

DEVELOPMENTAL BIBLIOTHERAPY IN STORYTELLING WITH VERY YOUNG LEARNERS

Abstract: The paper discusses the process of bibliotherapy with a focus on developmental bibliotherapy at the preschool age. In order to illustrate how bibliotherapy can affect a child's development at the preschool age, the paper defines developmental bibliotherapy, outlines the implementation process, presents how particular segments affect the participants, shares relevant activities, discusses the role of the institution and competencies of the educator needed for bibliotherapy.

Keywords: developmental bibliotherapy, preschool age, methodical approach to bibliotherapy, teaching English to very young learners, storytelling, very young learners.

Introduction

The term *bibliotherapy* originated from the Greek word that means 'treatment'. There are several types of bibliotherapy defined based on their purpose of application. Although the term contains the word *therapy*, the approach does not necessarily have to be used and applied to treat psychological disorders. Gregory and Vessey (2004) define bibliotherapy as using "books to help people solve problems".

Bibliotherapy can be seen as a complex name for a process used by various professionals who work with both adults and children. In this process, the institution supports the participants in everyday situations (positive or negative) that inevitably occur as part of complex social and emotional environments. The main goal is to aid in problem-solving and personality development, and growth (Lenkowsky 1987; Adderholdt-Elliott, Eller 1989).

Also, Marković (2015) points out that bibliotherapy has many diverse functions determined based on the needs of the participants. The participants' needs can range from medical and clinical to developmental and preventative. The last two mentioned functions are primarily used in education to aid children in dealing with discomfort, unpleasant feelings, and many other conditions and

situations that the child encounters (Hebert, Kent 2000; Rozalski, Stewart, Miller 2010).

Given the efficacy of this approach, educators can apply it in preschools to explore the possibility of overcoming everyday difficulties with their learners. According to Forgan (2002), the developmental difficulties in most preschoolers include anger, teasing, intimidation, and lack of understanding of oneself. The inability to understand details, situations, and feelings at a given moment causes an emotional burden on the child. Hence, bibliotherapy is an effective way to relieve stress and boost overall wellbeing (Lucas, Soares 2013; Suvilehto, Kerry-Moran, Aerila 2019). Children can identify with imaginary characters by exploring stories and characters in fictional locations with fantastic elements.

Development of bibliography with a focus on developmental bibliotherapy

The roots of bibliotherapy date back to Ancient Greece, where the idea of improving the state of mind through books was ubiquitous, as evidenced by the inscription located at the entrance of the library in You, which reads “A place for healing souls”. The Alexandrian library contains an epigram that reads: “Reading is the medicine of the mind”. The Egyptians prescribed the words as a medicine, claiming that with the help of the word, a man whose psyche suffers can recover and heal psychologically.

As the first theorist of tragedy, Aristotle defined catharsis, which had a vast influence on the formation of the bibliotherapy process. Catharsis caused the present audience to experience empathy and led them to refine and change opinions. He believed that catharsis reminded us of the seriousness of life and enabled introspective observation of a dilemma, which was a fundamental principle for the development of bibliotherapy.

Although the idea was conceived in Ancient Greece, bibliotherapy as a form of treatment did not appear in the general public until the 18th century, when Dr. Benjamin Rush (Weimerskirch 1965) recommended reading as a part of therapy and treatment. He used the Bible and other religious texts for the bibliography process. During the early 1900s, a French psychiatrist Pierre Janet (O’Bruba, Campese 1979) believed that patients could be directed towards a better life by reading adequate literature and analyzing it. Bibliotherapy was eventually recognized as a type of library activity (Pardeck 1994). It was defined in Dorland’s (1890) illustrated medical journal, even though John Gait published the first printed treatment using bibliotherapy in 1840 (Cardenas 1980). After that, bibliotherapy became internationally recognized, and many psychiatrists and social workers began to use bibliotherapy in a clinical setting.

The term *developmental bibliotherapy* was established by Margaret Monroe¹, who considered it necessary to define bibliotherapy as a method used with adults and with children. Today, we view bibliotherapy as “a new strategy that can be used in the clinical environment and as a technique to help children fulfill their needs” (Afolayan 1992; Jackson 2006: 5). Using bibliotherapy is considered an effective way to encourage or discourage behavior patterns (Myers 1998) and can have a corrective and a formative purpose, so it is necessary to understand the different types of bibliotherapy depending on the aims for their application.

Types of bibliotherapy according to their use

Bibliotherapy is implemented in practice by experts from diverse fields, and although the general aims of bibliotherapy are seemingly the same, there are significant differences between the types of bibliotherapy. Interdisciplinarity is present in all forms of bibliotherapy, and the staff that leads the process needs to possess a wide range of skills. To understand the process of bibliotherapy in more detail, the aims, means, and environment in which it is applied, we can divide bibliotherapy into the following categories:

1. Institutional bibliotherapy, conducted by a psychiatrist or librarian (in an institution or privately), is a passive therapeutic method. The literature is analyzed through discussion to give insight into the patient's condition, and the technique is often applied in correctional facilities.
2. Clinical bibliotherapy, which is performed willingly or unwillingly (in institutions or privately). This type of bibliotherapy is active and conducted by a psychiatrist or librarian. Psychiatrists and librarians are regarded as trained professionals who aim to help people who struggle with emotional and behavioral disorders and problems while encouraging introspection and socially acceptable behavior (Marković 2015: 53; Suvilehto, Kerry-Moran, Aerila 2019).
3. Developmental bibliotherapy, which is the subject of interest in this paper. Although therapy appears in the name of this process, this approach has a different aim compared to other types of bibliotherapy. Developmental bibliotherapy is used in situations to aid in conflict resolution and address developmental needs. The use of this approach has a positive effect on the child's emotional development, including wellbeing (Pardeck, Pardeck 1989; Lucas, Soares 2013).

¹ Monroe, M. E., & Rubin, R. J. (1975). Bibliotherapy: trends in the United States. *Libri*, 25(2), 156–162.

The crucial elements in the process of developmental bibliotherapy

The process of bibliotherapy consists out of four key elements. These elements are observed through the prism of developmental bibliotherapy. Because of the complexity and emotional states (Suvilehto, Kerry-Moran, Aerila 2019) that the participant of the bibliotherapy goes through, we will describe a four-phase process (Jackson 2006; Bašić 2011; Milovac 2014).

1. Identification in developmental bibliotherapy is achieved through visualization. During interactive reading, children realize that they are not the only ones with frustrations and struggles. At the preschool age, storybooks in which animals appear as the main characters are often used. Using animal characters does not prevent identification because animal characters have convincing human traits. Identification begins by recognizing the similarity between the character and the child and continues into the projection phase.
2. Projection begins with introspection as a safe way for the children to examine their own and other people's feelings. The situation in the book is objectively observed. This way, children imagine themselves as the characters from the book, which helps them feel secure because they express themselves using the third person and an animal character.
3. Catharsis is accompanied by an expression of emotions, identification, and emotional relief. This phase is built on projection, where the children share their feelings with the character. According to Jackson (2006), there is a "presence of deep emotions and imitation of the character's behavior at this stage of the process".
4. Insight represents the final phase of the bibliotherapy process. After the catharsis phase is completed, the solution for the dilemma presents itself, and the children act by following their intrinsic motivation. Ultimately, that leads them to recognize the invisible aspects of their behavior and its impact on their emotions and mood. The participants feel that they have solved the problem independently, which leads to a higher level of autonomy and self-confidence.

Objectives of bibliotherapy at preschool age

The general aim of bibliotherapy is to use literature as a preventative means, a tool in critical problem-solving, and a medium for expressing emotions by maximizing the use of the third person. One of the main goals is to strengthen the mechanisms activated when dealing with stressful situations. The goals of

bibliotherapy vary depending on the purpose of the process itself and the type of research. Bašić (2011) states the specific goals of bibliotherapy (which also match with the opinion of other authors) according to the developmental level of children at the preschool age:

- Developing creativity (Škrbina 2013);
- Increasing understanding of inner feelings and reflection;
- Encouraging positive thinking and problem-solving (Forgan 2002);
- Improving communication skills, with an emphasis on expressive and functional language;
- Relieving the pressure caused by overwhelming emotions.

On the other hand, the bibliotherapeutic process is also used by many authors in specific educational situations. Jackson (2006) argues that we, as educators, need to understand why traumatic and stressful events are part of the classroom and how they affect the teacher–student relationship. Bibliotherapy is mainly used for classroom management and problem-solving in large groups caused by stress. Both McEntire (2003) and Jackson (2006) emphasize the use of bibliotherapy in individual stressful situations (divorce, death of family members, loss of a pet), state-level stress situations (natural disasters, national intolerance), and bibliotherapy with children who have been abused and neglected. The goal of using bibliotherapy in such cases is to focus on preventing behavioral and emotional disorders by countering the development of harmful patterns of behavior (Maich, Kean 2004; Pola, Nelson 2014; Akgün, Benli 2019).

Shechtman (1999) uses developmental bibliotherapy to help children cope with rage and aggression. Observing events from a distance can help ease anger and lead to an objective insight into a situation. Skočić Mihić, Klarić (2014) view developmental bibliotherapy as a method aimed at the socio-emotional difficulties of a child while focusing on the development of self-regulation (Bronson, Bronson 2001; Cooper 2007). The focus of their work is bibliotherapy with children who have developmental difficulties.

Forgan (2002) believes that bibliotherapy does not have to be used only for preventive purposes, but the ultimate goal may be to develop critical thinking and problem-solving. Some of the skills developed by bibliotherapy, according to Forgan, are:

- Understanding that the participant is not the only person who has encountered a specific problem;
- Coming up with multiple solutions to the same problem;
- Relieving the pressure caused by suppressing emotions;
- Developing a greater understanding of human behavior and motivation.

Considering how various authors use bibliotherapy, we can conclude that the bibliotherapeutic process is effective with preschool children in most cases. The goal of bibliotherapy in the preschool context is to help children get to know themselves and understand a whole spectrum of feelings, thus solving the issues that lead to permanent changes in behavior.

The role of the preschool institution in the process of bibliotherapy

The role of the educational institution in the bibliotherapy process is reflected through the professional development of educators since educators often do not have any training in bibliotherapy. Sridhar and Vaughn (2000) offer interesting ideas on how to prepare educators for the process of bibliotherapy. Internal problems in the classroom are usually solved with the involvement of parents and the preschool psychologist, and this process is focused on the staff in charge of caring for children and is completely external.

Such an approach to problem-solving stems from the view that parents have an insurmountable influence in changing a child's behavior, so the potential positive effect that peers can have on the child is neglected. This approach also labels the child as the source of the problem while putting pressure on the environment to change the child's behavior. That viewpoint fundamentally opposes the concept of inclusion in education.

Bibliotherapy focuses on discovering and resolving the causes of complicated feelings and behaviors, and it does not aim to change the consequences. Through bibliotherapy, children feel like a part of a collective, which helps them receive the necessary support to voice their feelings and develop their problem-solving skills. Finally, as Maich and Kian (2004) emphasize: "If one child in the classroom can face a socio-emotional problem with new strength and greater skills, the use of bibliotherapy will be a reward in itself". Another crucial role of the institution is to identify issues and react proactively while also maintaining that parents and preschool psychologists remain observers. Involving professionals in the bibliotherapeutic process occurs only when proactive correction proves unsuccessful.

Competences and the role of educators in the process of bibliotherapy

There are contradictory opinions of various authors about the approach to analyzing fairy tales (Bettelheim 1979; Škrbina 2013). Škrbina (2013) claims that

it is necessary to choose a fairy tale and explain it to the child to avoid the negative aspects of fairy tales. In practice, stories in which the child is the main character tend to have the best effect. Both fairy tales and modern literature for children can be equally effective when it comes to the identification with characters.

Finally, the success of the process depends both on the choice of the story and the methodological approach itself. The essence of Bettelheim's analysis of fairy tales (1979) highlights that preschool children already possess a certain level of autonomy, and adults should not explain, or modify events or characters, even if adults deem them as "scary".

In the process of bibliotherapy, the educator is a moderator and an impartial observer of the process. The central role of the educator is to dramatize the story, and the process of interpreting the characters is left exclusively to the children. If the educator starts interpreting the events and feelings of the characters, the children's projection decreases, and the process of bibliotherapy becomes educator-centered, not child-centered. Using a child-centered approach to learning rather than a teacher-centered one is another crucial skill of a 21st century educator.

Organizing space so that the classroom environment motivates learning and developing a positive atmosphere of understanding and collaboration is an initial step in bibliotherapy. It is necessary to design a dramatic corner, which will be used for reading, and listening to stories so that this space appears relaxing and encourages children to express themselves.

The Theory of Multiple Intelligences (Gardner 1993) is applied in this process by choosing materials that activate children's sensory experiences. By combining tactile, visual, and auditory means, the child's attention develops significantly. Preschool children learn most effectively kinesthetically, i.e. through tactile experiences (Willingham 2005), and instinctively connect things with soft exterior with family members, which makes them feel safe. Proper literature selection and helping children learn how to identify with characters is another crucial role of the educator. Effective identification leads to children sharing their problems and emotions expressively.

The approach to developmental bibliotherapy in preschool

The bibliotherapy approach to literature requires thorough, methodical preparation and goes beyond oral storytelling, usually conducted in preschools in Serbia. The educator in this approach does not teach frontally and mainly relies on group work, encouraging 21st century skills, especially collaboration, communication, and learning autonomy. According to Pardeck (1993) and Jackson (2006), the methodical approach to bibliotherapy consists out of four steps:

1. The pre-reading activity planning focuses on carefully selecting literature that centers on feelings and attitudes. By using appropriate literature, identification is efficiently achieved, and the child connects to a fictional or a realistic character. Since each story usually has multiple personalities, children can choose and identify with different characters in the book. Activating prior knowledge is achieved by asking multidisciplinary questions and predicting similarities and differences in the lives of children and characters. Pre-reading activities can also include predicting the content of the story based on the cover of the book.
2. The interactive reading represents the second essential step, and it is recommended that the reading is done in its entirety without interruption. It is necessary to pay attention to the intonation and the reading speed. Guided reading involves preparing a series of questions that naturally build on the book's content, focusing on essential parts. This approach helps children solve the presented problems constructively, presenting them with a character similar to them and letting them know that other people have the same problem. The insights also analyze the existing solutions in the book, which leads to the final, permanent solution to the problem.
3. Activities focusing on resolving the problem are the last stage in the bibliotherapeutic use of any book, which is also the ultimate goal of bibliotherapy - developing autonomy and critical thinking for independent problem-solving. In this part of the process, it is necessary to support children and lead them through the discussion and tasks that need to be fulfilled. Each child applies different interpersonal strategies to solve a problematic situation while also developing alternative solutions to the same problem. Together with the educator, children decide on the best solutions and improve them together, focusing on a permanent solution and avoiding short-term solutions. The final step is to practically solve a specific problem in a child's life, where the child is the main initiator of the outcome. Role-playing is often used, and such a problem-solving strategy enables the child to solve future problems by self-regulating and reflecting (Hebert, Kent 2000).

Since this paper focuses on preschool-aged children, the basic methodological approach, according to Jackson (2006), must be expanded to stimulate children's interest in the story and promote language development. The stages that do not appear in the above-mentioned methodological procedure are dramatization, activities before and after reading that promote problem-solving, and deepen critical thinking and second language development.

This methodical approach is insufficiently developed because bibliotherapy mainly occurs in libraries, where employees often do not have enough knowledge about early childhood education or teaching approaches. According to

Shin and Savić (2013), there are three phases of storytelling. Although seemingly the same, the methods within each phase naturally complement the methodical approach to bibliotherapy by Jackson (2006).

1. Planning pre-dramatization activities improves children's motivation and interest in reading the story and contextualizes the story through conversation and linking to previous knowledge. In addition, it is necessary to present the unknown vocabulary interactively so that after reading and discussing, the vocabulary remains in permanent memory. Total-Physical Response, digital tools, and accompanying music during reading are examples of various means that can help children identify with the characters. Developing listening tasks and presenting the tasks before reading is also helpful to ensure that the children listen to the story actively in order to answer the question.
2. Activities during reading are just as crucial as pre and post-dramatization activities. It is recommended to read the storybook at least three times in order to ensure complete understanding. The reading process must be logical, and it should gradually connect children to the content, which is achieved by asking questions during the second reading, using dramatization and different voices, touching the book during the last reading, all with different intonation and emotions, and reading speed. Understanding is checked through TPR games, showing flashcards and photos, creating a new ending for the storybook, or checking the questions asked before the dramatization.
3. Post-reading activities consist of checking the pre-reading prediction activities, various interactive games, and group retelling where every child has a specific role. Story mapping and story analysis are also part of post-reading activities, and we can make mini-books, personalized stories (which are very important in the bibliotherapeutic process), do a project and include some free play in the end. By combining the methodical approach to Jackson with the methodical approach to Savić and Shin and further adding our own creative activities, we can improve the bibliotherapy process and make it more accessible to preschool children while also ensuring that it is used to acquire a new language.

Learning a second language through storytelling at a preschool age

Learning a second language at a preschool age happens contextually (Saville-Troike, Barto 2017), and one of the most often used approaches for contextual learning is TPR or Total Physical Response. Since very young learners are

experiential learners and use their bodies and senses to acquire a new language and content knowledge, TPR is very important for dramatization and storytelling. As children dramatize and actively participate in storytelling, they naturally use TPR to acquire a new language (Er 2013; Savić 2014).

Kersten and Rohde (2013) compiled and analyzed research connected to teaching English to young learners, focusing on language acquisition and use in a multilingual context, and concluded that teaching another language to very young learners requires specific teaching approaches, where the communicative context is of vital importance.

Shin (2000) highlights the scaffolded approach needed to introduce and recycle new content with young learners, which can also be applied to very young learners. Since they cannot read, their language acquisition depends on one receptive (listening) and one productive skill (speaking). Some words are introduced as sight words, but the goal is to help children recognize the shapes of the letters and words to promote early literacy. Shifting from the two primary language skills to storytelling is easy if we also use other activities that help very young learners learn English, such as:

- Repetition, songs, and rhymes as a way of pre-teaching vocabulary;
- Movement through stories;
- Simple science activities to boost STEAM skills;
- Crafting activities to promote creativity and fine motor skills.

We must add that all of these activities are also used to make storytelling more interactive and include 21st century skills in the process.

According to Setyarini and Akbari's research (2011), storytelling can be viewed as innovative learning because learners learn English more eagerly by participating in storytelling. In their study, most learners claimed that they understood the content more quickly and memorized new vocabulary with ease.

Finally, Huang (2006) highlighted the positive effects of storytelling on EFL young learners' reading comprehension and remembering newly acquired vocabulary. They confirmed that storytelling could be considered a practical approach for second language acquisition with young learners, which is also applicable to very young learners.

Storytelling as an approach to second language acquisition and bibliotherapy: Phases and practical activities

This paper will combine storytelling and bibliotherapy to achieve more significant results, thus making it more appropriate for second language acquisition in preschool children (Shin 2000; Jackson 2006; Shin, Crandall 2014). This combined method consists of:

- Pre-teaching content – the identification phase of the bibliotherapy process;
- Dramatization – the identification and projection phases of the bibliotherapy process;
- Practice – the projection, catharsis, realization phases of the bibliotherapy process;
- Assessment – the realization phase of the bibliotherapy process;
- Follow-up phase, or introducing the content of the next session to connect the activities naturally.

In order to highlight the activities practitioners can use in their classroom, we will share examples of successful classroom activities for each storytelling bibliotherapy phase, starting with the pre-teaching phase. Pre-teaching content in storytelling has the following benefits:

- Attracts students' attention;
- Relates to former knowledge and experiences;
- Assesses language students have learned;
- Pre-teaches new vocabulary or expressions;
- Challenges students to predict what will happen;
- Provides students with a purpose for listening.

The main pre-teaching activities consist of many things, but the most crucial are theatrics, props, and the script.

- The theatrics incorporate gestures, body movement, dramatic pauses, character voices, facial expressions, speaking slowly and clearly.
- Props combine visuals to describe the setting and characters, realia, masks for role play, costumes, hand or finger puppets, interactive slides, or storyboards.
- The script involves using illustrations from the book, designing roles students can play, combining songs or chants, preparing places in the storytelling for questions and predictions (Shin, Crandall 2014: 215).

After the pre-teaching phase, we have the presentation or dramatization phase. Presentation happens during storytelling activities, and it consists of:

- Questions and answers – discussing the story;
- Repetition – repeating keywords and phrases in chants to enhance retention;
- TPR to illustrate the story and appeal to kinesthetic learners;
- Creating a new ending to the story to promote creativity.

The post-dramatization phase of storytelling contains the practice, application, assessment, and follow-up activities, including the projection stage, catharsis, and the realization stage of bibliotherapy. Some activities to use in this phase are:

- Checking predictions;
- Addressing emotions the learners felt during dramatization;
- Examining the shifts in the emotions and moods of the character from the beginning to the end;
- Games – start and stop (retell the story and have the learners stop you when they hear a mistake);
- Problem-solving and brainstorming the ideas of an alternate ending;
- Storyboarding – sequencing the events of the story;
- Story mapping – story analysis;
- Designing mini-books;
- Imagining a personalized story with the participants as characters;
- Creating a parallel story and imagining what would happen in an alternate universe;
- Doing projects – from STEM to crafting;
- Engaging in play performances such as performing the actions from the story as the teacher reads.²

Types of media and literature suitable for conducting bibliotherapy at preschool age

The choice of an appropriate storybook is one of the most critical factors that can affect the success of the bibliotherapeutic process. Educators are

² Vukadin, M. (2020): *Storytelling Methodology: Activities and Example Lesson plan*, <https://aliceinmethodologyland.com/2020/09/07/storytelling-methodology-activities-an-example-lesson-plan/>, retrieved on 9/29/2020.

expected to be informed of the developmental characteristics of children of different ages, and they need to have sufficient content knowledge about literature for children. One of the most critical aspects that affect the quality of literature choice is how much the educator is familiar with the individual characteristics of children in the group in which the bibliotherapeutic process will occur.

Storybooks are often used with young and very young learners because a more significant visual stimulus is needed due to the children's language developmental level. On the other hand, some educators select storybooks containing fewer illustrations for preschool-aged children because we should develop creative and critical thinking. The first genre of literature used in the preschool bibliotherapy process is fairy tales. Fairy tales are suitable for identifying characters because the events' place and time are not defined, and the characters present an archetype of a specific personality.

Betelheim (1979) explains why fairy tales are the best means of helping a child find a solution to a problem. He claims that children of various abilities often find folk tales and fairy tales more attractive than modern children's literature. They talk about severe issues so that the child unconsciously understands and offer examples of both temporary and permanent solutions for those issues.

Non-fiction stories are rarely used because they do not have the fantasy aspect that helps children reach the identification stage faster. The main media used in bibliotherapy is a storybook, but it can also be an ebook, VR book, graphic novel, comic book, or pop-up book. Books in the electronic format are mainly used when it comes to foreign authors, and the pop-up books allow for a different tactile experience other than the already existing audio-visual one. In certain situations, we can use videobooks or audiobooks. Audiobooks can be an excellent medium for effective bibliotherapy, where the entire story is left to the child's imagination. The medium can also be dramatization, where the book does not exist, allowing educators freedom to plan out the activities and modify actions and characters to suit the group's bibliotherapeutic needs.

Storytelling and bibliotherapy example unit: *The Mood Hoover* by Paul Brown, illustrated by Rowena Blyth

Number of children: 10

Mixed group: 5-8 year-olds (a diverse group of very young and young learners with different levels of English)

Teaching context: After-school English program

Main objective: Discussing various emotions and investigating how each of us can impact other people's moods after having a few days of behavior issues in the class.

Language objectives:

- Structures/Grammar: WH and YES/NO questions and answers, present simple.
- Vocabulary: *suck up, spotted, itching to try it out, test out, gobbling up, guzzled up, machine/device, giggle out loud, admire, waste time, sneaked.*
- Functions: Learning to express themselves, describe their emotions and moods, answer the questions about the story, practicing presentation skills, listening skills.
- Communication: Using functional language in group and pair work, learning and practicing new vocabulary in groups and pairs.

Language skills:

Listening:

- Listening to the activity instructions.
- Listening to the story.
- Listening to the other very young learners during the group and pair activities.
- Listening to the other very young learners presenting.

Speaking:

- Asking and answering questions during storytelling.
- Discussing the questions after storytelling.
- Presenting their creative projects (storybook, new ending, etc.).
- Describing their emotions and moods.

Reading:

- Recognizing sight words (emotions).
- Matching the sight words to the flashcards with the help of the older children in the group.

Ice-breakers

Learning the basic vocabulary – part 1

Playing a game in the form of a quiz to introduce new vocabulary related to emotions. Volunteers sit in front of the computer, or if done in the distance learning classroom, the teacher can give the control of the screen to the learners in Zoom. Then, the children change places; one child clicks on the audio and

acts as the teacher's assistant, while the others look for the correct picture and repeat the word chorally.



Image 1. Playing a game in the form of a quiz to introduce new vocabulary related to emotions



Image 2. Playing a game in the form of a quiz to introduce new vocabulary related to emotions part 2.

Learning the basic vocabulary – part 2

In the second part, the children color the emotion frog flashcards they want and then match them to the emotion sight words. The sight words are printed out on three different-colored papers to remind the learners of the colors.



Image 3. Coloring the emotion flashcards

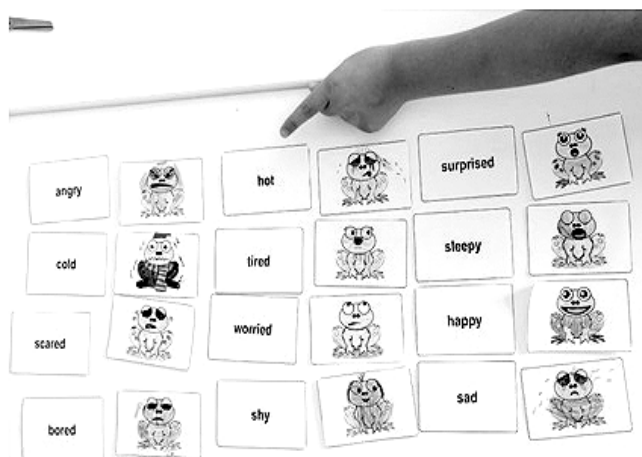


Image 4. Matching the sight words to the flashcards

Today I feel... bubble + draw your emotion

To relax, finish the ice-breaker activities by filling the *today I feel bubble* and *drawing our faces and emotions*. Have the learners share the activities with their classmates and discuss how they feel that day.



Image 5. Today I feel... bubble + draw your emotion

Pre-teaching the vocabulary

In the pre-teaching vocabulary part of the workshop, focus on verbs and use TPR to demonstrate them together. There are ten words, and the goal is to remember at least 5.

Listen, watch and repeat!

- Suck up;
- Spotted;
- Itching to try it out;
- Test out;
- Gobbling up, guzzled up;
- Machine/device;
- Giggle out loud;
- Admire;

- Waste time;
- Sneaked.

Dramatization

Make the dramatization as interactive as possible by using a real vacuum cleaner as a prop, get your students to act like the characters from the story.

Listening task / TPR task during the dramatization:

Share during-dramatization tasks to motivate the group to listen to the story and concentrate better.

- Listen for the places – try to remember what places Stan visits.
- Listen for emotions – try to remember how Stan makes people feel.

Listen to music during dramatization. Use a city chatter video and a vacuum cleaner sounds when the boy vacuums.

Post dramatization activities / group work: practice & application

Sit with your students in a circle on the floor, and have a group discussion.

Discussion questions:

- What is the name of the boy in the story?
- Is Stan good or bad? Why?
- Which machine does Stan use to suck out happiness?
- Why does Stan suck out the joy out of people?
- How does Stan feel? Why does he feel that way?
- How would you feel if Stan sucked in your emotions?
- What is the first person he sucked out happiness from?
- Can you remember some of the places he visited?
- What is your favorite character? Why?
- What is your favorite part of the story? Why?
- What happens with Stan at the end?

- Why is Stan acting that way?
- How could we help Stan?
- What would you do if you were Stan?

Post-storytelling tasks

- Rewrite the story from the vacuum's point of view.
- Sort out moods and emotions in three major groups (happy, sad, angry).
- Use the fun emoji-based questions to discuss how students felt in certain situations.
- Find all the words Stan uses when he sucks up happiness and niceness.



Image 7. Sorting out moods and emotions in three major groups (happy, sad, angry)

Assessment

One child spins the wheel, explains the task, and then imitates sounds or movements in different moods.

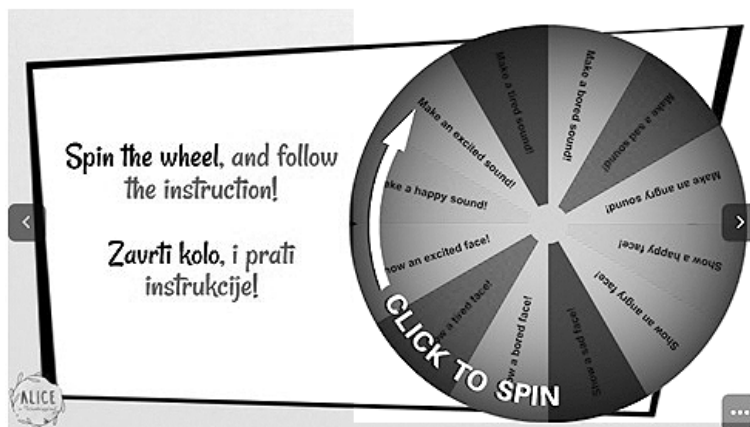


Image 6. Mood wheel to review emotions

Dramatizing while the teacher reads the story.

Follow up

Select the book the students want to do next time from the teacher's interactive library.

Homework

Fill the mood chart every day. The learners need to monitor their feelings during the next month. When the month is finished, they should bring the charts and discuss them in class or pairs.

The interactive Mood Hoover presentation pictured in the images above is designed not only to be used in the live workshop but also for revision at home (Appendix 2).

Conclusion

The effect of bibliotherapy discovered in ancient times clearly showed that literature positively impacts mental wellbeing and personal development. Although applied for various purposes, its positive impact as a form of therapy in the clinical setting or educational institution to develop skills is indisputable. Developmental bibliotherapy is particularly suitable for preschool children, given their developmental characteristics. We need to understand that bibliotherapy in a preschool setting can only be effective if all the involved parties fulfill their responsibilities. This type of instruction needs to be encouraged primarily by educational institutions, which can support and provide the means for

educators to conduct bibliotherapy. The participants, encouraged by the institution's support, can develop a preference for reading, learning, and reaching resolutions in different, imaginative ways. Also, the influence of parents on the efficiency of applying bibliotherapy should not be neglected. They can encourage the child to discuss further what was done in preschool, which would give the child additional support and develop further interest in storybooks and expressing emotions freely.





Finally, teaching a preschool child to recognize himself in fictional characters is a skill that can later reflect in the child's ability to learn from other people's mistakes and not repeat them. Also, behavior models learned from interpreting stories help form attitudes that promote resilience and decision-making in adulthood. The purpose of bibliotherapy is not just to read stories – its purpose is to understand others and ourselves.


Appendix 1: The monthly mood chart printable designed by aliceinmethodologyland.com

Name Class: Date: Teacher:

MONTHLY MOOD CHART

Draw your mood in the circles - use emojis or colors. How do you feel in school (from Monday to Friday)?
happy - GREEN sad - BLUE bored - YELLOW angry - RED

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
					
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Appendix 2: The link to the interactive digital material about emotions:
<https://materials.aliceinmethodologyland.com/product/%f0%9f%a4%a-3mood-and-emotions-vocabulary-quiz-tpr-discussion-drawing-writing/>

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ELloquent school of English for children

Нови Сад

РАЗВОЈНА БИБЛИОТЕРАПИЈА И ПРИЧАЊЕ ПРИЧА НА ЕНГЛЕСКОМ ЈЕЗИКУ СА ДЕЦОМ ПРЕДШКОЛСКОГ УЗРАСТА

Резиме: У раду се говори о процесу библиотерапије са фокусом на употреби развојне библиотерапије у предшколском узрасту. Да би се објаснило како библиотерапија може утицати на развој детета у предшколском узрасту и на развој личности уопште, потребно је дефинисати њен концепт и сврху. С друге стране, постоје различите врсте библиотерапије, о којима неће бити детаљно расправљано у овом раду.

Кључна разлика између клиничке и развојне библиотерапије је у томе што се клиничка користи као третман за одрасле, адолесценте или чак децу која имају бихевиоралне или емоционалне потешкоће и користи се у корективне сврхе. С друге стране, развојна библиотерапија користи се као формативно средство за неговање врлина, развијање позитивних ставова и стварање механизма за решавање проблема у раном добу. Библиотерапија није ново средство за обликовање и унапређење вештина предшколске деце, што рад детаљније анализира. Стога, на основу позитивних резултата примене овог алата за подстицање позитивних ставова и личних способности у социопсихолошком смислу, рад објашњава детаљан процес примене библиотерапије у предшколском окружењу.

Процес се представља кроз промене у емоционалним фазама учесника и кроз методички процес обраде литературе. Наставник предшколског узраста, као један од кључних делова процеса библиотерапије, мора да поседује одређене компетенције које су представљене у раду. Институције, попут вртића, могу значајно утицати на ниво примене ове врсте образовања и васпитања од стране организационе културе. Такође, имајући у виду развојни период ученика, потребно је навести врсте медија који су адекватни за спровођење библиотерапије.

Конечно, сврха рада је да укаже на предности ове врсте образовања за предшколску децу анализом релевантних истраживања.

Кључне речи: развојна библиотерапија, предшколско доба, методички приступ библиотерапији, учење енглеског језика на предшколском узрасту, енглески у вртићу, дечија књижевност на енглеском језику.