language in a host country can take the form of many 'simple' challenges:

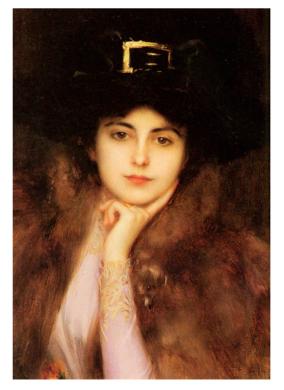
- The cost of classes is too high or not covered (as well as textbooks)
- Lack of information as to what classes are available, and how to access them
- Long waiting list for beginners and lower entry level
- Consequently, not enough higher level classes available
- No support for childcare while the classes are on which can create gender inequalities

- Learners are placed in classes based on their language level, rather than their capacity to learn
- Inadequate schedules and expectations, no time to study at home
- Target groups might struggle with continuous education as they might have never known it
- Target groups might not know the basics of writing and reading if they have never known it
- Target groups tend to forget vocabulary that are uncommon or not used in every day speech³
- Learners might struggle with learning disorders (without knowing it) which prevents them from learning in 'regular' settings
- And many more.

In conclusion, the challenges to learn a new language are not unitary to all asylum seekers, refugees, migrants or generally illiterate adults. These challenges can impact their capacity to participate in society, to engage in communication and relationship, but also to discover the culture and heritage of their host country. 2• <u>https://www.coe.int/en/</u> web/lang-migrants/literacy-profiles

3• Abou Khalil, Victoria & Helou, Samar & Flanagan, Brendan & Pinkwart, Niels & Ogata, Hiroaki. (2019). Language Learning Tool for Refugees: Identifying the Language Learning Needs of Syrian Refugees Through Participatory Design. Languages. 4. 71.

Albert Lynch, *Portrait of an elegant lady*, painting. Oil on canvas. 46,4 cm x 66 cm. Collection privé. © Wikiart



THE ROLE OF READING IN LANGUAGE LEARNING



Edouard Manet, *Plums*, 1875-1885, Museum of Fine Arts, Houston - Source: Wikimedia

Reading in language learning

"Some people there are who, being grown, forget the horrible task of learning to read. It is perhaps the greatest single effort that the human undertakes, and he must do it as a child. An adult is rarely successful in the undertaking – the reduction of experience to a set of symbols. For a thousand thousand years these humans have existed and they have only learned this trick – this magic – in the final ten thousand of the thousand thousand." This is how John **Steinbeck** starts his unfinished book "The Acts of King Arthur and his Noble Knights", written between 1957 and 1958 and published after his death in 1968. With a few words, Steinbeck convey the feeling to us of how difficult it is to approach to languages when we are children, even more when we are adult. We never think that languages are composed by small countable parts (letters, sinograms...) but can produce millions of texts, books, articles, sentences, and from these cultures find their foundations.

According to the psychologist and pedagogue L.S. Vygotsky, language is both a tool and a sign: a **tool** when it is used to modify the external environment (for example, to communicate), while it can be defined as a **sign** when it is used for internal thinking. Vygotsky was the most avid supporter of the theory that language shapes thinking. In this framework, when learning a foreign language, we can state that production is a tool, while listening comprehension is a sign. It is quite difficult to separate these two components because often, especially during the learning process, they are integrated. For migrant people, the second

language (L2) learned in a context where it is used daily by the natives, constitutes only a tool used to communicate with others, but not with themselves. In fact, the child or the adult continues to use their mother tongue (L1) as a sign, to mediate internally between the original culture and the new one.

The act of learning a language usually involves to become competent in the comprehension as well in the production of it. This involves writing, reading and talking a language: strictly intertwined skills, learned in parallel times.

The process of learning to read is usually composed by these phases:

- **Phase 1:** Create appreciation of the written word;
- **Phase 2**: Develop awareness of printed language and the writing system;
- Phase 3: Teach the alphabet;
- Phase 4: Develop the students' phonological awareness;
- Phase 5: Develop phonemic awareness;
- Phase 6: Teach the relation of sounds and letters;
- Phase 7: Teach how to sound out words;
- Phase 8: Teach to spell words;
- Phase 9: Help develop fluent, reflective reading.

The process of learning is not the same for all: deaf people and people with DYS or with learning disabilities may not find it easy to reach these phases of may also not have the possibilities to go on through them (for instance, not all deaf people are able to have a good pronunciation of oral languages).

There have been many attempts to find a way to write and read Sign Languages. One of these methods, the only one that seems to work at least in a scientific environment and as notation, is "signwriting" developed by Valerie Sutton in 1974.

Sutton signwriting (its full name) is a system of writing Sign Languages: it uses a combination of iconic symbols for handshapes, orientation, body locations, facial expressions, contacts, and movement. In an era in which videos and online communications were not as spread out as today, this method tried to find a way to "fix" Sign Languages.



Reading a book is a procedure that includes three stages: prereading, reading and post-reading. In the pre-reading phase, the reader has a purpose in mind and some expectations. Then, starts the reading of the book/written text. While reading, the reader thinks about what's read, makes some pauses, and makes new predictions. Finally, the post-reading stage: when the written text has been completely read. The reader takes time to think and reflect and can make comparisons between the previous knowledges and the new acquired ones.

LANGUAGE LEARNING TO UNDERSTAND A CULTURE

Language and culture are two closely related components of human nature: learning one language requires learning another culture. One of the aspects that in general pushes us to learn another language is the possibility of experiencing a different culture from the inside, in order to empathize with others and enrich one's ability to appreciate different human experiences. The language reflects the thinking, values and worldview of its speakers. The most successful language learners learn culture and language together and in parallel. Learning a language obviously requires mastering the vocabulary and syntax. Despite these aspects now known by linguists, there is a persistent gap in the school world between language and culture. Foreign language pedagogy is often conceptualized in terms of acquiring knowledge and practicing skills, while cultural learning objectives are often conceptualized in abstract terms, such as awareness or criticality.

The BIBLIODOS project aims to help this process by promoting the learning of a new language directly through the reading of classic books of European heritage. All the materials produced in the Erasmus plus project want to improve linguistic competences as well as contextualize what is reading: the pedagogical dossiers, the images, the practical sheets and the videos in International Sign are built in order to help students in their learning path and teachers in the possibility to use new materials. In this way both languages and cultures are internalized and become part of the learning individual.

Reading in cultural appropriation

When we think of a language, we think of a tool used by a people to represent themselves, so behind it there is a culture that supports this tool. All animals have their own lair and all humans need, in addition, the shelter of a culture. Cultural heritage and books work together in the construction of this second lair.

Books, and particularly literary works, can be borrowed homes. Reading or listening to read allow to create this welcoming space, even more for those who do not have any real place or are forced to be away from their original territory.

What one feels at times in reading is also a certain agreement with the

inner world, of course, when the texts give shape to the unspeakable. Literary works represent us, they give us many images that we can appropriate, like so many portraits.

The feeling of fixing words on a paper is related to the desire of humans to stop the action of time and transfer as much as possible to new generations. Ideas, thoughts, concept, theories, stories, legends, habits, traditions... all these elements and even more are part of the culture of a people. Writing about one own culture means to present it to people that don't know about it, which maybe are curious to learn and to approach, even to "appropriate".

Cultural appropriation means to adopt or use elements of one culture by members of another culture. This concept has been interpreted with a negative meaning: for instance, when values and habits are taken from a culture, changed or copied and in this way emptied of their original meaning by people from another context. But can be turned into a very positive point of view when cultural appropriation becomes an act moved by curiosity, pleasure and respect: usually we start to love another culture when we learn a foreign language at school, or maybe on the contrary, we start to learn a language because we are fascinated by its culture. In any case the acquisition of a second language implies the acquisition of a second culture and this because of the high social content of the language itself.

According to the pragmaticcultural perspective of the American psychologist Jerome Bruner, learning a language also means learning the cultural models linked to the language in question. In order to interact effectively and be an integral part of a social system, an individual must



possess not only a good linguistic command but also a good sociocultural command of the culture to which they belong. Books are always filled with historical and cultural characteristics: even a totally invented story gives away to the readers the sensations and the habits of the time and place described. Culture becomes a discover to analyse from many aspects, sometimes also from a linguistic point of view. It is said that there is no better way to understand the people you meet and their culture than by learning their language.

Language is not something artificial and therefore it makes no sense to talk about the isolation of language from culture. Henryk Siemiradzki, Bucolic, 1890 - Source: Wikimedia

NATIONAL STRATEGIES AND SCORES

PISA (2003) defines reading literacy as the ability to understand, use and reflect on written texts in order to gain knowledge, achieve one's goals and participate effectively in a society. In 2018, PISA adapted the definition of reading literacy to fit into the rapidly changing world and the fast increase of technological advancements. Thus, the definition of reading literacy is also changing to adapt to the complexity of modern societies (PISA, 2018). The reviewed definition of reading literacy is '(...) understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.' (PISA, 2018). In this definition the word 'written'

in a digital form as well. Technological advancements have changed the ways in which people read and understand information. In the past, reading literacy focused on understanding, interpreting and reflecting upon one single text. Now the increased use of technology, such as the use of computer screens and smart phones, requires a wider definition of reading literacy which will include the development and advancement of digital reading skills (PISA, 2018). In this changing world, many countries have failed to adapt adequately to the new definition of reading literacy. This is evident in PISA's (2018) assessment of student's reading skills. Here we present only the results from the partner countries of BIBLIODOS: The average score of all OECD studied

Figure 1: <u>https://</u> pisadataexplorer. <u>oecd.org/ide/ide-</u> pisa/

was removed as texts could now be

Organization for Economic Cooperation and Development (OECD) Program for International Student Assessment (PISA)

This report was generated using the PISA International Data Explorer.

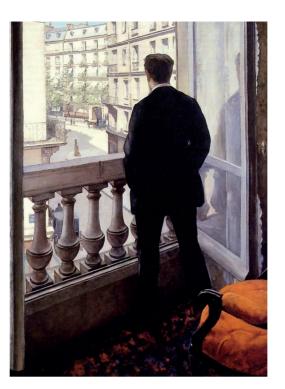
Averages for age 15 years PISA reading scale: overall reading, by All students [TOTAL] and jurisdiction: 2018

		All students	
Year/Study	Jurisdiction	Average	Standard Error
2018	Belgium	493	(2.3)
	France	493	(2.3)
	Greece	457	(3.6)
	Italy	476	(2.4)
	Cyprus	424	(1.4)

countries in the PISA 2018 report is 487 (PISA 2018). The scores of the partner countries in BIBLIODOS including Italy and Greece and Cyprus are lower than the average score, whereas France and Belgium have ranked slightly above the average score (PISA 2018).

The biggest gap that has been identified in PISA's 2018 report is the lack of use of technology in reading literacy education. National strategies should focus on engaging digital tools in education, such as the use of computers in classrooms (PISA 2018), the development of online libraries, the use of audio books (IFLA, 2019). As a result, students and teachers will have to learn how to use these devices and applications in a classroom (PISA, 2018). BIBLIODOS goes a step to this direction whilst one of its main tools developed are electronic books including audio and requiring the minimum skills in digital reading e.g., entering the website, scrolling to the ebook, pressing the relevant button to listen to the audio

Introducing *Reading Challenges* as part of the curriculum is another way in which students can enhance their reading skills in an engaging way (UK Department of Education and Skills, 2005). These challenges might include reading a book and presenting it to the class. This activity will enhance one's reading skills, including one's ability to understand the meaning of a text and reflect upon it. Again, via BILBIODOS tools, these challenges are possible to be done by second/ foreign language teachers not only via the ebooks produced but also via the pedagogical dossiers accompanying each ebook embracing such activities.



The introduction of *Drama* classes has proven to be another successful method that enhances students' reading skills. Drama enables students to explore different meanings of a text, understand the plot, analyse the characters and their relationships and learn different writers' techniques. These activities develop students' reading skills while developing their ability to think critically and creatively at the same time (UK Department of Education and Skills, 2005). Having this in mind, a number of the pedagogical dossiers mentioned earlier do include as part of their workshop activities such practices as dramatizing a scene from a BIBLIODOS ebook.

Overall, a successful national strategy on reading literacy should focus on enhancing students' ability to read a text fluently, comprehend a text and reflect upon the text, learn new vocabulary and gain writing skills (Reading Rockets, n.d.), thus all these were considered when developing the BIBLIODOS project.

Gustave Caillebotte, Jeune Homme à sa fenêtre, painting, 1875. Oil on canvas. 82 cm x 117 cm. Collection privé, New-York. © Wikiart

INCLUSIVE PEDAGOGY

1• <u>https://eur-lex.eu-</u> ropa.eu/legal-content/ EN/TXT/?uri=celex%3A32006H0962

2• <u>http://www.eli-net.eu/fi-leadmin/ELINET/Redaktion/</u> Factsheet-Literacy_in_Europe-A4.pdf

3• <u>http://www.eli-net.eu/fi-leadmin/ELINET/Redaktion/</u> Factsheet-Literacy_in_Europe-A4.pdf In recent years, there has been a real effort made by the European Union, but also National governments to foster inclusion is all aspect of society, and especially in the education field. Indeed, according to the European Pillar of social rights:

"Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market".

If we break down this concept, the first important notion is in an inclusive education. An inclusive education means that it is adapted for everyone, regardless of their origins, difficulties or needs. It also implies that the 'educating' structure (language centers, vocational schools, refugee centers, etc.) Should adapt their content to the learner, and not the other way around. It is about ensuring that all learners feel welcomed, at home, in a trustworthy environment.

The second key term is in the idea of Life-long learning. It is represented by a set of 8 key skills that act as a combination of knowledge, skills and attitude that are needed for personal fulfilment, development, active citizenship, social inclusion and employment¹. Amongst these skills, one is of particular importance for this project: Communication in a foreign language. Communication in a foreign language is: "based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs". These educational core skills are tailored to all learners, regardless of their age, levels and background. It is therefore relevant for us, as it also includes adults from disadvantages backgrounds, with little to no literacy skills, with learning disorders, who are deaf or hard of hearing and many more.

Part of the basic skills that is required to 'participate fully in society and transition in the labour market' is literacy. Literacy is an essential skill for all types of learning. Adults with literacy difficulties have a harder time finding or keeping a job, are at higher risk of poverty and social exclusion, have limited opportunities for cultural and political participation, lifelong learning and personal growth². In the world, around 55 million adults between 15 and 65 years of age have literacy difficulties³. Amongst these adults, our target audience made of adult from disadvantages backgrounds, with little to no literacy skills, with learning disorders, who are deaf or hard of hearing are facing difficulties in their literacy skills.

Inclusion and disadvantaged backgrounds

"According to Eurostat data, a total of 612,700 first-time asylum seekers applied for international protection in the Member States of the EU in 2019 alone. Also, In 2019, the European Union of 27 Member States (EU) granted protection status to 295,800 asylum seekers."⁴ Despite these large numbers, "third country nationals across the EU tend to fare considerably worse than the majority population in domains such as employment, education, and social inclusion."⁵ As a result, a more adapted and inclusive education is needed to ensure that the trend is reversed

For these groups, in regards to social and cultural diversity, we can highlight four main point of teaching and learning:

- Point 1: Students: knowing one's students and understanding the ways that students from various social and cultural backgrounds experience the college classroom
- Point 2: Instructor: knowing oneself as a person with a prior history of academic socialization interacting with a social and cultural background and learned beliefs
- Point 3: Course content: creating a



curriculum that incorporates diverse social and cultural perspectives

• Point 4: Teaching methods: developing a broad repertoire of teaching methods to address learning... of students from different social backgrounds more effectively."⁶

Overall, pedagogical inclusion for learners from disadvantages backgrounds does not only means adapting a classroom, but rather using innovative and tailored solutions to provide the more relevant from of teaching. By using ebooks readable on a phone, by using simplified languages for those lacking the vocabulary, by creating accessible pedagogical activities for those who have not attended classrooms often. the BIBLIODOS Project touches on a few different aspect of an inclusive education for people from disadvantages backgrounds, with little or no literacy skills.

Claude Monet, Quai du Louvre, painting, 1867. Oil on canvas. 65,1 cm x 92,6 cm. Kunstmuseum Den Haag, La Haye. ©Mauritshuis

4• European Commission "Thematic Fiche: Inclusion of young refugees and migrants through education". *ET 2020 Working Group on Promoting Common Values and Inclusive Education*. <u>file:///C:/Users/camil/</u> <u>AppData/Local/Temp/</u> NC0420269ENN.en.pdf

5• European Commission "Thematic Fiche: Inclusion of young refugees and migrants through education". *ET 2020 Working Group on Promoting Common Values and Inclusive Education*.

6• Marchesani, L.S., & Adams, M. (1992). Dynamics of diversity in the teaching and learning process: A faculty development model for analysis and action. *New Directions for Teaching and Learning*, 52: 9-12



Inclusion and Specific Learning Disorders

Most Specific Learning Disorders

(referred to as SLD), use the affix 'dys' to signify the partially lacking ability, like dyslexia for instance. The "dys" family of learning disorders is defined by specialists as a neurological issue that occurs independently of intelligence. SLDs have a neurobiological cause that affects the way the brain processes information and can disturb the cognitive development of a learning ability such as reading, writing, speaking, doing mathematics, or planning and coordinating motor tasks. To be more precise, the brain of a person having a Specific Learning Disorder functions differently when it comes to receiving, integrating, retaining, and expressing information, which can result in difficulties to process certain information or stimuli. However, they are not unitary disorders and affect each person in different ways, at different ages and stages of development, and to different degrees.

When it comes to reading and language learning, SLDs can greatly impact a person's capability. The most common type of SLD which influences reading capacity is dyslexia.

Dyslexia is a cognitive disorder that causes difficulties in reading comprehension and language-based processing skills. The dyslexic brain takes longer than usual to identify and connect letters and words with other kind of knowledge, for example translating them into sounds. This is a very common disorder, and is also considered as a language-based disorder. Dyslexia occurs worldwide regardless of culture or language and affects about 9-12% of the population. It is especially relevant in the BIBLIODOS Project, as reading is the main challenge of dyslexics.

Other relevant SLDs to this project include:

 Dysgraphia: affects a person's ability in handwriting and fine motor skills.
Specifically, a dysgraphic person may encounter problems such as illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time. This disorder is often confused with dyslexia as both disorders affect the writing ability.
Dyspraxia: difficulties with

movement and coordination, language and speech. It is characterized by difficulty in muscle control (including eye control), which causes problems with movement and coordination, language and speech, and can affect learning.

• Dysorthographia: a learning disability that causes chronic issues with spelling and/or writing. Symptoms of this Dys include problems with written spelling, grammar, and speed in writing and spelling.

It is important to note that there exist additional SDLs, and that SDLs can co-occur in a learners – meaning that he/she might have more than one disorder.

For adults with specific learning disorders, reading is not an easy feat. While these disorders often resonates in children and school learning, adults with SDLs face greater challenges in accessing classic literature. They are more prone to fatigue and stress, as well as a general disinterest in the European Heritage as they are not accessible. By using accessible languages and vocabulary, we allow adults with SDLs to understand and discover not only the story, but the themes, outcomes and general pedagogical teaching of these classic books

Inclusion and people who are Deaf or hard of hearing

The last group of learners targeted in the BIBLIODOS Project is people with hearing impairments. They can have difficulty detecting sounds or distinguishing auditory information from the background noise. Deaf individuals cannot receive any auditory information at all. Many of them communicate primarily through Sign Language. Besides, voice input can also present a problem, because a deaf person might also have very poor speech⁷. For this project, we focused on inclusion through International Sign (IS). Sign languages are natural languages that have the same linguistic properties as spoken languages. This implies that just as oral languages, Sign Languages vary between countries. As a result of this. the BIBLIODOS Project included IS as a key component to ensure inclusion of learners with hearing impairments or who are Deaf. International Sign has the characteristic to be more iconic compared to National Sign Languages, that's why IS can be a good support for a larger audience that may include also hearing people with communication difficulties. With International Signs, we are able to reach a broader audience throughout Europe, regardless of their language levels, by creating highly visual videos with the images selected from the ebooks.

7• Kavcic, A. (2005, November). Software accessibility: Recommendations and guidelines. In EUROCON 2005-The International Conference on» Computer as a Tool» (Vol. 2, pp. 1024-1027). IEEE.

PARTS SPECIFICATIONS OF THE PROJECT

LITERATURE AND THE ARTS

"A picture is worth a thousand words."

We all have heard that old adage many times. When we dive into the deeper meaning of that phrase, we can find some beautiful connections between art and literature.

Creating and studying art is a way to communicate to the world around us in a way that words cannot always express. And when we immerse ourselves in literature, we are transported to another place and time, experiencing life from another's point of view.

"The aim of art is to represent not the outward appearance of things, but the inward significance." – Aristote

Combining art and literature Art is a powerful teaching tool. Research has shown that when we create or study art we experience the following:

- Improved cognitive and critical thinking skills
- Deeper connections to the world around them
- Close examination of new messages or ideas

One of the biggest benefits of combining art and literature is the way it helps students improve their reading comprehension and critical thinking skills. Not to mention, creating art has been proven to reduce anxiety and stress. Combining the benefits of art with reading great literature enhances the learning power that is experienced. For example, when parents read works of literature to their children the following things happen:

- Language development is increased.
- Imaginations are actively engaged.
- A love of reading is fostered in the child.

Because we want to combine literature to arts, we can do that only in relation to figurative art because it is the only visual art that has linguistic properties, just like literature. Now both arts have symbol systems, syntax, semantics, and even pragmatics. Both share very similar structural properties but the main difference is concerning the levels of abstraction in each. Obviously, linguistic symbols are infinitely more abstract than visual symbols. Under this scope we try to improve and extend the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults.

We aim for adding to social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion.

Today, language training organizations welcome refugees who have not received, or only very little, schooling in their country of origin. Their journey of settlement on European territory necessarily include many hours of



Claude Lorrain, Ulysses Returns Chryseis to her Father, 1644

training with a first phase of entry into the language and written language that is quite long. BIBLIODOS aims to provide them with a first reading offer. The BIBLIODOS universal digital library offers the latest innovations in digital reading and functionalities adapted to provide tailor-made reading for different target audiences.

The aim of BIBLIODOS is to combine the learning of a European language with the promotion of reading and the discovery of European heritage by combining literature and artistic works. We created a universal European library meaning a really accessible library to people who do not have access to the written word (migrants, low-skilled adults, including those with disabilities). We are convinced that by promoting access to the European heritage, we contribute to promoting social inclusion, personal development and therefore access to the labour market.

This is why we have imagined making European literary works accessible to first-time readers or those who are illiterate through adaptations that are gradually becoming more difficult. To facilitate access to these works and enjoy advanced features, we have chosen to develop a digital library, designed for optimal reading on the device that is present today including all pockets, even the disadvantaged ones: the smartphone. Today almost everybody has access to a smartphone. The library is designed in such a way that it accommodates older generations of smartphones, thus it makes it even easier for more people to have access.

Our objectives for this tool is to create

a transversal approach:

- To foster intercultural awareness and share good practices related to common European cultural values
- Promote reading as a learning tool for cultural and personal enrichment
- Promote understanding of local, national and European cultures when learning a language
- Enhancing the value of Europe's heritage and synergising the resources available to European public and private institutions
- Promote the integration of newcomers and people in very precarious situations through European culture

Our project is part of a similar approach to enhance the value of the European Heritage Fund with the aim of putting it at the service of promoting reading for disadvantaged and newcomer groups. European libraries such as Europeana or national museums organize calls for projects to highlight their heritage collections. Artists, graphic designers, authors (re) create works from a selection of engravings, illustrations, paintings.

These initiatives have the merit of promoting the appropriation and enhancement of European heritage. Other initiatives, such as those of the Orange Foundation in partnership with the "Bibliothèque Nationale de France", make it possible to develop works in digital format that have been enriched with BNF funds (e.g. The Candide application).

To be fully accessible, this library is designed according to three main categories of books: animated ebooks, audio-books and books adapted in sign language.

We created the first library of books adapted from European heritage

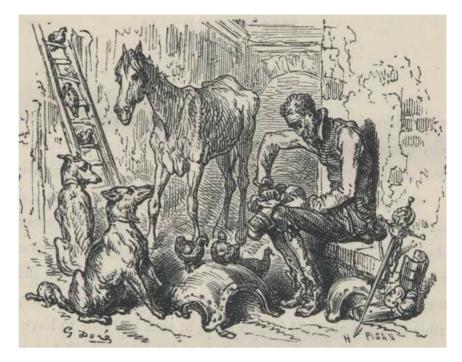


Gustave Doré (illustrator) and Héliodore Pisan (engraver), *The Don is placed in a cage*, 1863. Wood Engraving. Hachette, Paris. © swikiart

works (stories, illustrations, music) to promote language learning and facilitate access to writing for audiences with specific needs. The books in this library are developed in an innovative format, in line with the latest developments in digital publishing:

- animated illustrated ebooks, in vertical scroll for an ergonomic display perfectly adapted for reading on smartphones. These ebooks are offered in 3 display modes according to the level of difficulty expected.
- **audio books** to listen on the move and make ebooks accessible to visually impaired learners
- videos in sign language to address a public of deaf migrants, in very great precariousness because they do not always master sign languages (not even the national one) and therefore no language at all.

For adult educators, we aim to enable teachers to develop innovative pedagogical content dedicated to language learning for their learners and with their learners through digital tools and «turnkey» support, thus enriching the current offer offered to the project's target groups (adults with illiteracy, migrants, migrants with disabilities / Specific Learning Disorders). Thus the animated illustrated ebooks, pedagogical dossiers and practice sheets aim to improve their daily professional practice through adapted content, advice and recommendations written by their peers. This project also aims to encourage trainers to use the resources of European funds, often unknown, to create innovative teaching materials. So the adult educators have the opportunity to:



- **use the ebooks** produced during the program
- create an ebook thanks to the ebook generator tool designed for the project
- **co-create an ebook** with the learners according the recommendations proposed in the practice sheets and this White Paper.

During the BIBLIODOS program setup, Pedagogical dossiers and Practice sheets were created suggesting ways to implement educational techniques of combining literature and arts in a creative way to assist and educate learners with various disadvantages.

For learners, they have the opportunity to discover new ways of reading and accessing literary content: infinite scroll navigation is increasingly used in the press and media but also in the publishing sector. The animations will enrich the reading and make it attractive. The levels of progressive difficulty allow them to grasp the proposed works step by step at their own pace. Gustave Doré (illustrator) and Héliodore Pisan (engraver), *D. Quixote polishing his armour*, 1863. Wood Engraving. Hachette, Paris. Project Gutenberg ©Public Domain

SOURCE OF ARTWORKS

Europe's cultural heritage is a rich and diverse mosaic of cultural and creative expressions, an inheritance from previous generations of Europeans and a legacy for those to come. It includes natural, built and archaeological sites, museums, monuments, artworks, historic cities, literary, musical and audio-visual works, and the knowledge, practices and traditions of European citizens.



William Ladd Taylor, Lord Tennyson Alfred, D. Appleton and Company, 1887

While policy in this area is primarily the responsibility of Member States, regional and local authorities, the EU is committed to safeguarding and enhancing Europe's cultural heritage through a number of policies and programmes.

The European Union's role is to assist and complement the actions of Member States in preserving and promoting Europe's cultural heritage. The European Commission has developed a number of relevant policies and programmes to this end. It also supports and promotes policy collaboration between Member States and stakeholders on cultural heritage. One of the aims of the BIBLIODOS project is to add a new way to promote cultural heritage by using its rich content to help people to learn. Digital technologies provide new opportunities to preserve cultural content and to make cultural heritage more accessible to all audiences. Museums and cultural organisations that embrace technology are able to offer innovative visitor experiences, as well as let the public access exhibitions remotely and see material that is not on display.

Online Sources for artworks

During the project all the partners used a number of online repositories to access famous European artworks to use in the creation of the ebooks and their related files. These sources are available to all under the Public Domain license.

Another vast collection of artworks are the museums that are accessible online. They provide a well-designed presentation along with the ease of accessibility for all. A list is provided below for quick deference.



ONLINE PICTURE DATABASE

OLD BOOK ILLUSTRATIONS https://www.oldbookillustrations.com/

GALLICA - https://gallica.bnf.fr

PARIS MUSÉES http://parismuseescollections.paris.fr/fr

NATIONAL GALLERY OF ART https://images.nga.gov

LIBRARY OF CONGRESS - <u>https://www.loc.</u> gov/collections/photochrom-prints_

EUROPEANA - http://www.europeana.eu

WIKIART - https://www.wikiart.org/

WIKIPEDIA - https://wikipedia.org/

VAN GOGH MUSEUM D'AMSTERDAM https://www.vangoghmuseum.nl/en

ARTSTOR - <u>https://www.artstor.org/</u>

THE MUNCH MUSEUM OF OSLO -

https://www.munchmuseet.no/en/____

BIBLISSIMA - https://biblissima.fr/

THE WATER COLOUR WORLD -

https://www.watercolourworld.org/

THE ART INSTITUTE OF CHICAGO -

https://www.artic.edu/

ARCHIVES NATIONALES DE FRANCE https://www.archives-nationales.culture. gouv.fr/

MUSEUM DATABASE

GUGGENHEIM, BILBAO - guggenheim-bilbao.eus

NATURAL HISTORY MUSEUM, LONDON nhm.ac.uk

J PAUL GETTY MUSEUM, LOS ANGELES - getty.edu

VATICAN MUSEUMS, ROME - <u>museivaticani.</u> va/en/collezioni/musei/

VAN GOGH MUSEUM, AMSTERDAM artsandculture.google.com/van-goghmuseum

GUGGENHEIM MUSEUM, NEW YORK artsandculture.google.com/solomon-rguggenheim-museum

PICASSO MUSEUM, BARCELONA bcn.cat/museupicasso/

METROPOLITAN MUSEUM OF MODERN ART, NEW YORK - <u>https://www.metmuseum.org/</u>

BRITISH MUSEUM, LONDON - britishmuseum.withgoogle.com/

MUSÉE D'ORSAY, PARIS artsandculture.google.com/musee-dorsayparis_

PEDAGOGICAL EXPERIENCE OF DISPLAY



Joseph Mallord William Turner, *The Shipwreck*, 1805 -Tate Britain. Source: Google art & culture

BIBLIODOS

To get a full and fulfilling experience as a person and a citizen, it is necessary to master the written word. Yet we know that, for a wide range of reasons, illiteracy affects a great number of adults throughout Europe and the world. The issue of accessing the written word is therefore essential. In foreign language courses or workshops, literacy courses, refresher courses/fight against illiteracy, introduction to the written word. etc., teachers use more and more written documents from the social and professional lives of learners as teaching aids. What about literary texts? The main focus of developing the written word is towards social and professional autonomy. But what about empowering people to read literary works on their own and find pleasure and cultural fulfilment? How do we deal with reading artistic and literary works with people who do not master the written word, whether they are native or language learners? As previously highlighted, it is a major concern since it is one of the gateways to culture: one's own culture, the culture of one's host country, and to culture in general. Because literary texts are rich and therefore complex, there are very few literary texts adapted to an audience of adults who cannot read a lot. This lack does not match their desire to learn how to read and to read this type of texts. And it is obvious that

being interested in the content is an essential source of motivation and success. So is the ability to read alone. The adaptation of literary works from the European heritage seemed a good way to meet the needs of people who cannot not read of can read a little. However it required to pay attention to some aspects in order to rise up to the challenge.

Aspects to take into consideration

Potential obstacles to reading

The BIBLIODOS project targets a wide audience, from allophone illiterate or beginning their learning of the host country language to native people suffering from illiteracy. Each can meet different problematics in reading. Thus, there are various obstacles to the learning of reading skills. Nevertheless we can identify the following characteristics of literary texts as potential obstacles to learning and improvement of reading skills:

- Their density and length
- Their layout
- Their style
- The richness of their language (registers, syntax, lexicon)

- Cultural background and implicit references
- Their association with stressful or even traumatic school, social or personal experiences

The different levels of reading skills Because readers of the BIBLIODOS' ebooks have very different profiles, one reading level was not enough. To enable people to read on their own (whether it be the reading of one word or of several sentences), each adapted work needs:

- A first level of reading for learners who can barely decipher,
- A second level for learners who can read a little,
- A third level for learners who read a little but can understand a series of simple sentences and decipher new vocabulary to try to understand it.

The idea was also to avoid publishing summaries of the literary work and to offer and attractive but simple adaptation that can be an interesting challenge for the audience.

Rising up to the challenge

The pedagogical value of digital technology

A fairly significant number of people who do not master the written word have a smartphone and use it to communicate, entertain, inform themselves, store information and also for training. These people have developed strategies to navigate on their device.

A collection of interactive digital books accessible on a smartphone is perfectly suited to the habits of the target audience and is in keeping with the times. It offers this audience a new reading experience that can help to remove some of the barriers to reading.

However it is crucial that the ebook's style (its format, the texts layout, the display functions, its handling, etc.) Is accessible because if the learners cannot manipulate it then the experience can be counterproductive and fail to make reading attractive.

The BIBLIODOS ebooks' "style"

The BIBLIODOS ebooks are an alternative sway of developing the reading skills of people who are far from the written word. Indeed:

- They are very short adaptations of literary works,
- Their texts are very simple and divided to display a limited amount of text on each "page",
- Each page contains a written part and an image illustrating obviously the text and making it easier to read and understand the story,



• The adaptations are divided into parts, in the manner of chapters, that can allow for breaks in the reading,



- On each "page", there is an audio to facilitate complex reading and understanding. The audio content is the same for each reading level. It is the complete text of the adaptation and third level of reading.
- Their layout is inclusive.

Furthermore, to make reading as smooth as possible:

- The navigation principles are based on the smartphone navigation principles,
- The number of display buttons is kept to a minimum and their size does not prevent reading.





ANIMATED ONLINE READING

Literature at the service of learning to read

interesting offers for language learning (easy French, shortened classics) but these books remain very expensive and reserved for a commercial offer from universities and schools.

Books and literature are formidable vectors of transmission for understanding the richness and specificity of a culture, for appropriating a language, whether it is a mother tongue or a foreign language.

Unfortunately, access to books and literature remains unequal for a multitude of reasons: inequality of free public provision (libraries) depending on the territory and country, large numbers of adults who have never or very little schooling, difficulties in accessing the written word due to various disorders or disabilities (deafness DYS disorders) etc. On the other hand, books are expensive and the language level is often far too complex for adults with illiteracy or first-time learners. The length of the texts can also be discouraging for readers who have experienced failures in their first phase of learning to write (or who have never been to school)

As for publications that would be adapted in terms of length and language level, we quickly fall into the category of children's literature, where the subjects covered are too childish and far from adult concerns. The publishing sector has developed

Accessibility of form and content of digital reading

In the face of these difficulties, digital reading has many advantages over printed books.

Freed from their physical form, books become accessible online from any location provided that they have an internet connection, a technical issue that will gradually be resolved as our society becomes more digital. both for work and for the fulfilment of our duties as citizens (taxes, possibly voting, etc.). Internet access will become a fundamental right of citizens in the near future. Digital books are not resource intensive and do not require a powerful internet connection, unlike, for example, video streaming. With BIBLIODOS, we have the choice to optimise reading on Smartphone. According to the Digital 2020 report by We are Social, 67% of the world's population owns a smartphone. The figure reaches almost 100% in countries such as France and the UK. More than 70% of Internet access is via the smartphone.

The second strong point of digital books that interests us at BIBLIODOS is the accessibility of the text made possible by the digital form. The great revolution of digital reading is to shift the choice of layout from the publisher to the reader. It is now possible to read on the medium of one's choice (computer, tablet, smartphone), by choosing the layout (font size and type, line spacing, background colour, etc.). To these options, it is possible to add different media (audio, video) as well as animations and interactions that enrich the reading experience, provide additional information and accompany the reader in his learning process. In BIBLIODOS, we have chosen to accompany each sentence with a visual to contextualise the meaning of the text and to propose a readable version, in two different reading speeds (normal and slow).

The benefits of animated digital reading for readers with special needs

We have seen that digital reading removes the first barriers to accessing literature by making texts more easily accessible than in their printed version, both in terms of access and layout, thus considerably improving reader comfort. Digital reading of enriched and/or animated texts also shows many advantages in improving text comprehension, vocabulary learning and the development of reading pleasure:

- The possibility of increasing the complexity of reading as you go along, by personalising the display options, facilitates entry into the written word.
- The addition of media makes it possible to offer a richer and more entertaining experience to learners, by offering several gateways to the text: through images, sound effects and the voice of the narrator.
- Direct and free access from the smartphone or computer offers the possibility of immersing oneself in a text at any time of the day.
- In addition to the BIBLIODOS offer, the learner, whether or not accompanied by the trainer, can access thousands of free classic books as well as heritage banks of images, sounds and videos.
- In addition, the paid offer of new books remains between 20 and 30% cheaper than the paper offer.

Finally, beyond learning a language and a culture, BIBLIODOS is also a gateway to new digital practices. The consumption of information is nowadays massively dependent on digital media. From the world of work to the exercise of citizenship, a minimum of digital skills are nowadays indispensable. Through its practical sheets, BIBLIODOS offers learners and trainers the opportunity to become creators of their own ebooks, thus enabling them to become familiar with Internet research, image, text and sound processing, and the design of projects intended for the digital medium.



TO GO FURTHER

BIBLIODOS has developed adapted reading by associating the learning of a foreign language in its initial stages with the promotion of European literature and heritage. In doing so, BIBLIODOS has developed 17 animated ebooks and audiobooks, some of which have been interpreted in sign language. All the images are cultural heritage images, which can be found in museums and art galleries all over the world. One of BIBLIODOS' primary aims is to become a learning tool for any person who would like to learn a language as a second or foreign. It is thus appropriate for migrants who wish to learn the language of their host country while learning about European literature and

heritage. As a result, BIBLIODOS is not simply a learning tool, but it is also a tool that helps in the integration of Third Country Nationals and Migrants in a local community as well as a tool that promotes European culture. Despite being a useful tool for migrants to learn the language of their host countries and integrate into the local community, BIBLIODOS could be used in other fields as well. One possible application for BIBLIODOS is to be used in primary education. There are different ways in which BIBLIODOS could be used in primary schools. It has been proved that the use of literature in language teaching increases the ability of students to use the language more creatively and to

Gustave Caillebotte, *Rue de Paris, temps de pluie,* painting, 1877. Oil on canvas. 212 cm x 276 cm. Art Institute of Chicago, Chicago. © Wikiart

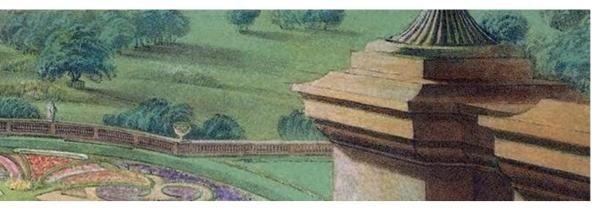


develop greater awareness of the new language they are learning (Daslakova and Dimova, 2012). BIBLIODOS, for example, could be used as a learning tool for children to learn a foreign/ second language, to make language learning more fun and the learning process more engaging.

In addition, BIBLIODOS could be used in literature and art classes in primary education. Teachers could use the books of BIBLIODOS to introduce European literature classics to their students. For example, Don Quixote is considered the world's best-selling book of all time (Chrisafis, 2002). According to the Nigerian author Ben Okri, 'If there is one novel you should read before you die, it is Don Quixote' (Chrisafis, 2002). Lately, literature classes for young children have changed, and classics have been replaced with more contemporary books. This change is not entirely wrong as many children nowadays would feel more 'connected' with Harry Potter than they would with a Dicken's character (Shannon, 2016). Yet, classical literature is still relevant, and it has a lot to offer. Classical literature could help children learn about the past and hopefully prevent them from repeating the mistakes of their predecessors (Law, 2012). In addition, classics develop critical thinking and creativity (Law, 2012). BIBLIODOS could be used as a learning tool for teachers to introduce classics to the children in an engaging way.

Furthermore, BIBLIODOS is using images related to European culture and heritage from art collections from all over the world. This is another aspect of BIBLIODOS which could be used in education. It could be used as an introduction to the work of important painters, such as Van Gogh, and to different painting techniques. The combination of classical literature with painting would enable children to develop their imagination, creativity and ability to generate new ideas (Hussein, 2014). To practice those skills, teachers could ask their students to create their own stories by developing ideas they got from classical literature and using cultural images from BIBLIODOS. According to Allen and Kelly (2015), the skills and the knowledge that children develop when they are young, are skills that tend to stay with them for life and influence their future learning. As a result, BIBLIODOS could help in the development of creativity and critical thinking while also creating an appreciation for classical literature and art important features in children's lives as they grow older.

BIBLIODOS could be used as a new approach to inclusive education by educators and teachers. This could happen in two ways. One use of BIBLIODOS could include different topics such as the use of the 34 audio recordings developed and their benefits to blind or visually impaired. Pay attention to details such as the font adapted to DYS readers for all ebooks.



The success of BIBLIODOS as a learning tool eventually depends on how it is used. Therefore, seminars and workshops are crucial for educators and teachers to understand how they can use BIBLIODOS successfully while teaching a foreign language either to migrants or to children (as suggested above).

In addition, the Continuing Professional Development of teachers, referred to as CPD, is also very important. Taking into consideration the changes in the terminology of the 2018 PISA Report (mentioned in another section here), teachers should adapt their teaching methods and the material they use. According to Collin (2017), CPD could lead to the effective and engaging use of technology in contemporary classrooms. BIBLIODOS has developed a series of 22 practice sheets for teachers to guide them in the process of creating and using their own ebooks. The practice sheets include amongst others guidance on the technicalities of creating an ebook, like how to find images to illustrate an ebook and how to edit an ebook, as well as information on how ebooks could be used effectively in the classroom, how to adopt an ebook and how to evaluate the work done.

With its completion, BIBLIODOS can be used as a learning tool in other projects that focus on the education of migrants, refugees and Third Country Nationals. Learning the language of their host country is a very important step for Third Country Nationals as it is a crucial part of their integration (European Union, 2016). BIBLIODOS could be a useful tool for both the teachers and the Third Country Nationals that will take part in such projects. By using European literature classics as means to learn the language of their host country, Third Country Nationals will be able to learn the history and the culture of their host country at the same time. In addition, BIBLIODOS has developed a list of pedagogical dossiers which teachers can use to make the language lessons more interactive and engaging for both the teachers and the learners.

Overall, BIBLIODOS could be used in different fields either as a learning tool when learning a second language or as a tool promoting classical literature, art and European heritage. It could be used by both teachers (or educators) and learners, but its success as a learning tool would be based on how it is used. In addition, BIBLIODOS could be used in primary education. In primary education, BIBLIODOS has multiple applications ranging from learning a foreign language to literature and art classes. Finally, **BIBLIODOS** could be introduced as a new pedagogical approach for teachers and educators. For this to happen, BIBLIODOS and the material it produced, including practice sheets and module plans, could be integrated within the curriculum of universities or professional seminars.

Brooke Edward Adveno, The gardens of England, Lithograph, 1821-1910. © Smithsonian Libraries.



Edouard Manet, *Le journal illustre, painting*, 1879. Oil on canvas. 61,2 cm x 50,7 cm. Art Institute of Chicago, Chicago. © Wikiart

Pieter Brueghel, Babel Tower, painting, 1563. Oil on canvas. Kunsthistorisches Museum, Vienna, Austria © Wikipedia

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