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CONTENTS

IV. LIFELONG LEARNING

RESEARCHERS' DISCOURSE, CULTURE AND TRANSLATION EVALUATION

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Introduction

Translation criticism is a cultural, interdisciplinary, research-oriented, and educational phenomenon which functions as a bridge between theory and practice of translation. Linguists, anthropologists, educationalists, and experts in the field of communication believe that there is a meaningful relationship between understanding language and its speakers' culture. This paper intends to analyze the content of the researchers' discourse in order to investigate the interaction between culture and translation

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criticism through the analysis of translatologists', linguists', and translators' views. The results of the study reveal that 81.39% of the total researchers (in this survey) believe that there is a positive and meaningful relationship between culture and translation criticism. Culture-oriented analysis of translation process forms the researchers' teaching-learning resources. Four variables are taken into consideration by the researcher including conditions and objectives (71.5%), criticism criteria (71.4 %), study of the relationship between variables (90.4%), and translators' attempts (61.9%). In the investigation of each variable culture has got the central position. The nature of the data implies a causal relationship between culture and translation criticism which should not be ignored in the process of educational planning in translation studies. As a result, the authorities should revise the processes of material development, curriculum planning, translator training, translation quality assessment, and translation investigations. The education system should assume a discoursological approach to translation criticism and venture training researchers and critics familiar with both fields.

In addition to linguistic competence as an essential tool in communication, discourse demands cultural competence and performance. Flouting cultural norms in human interaction results in inability to communicate because what makes some utterances situationally appropriate is not their linguistic forms or the interactors' linguistic competence but the identification and manipulation of socio-cultural variables (Hinkel, 2001:448). As such,

cultures can be characterised according to the qualities and the complexities of their languages, i.e. people's thinking and cultural processes are specified through characteristics of their language. The linguistic aspects of human communication and interaction are the visible components of the translation iceberg while the sociocultural aspects are the components hidden in water (Fotos, 2001:269).

In Lefever and Basnett's (1992), and Prez's (2001) view any critical translation study that does not analyze the work based on the cultural norms and standards of the target society is doomed to failure. Therefore, a researcher in critical translation studies has to seek answers to questions of discourse type, variables effective in analyzing the translator's work, the role of culture in the process of translating and that of translation in culture, and the applicability of translation criticism in human interaction. Adopting a descriptive, analytical, and comparative approach, this paper aims to review the viewpoints of researchers in translation criticism concerning the interaction between culture and translation criticism. To this end, the researchers' discourse is analyzed for the variables of translation and culture, critical translation studies, and the various aspects of the interaction between translation criticism and culture.

Translation and culture

A society's response to an individual's essential needs, its own instrumental needs, and the symbolic and unifying needs of the individuals form the cultural system of that society (Stern, 1991). Anthropology has emerged out of the efforts to find out the needs

and the patterns of human interaction to fulfill such needs. Analyzing the interaction between language and culture, Mohammadi (2009: 25) comes up with a causal relationship between culture and language. Translation is a complex mental process that is done in the intertwined framework of langue and culture since at the time of translating the translator professionally manipulates the different linguistic, literary, cultural and social skills. Any culture boasts a specific system of norms and the translator cannot impose the system of norms dominating the source text on the target text; therefore, in order to develop the possibility for human interaction, it is necessary of a translator to know the system of values dominating source and target languages, i.e. their cultures. The incorporation of culture into translation studies has opened new horizons to translatologists, and bilingualism and possessing knowledge of the subject matter are no more considered the sole qualities guaranteeing successful rendering as the translator is expected to be not only bicultural but also biosocial.

To be bicultural, the translator must possess intercultural competence. With the help of intercultural competence and the experiences with different cultures one develops his own competence and performance. The more the translator gains knowledge and experience over cultures, the more mastery s/he obtains over the ways cultures interact, the better s/he perceives cultural differences, and consequently the better he will be able to manage one's interlingual communication and interaction. As such, Toury (1995) believes the cultural atmosphere of the society is the only force

dominating the text composition in translation. It is the cultural atmosphere of the society which affects the writer's style of composition, the choice of the source text for translation, and the strategies in translating. The presence of the translator in the cultural atmosphere of the target society to understand its needs and requirements increases the chance of a successful translation.

Critical translation studies

Critical translation studies, on the one hand, are of the exploratory nature and do not achieve their objectives without adopting exploratory approaches; On the other hand, they appear pedagogical in that they exert different effects on the various aspects of the education system (Mohammadi, 2009). Khazaeefar (2004) proposes the need for researcher-translators and translator-researchers who are able to find proper answers for their questions so as to recognize the problems in society and opt to find suitable solutions for the problems through research alternatives. Therefore, the whole process of translation and all its different dimensions are research-based. Research is divided into four categories: pure, applied, exploratory and confirmatory (Farhadi, 2001). According to Figure 1, 51.1% of the researchers (21 researchers out of 40) consider translation criticism a pure research which discovers the relationship between phenomena and variables and also examines the interaction among variables.

According to Figure 2, 90.47% of the researchers have commented on studying and discovering the relationship among the

variables. Some of these researchers have studied the relationship among translated texts, norms of the source and the target texts and cultures, and the translators' discoursal behaviors (Nord, 1991 quoted in Osimo, 2004; Toury, 2000; Peirce, 1931—66, quoted in Osimo, 2004; Khazaeefar (2004). Another set of researchers have merely analyzed the translated works to identify the translation strategies (Emami, 1998; Dooma, 1995; Newmark, 1988; Holmes, 2000). Examining the relationship between culture and text composition, a third group believes critical studies examine the relationships inside the dynamic network of culture; researchers in this group consider cultural discourse the core of translation criticism (Li and Xu, 2003; Naaijkens, 2006; Brislin, 1970). Yet, another group has studied the relationship between theoretical and applied aspects of translation and considered translation criticism as a tool in discovering the relationship between valid resources and translation (Newmark, 1988; Levi, 2000; Harton, 1995). As the Figure 2 shows 28.75% of the experts examine the interaction among the variables. These researchers have examined the effect of variables of language, culture, and translation on each other and believe these variables act in a coordinated system and affect one other.

Some 80.95 % of the researchers have explored the principles of criticism and have taken them from the norms of source language, target language, source language culture, second language culture, and translation with the hope that through the study and analysis of such variables it is possible to create a context which is not only known to the audience but also free from the complex language and

culture processing (Figure 2). The significance in this approach is that 60% of the researchers see culture as a basic principle in critical translation studies (12 researchers out of 20). 48.78% of the researchers' -19 out of 20- see translation criticism as an applied research and they have studied variables of analysis, evaluation and application. According to Figure 3, all the researchers without an exception have studied analysis from different perspectives (Dodds, 1985; Abbood, 1998; Torop, 2000 quoted in Osimo, 2004). A specific group has only analyzed the target text (Keivani, 1998; Popovič, 1972 quoted in Osimo, 2004; Delabastita, 2005; McAlester, 1999; Kelly, 1979; Venuti, 2000).

Concerning the aim of analysis, 50% of the researchers have taken different positions including soundness and fluency of translation (Abbood, 1998), conformity of the source and the target texts (Torop, 2000 quoted in Osimo, 2004; Damadi, 1996), comparing the conformity of translation against the features of the target culture (Popovič, 1972 quoted in Osimo, 2004), studying the quality of the source and the translated text (McAlester, 1999), judging with examples (Newmark, 1993; Damadi, 1996), and informing about the quality of the text, translated text and introducing the works (Jafarpoor, 1998; Shahba, 1997). Application of critical studies have been of interest to 55% of the researchers (11 out of 20) who see it as a comprehensive acknowledgement of the source text and culture, target text and culture, and conformity of the translation methods to the translator's adopted strategies as a means of notifying and preventing translation errors (Torop, 2000 quoted in

Osimo, 2004; Keivani, 1998; Popovič, 1972 quoted in Osimo 2004; Delabastita, 2005; Damadi, 1996; Venuti, 2000; Newmark, 1988). The other group suggests the pedagogical application of this approach to involve employment of the criteria of translation criticism (Daryabandari, 1997), inspiring confidence in the readers (Amirfariar, 1998), and training translators, men of literature, critics and professionals who lead the press (Shahba, 1997).

Aspects of the interaction between translation and culture

In this section the relationship between culture and translation criticism is studied. To this end, perspectives of 35 researchers and the translators are analyzed. In the introductory analysis of these scholars' viewpoints it is found that 60% of them have commented on the interaction between culture variables and translation criticism; this high percentage reveals the significance of interaction. In the analysis of the researchers' viewpoints in translation criticism it is found that 4 variables have been considered: goals and conditions, criticism criteria, the study of the relations, the translator's attempts.

1. Goals and conditions

As shown in Figure 4, 71.4% of the researchers have referred to goals and conditions. They point to critical translation studies, conditions in transferring the message, and the status of translation. Critical translation studies are aimed to discover the interaction among different aspects of the source text, the target text, and translation strategies. Causal relation analysis and providing facilities

are the important goals of this kind of criticism. In relation to conditions in transferring the message, different aspects of the effective factors in transferring the message are explored. In relation to the status of translation, the position of the translated text in the context of culture is studied.

1-1. The goals in critical researches on translation

To set the goal, human beings study the extralinguistic context to gain a comprehensive knowledge of the existing condition and then they plan to achieve the goal. Therefore, at any moment they take into consideration the previous events that look like the present ones, and judge about their observations and those experiences applied to the current situation. As shown in Figure 5, 61.9% of the researchers (13 out of 21) have commented on the goals and generally considered two goals: studying the causal relationship and providing facilities. In this regard, 53.8% of the viewpoints are concerned with the first, and 46.1% with the latter.

In relation to the causal relationship among phenomena, culture has been the focus of the researchers. Some researchers have studied the effect of culture on criticism. According to Li and Xu (2003), translation criticism studies the effect of cultural and linguistic differences, and the unbalanced scientific development on translation process. Khazaeefar (2004) divides translation criticism into micro and macro types. He believes translation is a social behavior and criticism studies the effect of cultural norms on social behavior. Reiss (2000) believes that translation criticism is concerned with the

study of the general effect of extralinguistic variables on the source and the target texts. Hatim and Mason (1990) believe translation criticism falls into semiotics and cultural studies, and that the practical discourse of translation criticism has to study the principals and theories in these fields.

In order to discover a set of applicable variables, a group of researchers have studied the goals of analysis and in so doing have explored areas of translation behaviors through description and exploration (Toury, 2000), the norms of the source and the target texts, and the norms of translation in the framework of the source and the target cultures (Nord, 1995), the relationship between culture and translation (Naaijkens, 2006; Rodrigues, 2001), the conformity of translation with the target culture norms (Popovič, 1972 quoted in Osimo, 2004). Horenby (2006) while focusing on the role of translation declares that critical translation studies has to analyze the role of translation in the target culture through discovering the role that the source text plays in the source culture and studying the coherence of the target text.

Another group of translation criticism researchers have focused on providing the facilities, and have explored issues such as introducing translations into culture (Newmark, 1988), aiding the reader to discover the cultural connotative meanings (Delabastita, 2005; and 1990 quoted in Osimo, 2004), studying the various boundaries between cultures and facilitating cultural-linguistic exchanges across cultures and languages (Lefever, 2000), reflection

14

of cultural exchange through analysis of theoretical and applied issues (Harton, 1995).

1-2. The conditions of transferring the message

Text is a live, dynamic and coherent phenomenon. Translation is also a coherent process of text-creating. Coherence refers to congruence between text and the situation. This congruence is affected by different factors. In addition to linguistic factors, culture is seen as a more significant factor in transferring the implied delicacy and feelings of the text. According to Figure 5, 28.5% of the researchers are in supporting this point. Holmes (2000) and Nord (1991, quoted in Osimo, 2004) believe successful translations are produced according to the target culture norms. Reiss (2000) states a coherent text includes implied historical, geographical and cultural information which is not expressed in words but is among the factors and conditions influencing the quality of the communication and interaction; this information must not be ignored in the process of translation criticism and their impact must be analyzed.

Vermeer (2000), emphasizing the coherence of the source text within its own culture, believes that translation is no exception to this and the translator has to analyze the necessities and conditions of the target culture to transfer the concepts successfully. Studying the conditions in transferring the message, Holmes (2000) emphasizes the role of translation criticism in recreating the translator's schemas and schemata. These schema and schemata are formed in culture and

provide the conditions for successful transferring of the message. Adopting a cultural approach, Simpson (1985) points out to recognizing the effective factors in the process of translation. Rodrigues (2001) believes that transferring delicacies depends on the accurate knowledge of both cultures, and that the translation criticism is responsible for its verification. Toury (2000) believes that a critic of translated work has to examine the translated text in the framework of both the source and the target cultures. Then, it is time to analyze the coherence of the translated text and verify whether it conforms to the target culture or not.

1-3. The status of the translation in the target culture

In this section the status of the translated work is analyzed in its socio-cultural context. Figure 5 shows that 19% of the researchers have commented on this point. Some of the researchers in translation criticism believe that in order to acknowledge the status of translation in a society, critical translation studies has to analyze the reaction of the target culture toward the translated text (Naaijkens, 2006; Rodrigues, 2001). Harton (1995) claims that the translation finds its status in the target culture if it is seen as a work of art. Horenby (2006) suggests analyzing the textual coherence of source and target texts to acknowledge the status of the translation in the target culture. Toury (1995) believes that cultural parameters and norms dominating a society determine the status of a translated work and identifying the effect of these norms is made possible through critical translation studies. In his 5-part pattern of translation

criticism, Newmark (1988) asserts that evaluation of the significance of the translated text falls within the responsibilities of critical translation studies.

2. The criteria for translation criticism

As stated in part 3, translation criticism has a pedagogical nature and any education program involves a set of fundamental factors of which the criteria of the evaluation system is the one which should be able to evaluate the abilities that are required in the process of writing and professional translating. According to Figure 4, 71.4% of the researchers have worked within the area of criteria of translation criticism (15 researchers out of 21). Translation criticism researchers focus on the method of discovering the criteria for the acceptability of translation.

2-1. The method of discovering the criteria

According to Figure 6, 52.3% of the researchers have studied this topic. Some believe that the knowledge of the cultural conditions governing the source and target societies helps the discovery of such criteria (Soheili, 1986; Khazaeefar, 2005; Rodrigues, 2001), while others believe that the analysis of the text and its translation, identifying difficult parts of the source text and the way to successfully deal with them, considering the addressees' reaction, and studying socio-cultural and political values are significant tools (Popovič, 1974 quoted in Osimo, 2004; Simpson, 1985; McAlester, 1999, Harton, 1995; Naaijkens, 2006). For Nord (1991, quoted in

Osimo, 2004) comparative analysis of the translated texts, and for Toury (2000) comparing some parts of the source text with their translated counterparts, identifying their textual coherence, and a study of metatexts produced in a culture are the factors in discovering the criteria.

2-2. The acceptability criteria

Acceptance of a phenomenon in a society is influenced by different variables which are considered fundamental in a pedagogical and exploratory system. According to Figure 6, 57.1% of the translation criticism researchers have worked within this area. According to Nord (1991, quoted in Osimo, 2004), the study of the criteria and the norms, and the attitude toward translation are focal points in critical translation studies, since these factors balance, organize, and specify the methods of text composition and translation, and the critics' awareness of these variables significantly affect the process of translation.

Toury (2000) believes that acceptability criterion of a translated text should be investigated according to target culture and language. Analyzing and describing texts and the successful translations in a society reveals the practical principles of text composition and translation. These principles define the acceptable norms of the author and the translator in a socio-cultural context. Some of the researchers (Even-Zohar, 2000; Naaijkens, 2006; Rodrigues, 2001; Popovič, 1974 quoted in Osimo 2004; Khazaeefar, 2005) have emphasized norms of the target society. Horenby (2006) also

considers the role of the source text in the source culture, and that of the target text in the target culture as determining factors in the acceptability of a work in the society. Li and Xu (2003) think that the acceptability of a work in the society and culture lies in its close relationship with the dynamic network of target language and culture. The study of the acceptability criteria in a society acts as an experimental clue which provides data for the critic to discover the existing causal relationship.

3. A survey of the relations

In order to characterize a phenomenon deeply it is necessary to study the relationship among its variables. Then the researchers can logically describe and analyze the different aspects of a phenomenon. There are different techniques for discovering different variables; the results help the researcher to provide a clear image and a comprehensive description of the features of a phenomenon (Farhadi, 2005). Some 90.4% of the researchers have explored this topic and it shows a meaningful relationship.

3-1. The effect of translation on culture

Translations can affect cultures differently since a specific condition dominates any specifics culture. According to Figure 7, 28.5% of the researchers have commented on the effect of translation and the critical studies of translation on culture, of whom Toury (2000) believes that translation and translation criticism affect peripheral cultures and introduce new cultural norms and patterns to

them. According to Lefever (1974, quoted in Osimo, 2004) and Horenby (2006), cultural differences are faded away with translation and this issue is studied in translation criticism. As Khazaeefar (2005) suggests, translation affects culture in macrostructure and translation criticism is needed to analyze this and bring about deductive reasoning and a broad linguistic-cultural perspective. Popovič (1972, quoted in Osimo, 2004) thinks that the translator's literary creation can affect target culture and literature making it everlasting in the culture. Harton (1995) also considers translation as one of the factors affecting ethnic culture which can revolutionize people's perspective, the reflection of which falls within the responsibility of translation criticism.

3-2. Addressee and translation

As far as text composition is concerned, it is believed that stating everything explicitly within the text should be avoided since the major part of the message is normally taken for granted. The philosophy behind this is based on the addressee's needs and conditions. Dooma (1995) believes that translation criticism is addressed to the translator, the reader of the translation, the reader of the criticism. In this section the interrelationship between the addressee and the translation is studied in connection to critical translation studies. According to Figure 7, 33.3% of the researchers working in this field have commented on this point, of whom Lefever (1992) suggests that the translator should evolve an interaction between the explicit and implicit meanings so as to make

the reader communicate with the text. Delabastita (1990, quoted in Osimo, 2004) believes that in the process of translation the reader's ability to fill the cultural gaps between oneself and the text, and his/her expertise in the problem-solving are taken into consideration, since the reader can interpret the implied cultural meaning in the whole text. Therefore, the critic's responsibility is to know about the addressee's condition.

Khazaeefar (2005) considers attention to the addressee of the translation and the different surrounding conditions as a part of critical translation studies in macrostructure. Reiss (2000), taking the addressee's ability in recreating the status of the text into consideration, believes that the critic's responsibility lies in considering the interrelationship between extralinguistic aspects of the message of the text and the addressee's qualities. Popovič (1972, quoted in Osimo, 2004) thinks that exploring the addressee's consent while taking his/her condition into account is assumed to be the responsibility of critical translation studies. In his 5-part pattern of translation criticism, Newmark (1988) accepts the evaluation of the translator's interpretation of the addressee a task of critical translation studies. Vermeer (2000) concludes translation criticism should study the interrelationship between the goal of translation and the addressee's condition, as the former is changed by the latter.

3-3. The effect of culture on translation

According to 57.1% of the researchers, the effect of culture on translation is more significant than that of other variables (Figure 7).

21

As these researchers claim, culture affects translation and consequently translation criticism in different ways. Some of these researchers have studied the effect of culture on translation methods and strategies: the translator's application of cultural strategies in finding equivalents in the framework of culture-dependent variables (Delabastita, 1990 quoted in Osimo, 2004); applying a method of translation based on cultural factors (Lefever, 1992); and manipulating culture-specific words in the process of translation through cultural substitution (Soheili, 1986). Therefore, translation critics study these culture-driven strategies to find out how and to what extent cultural frameworks guide and control the translator (Mohammadi, 2009). Still other researchers have studied some general cultural issues: the effect of the interaction between national systems, and language use in the form of cultural actions and reactions (Even-Zohar, 2000); the effect of culture on all human attempts including writing and producing a text (Hatim and Mason, 1990); the effect of the cultural context on cultural norms of translation (Khazaeefar, 2005); and the effect of cultural differences on flouting linguistic norms (Li and Xu, 2003). Hence, the critics study the meta-text within the framework of the effect of cultural actions and reactions, analyze and present the system of norms being flouted.

Naaijkens (2006) claims that cultural context leads to a system which assigns a new quality to the effects in the process of translation and adapts the principles of cultural communication. In Rodrigues's (2001) opinion, culture represents human feelings and is

manifested in the form of language. Translation, also, is responsible for recreating those feelings. Reiss (2000) considers critical translation studies in a network of extralinguistic variables and concludes that the distance between cultures interferes with the process of translation and brings about some changes in metatext. Consequently, translation criticism falls within the scope of cultural discourse and norms and analyzes the way and the amount of their transmission. As Toury (1995) suggests people behave according to cultural norms and are affected by them; culture forms the translator's translational behaviour. Popovič (1972, quoted in Osimo, 2004) believes there is a broad system of culture which is reflected in translation. McAlester (1999) also studies the system of relations between the source and the target texts and the effective factors in bringing about these relations. Hence, the critic's behavior also undergoes some changes to have culture appear as the main variable in the process of translation criticism, and translation criticism is concerned with actions, reactions, and the reflection of culture in the system of metatext.

4. Criticizing the profile of the Translator's attempts

Of all these researchers, 61.9 percent have studied translator's attempts from three different perspectives including: recognizing the practical process of the translator's attempt, text-creating variable of interaction, and culture-specific strategies.

4 -1. The practical process of the translator's work

According to Figure 8, 42.8% of the researchers believe that criticism should be an index to recognizing and introducing the translator's work within the culture. Variables of decreasing conflicts and their incorporation into culture (Lefever, 2000), translational changes due to a change in the translator's goal (Even-Zohar, 2000), and the difference in quality in respect to meaning and value due to the translator's attitude (Naaijkens, 2006) are effective in transferring the meaning and the value of the effect of translator's attitude, and bring a new quality to the work. The translator's attitude is affected by cultural variables. Horenby (2006) has analyzed the effect of the translator's cultural experiences on creating texts different from the source text. On the other hand, some other researchers have considered the addressee and the translator's mindset, and analyzed the translator's perception of the addressee in finding equivalents, in relation to the dominant norms in the target culture (Reiss 2000), the practical principles of the translator's adopted methods and solutions based on knowledge of both cultures (Vermeer, 1998 quoted in Khazaeefar, 2006), the effect of cultural norms on the translator's translational behavior (Toury, 2000), planning out the source text in the target language and culture (Holmes, 2000), and adopting ideological decisions (Torop, 2000 quoted in Osimo, 2004). Accordingly, a translation critic is responsible for reporting the translator's attempts scientifically and logically.

4-2. Interaction

According to Figure 8, 38% of the translation criticism researchers believe critical translation studies should analyze the translator's text-creating interactions. Normally, the translator moves backwards and forwards between the source and the target texts, thus creating various interactions. Hatim and Mason (1990) conclude that to develop a coherent text, the translator creates intertextual and intratextual interactions which fall within a domain of discourse studies known as cultural semiotics. According to Harton (1995) translation is full of a variety of cultural interactions which are studied in translation criticism to discover the role that a translator plays in creating the discourse. As Horenby (2006) suggests, critical translation studies seeks the amount of the interaction and exchange among the source text author and the translator in the position of the source text reader and the target text author, and identifies the factors which facilitate this give and take.

In Toury's terms in the process of translation interaction is developed among linguistic, translational and cultural variables and the translation criticism researchers study the features of this interaction to evaluate actions and reactions of these variables in the area of translation. Harton (1955) and Lefever (2000) believe that the critic is responsible for the study of different cultural exchanges and interactions. Popovič (1972, quoted in Osimo, 2004) believes that the study of the method and the amount of actions and reactions between translation and the target culture is among one of the significant issues in critical translation studies. Vermeer (1998, quoted in

Khazaeefar, 2006) thinks that critical researches are to be concerned with the study of how the interaction among variables of language, culture and addressee is developed.

4-3. The translators' strategies

Nineteen percent of translatologists have studied the translators' adopted strategies and problem-solving techniques in their translations (Figure 8). They explore variables such as the study of different strategies and the translator's philosophy behind choosing these strategies (Toury, 1995), introducing culture-oriented strategies for translation (Delabastita, 2005 and Delabastita, 1990 quoted in Osimo, 2004), and identifying and analyzing effective factors in developing and adopting such strategies (Even-Zohar, 2000; Torop, 1972 quoted in Osimo, 2004). Hence, they believe the translator's goal in employing most of these strategies is to create a text in the target culture which in turn impacts the translator's choice of strategies, and this is also affected by ideology.

Discussion and analysis

There exists a strong relationship and interaction between culture and language. The mere knowledge of language cannot guarantee successful linguistic performance without knowledge of human interaction, since language is a channel through which different cultures reflect their own perspectives within themselves and also in interaction with other cultures. Therefore, in dealing with language,

with any goal, there's a direct or an indirect connection with culture and cultural variables. It is concluded that in translation criticism the study and description of the process of human communication is fundamental to mental processes, pedagogical resources, and the translatologists' research facilities.

Researchers consider translation criticism a scientific, cultural, exploratory and pedagogical process which needs adopting research approaches and can have varying effects on different aspects of research and education system of translation studies. In these theoretical studies fundamental and applied research approaches are analyzed. The fact that 60% of the researchers have studied the effect of variables of culture and translation criticism is a clue to the significance of this issue. Concerning the conditions and goals of translation criticism, 71.4% of the researchers have commented on three different areas: the goals of critical translation studies, the conditions of transferring the message, and the status of translation. The variable of culture has been the focus of the researchers concerned with the goals. They have stated that translation criticism explores the effect of cultural differences on translation and tries to induce translator's behavior through describing the cultural norms.

In respect to transferring the message, 28.5% of the researchers believe that culture is a more effective factor in transferring the implied feelings and delicacies of the text than the linguistic factors, and that successful translation and linguistic interaction happen in the framework of cultural norms. The reason for this is that any coherent text carries historical, geographical, and cultural

information which are not explicitly stated but are among the factors which affect the quality of the linguistic communication and interaction. In this study,19% of the researchers claim that critical studies should analyze the reaction of the target culture toward translation while 71.4% of the researchers have discussed about criteria for in translation criticism, an interesting point is that the high emphasis they put on culture in developing such criteria. Talking about acceptability of translation, 57.1% of the researchers see the study of the norms of culture and the attitude towards them as a focal point in the acceptability of texts and their respective translations, and propose analyzing and describing successful translations as a means of discovering practical principles of translation.

Critical approaches to translation manifest the translator's attempts from three perspectives. Concerning the practical process of the translator's work, 42.8% of the criticism researchers believe that criticism should be an index to recognizing and introducing the translator's work within the framework of culture while 38% of the criticism researchers argue for the necessity of exploring text-creating interactions. For them, the process of composition in translation involves varying cultural interactions, and criticism studies the amount of interaction and exchange between the author and the translator as both the reader of the source text and the producer of the target text. They think of culture as the core of the dynamic network of factors. The last section of this paper is concerned with translation strategies; 19% of the experts have

studied the adopted strategies in dealing with problems encountered, from the viewpoint of both the type and the philosophy behind adopting them.

Results and pedagogical implications

The researchers perspectives in the domain of critical studies are summarized into four categories: conditions and goals, criteria for criticism, relation studies, and translator attempts. Translational analysis of the text compositionality process in the framework of culture forms the theoretical base and the pedagogical materials for the researchers in the field of critical studies. In other words, first the mode and the method of successful development of the text in its culture is defined and described, and then the true judgment approach for the similar cases is induced. Besides, some researchers believe that criticism has an exploratory nature which demands objective and accurate analysis of the observations, inducing the principles and inferring the relations among the events by asking questions, making and testing hypotheses, classification and conclusion.

Findings of such studies results in true manifestation of education and research curricula. So, it seems necessary for the diverse aspects of the research system in the course of translation studies to undergo broad changes if better results are expected. As culture is at the center of critical translation studies, it is implied pedagogically that the education decision-makers should revisit the design and development of training curricula to incorporate cultural

studies into the field. As such, a translatologist cannot employ a mechanical approach in the process of text analysis. S/he must be trained through the education system so as to appear as an open-minded, expressive and creative researcher and analyst of cultural studies; someone who is brought up in the shade of culture, literature and etc. in relation to human interactions. Therefore, education system changes its function to include research and exploration in the field of cultural studies, identifying the role of the text in society, and developing the role of society in composition and development of the text. The more the critic boasts cultural information, the more s/he gets involved in the cultural issues pertaining to the text, obtains a higher level of understanding, develops mastery over the analysis of the text, and better instructs and trains translators, critics, addressees of translation and readers of criticisms.

Another conclusion of the present research is the necessity of revisiting and revolutionizing the content material and evaluation. It seems that the existing unidimensional and traditional approaches in the domains of material design and development, and evaluation techniques, as far as translation is concerned, cannot satisfactorily meet the requirements of culture. The design and development of content material in both fields is not yet systematized and no comprehensive analysis of the theoretical and applied principles is conducted; thus, no attention has been paid to culture and the principles of cultural studies in relation to material development and evaluation. The issue of analysis is also another problem with which translation is concerned. Analysis is a means of talking about a text

and it is impossible to research the text without applying the techniques of contrastive analysis into the various aspects of the cultural variables like society, philosophy, politics, ideology and literature. Such analyses must be considered in the design and development of content materials, techniques for evaluating translation, and research in translation. Therefore, cultural analysis of texts is another important issue that should be included in both education and research. This technique requires the education system to plan and to venture training and instructing researcher-critics and critic-researchers abiding by the cultural approach and discourse in the domain of language and translation.
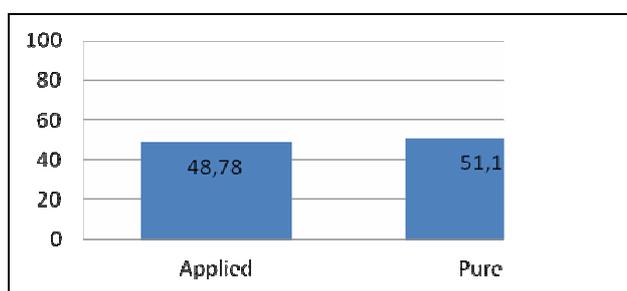
Figure 1: Type of Studies
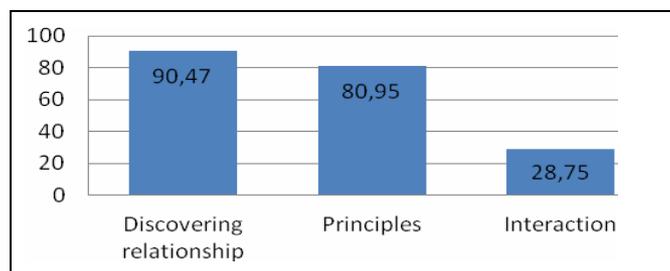
Figure 2: Pure Studies

31
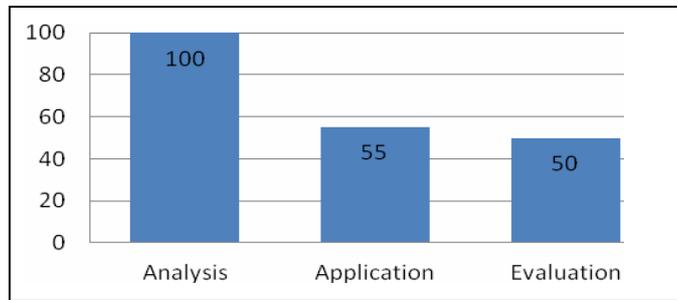
Figure 3: Applied Studies
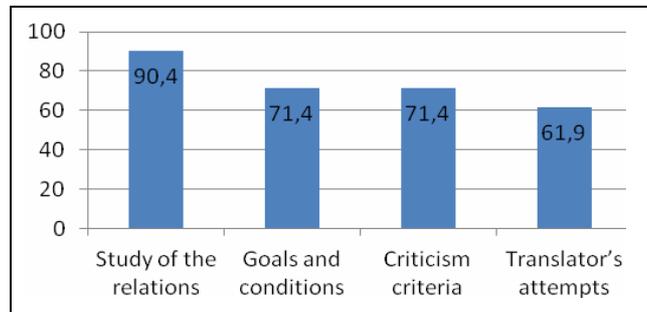
Figure 4: Aspects of Interaction between Translation Criticism and Culture
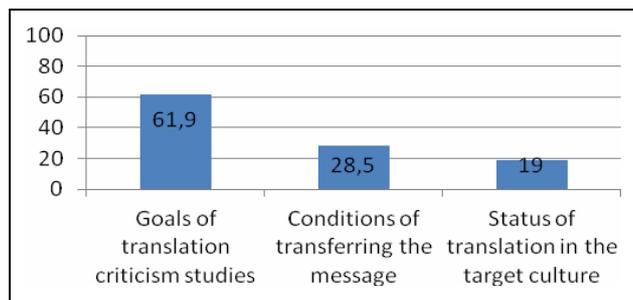
Figure 5: Goals and Conditions
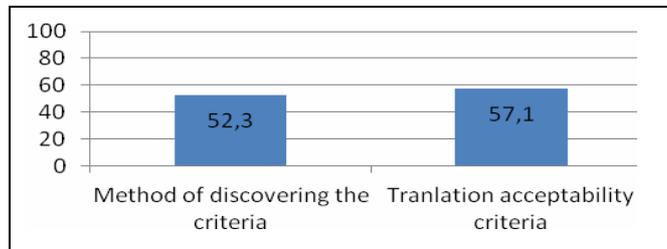
Figure 6: Criteria
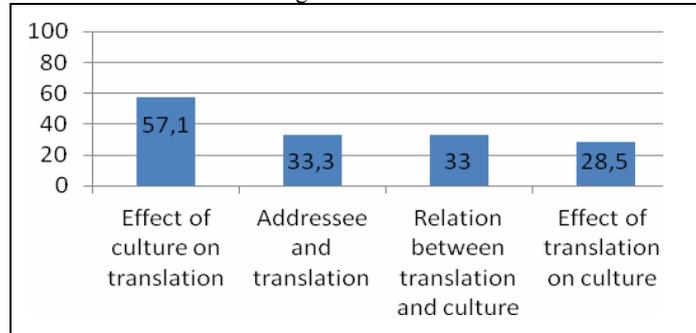
Figure 7: Survey of Relations
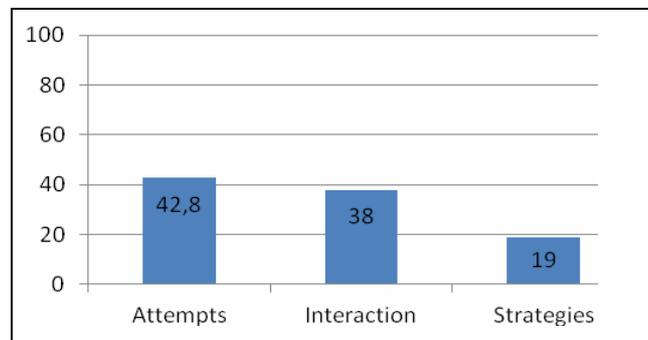
Figure 8: Translator's Attempts

33

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PILLOWS FOR A MULTI-DIMENSIONAL APPROACH OF FINANCIAL EDUCATION: THE CASE OF MOLDOVA

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Abstract

The paper argues the important of developing skills in financial education for children and youth. Throughout the article Financial Education is seen from a multi-dimensional approach under which citizenship educators and advocates of inclusion can share a common agenda, aspect of Moldavian's educational policies. The article concludes with remarks to integrative and child-centered approach of financial education.

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Introduction

Imagine you are facing the sea and only a bucket to draw water from the sea. How much water will bring in these conditions? A cube - is the answer. A man and gives us the ability to learn certain things - limited. In this situation we have to learn things useful and necessary for life. However, it is more difficult to achieve in the abundance of information to which we are subjected from an early age.

The recent financial crisis has highlighted the importance of developing skills in financial education for all persons. Financial market development requires educating youth, who are particularly vulnerable. The Governor of the National Bank of Moldova, Dragutanu said that 18% of the country has bank accounts in the region, this figure is 45 percent, 6% of the population received a loan in the last 12 months, compared with 8 percent average for the region, and 42% of Moldovans were able to borrow money from relatives for your business or for other needs compared with 28 percent in the region [6].

Adjustment of the vocational education to real needs of the labour market has been set as one of the priorities of the Moldova 2020 National Development Strategy.

Although in recent years modern educational policies in Moldova have been improved: child-centered, child-friendly, inclusive schools; adapting the content of study to current world realities-market economy, globalization, knowledge society.

Pillar one: Developing a multi-dimensional approach of Financial Education through Citizenship education and inclusion

To begin with, it is important to note that all this concepts are open to debate. The term citizenship education is undergoing a re-conceptualization that includes the incorporation of new dimensions such as the financial education and inclusion.

The Citizenship Education Policy Study researchers identifies the major global likely to impact people's lives up to the year 2020

and reached consensus on eight citizen characteristics that constitute the specific competencies citizens living in the 21 st century. These are: [3]

- The ability to look at and approach problems as a member of a global society;
- The ability to work with others in a co-operative way and to take responsibility for one s roles/duties within society;
- The ability to understand, accept and tolerate cultural differences;
- The capacity to think in a critical and systemic way;
- The willingness to resolve conflict in a non-violent manner;
- The willingness to change one s lifestyle and consumption habits to protect the environment;
- The ability to be sensitive towards and to defend human rights (the rights of women, ethnic, minorities etc.);
- The willingness and ability to participate in politics at the local, national and international levels.

How do we produce this kind of citizen?

Chris Arthur [2] argues like others have with regards to economic literacy (Agnello and Lucey, 2008a; 2008b; Humes, 2002), that financial literacy education as a form of civic education that informs our understanding of freedom, civic responsibility, equality, the economy and democracy should be acknowledged as a political and thus contested practice. Furthermore, the individualization of economic and political issues promotes civic irresponsibility, inequality and disengagement.

The goals of critical financial literacy education share critical pedagogy's aim of helping students read the "word" and the "world" – i.e. actively questioning and intervening (praxis) in the social world to promote more robust forms of democracy, equality and freedom (Freire, 1970) [Apud, 2].

By having knowledge of their own individual rights, children can be taught to understand that others also possess equal rights and that they can work together to make their world a better place. Therefore, financial education cannot be limited to simply teaching children how to master financial systems, save, earn high returns on investment or start highly successful business. While economic wellbeing and a sustainable livelihood are important outputs of financial capability, they need to complement the social and environmental well-being of individuals and their communities [1, p.6].

Pillar two: Integrative and child-centered approach

An important module was developed as a result of the global partnership between UNICEF Education Section in New York and two organizations Aflatoun and Child Savings International.

The module introduces the Child Social and Financial Education (CSFE) concept and provides guidelines for implementing CSFE in child-friendly schools. The module presents a relevant curriculum that facilitates the learning of social responsibility and financial competency. It offers a design through which children in child-friendly schools can explore their rights and responsibilities in

classes or club sessions, take part in saving activities and apply entrepreneurial skills to address social issues that are important to them [1].

Child Social and Financial Education (CSFE) aims to inspire children to be socially and economically empowered citizens by equipping them with the skills and knowledge to become active agents capable of transforming their communities and societies.

Providing financial education for children and youth is an important component in the transition from childhood to adulthood and the development of financially responsible citizens.

In child-friendly schools, social and financial education enables children to do more than just acquire knowledge; it also helps them apply their skills in a worthwhile manner.

In line with child-friendly school principles, the integrative and child-centered approach to CSFE is designed to help children develop an investigative spirit, a proactive attitude and practical skills and values that build selfrespect and respect for others [1].

Republic of Moldova is one of the top 5 in the line of the 95 countries where the application started Aflatoun. Since 2010, Aflatoun has been working closely with the partners in Moldova to get Social and Financial Education in the National Curriculum. There are two local partner NGO's that implement Aflatoun in the country: Children, Communities and Families of Moldova (CCF) and General Association Centre of Creative Development of Children and Adolescents Indigo. As a result of collaborative work between

Aflatoun and Institute of Educational Sciences an integrative and child-centered approach had been developed.

Pillar three: Curricular changes for Financial Education

There many reasons to teach Financial Literacy in Schools.U.S. Department of the Treasury Secretary Tim Geithner and U.S. Department of Education Secretary Arne Duncan outlined programs to encourage financial education in schools across the country and identifies *three Reasons to Teach Financial Literacy in Schools:* [5]

First, it is important to be financially literate before engaging in financial contracts and not after. The second reason it is important to teach financial education in schools is that financial knowledge is based on scientific concepts - for example, the law of interest compounding and the concepts of risk and risk diversification- and the groundwork for this sort of conceptual understanding is best laid in a formal educational setting. The third reason that financial literacy should be taught in schools is to give everyone the chance to learn it.

One of the most significant changes in the Moldovan curriculum has resulted in a greater autonomy of educational institutions. The Ministry of Education determines the compulsory subjects (80 %) and the optional ones (15-20%). These are left to the school decision. Decisions about optional subjects, to a great extent, depend on the possibilities within the school staff and the school environment.

The implementation of the Social and Financial Education was ensured by the Ministry of Education in cooperation with the

regional and local administration of education as well as the central Institute of Educational Sciences.

As a result of of collaborative work the Curriculum for Social and Financial Education was introduced by the Ministry of Education of Republic of Moldova in the National Plan of the Ministry for 2012-2013 as an optional subject for V-IX classes.

Pillar four: support initiatives focused on financial education

An international initiative focused on financial education is *The International Week of Financial Education.* The International Week of Financial Education is an event held in 80 countries in which the activities harbored more than a million children and youth.

Children and youth from 17 districts of Republic of Moldova were included in financial education activities within Global Money Week festivities. The activities involves:

- Visit to the National Bank of Moldova – Children and youth for the first time visited National Bank of Moldova.

- Visits to banks and other financial institutions – Children and youth visited banks, Moldova Stock Exchange, International Inssurance Companies to learn about how they work. Children and youth participated at an auction at the Moldova Stock Exchange.

- Children and youth enjoyed financial education lessons *Your financial partner* with the representatives of the Banks and the representatives of the National Commission of Financial Market.

- Global web chat-Youngsters from 5 educational institutions connected via web chats to share their experiences.

- Performance on financial issues: children participated at a special performance on financial issues**.**

- Exhibitions – Children had the opportunity to display their piggy banks, handicrafts and projects in interactive exhibitions at the National Bank.

- Learning from the market – fairs were organized by children from diferent school.

- Company on financial issues initiated by RadioMoldova: the listeners from Moldova participated at the national company on financial issues initiated by RadioMoldova.

- Organization of the First Edition of the National Conference dedicated to the Global Money Week in Moldova at the National Bank of Moldova.

- TV talk show – Using TV1, Jurnal TV as a medium to share about financial education and inclusion.

- Radio talk show – Using Radio Moldova, Radio Chişinău, as a medium to share about financial education and inclusion.

Concluding remarks

Financial Education contributes to reduce financial exclusion, by:

- giving students the knowledge, understanding and skills helping students to leave school with financial literacy - and the social awareness - that will enable them to thrive in adult society;

- teaching students about wages, taxes, credit, debt, savings, insurance and financial risks; opportunity cost; money management, the value for money; the importance of budgeting; financial services that banks provide;

- showing students how to stay out of trouble (over indebtedness, defaulting, attractive but irrational choices) putting at risk the entire economic cycle; how to use numeracy skills in a practical way with money; how to make decisions about financial matters, both personal

and public; how to manage their own finances and make sound financial decisions;

- enabling them to be informed, critical and responsible from a consumer perspective (to experience being critical citizens); to understand how personal and public finance are inexplicably intertwined, and how the actions of individuals impact on others;

- encouraging students to make conscious and responsible spending choices; participate actively and responsibly in decision-making in their families and communities; develop a sense of leadership to motivate others; be able to pursue alternative solutions to problems in everyday activities; recognize value of money and the value of different denominations; engage more confidently in market activities.

I do strongly support the ideia [2] that financial education ought to be an education for the world and an education to change the world.

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Şi cu banii ce facem; Capital Market, Nr.12 (483) din 27 martie 2013

CLASSROOM MANAGEMENT – A NEW EDUCATIONAL SCIENCE?

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Abstract

Our study analyzes *Classroom Management* in terms of its status as a new educational science. In this regard, it highlights the problems faced by *Classroom Management* in the prospect of acquiring this status, problems covering the specific object of study, the specific research methodology and the specific principles. Two trends are presented: one that focuses on the analysis of classroom context; the second one that focuses on "lesson management." The epistemological maturation of *Classroom Management* entails the use of both trends.

Key words: classroom management, educational science

Classroom Management has established itself for over a decade in the *university pedagogical curriculum* as a compulsory discipline required for training future teachers.

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Still, the epistemological status raises some *problems*. They have to be specially addressed in order to be able to give an affirmative answer to the question in our title.

I) *The first problem* relates to the type of pedagogical science (or educational science) *"Classroom Management"* actually is. We believe that two solutions can be proposed:

1) *Classroom Management* is a new educational science, built by an *interdisciplinary* research methodology in the relationships between *pedagogy* and *economics* (*management*, *planning*). From this perspective, *Classroom Management* must be reported to other two educational sciences built using the same interdisciplinary research methodology, but having a wider area of reference: *"Education Management"* and *"School Management."*

2) *Classroom management* is a new educational science, built by an *intradisciplinary* research methodology. It is developed within *General Didactics (Theory and Methodology of Instruction).* In this interpretation, *Classroom management* is an educational science that can be interpreted and promoted as *Didactic Activity Management* or even *Lesson Management*.

II) *The second problem* relates to the *specific object of study* of *Classroom Management.* Among the educational sciences, *Classroom Management* can be considered an applied *pedagogical science* (or educational science). This new educational science studies, with respect to the classroom, several concrete issues identified in a *general educational context,* in a *psychosocial context* and in a *didactic context*.

The general educational context studied by *Classroom Management* adresses the following specific aspects: the pedagogical space and time of the classroom; the didactic material base, the hygienic-sanitary conditions, the ergonomic conditions, etc.

The psychosocial context refers to another category of concrete aspects: classroom atmosphere and classroom climate, generated by the relationships between teachers and students, between small groups of students, between students; existing cooperation and / or conflict contexts; the existing state of educational crisis in the classroom, generated by different factors (poor school results, dropout, misconduct, improper educational and career guidance, etc.)

The didactic context refers to the concrete aspects that are specific to the classroom as a social group with school learning functions: organization, planning, implementation, improvement, management of specific activities (lessons, etc.).

III) *The third problem* relates to the *research methodology* used by this new educational science – *Classroom Management*. As stated, *Classroom Management* especially capitalizes on the *interdisciplinary* and *intradisciplinary research methodology*. It exploits the relationships between *economy* and *pedagogy* in general as well as the special relationships between *economic management* and *economic planning*, on the one hand, and *education management* and *school management*, on the other hand.

In some cases, presented and studied in the *educational, psychosocial* and *didactic* context of the classroom, other *intradisciplinary* and *interdisciplinary* relationships are also

53

exploited. We refer to the *intradisciplinary* relationships with *General Didactics (Theory and Methodology of Instruction)* or with *Assessment Theory* that *Classroom Management* promotes. We also refer to the *interdisciplinary* relationships between *Classroom Management* and *social psychology*, *developmental psychology, (primary) group sociology* and so on.

IV) *The fourth problem* relates to the *specific normativity* that *Classroom Management* must uphold. At this level, *Classroom Management* capitalizes on the didactic principles, both the established ones and the ones promoted by *curriculum design*. However, *Classroom Management* also needs to reinterpret these principles in relation to: a) its own *object of study*; b) its specific *research methodology*. Thus, *Classroom Management* has a field of research open to pedagogical innovation.

V) *The fifth problem* relates to the trends in approaching *Classroom Management*. Our study highlights two trends confirmed by specialty literature: 1) the trend of focusing on the analysis of the general and psychological context of the classroom; 2) the trend of analyzing, from a managerial perspective, the didactic activity within the classroom.

1) The first trend is actually assigned the name *Classroom Management*. It is centered on the analysis of several general context and psychosocial dimensions. On the other hand, it is aimed at solving some special applied problems, such as "the management of educational crisis states" (Romiță B. Iucu (2006), *Managementul*

clasei. Aplicaţii pentru gestionarea situaţiilor de criză educaţională, ediţia a II-a revăzută şi adăugită, Polirom Publishing House, Iaşi).

This orientation combines the *normative paradigm* with the *interpretive paradigm*. The *normative paradigm* is centered on the principles and rules of organizing the general context of the classroom. The *interpretive paradigm* is centered on the "actors of education," on teachers and students that act in the *general, psychosocial* and *didactic* context of the classroom.

By combining the two paradigms that serve as approaches to the general and specific context of the classroom, *Classroom Management* studies the reality of the classroom at the level of the following dimensions (ibidem, p.75-99):

a) *the ergonomic dimensions* (placement of school furniture, visibility, school space hygiene, capitalizing on the tradition – of the classroom, of the school, of the local educational community, etc.);

b) *the psychological dimension* (proven by the improvement of teachers' and students' competences within the didactic and extradidactic activities);

c) *the social dimension* (resulting from the assertion of the classroom as a social group with specific objectives and of several *small social groups* created spontaneously or with the teacher's help – within the classroom);

d) *the normative dimension* (general school rules and regulations, the classroom rules and regulations; the established norms and principles, respected by the classroom in the school context, etc.);

e) *the operational dimension* (materialization of the specific objectives of the classroom through tasks, procedures, incentives; promoting examples of models of conduct, etc.);

f) *the innovative dimension* (for adapting the *classroom* to the permanent changes that take place in an internal context, but also in an external one – specific to the school as an organization, to the local educational community, etc.);

2) The second trend has in view the specific activity designed and implemented in the *formal* context of the classroom – the *didactic activity*, the lesson (of various types, the most representative being the *mixed* or *combined* lesson). It is an orientation that explicitly capitalizes on *intradisciplinary* research, direct relations with the *General Didactics (Theory and Methodology of Instruction)*. *Classroom Management – as Didactic Activity (Lesson) Management* – deepens the problems of *General Didactics (Theory and Methodology of Instruction)* from the perspective of *"Lesson Management"* (Gabriela Cristea, *Managementul lecției*, EDP Publishing House, RA., Bucharest).

This orientation is based on *"education management,"* regarded as a systemic, global, optimal, strategic and innovative management model. Applying this *management model* to the classroom aims to a better use of existing educational resources in the didactic activities (informational, human, material resources, etc.).

The combined lesson becomes the representative *model* of *didactic activity* in *Classroom Management*. Generally, *Lesson*

Management, fully complies with and capitalizes on the functions of *curriculum design*: a) *organizing* educational resources; b) *planning* the activity, by setting the general purpose, the operational objectives, the contents, the *teaching, learning* and *assessment* methods; c) *implementing* the planning in an open context that requires superior didactic creativity from the teacher. *Lesson Management* emphasizes the permanent correlation between *teaching, learning* and *assessment*.

VI) In *conclusion*, we consider that the full affirmation of *Classroom Management* as a new *educational science* (or *pedagogical science*) depends on how the two trends or orientations presented above are articulated. This is necessary because the two orientations are complementary. Combining the two trends contributes to the epistemological maturation of *Classroom Management* as a new educational science. This epistemological maturation must be carried out and proven by: a) the specific *object of study*; b) the specific *research methodology*; c) the specific *normativity*.

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MY FIRST PSYCHOLOGY HANDBOOK – AN INSTANCE OF COMPUTER AIDED LEARNING

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Abstract

Teaching psychology can be a challenge, especially when students start questioning its necessity and legitimacy as a science because it studies many issues that are deemed to belong to common sense. Thus, psychology can be regarded as providing intricated explanations to simple things. The present software application can be a useful tool for both teaching and learning psychology. It is an electronic handbook meant to simplify the contents of the printed textbook, arouse the students' interest and bring additional information. We can say that it is reader-friendly in terms of content and user-friendly in terms of its presentation. The contents comply with the syllabus for 10th grade, but the application can also be used

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succesfully at a university level, within the study of the fundamentals of psychology. We consider the application could prove to be a reliable assistant to teachers and students, both at school or university or at home.

Key words: computer aided learning, educational software, e-learning

Introduction

The present application is meant to make both teaching and learning psychology a pleasant experience, helping teachers and students alike to escape the routine and other obstacles of traditional lessons. It complies with the definition of an e-learning material and thus has all the advantages described by Barakoska, Stosic & Velickovic (2009). It contains animations, it's interactive (it has many images, graphics, questions with hidden answers, tests etc.) and also contains internal and external hyperlinks that make it much easier to use and much more entertaining than traditional printed materials. The authors cited stated that an electronic material should engage students in active learning, improve their critical thinking, motivate them, providing answers to questions that begin with "Why" and "How" and so on. By creating this application, we subscribe to those goals.

The application actually consists of a set of files formatted as web pages linked to each other. It was formatted using HTML and CSS and also contains Javascript and OpenGL coding used in

animations and interactive behavior. This prevents it from requiring any specific hardware or software resources other than a web browser, which makes it a potentially reliable assistant both at school and at home.

Advantage No. 1: Ease of use

The application is user-friendly. It has a classical design, used in many web pages, that consists of a frameset with 3 frames: a small title frame at the top and two frames that divide the screen vertically, the left one containing the menu (as a table of contents following the units of the core curriculum as established by the syllabus for 10th grade) and the right one containing the actual lesson chosen from the menu by clicking on its title. The lesson is then read by scrolling through it (see the figure below). Beside the ones in the menu, there also are internal links included in lessons that point to anchors in other lessons.

Figure 1. An example of a lesson

Advantage No. 2: Interactive behavior

In order to make the lessons more dynamic and interesting, they are structured mostly as a dialogue between the user and the application. A question is raised and an answer is "promised" by a hyperlink on a text such as "CLICK HERE FOR THE ANSWER!" or "CHECK HERE!." This type of exercises is regularly used when the answers can provide explanations to "strange" phenomena or additional information. In the example below, an exercise that asks you to draw a kettle seen from above is used in the lesson on perceptions.
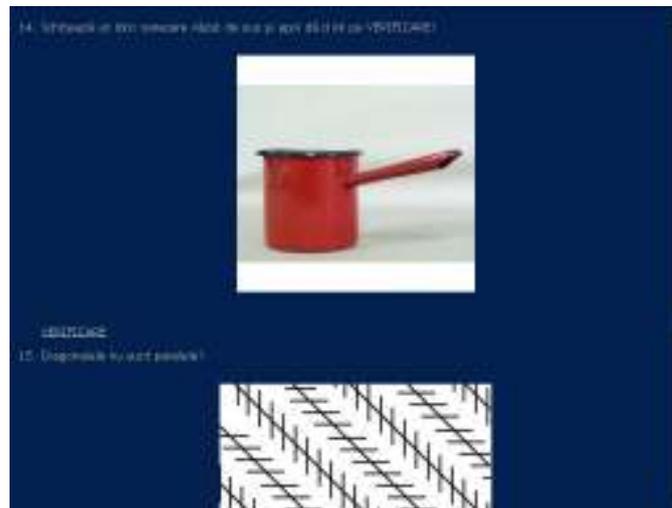
Figure 2. An interactive exercise

By clicking on "CHECK HERE!," the answer is revealed, consisting of illustrated explanations (see figure 3).
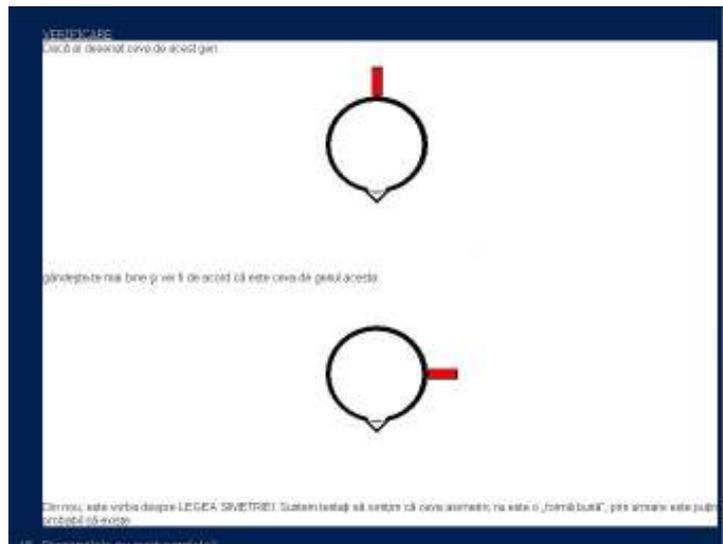
Figure 3. Revealing the answer

Figure 4 shows two examples of games written in Javascript for the lesson on attention. The first one invites the user to click on a link every time he or she sees number 7 in the randomly generated string of numbers that changes every 2 seconds. This also gives the user some feedback on his or her response time. As shown in figure 5, there is a counter for the number of trials and one for the number of errors, and the percentage ratio is automatically calculated after every trial.

Figure 4. Games using Javascript

Figure 5. One game in action
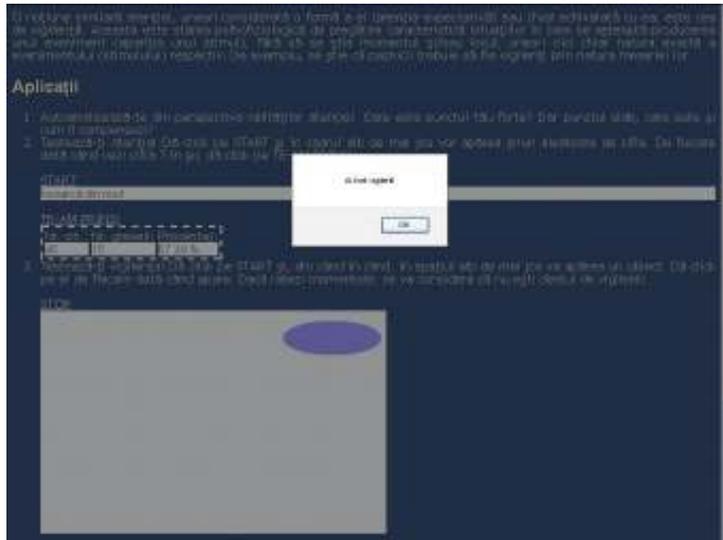
Figure 6. Another game in action

The second exercise is a vigilance test, which involves clicking on an unknown object that appears at unknown and variable time intervals (see figure 6). As shown above, every time the user clicks on the white area, feedback is automatically triggered (whether he or she was fast enough to click within the 1.5 seconds of exposure).

The final assessment unit is also an example of interactive behavior. Figure 7 shows one of the three test that make up the final assessment. After a few open ended questions, there comes a series of multiple choice items that can be answered by clicking on the afferent radio button.

As shown in the figure 8, pushing the "EVALUATE" button triggers displaying the test result: the user is informed on how many correct answers he or she gave out of the total number of multiple choice questions and a percentage ratio is calculated and displayed.

Figure 7. Final assessment: the structure and development of personality

Figure 8. Feedback on the results

Finally, a step-by-step example that best illustrates interactivity: an test for the Müller-Lyer illusion. As shown in the figure below, the user is given directions on how to use the application.
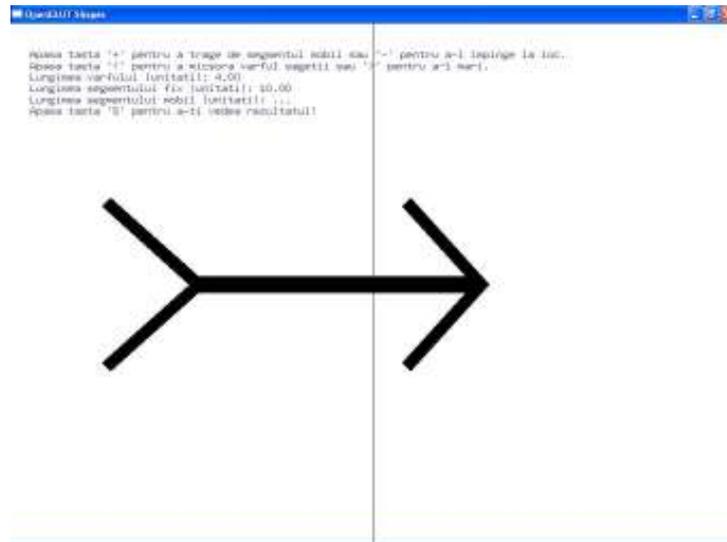
Figure 9. Game illustrating the Müller-Lyer illusion: launching

By pressing the ”+” or ”– ” keys, the arrow in the right is pulled or pushed respectively (figure 10). Moreover, a feature that is not – or can hardly be – implemented by classical cardboard tests for this illusion: by pressing ”<” or ”>” the size of the ”head” and ”fletch” can be decreased or increased (figure 11).
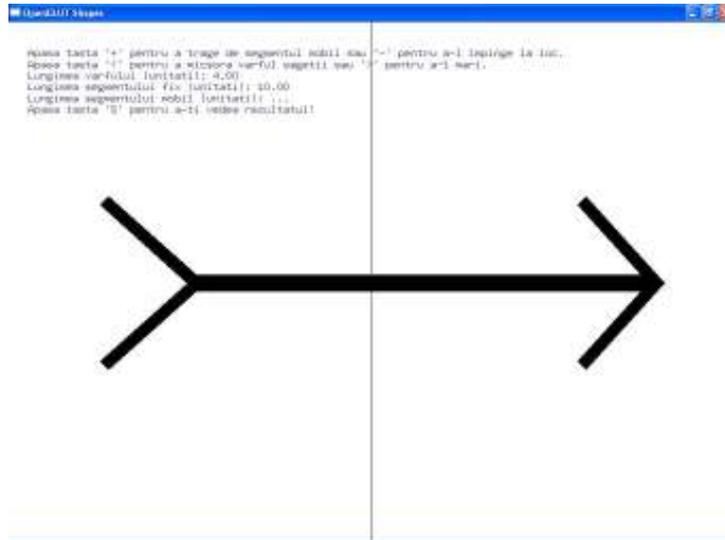
Figure 10. Game illustrating the Müller-Lyer illusion: moving the arrow on keyboard control
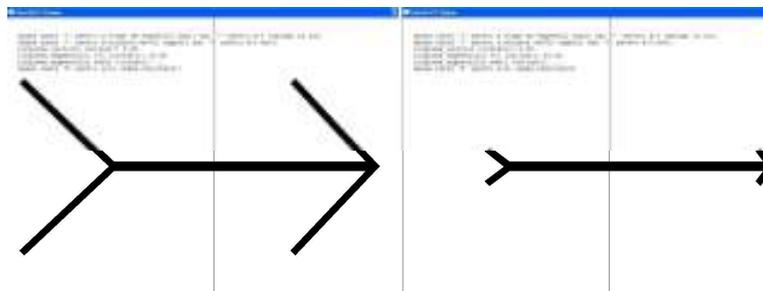
Figure 11. Game illustrating the Müller-Lyer illusion: controlling the size of the "head" and "fletch" with the keyboard

Of course, feedback is also provided: by pressing "S, " the user's deviation is displayed in a message while the key "R" gives him/her the right to try again (see figure 12).
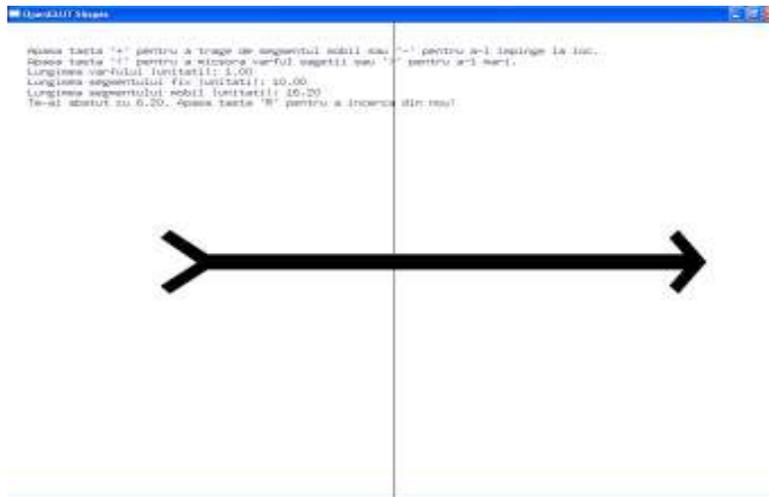
Figure 12. Game illustrating the Müller-Lyer illusion: triggering feedback

Advantage No. 3: Contents

In the first place, the lessons are written in a rather simple, accessible Romanian. The text is accompanied by many pictures, graphics, diagrams and so on. This should facilitate understanding of the contents.

Secondly, one of the main purposes of the application is to combat the students' reluctance towards the scientific study of psychology by emphasizing misconceptions or misperceptions. At every opportunity, similarities and differences between common sense and knowledge are highlighted. Many exercises are specially built for pointing out the similarities and, on the other hand, proving that differences can be quite significant.

Another purpose is to make as many connections as possible to real-life situations. This goal is achieved by the great number of exercises in which the student is asked to think about and use his or

her life-experience in order to give an answer to a question or propose a solution to a problem.

Conclusion

The present application has all the main features that are considered advantages of electronic materials over printed materials, such as ease of use and interactivity. It also focuses on the selection and presentation of the content, aiming to facilitate a deeper understanding of the basics of psychology.

Thus, we can expect the application to provide an entertaining way to learn psychology, reducing boredom and the impression that psychology is a complicated and not too useful discipline of study, especially for those specialized in exact sciences or technologies.

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II. QUESTIONS ON TEACHING SCIENCES

THE MEDIATION OF HAND-HELD INSTRUMENTS VS. DYNAMIC GEOMETRY SOFTWARE IN THE FORMATION OF GEOMETRIC CONCEPTS OF PERPENDICULAR AND PARALLEL LINES BY CHILDREN IN TWO DIFFERENT CULTURES

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Abstract

The reported study adopts a theoretical perspective on human thinking developed by Vygotskian socio-cultural school and focuses on the process by which children appropriate formal geometry concepts of perpendicular and parallel lines within the context of a teaching experiment carried out in two culturally and educationally

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different environments. Four groups of children attending the 4th class of primary school and the 1st class of lower secondary school in Greece and four groups of children attending classes at corresponding school levels in Jordan (a total of approximately 130 students in both countries) were posed a series of geometry tasks asking them to identify, define and construct parallel, perpendicular and intersecting at various angles lines on a plane in two different situations. Half of the students in each group were posed and carried out the tasks on a squared paper having at their disposal the traditional hand-held geometric instruments of ruler, protractor and right-angled triangle as well as a pencil whilst the other half of them encounter the same tasks on a computer using the dynamic geometry software of GeoGebra4 after having introduced to it.

Our study paid attention on the qualitative differences induced by the two types of tools adopted in the teaching and learning of parallel and perpendicular lines and to the extent to which these different types of tools contributed to the appropriation of geometric concepts. The data collected and analyzed adopting an analytic framework based on Van Hiele levels of geometric thinking. The main findings of this analysis indicate that the use of geometric tools either material or computerized have an overall positive influence on the formation of analytical concepts of parallel and perpendicular lines on a plane by children in both cultural and educational environments of Greek and Jordanian schools. On the other hand, the use of computer and dynamic geometry software, despite its tools offered and their functional capacities, they seem not to structure in a

73

radically different fashion than traditional hand-held instruments the activities of indentifing and defining parallel and perpendicular lines on a plane bringing into play qualitative different thinking and acting processes concerning the appropriation of the fundamental geometry concepts that were investigated in this study.

Key words: teaching-learning geometry, dynamic geometry software, Geogebra

1. Theoretical background
1.1 Drawing instruments in geometry

Geometry has been founded on the use of instruments with particular emphasis in compass used for drawing circles and arcs and straightedge used as a guide for the pencil when drawing straight lines. Euclid's "Elements", the founding text of geometry, implicitly defines and clearly theorizes the use of drawing instruments both for defining geometry concepts and for solving problems by proper geometric constructions, although the instruments are never directly quoted.

Compass and straightedge as well as their rules of use correspond to axioms and theorems of Euclidean geometry and for any given geometric construction there is a theorem stating the relationships between the elements of the geometrical figure represented by the drawing produced [1].

The radical transformation of geometry from the classical static constructions restricted by the use of compass and straightedge to

geometric investigations resulting from mechanical motions, which took place during the 17th century, raised in the novel context the issue of drawing instruments and devices. During the followed 18th and 19th centuries drawing instruments of many types were designed and adopted in geometric investigations. The development of computer technology and dynamic geometry software renew the interest for the tools used in geometry, although from a qualitatively new viewpoint.

The crucial role of using drawing and measuring instruments in learning geometry is supported by the Vygotskian perspective of tool mediation [2]. A central claim of this perspective is that children's mental functioning and development can be accounted for in terms of their engagement in culturally organised practices in which technical and symbolic tools play a crucial role. Such tools have been developed in a culture over extended periods of time and have become an integral part of human activity. By acting as mediators, technical and symbolic tools, structure human activity and bring into play differentiated mental processes which in turn regulate and qualitatively transform that activity. Mediatory means, thinking processes, and human activities become functionally intertwined in their development, shaping each other in a dialectical interdependence.

In this account it is assumed that the use of different types of mediatory means structures practical activities in different ways and hence has a differentiated impact on thinking and, consequently, on the genesis of concept-appropriating processes [3].

1.2 Concepts of perpendicular and parallel straight lines

Children are taught in school geometry both in Greece and Jordan, that two straight lines are perpendicular to each other if they form congruent adjacent angles, i.e. if they are at right angles (90°) to each other. Therefore, it may be easily verified if two straight lines are perpendicular or not by using a right-angled triangle (a modern version of gnomon) or a protractor.

On the other hand, school geometry includes three equivalent but different definitions of parallel lines on a plane. First, two straight lines on the same plane are parallel if they are the same distance apart at any given point. Second, two straight lines are parallel if they do not intersect even assuming that they extend to infinity in either direction. And third, two straight lines on a plane are parallel if they share a transversal line through a point that intersect them at right angles, i.e. if they are both perpendicular to a third straight line, or more generally, if they form equal the corresponding angles of intersection with a transversal line.

Therefore, it may be claimed that two straight lines on a plane are parallel or not by measuring their perpendicular distance at any two points using a ruler or by inspecting if they are perpendicular or not to a third line or if they form equal the corresponding angles of intersection or not with a transversal line using a right-angled triangle or a protractor.

2. The teaching experiments

This study focused on differences in children's thinking impacted by the use of hand-held instruments vs. dynamic geometry software in a series of tasks asking to identify, define and draw parallel, perpendicular and intersecting lines on a plane. The inquiry was undertaken within the context of a sequence of experimental situations in two culturally and educationally different environments during the school-year 2011-12. Four groups of children attending the 4th class of primary school and the 1st class of lower secondary school in Greece and four groups of children attending classes at corresponding school levels in Jordan (a total of approximately 130 students in both countries) participated in the study.

These students, who had been taught before our experiments in their regular math classes the concepts of parallel and perpendicular lines on a plane, were posed a series of tasks asking to identify, define and construct parallel, perpendicular and intersecting lines on a plane in two different situations. Half of the students in each group were posed and carried out the tasks on a squared paper having at their disposal the traditional hand-held geometric instruments of ruler, protractor and right-angled triangle as well as a pencil whilst the other half of them in each group encounter the same tasks on a computer using the dynamic geometry software of GeoGebra4, after having introduced to it by the researcher.

GeoGebra4 was selected from the pool of available software packages for mathematics teaching and learning for many reasons, the main being that it is available both in Greek and Arabic language

and so it could be used in the two cultural and educational environments of our study, it could be utilized in the grade levels of primary and secondary schools selected for our teaching experiments and its users can use the software intuitively without having advanced computer skills [4].

In the first stage of our study reported here, the experimental tasks required the identification, definition and reasoning on the relationships of straight lines on a plane with particular focus on parallel and perpendicular lines. In these tasks the students were given figures of two lines drawn on a squared grid and asked to identify their relationship (perpendicular, parallel or intersecting) and to justify their responses. In the justification part of each activity the students were asked to provide evidence for their claims so as their conceptions of perpendicular and parallel lines to be deduced. Attention paid on the qualitative differences induced by the two types of tools used in identifying and defining parallel, perpendicular and intersecting straight lines and to the extent to which these different types of geometry tools contributed to the appropriation of these geometric concepts.

The data of the study are children's responses to the tasks and their interviews which registered their voices as responses to the researcher's questions as well as the researcher's notes. The data were analyzed adopting an analytic framework based on Van Hieles' levels of geometric thinking enhanced by observations concerning the utilization of geometric instruments by children in offering and supporting their claims [5].

3. Key findings

The key findings of our analysis indicate that the use of geometric tools had an overall positive influence on the formation of analytical concepts of parallel and perpendicular lines by children in both cultural and educational environments of Greek and Jordanian schools. The percentages of children who based their arguments about the relationships of two straight lines on the use of a suitable geometric tool increased significantly after our teaching experiments, which involved discussions between children and researcher on the characteristic properties of perpendicular and parallel lines. On the other hand, the use of Geogebra4, despite its dynamic computerized tools and their functional capacities they seem not to structure the activities of indentifying and defining parallel or perpendicular lines in a radically different fashion than traditional hand-held instruments. According to our evidence, the radically different type of dynamic geometry software tools they did not brought into play qualitative different thinking and acting processes at the level of appropriating the fundamental geometry concepts investigated in this study.

The following extracts of children's responses to a task are illustrative. Children having at their disposal a ruler, a protractor and a right-angled triangle as well as a pencil were asked to identify the relationship of two lines and to justify their responses (fig. 1).

The majority of the children both in Greek and Jordanian schools claimed that the two lines are intersecting based exclusively

on a visual appreciation. Asked by the researcher to justify their claims most of the children picked up the ruler and - ignoring its equally spaced markings along its length for measuring a distance - use it as a straightedge extending the two lines so as to be clearly visible that they intersect at a point on the paper sheet.
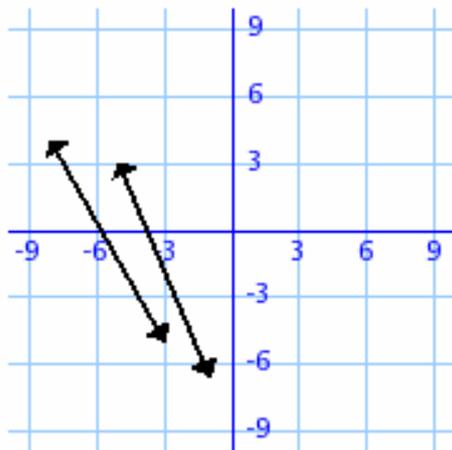
Fig. 1: The two lines are…. parallel, perpendicular or intersecting at an angle?

Very few children in both educational levels and environments of our experiments used the ruler and measured the distance between the two lines in order to verify their claims that the two lines are intersecting.

The same task was posed on a computer to the children who asked to respond using the tools offered by the dynamic geometry software of GeoGebra4 (fig. 2). In previous sessions of this experimental activity the children had been introduced to the tools and functions of Geogebra4 by the first of the researchers.
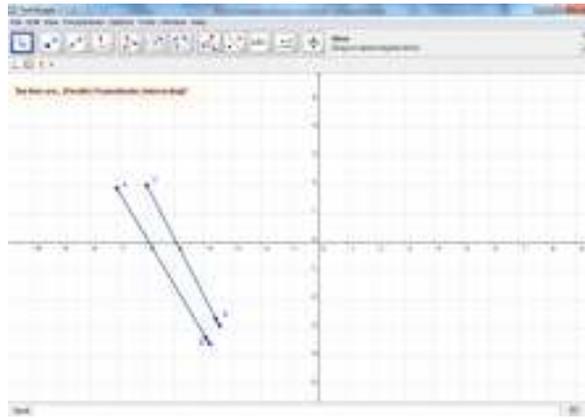
Fig. 2: The two lines are…. parallel, perpendicular or intersecting at an angle?

Most of the children in Greece and Jordan in both educational levels - although using the tools offered by Geogebra4 and their functions - responded to the task in a rather similar way to the children who used the hand-held geometry instruments and a pencil on a sheet of paper.

They initially claimed that the two lines are parallel on the basis of their visual appreciation. After that asked by the researcher to justify their claims they used the "Line tools" of Geogebra4 (option "Line through two points") to extend the two lines in both directions and the "General tools" (option "Move graphics view") to change the zoom of the graphics view so as to become visible that the two lines intersect in contrast to their visually based presumption.

That is, the children in this experiment simply replaced the material hand-held ruler by the line drawing functions offered by

Geogebra4 without structuring their activities of indentifying and defining the relationship of the two lines in a radically different fashion than that of using the traditional ruler and pencil on a paper. The only difference was the use by the children of zoom facility offered by Geogebra4 in order to verify without any doubt, their claims that the two lines are intersecting or not. Verification visually appreciated by children and mathematically affirmed by the software utilities. It is interesting that few children used the "Measurement tools" of Geogebra4 to measure the angle formed by the two intersecting lines in order to offer an additional justification of their claims and fewer used the same tool to measure the perpendicular distance between the two lines at any two points.

In conclusion, on a first level children used the drawing facilities offered by Geogebra4 to facilitate the material aspects of the geometry tasks, i.e. the extension of lines or the measurements of distances and angles, while they did not change the tasks conceptually and on second level they utilize Geogebra4 as a visual amplifier in identifying the relationships of two lines on a plane, since it is easier and more reliable to observe that two lines intersect or not in one point by zooming the diagram using the graphics view tool of the software than in a static paper-and-pencil diagram. In any case, children's responses to the tasks seem not to be affected by the dynamic geometry environment.

Summing up, it may be claimed that the children responding to tasks have not exhibited significantly different thinking processes and acting behaviors both in the two qualitative different

82

experimental situations and in the two educationally and culturally different environments.

4. Conclusions

Two conclusions may be drawn from an analysis of the above reported findings. First, it seems that the instrumental approach suggested by Verillon and Rabardel, which distinguish artifacts (technical and conceptual tools) from instruments is endorsed by the findings of the present study. According to Verillon and Rabardel, an artifact is a material or abstract object, already produced by human activity, which aims at supporting new human activity in carrying out a type of task (e.g. a ruler or an algorithm for solving equations). An artifact is given to a human subject while an instrument is built by the subject from the artifact. An instrument may be psychological or material, but above all, is subjective, linked to a subject's activity and developed by the subject for responding to a given task. The transformation of an artifact to an instrument, a complex process so-called instrumental genesis, is linked to characteristics of the artifact and to the subject's activity, her/his knowledge and former working methods.

The process of instrumental genesis has two components, the first one directed toward the artifact which is shaped by the users' activity and the second one directed toward the subject, whose activity is shaped by the artifact. In this process, a subject in order to perform a task constructs an instrument, which is composed of both

artifact and subject's utilization schemes which allow her/him to perform the task and control her/his activity [6].

According to the evidence of this research, children have not transformed conceptually the available material and computerized geometric tools to proper geometric instruments for responding to tasks concerning the relationships of two lines on a plane. An explanation for this deficit may be sought to the practices of incorporating geometric tools in the teaching of geometry in schools both in Greece and Jordan.

Our second conclusion concerns the complexity of geometrical thinking and the corresponding cognitive demands required by children. Duval suggests that three types of cognitive processes are involved in geometrical reasoning: visualization processes supporting the visual representation of a geometrical statement, construction processes related to the use of geometrical tools and reasoning processes making possible the extension of knowledge, explanation, argumentation and proof [7].

As Duval points out, these different processes can be performed separately, however, are closely connected and their synergy is cognitively necessary for proficiency in geometry. The findings of our research indicate that children's geometric reasoning is based primarily on visualization processes, which are not connected to construction and reasoning processes related to the identification and definition of perpendicular and parallel lines on a plane.

Given that the synergy of visualization, construction and reasoning processes is necessary for appropriating geometry

concepts and theorems, an important issue is their integration to the incorporation of tools – material and computerized- in the teaching and learning of geometry.

In summary, whatever the tools, their integration in geometry learning and teaching necessitates considerations of children's instrumental genesis in terms of the cognitive processes which are involved in geometrical reasoning, and especially in their synergy.

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TEACHING MODELS RECOMMENDED IN BIOLOGICAL EDUCATION

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Abstract

The conclusions of my didactic research, connected to the process of rediscovering and making the study of Biology efficient demonstrated: 1) the necessity of limiting the use of the traditional logocentric learning model in the Biology lessons; 2) the importance and the necessity of associating a few didactic models in the process of teaching and learning certain biological concepts foreseen in the valid educational programs. In this sense, I considered the promotion of inductive, deductive, by analogy, directed / semidirected depending on the students or communities of students' age particularities, in individual or in a team, corresponding to the

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empirio-psycho-sociocentrically combined model. In alternation, or even in combination with these it can be applied a logo-psychocentrically modernized model of presenting science as a finite product, respecting the students' individual particularities, based on a attractive procedure, the multimedia systems. The combined and alternative models that have been submitted to the research imply a change of dimension in the teacher's role. They contribute to realize a competitive biological education, accessible and attractive, to train the students for life, for a better education for them.

Key words: empirio-psycho-sociocentrically combined model, logo-psychocentrically modernized model, biological education.

1.Introduction.

Biology as a discipline, is a unitary system of knowledge and skills in their interaction with other content disciplines, which connects to the requirements of modern education, active learning and formative research or practice

Specific knowledge of the living world, the primary goal of biological education cannot achieve theoretically speaking-we students about biological systems or about biological processes and phenomena, but also taking into account the training system that focuses on their effort, particularly the heuristic, but also on their capabilities, taking into account the new epistemological conceptions of science.

Biology, the science of life, is constantly metamorphosis, renewal, and in accordance with this specialized curriculum has been updated.

Given the changes occurring, here are some questions that I - have guided my research staff:

- „Is, traditional training model can meet the new requirements for training of students in contemporary society, the new biology curriculum?"

- „And scientific given the growing need to improve the lives and environment, I - would it be necessary to promote a biological education that would foster in students the spirit of inquiry, intellectual activity, active thinking, fast and accurate ,to - and put students in the position of looking for solutions, cooperation in investigations?"

- „What would be the teaching models that would best contribute to the formation of such personalities?"

I tried to find answers to these questions, but also to others who came along. Thus, we sought viable training patterns that contribute to a biological education performance, attractive, accessible to - and train students for life.

2. Combined model empirio-psycho-sociocentrically in teaching biology-cognitive, formative and emotional benefits

Much of biological education requirements under pre-existing curricula, ie, the concepts related to the study of cytology, histology, anatomy and physiology, plant and animal physiology of the human

body etc. they are, in my opinion the best achievement in terms of recourse to ways to stimulate students' cognitive activism.

Therefore, emphasis should be on productive activism - creative, the use of procedures also attractive to students and useful for their training for life in direct correlation with the reduction practices seeking reproductive activism.

In this regard, we considered promoting rediscovery inductive, deductive, by analogy, directed / semidirected respect to the particular age of the students and teams of students, individual and team (corresponding combined model empirio-psycho-sociocentrically). This research staff were conducted over several years, starting in 1992, the School ,,St. Gheorghe" and Lic Economic and Administrative ,,Ion Barbu" in Giurgiu and the 2003 National College ,,I. L. Caragiale" of Bucharest.

In this way, it creates the possibility of obtaining some advantages cognitive level, formative and emotional.

In cognitive level:

- determine the development of new cognitive structures through individual and team, thorough knowledge and understanding of biological concepts targeted research, increase their durability and are operational;

- these benefits were - could come off by observing students' behavior in Knowledge updates and feed - back sites made lessons learned from the transfer of biological knowledge in various contexts in order to solve specific problems, but also

from analysis and interpretation of the results of current and final assessment tests;

- improve the knowledge of cytology, histology, anatomy and physiology, plant and animal, etc.-correct understanding of human physiology and properties, their amount thereof;

- that, as the habit of the specific procedure combined application of rediscovery (inductive, deductive reasoning by analogy) in individual and team forms, semidirected / directed (corresponding combination empiriocentrically models, psychocentrically and sociocentrically);

- improvement of knowledge was demonstrated progressive increase general average teams of students from assessments administered correlation index results, median, and standard deviation decrease in the coefficient of variation, some results are consistent and representative environments;

- teaching instruction was supported by the application of fundamental biological principles, ie, the correlation „structure - function", the correlation „organism - environment", „whole bodies", " the evolution of organisms'', „unity-diversity''.

But the positive effects of this model were combined training - proved especially beneficial in plan formative. The data recorded were - could detach the following conclusions:

- develop strong operations analysis, analogy, association, synthesis of abstraction and generalization, the issue of assumptions, intuitive biological thinking, intradisciplinary and

interdisciplinary, integrative, creative, original, visual memory and logic;

- they were revealed in the analysis and interpretation of data direct observations of students' behavior during lessons (observation noted in the grid), products of their work in solving homework, and outcomes assessment exams administered;

- being shown how to solve problems in the classroom and at home, the the experiment, graphic and object modeling, essay quality, summaries and reports prepared by synthetic filled tables based on the analogy of the test results;

- more trouble thinking up the study of human physiology elements such as digestion study, blood function, respiration, metabolism, reflex, human vision mechanism and so on, some elements of cellular physiology, such as the study of cellular respiration, photosynthesis, transmission dowry cariochineza inherited through cell division and so on;

- they require more capacity and cause analysis, analogy, synthesis, abstraction, generalization, training - the imagination, intuitive thinking, visual memory;

- eg teaching lesson ,,Physiology eye" rediscover inductively, by analogy, directed / semidirected, team vision mechanism, based on:

- transfer of knowledge from the eye anatomy; intellectual activity Atlas ,,Our Amazing Brain";

- conduct laboratory experiments to highlight the image formation on the retina with   using optical bench;
- making Purkinje's experience, highlighting the visual habituation process;
- to stimulate further intellectual activity by asking students processing information obtained through rediscovery, by means of schematic representation of image formation object seen in the retina, seen in accommodating visual images;
- contribute to the formation / development of intellectual skills, such as:
    - interpretation of a drawing, a diagram;
    - achieving a schematic drawing after macroscopic observation (for example, Class X - has been successfully completed drawings of dissected animals) or microscopic (very easily could be represented by drawings Schematic blood cells, bacterial cells, plant etc.).
    - modeling of biological knowledge (for example, were made successful modeling of a chromosome in each phase of the mitotic cycle, different types of cellular organization etc.).
    - capacity for individual and group documentaries, using atlases and specialized dictionaries, textbooks of biology;
    - developing hypotheses, problem solving;

o verbalization ability of findings and investigative experimental and so on;

However there - could detach by direct observation of students'behavior during lessons and evaluating issues brought before the observation scales and the check homework; build and develop the spirit of inquiry, experimentation, contributing to acquisition by students of qualities and behaviors similar to those involved in the authentic scientific research; form and develop psychomotor skills specific to the study of Biology:

- Technical skills and abilities with specific work:
- making microscopic preparations (infusion of hay in onion epidermis, section through mature fruit with pepper etc.) and human blood smears;
- observing them under a microscope;
- macroscopic observation of biological systems (leaves, flowers, fruits, organs and organ systems in animals, etc..) and biological processes (volume change chest in pulmonary respiration, elimination of oxygen in the photosynthesis etc.).
- observation of biological systems with magnifying glass (composition of seed cells from the fruit of lemon, orange etc.).
- performing dissections (dissecting the fish, the lake frog, lizard gray pigeon, rabbit);
- installation of plant physiology experiments (highlighting pigments assimilating the green organs of plants etc.) and animal (document highlighting reflex etc.);

- skills and abilities to work with equipment (microscope magnifying glass) with instruments (dissecting kit) and laboratory tools (elements of kit biology);
- also there - he could grasp that for teamwork, for the formation of skills and practical skills of work, job rotation is required of members;
- cultivate the internal motivation of students learning school based on:
- epistemic curiosity and interest for the study of biological processes human body, cellular biological processes with implications for life on Earth, the diversity of living beings through their specific structures of plant and animal organs on their desire for knowledge;
- they are supported by questions that students – addressed teacher, such as: ·,,How to maintain fluid collected blood for transfusion and laboratory analysis?" - ,,What is haemophilia?" ·,,Why celandine herb is considered a cancer?" ,,What are immortal flowers?" ·, such as flowers to fruit earth?" and so on;
- moments of satisfaction offered individual and group investigative activities, the success of solving specific problems of the products made by their own efforts;
- increasing the attractiveness of the lesson by creating an optimum environment for conducting teaching and research distribution for observation and a teaching material varied,

interesting, appropriate sequences teaching lessons inespecially in the context of laboratory work;

- impulse of self-affirmation in practical activities in solving problems in making models, reports, summaries based on content rediscovered in their communication etc.;

- unknown and mystery with which students are presented in the rediscovery of cellular components, some elements of histology, anatomy and physiology, plant and animal, some functions of the human body is an attraction for them, creating a strong willingness to study plant and animal biological systems located on different levels of organization of living matter, stimulates their information need permanent, persevere in their study;

- eg after discovering eye physiology, transfer of knowledge, students are challenged to establish the principle underlying the film and therefore the production of cartoons they love them, by putting this issue at awakens students desire for knowledge processes and phenomena that occur in the human body.

Rediscovery is greatly facilitated under circumstances bringing students to the challenge centered on cognitive conflicts, particularly the notion of histology and anatomy of plant and animal organs (plant tissue storage rediscovery, secretory, some types of connective tissue, etc. .) and social conflict - cognitive, especially for discovering the laws (laws polisinaptice spinal reflexes etc.) and biological processes (plasmolizei, deplasmolizei, mitosis and so on).

In such cases, students are more active and stimulate the construction of new knowledge through personal effort, something that emphasizes constructivism in learning promoted by teaching biological sciences.

Formulation of situations - problems and issues of a conflict biology cognitive and / or sociocognitiv an adversarial situation between experience, on the one hand and the element of novelty and surprise for the student on the other hand, determining the awareness gap between the level of prior and what needs to be achieved and actions of search and discovery solutions, apparently absent relationships between old and new.

Rediscovery would be more productive in terms of addressing specific problems by updating knowledge, correlations intra-and interdisciplinary, experimental, schematic representation, heuristic conversation (for example, in determining the development of the relationship between assimilation and dezassimilation lifetime), brainstorming (for example, the significance of photosynthesis) etc.

These findings challenge related to cognitive conflict and socio – cognitive could be developed by observing how students solve situations - problems and issues during biology lessons, but also during the inspection data to solve problems as homework and some of the evidence evaluation. When correlated with the individual team rediscover some elements of combinatorial applications, such as elements of model elements empiriocentrically training staff psihocentrically and sociocentrically models (combined empirio-psycho-sociocentrically model), students develop work skills team

97

forming an autonomous and creative personality, applying - the principle of complementarity and compensation.

The issues mentioned above have been drawn from data analysis and interpretation collected through direct observation of students' behavior during lessons in conducting activities within teams, but individually using worksheets, especially the ones rediscovery and scheduled training.

Rediscovery is more productive learning for students when use independent observations (respiratory rate observation, observation of plant organ collections, observation of animal organs - prepared in formalin and so on).

This is done by full conviction of the reality of the living world, ie the topography, morphology, composition and physiology of biological systems located on different levels of organization of living matter - cellular components, cells, tissues, organs, organ systems.

This leads to a conviction of the reality surrounding lasting learning knowledge, they," while resisting and being perhaps a real," database needed to solve life problems.

The results of evaluation tests administered lessons ,,Types of cells", ,,Cell envelopes", "Nucleus'', ,,Organic vegetable", "Animal bodies'' demonstrated the above mentioned.

To support them come and rediscovery quick and easy during lessons, mediated by natural teaching material such as even body modification observation volume chest breathing, reflex rotulian, functional elements of visual accommodation and so on, in these

cases were correlated with self-observation laboratory experiment. Rediscovery is more productive learning for students when use independent observations (respiratory rate observation, observation of plant organ collections, observation of animal organs - prepared in formalin and so on).

It is very important and effective to apply the model empirio-psycho-sociocentrically training, learning by doing individual and team specific concepts by linking laboratory experiments with independent observations.

The data recorded that:

• form and develop in students the spirit better investigative skills to study biological sciences techniques (dissection, microscopic and macroscopic observation, experiences vegetable physiology, animal biochemistry), gaining a better understanding of the equipment, tools and utensils laboratory and the skills and abilities to use them;

• eg rediscovery chemical digestion of starch by the action of salivary amylase assimilation becomes a logical, lasting and integrative behind organizing the laboratory experiment independent observation correlated with chemical decomposition of the sugar, starch staining reaction unchanged with I_2 + KI in blue, the correlations studied in middle school intradisciplinary with knowledge in plant biology, and interdisciplinary chemistry (nature of starch, dye, chemical reaction);

• outside interactions between students is very good and stimulates interaction between students and teacher, getting her start

conversations capacity for finding solutions to problems arising through oral speech communication path, very necessary skills for working life post-school; these issues and questions arising teacher about vaccines, serums and others already mentioned;

- is detected very well the importance of systems, processes and biological phenomena, following the rediscovery of experimentation on the team;

This ensures especially if the experiment will be followed by organizing short moments brainstorming (eg referral importance of photosynthesis to life on Earth).

Developing biological knowledge becomes valuable when used in modeling of biological systems (chromosomes, organelles, cells, structure of root, stem and so on), biological processes (mitotic cycle phases, diapedeza and leukocyte phagocytosis etc.), biological phenomena (inspiration, exhalation and so on).

The modeling exercise, students gain greater ability aesthetic processing, original, creative rediscovered biological knowledge, inventiveness in providing necessary materials.

The choice of the type of students' homework performance modeling shows modeling concepts and model perception and intellectual capacity self-assessment opportunities and materials.

The importance of learning the modeling of systems, processes and biological phenomena - has been demonstrated by observing, analyzing and interpreting student behavior modeling activities during lessons, but also by analyzing models made as a homework assignment.

3. The modernized logo-psychocentric model în biological education-benefits and needs

However delightful formative aspect would be the model that combines elements empiriocentrically of training, learning by discovery of new biological knowledge in forms of individual and team organization, I think it should not, however. Absolutized, requiring some caution in its use in learning concepts cytology, histology, human physiology, etc.. Not all biological knowledge can be studied and assimilated best path rediscovery.

Higher cognitive improvements are obtained by the use of practices inspired logocentrically model training, adapted to the particularities of individual students, provided the use of the more attractive, many systems - media (logo-psihocentrically modernized model).

This is done to:

- in many biological concepts - a lesson that surprise with their novelty;
- greater diversity thereof;
- lack of concepts,, anchor", on which to support new school learning;
- difficulties cytology rediscovery of concepts, some even impossible.
- the rediscovery s - could be achieved only on the basis of graphical models, there is no conviction by observing natural biological material or experimenting with it.

The results obtained for lessons ,,Mitochondria", ,,Endoplasmic reticulum, dictiozomii, lysosomes, vacuolele", ,,Ribosomes, cilia, flagelii, centrosomes microcorpii, inclusions ergastice" model developed logo-psihocentrically modernized for grades IX - a and tissues of animals" class X - a.

Among the most attractive procedures with effective role in lessons, have been used successfully:

- working with files - the rediscovery of new knowledge, training programs, evaluation;
- training on your computer and diskettes;
- design foil projector, slide.

Useful interdisciplinary correlations made by different ways:

- references to scientific texts;
- references to literary texts;
- recitation of verses;
- submission of artwork and so on;
- simulations (eg, simulation of first aid in bleeding forearm);
- practical activities sometimes heuristic nature.

Based on the observation of students' behavior during lessons conducted model combined with procedures logo-psyhocentrically attractive student activity intensifies think a lot also attractive, epistemic curiosity, epistemically interest, each student learns to organize themselves, to live on their own to finish a task, to work with scheduled training records, to document, contributing - to the formation of an autonomous personality.

The student is isolated from the group, with negative effects on the formation of certain personality traits. It creates conditions for social interaction and cognoscibility. It concludes with the need for combining individual work in teams and to organize training front.

After training logo - psyhocentrically upgraded to - always achieved an overall average much higher than that of class where lessons were taught logocentrically model, explanatory - reproductively, which shows greater cognitive efficiency, along with the formative.

We elieve this s - due to: psychosocial adaptation to the peculiarities training - individual students, this model combines the benefits of model elements and psihocentrically and attractive procedures used.

Sometimes, the overall average current assessments recorded lessons conducted after training this system exceeded - an even that obtained from current assessments conducted model lessons euristico - psycho - sociocentrically (lessons,, Mitochondria" - 0.91 points, ,,Endoplasmic reticulum, dictiozomii, lysosomes, vacuolele" - 0.96 points, ,,Ribosomes, cilia, flagelii, centrosomes microcorpii, inclusions ergastice" -1.04 points).

Basically, the role of the teacher decreases in these lessons, he resumed - is the design and distribution of materials, the indications for the use of educational resources for lesson scheduled to correct possible mistakes students work to help for some students to perform diagram lesson and so on, most of his role was taken by programmed instruction sheets, computer and diskettes.

There is a need a period of adjustment with this model teaching approach logo-psihocentrically modernized. This was demonstrated by the results obtained by all classes IX - which has been applied to experimental (Lic. Economic and Administrative „Ion Barbu" Giurgiu, 2001), the first evidence of ongoing evaluation of a set of lessons taken by training system mentioned above, showed an overall average lower than the other (see chart below).
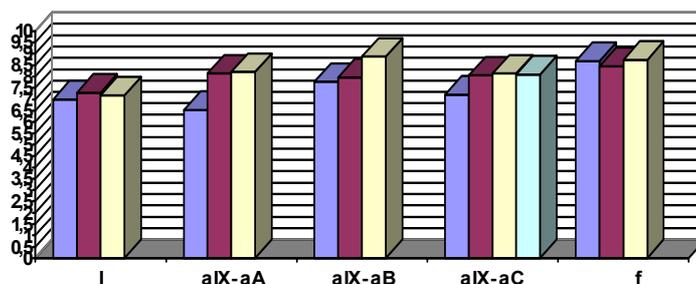
Histogram of the results of the initial assessment, current the lessons modeled after logo-psychocentrically modern

final and - overall average initial evaluation (7.00-IX - A, 7.28-IX-B, 7.16-ninth C)

f - average overall final evaluation (8.68-IX - A, 8.44-IX-B, 8.72-ninth C)

IX - the A - averages obtained from current evaluation samples (6.52, 8.12, 8.20)

IX - to B - averages obtained from current evaluation samples (7.76, 7.96, 8.87)

IX - to C - averages obtained from current evaluation samples (7.20, 8.04, 8.12, 8.08)

4. Need to limit logocentric model, traditional training in Biology

It is necessary to limit the use of the variant logocentrically biology lessons, traditional training because, calls a student activism weak, especially reproductive, which is not good for his intellectual formation, for practical life, literacy and his education.

But the most important effect of the application is the failure of all objectives, competencies, content units provided in the curricula.

Of these, could be given as examples: the ninth grade - to the study of cytology concepts, objectives:

• „use correct scientific terminology in formulating results and conclusions of investigations;

• to use appropriate methods of recording data and making correct results and conclusions obtained"[1];

Class of X - to the study of the main features of organ systems in plants and animal powers:

• „identify the main components of tissues and organ systems in plants and animals and their functions,with units of content: • representative types of plant and animal tissues;• main features of organ systems in plants and animals, which highlights the biological progress."[22]

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[1] MEN, CNC syllabus for biology syllabus for class IX - a, area Curriculum Mathematics and Natural Sciences, 1999

[2] MEC, CNC, Biology, Class X - XII in the curriculum, the series high school curriculum Mathematics and Natural Sciences, 2001

5. Information processing rediscovered by students in Biology

Given that, on the basis rediscovered, students have developed new knowledge, concepts, is very beneficial for successful learning process such information in various forms of expression, such as translating information into comparative tables, trend charts, diagrams, object modeling, essay, essays, problem solving practical nature etc.

Students have a special affinity for the processing of information by problem solving based on knowledge transfer, the application of biological concepts and formulas, conducting investigative activities, experimentation is required more thought and logic memory.

Receive experimental initiatives and use of the products of practical business lessons in obtaining educational materials in making homework (eg, making preparations dissected animals in formaldehyde with the lesson, animal organs").

Also, are attracted to the preparation of reports by independent scientific investigation based on carrying out practical activities, the interests and scientific curiosity, investigative spirit. Students are involved in practical activities - experimental composition were prerequisites for independent scientific investigation reports, gaining skills in this regard and therefore an increased information processing capacity. For example, the composition of essays based on plant physiology experiments carried out lesson, plastids" - to

highlight the presence of assimilating pigments in green organs of plants, the highlight of photosynthesis by removing oxygen from the process of photosynthesis.

Preparation of reports requiring independent scientific documentation and determines the capacity to review read, selection of the most important scientific data merge, combine them for making synthetic essay. Stimulates documentation skills, critical thinking, esentialized, synthetic.

This could be deduced from analysis of the quality of such reports prepared as in the case of the title, cancer - cell divisions anarchic indicated in lesson "Mitotic cycle'' (grades IX).

Completion of synthetic tables, comparative requires knowledge accumulated previously, bibliographic documentation and stimulate students in making comparisons, upon notification similarities and differences between certain biological systems, the interpretation of what was observed during practical activities (dissection experiments), the synthesis of data accumulated, upon notification of the importance of biological processes and phenomena in evolutionary progress achieved deduction of certain organs, organ systems.

For example, filling in tables with the role of each organ of the brain, by analogy data from them, students perceive more complicated physiological role of the cerebral cortex, the evolutionary progress made by it, sure - is one more effective learning. Analogical thinking are very much encouraged, deductive logic.

In practice, students come to realize object graphs and products rigorously scientific, aesthetic, economical, with few and inexpensive materials with a very pragmatic sense (for modeling object). The quality of pupils achieved demonstrated creativity, inventiveness, originality of their thinking. Object oriented modeling can be limited to search and find materials.

If at first the correct information processing capacity, actual aesthetics have small number of students, then, through continuous exercise and diversified, it is characteristic of most pupils experimental teams. Sometimes even a class all students achieved a correct and complete processing of information (completion rebus teaching nutrition concepts about functions), particularly in the application of combined empirio-psycho-sociocentrically model.

S - reached a very high capacity of information processing, biological concepts rediscovered by learning how to work with specific students by gaining skills transfer and application of knowledge in various contexts, the mastery of knowledge, concepts, formulas specific analysis, updating and very good combination of data obtained through effort, through their synthesis.

In classes where they teach - modeled after the traditional training - logocentrically, fewer students have demonstrated a real capacity for information processing, especially in making homework, where the teacher was not able guidance, correction of work.

6. Combined models applied to biology teaching and education

By combining different training models, I think it can help better the education of pupils:

• intellectual

• sanogenetic;

• ecological

• Moral - civic - altruism, respect the opinions of others, tolerance, democratic behavior, diligence, honesty,

• patriotic

• The aesthetic;

• work with and so on. High efficiency in affective, educational achieve especially multiple combinations of teaching models.

For example, by combining the lesson, plant organs" of elements of inductive rediscovery by analogy individual team (elements of empiriocentrically models, psyhocentrically, sociocentrically) with elements of the model attractive logocentric and procedures, such use scientific texts, literary texts, lyrics, reproductions of paintings, s - could contribute to several sides of education.

Were used in the lesson plan elements of intellectual education through lyrics and read texts by documenting specialized atlases, but also in aesthetic education (by presenting paintings reproductions used) and sanogenetic (through hygiene behaviors at work tables by conversation about the importance of medicinal marigold flowers). By organizing the teams activities - could contribute to moral

education - civic students - altruism, respect the opinions of others, tolerance, democratic behavior, education for work and labor and so on, all lessons observed during the conduct of students and observation noted in the grid.

Another example of a lesson where - could get a win in the education of students by applying multiple models is teaching lesson," animal tissues.

In this, there - teacher combined exposure on the importance of knowing the blood groups, blood donation, perform laboratory analysis (element of the logocentrically) with lesson study, based on programmed instruction sheet, reference to scientific texts (training logo - psyhocentrically) simularării first aid to bleeding forearm in teams of two students (sociocentrically element model), microscopic observations preparations section through the skin, cerebellum, muscle fiber (practical elements - empiriocentrically heuristic model).

By tracking the behavior of pupils during lessons, analysis and interpretation of the observations noted in the grid, s - could infer increased contribution to the lesson:

• patriotic education, moral - civic health of students through teacher self-help message to others through blood donation, health verification by laboratory analysis necessary to improve population health, standing - special attention to the students, in this has contributed organized and carried out simulation for which their interest;

• intellectual education by reference to the study of scientific texts, using programmed instruction sheets with that - worked easily and appropriately, as the students habit with them;

•labor and labor education (practical activities - heuristic);

• team work education, students benefit from a brief moment of social training, civic;

• aesthetic education and by making clean hygienic behavior at work.

In situations expressed above, attention was very much captured students, increasing epistemic curiosity, illingness

to participate in lessons reflected effects of teacher questions the students but also their participation reverse connection.

7. Evaluation and the role of teacher training in the application of combinate models in Biology

Using targeted research combined models allow intensification and diversification of assessment through instruments can not be used in lessons conducted logocentrically model, assuming these practical activities - heuristic:

• Evaluation by independent scientific investigation reports;

• Practical assessment by:

• how to work in an experimental activities;

• formulating hypotheses, conclusions about the systems, laws, processes and phenomena biological;

• a plan of investigation;

• dissection;

• Making microscopic preparations and microscopic observations etc.

Combined models subject research involves resizing the role of teacher's transition from traditional stage, ,,key

player in the lesson'' - a background of "teaching scene'' and increased activity of the organization, direction, control and correction the learning achieved by students.

8. Conclusions and recommendations

Our research has shown the importance and necessity of a combination of didactic models of teaching and learning concepts cytology, histology, anatomy and physiology of plant and animal organs, human physiology and so on, to obtain the best results both in cognitive and formative and emotional.

To "curriculum actually'' recommend using a training model euristico - psycho – sociocentrically (empirio-psycho-sociocentrically), the rediscovery of the students of new biological concepts according to their intellectual possibilities with cognitive structures formed with talents and interests, taking - in mind, however, training for social life.

In alternation or in combination with it, can be applied to a model logo – psihocentrically modernized, presentation of science as a finished product, respecting the particularities of individual students based on attractive procedure, this depending on the content and instructional objectives - education, the nature of human and material resources.

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LEARNING TO TEACH LEGAL ENGLISH.
TEACHER'S PROFESSIONAL DEVELOPMENT IN ELP CONTEXT

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Abstract

The analysis presented in this paper draws on eleven thematic narrative interviews with Business English and Legal English teachers working at leading Polish universities. The aim of the research is to construct a possible interpretation of career path in the context of biographies of Polish Legal English teachers, to understand why they decide to pursue or not their professional development, how they are supported by their teaching institutions and what obstacles they encounter.

The aim of the research was also to gather information on possible ways of self-development taken by Polish Legal English teachers, to disseminate the results among the research subjects in order to inspire them to reflect on the route they follow and

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opportunities which they missed, to confront the ideal situation in which the teaching establishment is responsible for its staff continued development with the reality of Polish schooling system.

Introduction

Human life is connected with time and life is seen as a journey across time, as life-span or as life trajectory that unites different life periods and life events. At each stage of life, there can be something that challenges, supports or impedes us, forcing us to study, learn or develop. Professional learning and professionalization takes place in the context of life course and is discussed as personal development process.

The context of Foreign Language for Special Purposes (FLSP) teaching becomes more and more demanding for the teachers, and it constantly poses new challenges to the professionalism of educators who have to realize their status, roles and competencies and develop their own personal and professional identity. No teacher, however, can be made to develop and to continue his/her professional development. The decision to pursue professional development is usually an individual (self) initiative. Teachers must be prepared that they will have to constantly develop throughout their teaching career, from the day they enter their first classroom till the moment they retire. Since unfortunately, not everything teachers need to know can

be provided at pre-service level. Moreover, their needs change at different times during their careers and the element of their qualifications which changes constantly is the knowledge base.

British Council had developed Continuing Professional Development (CPD) framework which comprises the following stages of teacher development:
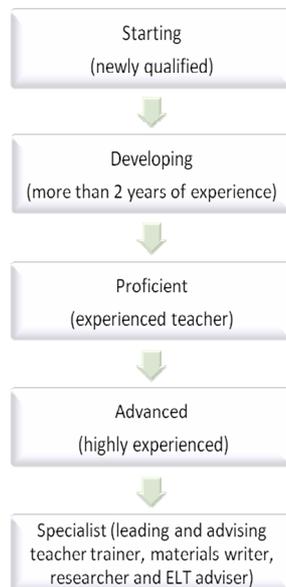
Picture 1: Stages of teachers' Professional development according to British Council CPD Framework

The above flow chart has been drawn up by the author of this paper on the basis of the presentation delivered by Rob Lewis during Harrogate Snapshots IATEFL Poland Conference that was held on 22 May 2010 in Warsaw (http://iatefl.org.pl/news/harrogate-snapshots-conference). The framework illustrates the conviction that

teachers need to develop in order to maintain satisfaction. Teachers must plan their professional development through training, networking and exploiting available resources. As a result, professional development is a complex process of practice, reflection and learning during which teachers improve their knowledge, skills, professional behaviour and personal qualities. They climb the subsequent rungs of their ladder which protects them from suffering burnout, becomes the source of satisfaction and defines the targets to reach.

Teachers' Professional Development

Legal English practitioners who decide to embark on Legal English careers definitely need to possess certain skills and qualities which will enable them to become fully competent professionals. Williams (1981:91) mentions enthusiasm, work-rate, rapport, the knowledge of the students' world.

Non-native English teachers might fear that the specificity and complexity of Legal English is beyond their competence. They realize the enormousness of the task they will face if they decide to undertake the challenge. They understand the intricacy of the students' area of specialisation which now they must deal with themselves. Therefore, since they usually do not possess the dual (i.e. legal and linguistic) education, they must at least have "interest or an open mind about the discipline they are going to deal with" as Adams Smith (1983:37-38) comments. However, Northcott (2008:40) convinces that, "how much the ELP teacher needs to

engage directly with legal subject matter will be affected by the learners' level of legal knowledge and also by what other exposure learners have to legal output".

All in all, the key quality needed by LE practitioners is flexibility, stamina, vigour and courage not to "set in the concrete" summarizes Scrivener (2005:370), openness and eagerness to learn the specialist discipline and to face a completely new undertaking. However, Nunan (2001:3) notices that the strategy which probably works best is when we, the teachers (ourselves), chose the elements of our teaching that we try to improve and when "the self" becomes the source and the core of pursuing the professional development.

School authorities optimistically assume that university English teachers can train students in any variety of English. They tend to forget that it is "the responsibility of schools and administrators to provide opportunities for continued professional education and encourage teachers to participate in them" criticizes Richards (2005:3). Seldom are there any coherent programmes aimed at helping teachers expand their skills and increase their effectiveness.

In fact, the teachers are often thrown at the deep end and it is them who are ultimately responsible for their own professional development which becomes a "Do-It-Yourself" activity. In such situation they need to constantly reflect on their teaching and critically examine their own teaching practices. They have to deal with the psychologically difficult situations in which they may feel intimidated by the fact that they are not specialists in the discipline they teach. This situation is in fact an expression of Dale Lang's

(1990:250) definition which argued that "teacher development is the term used in literature to describe a process of continual intellectual, experimental, and attitudinal growth of teachers. Much of this development is generated through personal reading, reflection and self-education".

No teacher can be made to develop and to continue his/her professional development. The decision to pursue professional development is usually an individual (self) initiative. Teachers must be aware that "the teacher's professional competence starts developing the moment the teacher makes the decision about embarking on a teaching career and finishes the moment the decision about abandoning the teaching career is taken" concludes Polish applied linguist Maria Wysocka (2003:1). Moreover, as Richards (2005:1) acknowledges "not everything teachers need to know can be provided at pre-service level. Their needs change at different times during their careers and the element of their qualifications which changes constantly is the knowledge base".

The above argument has found its reflection in the situation of Polish university LE teachers - laymen with no legal education who found themselves in circumstances in which they had to teach a variety of English they had never been trained at. However, there were teachers who decided to begin Legal English teacher's career. Then even experienced teachers once again had to approach their work as "freshmen" and start working out their own "know-how" along with acquiring the content knowledge of law. It was a chance for them to specialise in a relatively niche variety of English, also an

occasion to stop and examine their actions, intentions, moves and attitudes towards teaching. They decided to develop which is the necessary and basic condition as "teachers develop as professionals, only if they choose to" which was pragmatically observed by Bailey and co-authors (2001:5).

Research on Legal English Teachers' Professional Development
The Aim of the Research

The aim of the research is to understand why Legal English teachers decide to pursue or not their professional development and to investigate how Legal English teachers are supported by their teaching institutions in pursuing their professional development. The research identifies what obstacles teachers encounter and what solutions they implement in order not to feel intimidated in the classroom that is no longer a strictly foreign language classroom, since Legal English classes inevitably evolve towards Law or Introduction to Law classes taught in English and fit into the definition of CLIL (Content and Language Integrated Learning). Therefore, Legal English teachers need to acquire some fundamental knowledge of law in order not to feel intimidated in the classroom.

Research Sample

The research draws on 11 thematic narrative interviews with Business English and Legal English teachers working at leading Polish universities conducted in the form of a questionnaire. The sample included 4 Legal English teachers from the University of

Warsaw, 1 from the Bielsko Biała Academy of Technology and Humanities, 1 teacher from a governmental institution in Warsaw, and 5 from Kozminski University in Warsaw. Apart from university teaching 4 of them had experience of teaching Legal English in private language schools and 4 run or used to run in-company Legal English courses. The sample was composed of 9 females and 2 males, all aged between 31 and 49 years old whose experience in teaching Legal English ranged between 3 and 10 years.

<div align="center">Research Questions and Research Tools</div>

The main research questions concerned three aspects of Legal English teachers professional development:

- How are Legal English teachers supported in their professional development by their teaching institutions if they are or have been supported at all?

- What initiatives do they undertake in order to develop professionally as Legal English teachers? Which of these initiatives do they regard as specially effective and worth recommending?

- Is Legal English teacher's professional development a DIY activity?

The research was conducted by means of a questionnaire entitled "Becoming a Legal English Teacher in Poland. Teachers' Biographies" (Appendix 1) which was composed of 20 questions with 13 open questions to which research subjects provided narrative responses. The questionnaire was circulated among the teachers by the means of electronic mail but it was also possible to fill it in on

the WIKI website set up specially for the purpose of this research by its author. On the WIKI the online version of the questionnaire prepared by the means of GOOGLE DOCS was uploaded. The questionnaire is still available online on https://teacherdevelopment.wikispaces.com/.

The questionnaire concerned individual experiences of the respondents with pursuing professional development as Legal English teachers, the initiatives the teachers undertook in order to develop and the support they received from their teaching institutions as well as the problems the teachers encountered when they tried to shape their legal English teachers' careers. The idea of the research was not only to identify the most problematic areas but also to collect the examples of good practice and to inspire the teachers to rethink their professional identity, express their visions for the future and find the incentive to undertake further activities aimed at their own professional development.

Results

The respondents were asked to describe the path they had taken in order to work in the field of Legal English. Quite characteristically the teachers used verbs such as "asked" and "forced" to talk about the beginnings of their Legal English careers and the moment they were "offered" Legal English teaching opportunity. Such answers were given by the half of the research subjects. All of the teachers had linguistic educational background and they used to teach General English, Business English or ran university language courses. Three of them had also translating experience with legal texts. For all of

them, however, the opportunity to teach Legal English came as a new challenge after several years of work as a teacher and/or translator, so none of them could have been regarded as a novice teacher.

The respondents were asked to describe how they felt during the initial period of their work as Legal English teachers. The cloud below shows what words the teachers used to depict their situation as novice Legal English teachers. Interestingly, none of the expressions carried the positive meaning which can only inform how psychologically difficult the situation was for already experienced teachers. They found themselves in the situation in which once again they had to approach their job as freshmen and most of them probably had never been in such an intimidating position. The teachers with many years of experience felt panic, embarrassment, stress, uncertainty, they lost their feeling of security and self-confidence. They were thrown at the deep end without anybody around to consult or to seek support from.

Picture 2: Word Cloud presenting Legal English teachers feelings
during the initial period of their careers

However, since the respondents were all knowledgeable and well qualified practitioners they approached the new situation with bravery, put huge effort into self-development and took rational actions aimed at building their self-confidence and expertise in the new situation. With the decision to pursue a Legal English teacher career usually came some initiatives aimed at developing the linguistic skills as well as the very knowledge of law, since none of the respondents had double (linguistic and legal) education. However, all of them approached the new assignment with openness and exhibited a lot of self-initiatives. All of the subjects performed self-study activities in order to develop their content knowledge of the subject of law and minimize the intimidating feeling of not being a law expert and the "fountain of knowledge" on all possible subjects which Polish students often assume their teachers should be.
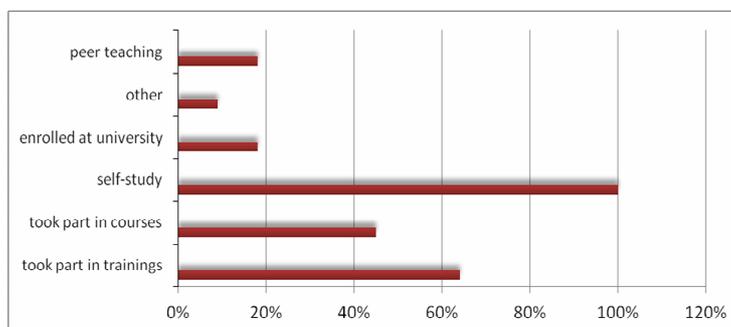
Picture 3: Professional development initiatives undertaken by Legal English teachers

Besides self study activities and specially extensive reading, which they all stressed as extremely helpful in gaining the

expertise in the field of Legal English, they participated in training courses, e.g.:

- "Teaching English for Law" one week summer course at the University of Edinburgh,
- Legal English course at British Council,
- UK Company Law training by a British barrister organized by a Warsaw based training company,
- in-house trainings by legal adviser for teachers working in a private language school,
- a Legal English crash course led by an experienced university lecturer,
- EMAS Business English course,
- Legal English conferences.

Additionally, two of the research subjects enrolled at a university and followed courses which increased their content knowledge of law. One of them first attended Constitutional Law, Insolvency Law and Law of Commercial Companies courses for part time students at one of Warsaw private universities, then completed a post-graduate course in Public International Law at the University of Warsaw and finally started PhD studies in Public International Law at the University of Warsaw as well. The other person attended a three-semester post graduate course in Legal and Court Translation offered at the University of Warsaw which provides training for candidates for sworn translators.

One of the teachers also mentioned EULETA (European Legal English Teachers Association) discussion forum, which is available

on yahoo.com, as a place which facilitates professional development of Legal English teachers by creating the space where they can share their experience, exchange ideas, network and inspire one another to further growth.

The respondents, however, unanimously underlined the undeniable effectiveness of the self-study activities which they all took up. When requested to provide examples of self-study activities that they practised themselves, they mentioned:

- extensive reading, especially legal books and websites (e.g. legal advice sites) both in English and in Polish,
- studying academic textbooks from the UK and the USA,
- studying writing manuals for lawyers,
- studying books for translators,
- studying Polish and bilingual codes, especially Civil Code and Penal Code,
- studying bilingual acts in order to compare linguistic content,
- obtaining legal knowledge and support from legal practitioners,
- translating phrases from English to Polish,
- creating vocabulary lists;
- reading novels by Grisham.

When the teachers were asked to recommend any of the above mentioned self-study options as specially effective they appreciated the networking with legal practitioners – talking to them, sharing ideas and concepts – as the quick and efficient way of obtaining feedback concerning some legal intricacies. The lack of content

related guidance and the problem of being a layman with no legal educational background was stressed as the main obstacle to fast-paced development as a Legal English teacher. The need for a mentor, a lawyer-linguist's support during the initial stage of professional development as a Legal English teachers was emphasised.

Various techniques applied by the respondents, however, turned out to be effective and they included:

- translating fragments of text and checking with the model version,

- relating the material covered by Legal English coursebooks to the academic law textbooks for students dealing with the same issues,

- teaching the course, covering all the material yourself before introducing it in the classroom, doing all the tasks yourself first – i.e. very extensive learning technique.

One more point made by three respondents needs to be highlighted. Namely, the three colleagues decided to form a peer teaching group in order to exchange ideas and share expertise gained in three various walks of life, i.e. in three various teaching contexts. Three teachers who once met at a Legal English conference and discovered that they encountered similar problems in their day-to-day teaching decided to meet regularly in order to support and inspire one another. The monthly meetings started to be organized and became a space in which various skills and knowledge started to be shared, not only Legal English related but also those concerning

other areas of ELT/ESP teaching. The three teachers mentioned this kind of initiative as particularly beneficial and time-saving. However, they say it requires trust, openness and readiness to share the expertise with other persons which not everybody is apt or eager to do.

The above listed numerous initiatives show the research sample was composed of very creative and at the same time hard-working professionals. They proved that apart from being teachers they were also experts on learning. The moment they found themselves in the situation in which they realised their lacks and became aware of the enormousness of the task they were confronted with, they had a choice: "to attack or run away". They all decided to attack and they all took up a challenge. They did not have time to prepare for the teaching the Legal English course. They had to start to teach the course immediately and at the same time develop their knowledge of the very demanding and often controversial subject matter as well as the know-how of the teaching skills, experimenting with the new techniques in order to bring life into dry materials provided by Legal English coursebooks.

The whole process, therefore, was and probably still is marked with ups and downs. The fact, however, that the research subjects did not give up and have been struggling with the teaching of Legal English, in some cases for almost 10 years now, is worth appreciating and needs to be emphasised. Especially because, as all of the subjects inform the activities they performed were their own

initiative, only in single cases supported by their teaching institution and rarely recognised by the employers as well.

An interesting feedback was given by the teachers on what kind of support they expected to be offered by their universities along with delegating the task of running Legal English courses to them. It should be remembered that all the subjects were experienced ESP teachers with very broad understanding of the students needs, course design and teacher development issues. Their suggestions were the result of their individual expertise and professional awareness and included the following hints:

- offering and subsidizing teacher trainings,
- offering to opportunity to study Law,
- offering Teaching English for Law course,
- organizing in-service training programmes,
- subsidizing participation fees in conferences,
- offering training in legal issues (both Polish and English) in order to develop content knowledge,
- providing teachers with textbooks and teaching materials,
- offering trainings on the requirements of the certificate examinations which students are required to take in order to keep teachers up-to-date.

A question which was supposed to induce reflection concerned depicting the ideal Legal English teacher. The answers provided a collection of descriptors relating to personal qualities, educational background and professional experience.

The description which was most often repeated pictured a person who was either fluent in English, bilingual or a fully qualified EFL/ESL teacher and practising lawyer or professional translator of legal documents at the same time.

Some of the respondents concentrated on personality traits which a person pursuing Legal English career should possess. An ideal Legal English teacher was described as a hard-working, brave, open, stubborn, curious person, lifelong learner and constant knowledge seeker. The person must also be ambitious and stress resistant, as lawyers are very demanding students who might like to undermine the non-lawyer teacher's qualifications just to show that linguists are not good at law. This kind of opinion was repeated by the respondents and was based on their own experience of work with practising lawyers specialising in one area of law but expecting the teacher to have knowledge in all of the fields they represented. A person interested in Legal English teacher's career may be unaware that being able to provide the students with Polish equivalents of some English law terms in not enough. Being an efficient Legal English teacher requires broader understanding of the mechanisms ruling the world of law. One of the respondents, therefore, coined a term "half teacher – half lawyer" to describe a perfect Legal English professional. How much subject knowledge a teacher will need to have will very much depend on the learning environment and specially on the learners' level of legal knowledge and proficiency in English. Therefore, teachers working with law practitioners will need to engage much deeper in the subject matter, while teachers

cooperating with law students will get a smoother introduction to the new profession as both parties, the students and the teachers, will be freshmen in the subject of law.

The issue of possessing a substantial amount of legal knowledge came back when the subjects were asked to make an attempt to compare teaching Business and Legal English. Such comparison was possible to conduct, since all of the respondents had experience in teaching Business English as well.

All teachers agreed that teaching Legal English was much more demanding and it required more content knowledge and solid background on the content. Business English bases on more common knowledge and is more intuition oriented when it comes to content expertise. Business English is also more international and country specific differences do not play such a big role compared to diversity in legal systems across the world. Teaching Legal English may be, therefore, more misleading and requires more precision in terms of terminology and feedback.

Another difference between Business and Legal English is the quality and availability of teaching materials which in case of Legal English are not very exciting and rather monotonous as they are mostly aimed at developing vocabulary and reading and writing skills. Therefore, Legal English teachers are forced to produce their own materials if they want to make their classes more attractive and develop other skills especially communication. Another problem is the lack of published Legal English materials that they develop the content knowledge of Polish law. Namely, they usually cover the

issues typical of common law systems. For that reason, teachers who understand the need of their Polish students to develop the ability to discuss Polish legal issues in English will regularly need to supplement coursebooks with Polish law oriented in-house materials. Business English materials due to their multitude offer the teachers wider choice of activities and allow for satisfying most of the wishes, wants and likes.

The above described scarcity of teaching materials turned out to be very inspirational for the teachers who took part in the research. Most of them admitted they produced their own teaching materials, one of them published a whole series of Legal English lessons in The Teacher monthly magazine for ELT teachers, while four (sic!) of them became authors of Legal English coursebooks published in Poland. Such proportion contradicts the thesis that a good teacher does not necessarily have to be a good materials writer (Hutchinson & Waters, 1987; Robinson, 1991).

In the case of Legal English courses the target group of teachers who might be considered for taking up the challenge consists of very highly qualified and experienced professionals. Even if they are initially unaware of the enormousness of the task they decide to accomplish, with time some of them find this new situation very motivating, view it as a possibility to specialise in a very niche variety of and work out their competitive advantage by *not setting in the concrete* (Scrivener, 2005:370), a springboard to pursue their professional (self) development and to become successful materials writers.

However, when asked whether they would like to quit their Legal English careers, half of the respondents expressed such a wish which came as a surprise to the author of this paper.

Would you like to quit your Legal English career?

No 50%

Yes 50%
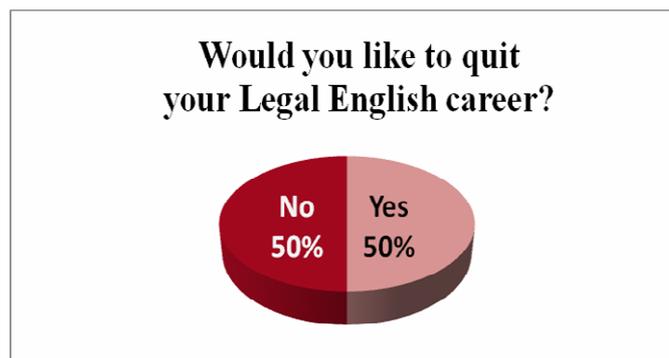
Picture 4: Replies to the question:
If you could, would you quit your Legal English career?

O one person had already quit and started to work for government administration where she uses both her English and legal knowledge. The same respondent enrolled for PhD studies in Public International Law at the University of Warsaw. One respondent mentioned retraining to become a lawyer, one would like to set up a sole proprietorship and one would like to teach General English.

The opinion that prevails is that even though teaching Legal English is stressful and demanding, it turned out to be very rewarding as well. The teachers feel they develop and work out their USP (Unique Selling Point). For some of them taking up this career was a turning point in their lives that helped them cope with job burnout and inspired them to further development as teachers, academics and authors.

The informants provided comments on what their visions for the future were as regards their professional situation. The cloud below shows what words were used more often in the feedback collected during the research. The bigger the word, the more frequently it appeared in the answers.

Picture 5: Word Cloud representing Legal English teachers' feedback
on their visions for their professional future.

The teachers believe that the demand for ESP/ELP courses will be growing. Thus, they would like to continue working as Legal English teachers and improve their competences. Those respondent who do not want to quit their careers are quite explicit in the answers they provide. They want to:

- gain knowledge, self-confidence and satisfaction,
- develop academically by undertaking PhD studies, conducting research, completing dissertations,
- continue working in the field of Legal English, to specialize, to teach more advanced levels and

> prepare students for TOLES (Test of Legal English Skills) advanced examination,

- obtain a degree in Law and start teaching Law in English.

Interestingly the answers provided by the respondents who felt they would like to continue their Legal English careers were much more precise as compared to those provided by the teachers who would like to quit their Legal English careers. This may suggest that resigning oneself to the challenging new job opportunity outlines and determines they way the teacher may follow if he/she is intent on continuing. One male respondent made a sincere comment in which he appreciated the opportunity of liaising with young people that was undeniable advantage of a university position.

The cloud below depicts the summary of replies to the question on perceptions of teachers' professional identity.

Picture 6: Word Cloud representing Legal English teachers' perceptions of professional identity

The subjects most often viewed themselves as "a teacher", "an English teacher", "a Legal English teacher". Parallel to these, they also perceived themselves as "craftsmen whose goal is to perfect the skill of effective language teaching", "well qualified linguists" or "specialists in a niche variety of English". Since some of them deal not only with teaching, they also called themselves "translators". They usually recognized how motivating and interesting the area of language teaching they were occupied with was. However, the attribute "frustrating" was also used in some replies.

A wide range of opinions was expressed when the teachers tried to describe how much time they needed to start feeling confident as Legal English instructors. The time span provided varied between 6 months and 5 years. However, three subjects confessed that they believed this moment would never come.

Conclusions

All research subjects agreed that Legal English teachers' professional development is a Do-It-Yourself activity, since teaching institutions rarely provide opportunities for teachers' professional education and growth. All research subjects expressed their disappointment with the lack of support their received from their teaching institutions, especially higher education establishments. This situation, however, most probably cannot be changed due to cost cutting policy which is omnipresent in Polish school system.

The research results provided be very feasible feedback concerning Legal English teachers self development. All research subjects turned out to be experienced, independent practitioners who remained open to change and new challenges. They understand that their development continues throughout their teaching careers. When they faced the task of running very specialist Legal English courses, they did not wait to be spoon fed by their employers. They turned out to be very resourceful and ambitious and searched for self-development opportunities. They understood that the changing needs of the market and language learners create new opportunity for them. They were ready to gain new content knowledge, master new techniques and test new methods which eventually turned out to be the best way towards working out their own teaching "know-how" and best practice.

All respondents agreed that awaiting the help from the teaching institution was not the best strategy and usually a vain hope. It was their job to show their initiative to develop and to gain new skills. Those of them who were not afraid of challenges and changes got a chance to specialize and to build their position on the market. They achieved or they are already on the way to achieve the subsequent stage of their professional growth. They are on the way to become highly advanced or specialist practitioners who are not only engaged in teaching and self-developing but also can become leaders, trainers and advisors to other teachers, materials writers and researchers. They not only enriched their repertoire of teaching techniques,

improved content knowledge but also mastered their professional behaviour and personal qualities.

Teachers develop as professionals only if they choose to. They are responsible for the development of their competences. Teachers' development is generated through personal reading, reflection and self-education. Each activity they undertake can become a springboard and inspiration to another. Therefore, practitioners themselves should show their initiative and resourcefulness and look for the new opportunities of self-education in order to strengthen their skills and convince the teaching establishment's authorities to participate in the process. Since it is the "self" that is the best and only source of pursuing professional development.

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Appendix 1
Becoming a Legal English Teacher in Poland
Teachers' Biographies
Interview Questions

Dear Colleagues

Thank you very much for agreeing to complete the questionnaire below. It is a pilot study aimed at researching what initiatives are undertaken by Legal English teachers in Poland in order to pursue their professional development. I really appreciate your participation in this research as you are all the most hard working and experienced Legal English teachers in Poland. Please leave your name or initials in point 1 in case I would like to contact you for any further information.

Once again thank you very much.

Aleksandra Łuczak

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1. Name:

2. Age:

3. When did you first start teaching Legal English?

4. Where do you teach and have taught Legal English

    a. at university

    b. in a language school

    c. in-company

    d. at home

    e.

5. Can you tell about the path that you have taken in order to work in the field of Legal English?

6. Have you ever been offered any kind of Legal English training?

a. at university?

b. in-service?

7. What kind of support you think you should have been given by your employer / university?

8. How did you feel during the initial period of your work as a Legal English teacher?

9. What did you do to develop professionally?

    a. take part in trainings

    b. take part in courses

    c. self-study

    d. peer teaching

    e. enrolled at university

    f. other

10. Please write more information about courses, training, studies you undertook.

11. Give some examples of self-study activities you undertook to develop as a Legal English teacher.

12. Could you recommend any of the above options as specially effective?

13. Have these activities been your own initiative or your employer's?

14. How much time did you need to feel confident as a Legal English teacher?

15. How would you describe a person working in the field of Legal English?

16. Do you see any difference between teaching Business English and Legal English?

17. What are your visions for the future?

18. How do you perceive your professional identity?

19. If you could, would you quit your Legal English career? What would you like to do?

20. Please comment on the opinion that Legal English teacher's professional development is a DIY activity?

EFFECT OF COGNATE AWARENESS ON BELIEFS ABOUT LANGUAGE LEARNING

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Abstract

Although the facilitating role of cognates as a learning strategy in language learning have been investigated in various studies, the socio-affective role of cognates on learner beliefs hasn't been pointed out, yet. To investigate the effect of raising cognate awareness on learner's beliefs about English language learning, two groups of Turkish learners of L2 English are involved in the present study. Beliefs of the experiment group (N=41) and the control group (N=38) have been investigated using Beliefs About Language Learning Inventory (BALLI) (Horwitz, 1987) prior to and following the three cognate awareness raising sessions offered only to the experiment group. Although both groups had similar experiences and

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beliefs about English language learning prior to the sessions, significant differences are found between the two groups' beliefs in five items pertaining to similarities between English and Turkish. The results, in line with the recent studies, suggest that learner beliefs are dynamic and raising cognate awareness can foster positive beliefs about language learning. Highlighting the dynamic nature of learner beliefs, the present study paves the way for future attempts to discover the ways to develop more positive learner beliefs about language learning for a more effective learning and teaching to take place.

Key words: cognate awareness, beliefs about language learning, Turkish, learning strategies, teaching English, cognates.

Introduction

The role beliefs play in our lives is crucial and is reflected in nearly every part of our lives including learning a second language. Second language learners' beliefs and how these beliefs affect the learning process have been investigated by multiple studies (Horwitz, 1987; Kunt, 1997; Bernat and Gvozdenko, 2005). In these studies, beliefs have been examined from mainly three different points of views: normative, metacognitive and contextual. While normative and metacognitive studies refer to beliefs as preconceived or stable notions independent from the context and focus on the relationship between beliefs and behaviours, contextual studies perceive beliefs as "contextual, dynamic and socially constructed"

notions and study the contexts in which beliefs emerge (Kalaja, 2006, p. 37). In contextual studies, most of the research tries to understand the interaction of an already existing context and learner beliefs. However, there are only a limited number of studies investigating the change in learner beliefs through an intervention.

In the present study, therefore, the change in learner beliefs is investigated through an intervention on the cognate awareness of Turkish learners of L2 English. Described as words common to two languages, cognates have been studied from various perspectives such as cognate facilitation effect in language acquisition, the role of cognates as a reading strategy in language teaching or the utilization of cognates in translation. In this paper, a totally new face of cognates is suggested: the socio-affective role of cognates. Although cognates are mostly studied in languages coming from same language families, a recent study by Uzun and Salihoğlu (2009) suggest that languages from different language families such as Turkish and English also share a great deal of cognate words.

The abundance of cognates not only in the same-family languages but also in separate-family languages underlines the necessity of including cognates in the language teaching and learning process once more. As an attempt to control and manipulate learner beliefs with an intervention on the cognate awareness of learners, it is believed that this study will take learner belief and cognate studies a step further, highlighting the dynamic nature of learner beliefs and pointing at the socio-affective dimension of cognates focusing on

Turkish, a language which hasn't been investigated in terms of the use of cognates in language teaching.

Learner Beliefs

'I can't learn a foreign language', 'It is too difficult to learn this language', 'I have no aptitude for foreign languages'…. Hearing similar sentences must be challenging for many language teachers who look for ways to increase the success of their students in the second language classroom. However, it is inevitable that language learners come to the class with certain beliefs. Thus, learner believes have always been a key issue for language teachers and researchers who intend to understand the factors lying under the failure or success of the language learner.

The first attempt to investigate those beliefs started with Elaine K. Horwitz (1985). Developing a self-reported scale called Beliefs About Language Learning Inventory (BALLI), Horwitz concluded that preconceived notions owned by the students can influence the way they view the language experience negatively in parallel with Riley (1996), who suggested that 'beliefs about language and beliefs about language learning may directly influence or even determine a learner's attitude, motivation or behaviour when learning the language in question' (Cotterall, 1999, p.495). Krashen (1982) also stated that negative attitudes of the learner may even impede the learning process and argued that for the best learning to happen all negative emotional factors should be discarded from the learning environment. Then, what should be done about the students who

start the learning period with negative beliefs about language learning? Is it possible to include them into the learning process more effectively or are they doomed to fail in the end?

Approaches to learner beliefs have been classified mainly in three categories: normative, metacognitive and contextual. Research investigating learner beliefs with a normative and a metacognitive approach perceives beliefs as 'static' notions (Aida, 1994; Sung and Padilla, 1998; Schmidt and Watanake, 2001; Gardner, Masporet, Tennat and Mihic; 2004).

Although the studies in this tradition manage to attract attention to the way learner thinks, they have been criticized as they do not take the role of the context where these beliefs emerge into consideration. Dufva (2003) suggests that metacognitive approaches to beliefs focus on mental knowledge independently and refer to contextual factors as secondary only. According to the author, in this tradition it is assumed that 'properties of the mind are not crucially dependent on the outside influences and forces once they have been acquired and established' (Dufva, 2003, p.132). Although metacognitive and normative approaches to beliefs underline the crucial role of beliefs in understanding language learners' behaviours, ignoring the context they seem to be limited.

The interdepence of beliefs on the context and the fact that beliefs are part of learners' construction of their experiences (Dewey 1938; Barcelos 2003) led to the contextual approach in learner belief studies. In this tradition, beliefs are considered to be 'dynamic, socially constructed, and contextual' (Kalaja, 2006, p. 39). Recently

in this tradition beliefs are described as 'emerging' and the progressive nature of beliefs is questioned. Kalaja (2006) suggests that unlike the stable beliefs hold by the learner and assumed to be carried into the classroom with the learner; emerging beliefs come into being during the learning process. According to this view, 'learners beliefs are constructed, reconstructed and appropriated through gaining experience and are internalized as part of the learners' L2 learning repertoire' (Gabillon, 2005, p.248). A great deal of studies conducted recently underline the dynamic nature of learner beliefs (Williams and Burden 1999; Kalaja and Barcelos, 2003; Tanaka and Ellis, 2003; Dörnyei and Ushioda, 2009; Lyons, 2009; Riley 2009).

It is possible to say that as opposed to the limited approach in metacognitive and normative traditions assuming learners to be independent from the learning context, contextual tradition is not limited to metacognitive knowledge only and suggests a more holistic approach focusing not only on the learner but also on the context where beliefs emerge.

Although it has been suggested that some activities or programs such as cultural awareness raising activities can be useful to mediate learner beliefs (Byram & Planet, 2000; Kunt & Ozdemir, 2010), as also suggested by Gabillon (2005) there has not yet been any empirical data on the change in L2 learners' attitudes after their beliefs have been mediated. Taking a contextual standpoint, the present study aims at going beyond accessing metacognitive

knowledge and question the progress in beliefs through an intervention on the psychotypology of Turkish learners.

Cognate Awareness

Psychotypology, described as a language learner's conscious or unconscious perception of language distance (Kellerman, 1983, p.114), is closely related to learner beliefs. It has been suggested that learners' awareness about the difference between languages matters rather than the actual difference between languages (Murphy, 2003). As an important part of psychotypology, the effect of raising cognate awareness on learner beliefs is investigated in the present study.

Cognates mean vocabulary items in two different languages that are similar both orthographically and semantically (Holmes and Ramos, 1993). There are different types of cognates among which are true cognates that are words phonologically similar and orthographically identical or phonologically similar but orthographically different and false cognates which consist of words that are phonologically and orthographically similar but different in meaning. In this paper, the investigation of the influence of cognates on beliefs about language learning is limited to true cognates due to the fact that false cognates deserve a totally different point of view.

Studying the cognates, a recent term used by researchers is 'cognate recognition' or 'cognate awareness' which means 'the perception or knowledge that helps individuals recognize the relationship between an unfamiliar word in one language and a familiar word (cognate) in another, and thus understand the meaning

149

of the unfamiliar word' (Malabonga, Kenyon, August, Louguit, 2008). The amount of cognate awareness depends on various factors such as developmental factors (Hancin Bhatt and Nagy ,1994), vocabulary knowledge in L1 (Nagy et al ,1993) or the type of cognates (Schwartz, Kroll and Diaz, 2007). However, although the amount of awareness may change depending on different factors, sensitivity to cognates exists even at early ages such as kindergarden (Perez, Bena and Bedore, 2010)

There have been several attempts to control awareness and augment it in the language classroom (Bravo et al, 2005; Proctor and Mo, 2009; Nagy and Nagy et al, 1993; Mugford; 2008). Vocabulary Improvement Project carried out by Carlo et al (2004) for example was able to teach students to rely on their cognate knowledge better. The positive effect of these cognate awareness raising sessions have been put forward by Flaitz, Feyten, Fox and Mukherjee (1995), who examined the effect of metacognitive awareness raising of language learning strategies on student achievement in Spanish courses and concluded that metacognitive awareness raising had a positive effect on the performance of students.

The authors underline the crucial role of metacognitive awareness raising in language teaching suggesting, 'it may be useful to raise students' general awareness of language learning strategies improving their attitudes, motivation and beliefs about language learning, all of which fall within the socio-affective domain of learning strategies neglected by researchers (Falaitz et al, 1995, p.339).' Thus, bridging the nature of learner beliefs about language

learning and the role of cognates in language teaching, the present study investigates cognate awareness within the socio-affective domain through the following research questions:

1. Does raising cognate awareness have an effect on Turkish university students' beliefs about English Language learning?

2. What language learning beliefs change due to raised cognate awareness?

Method

79 Turkish university students took part in this research voluntarily. The participants were randomly chosen and assigned into two groups as the experimental group (N=41) and the control group (N=38). Age, gender and language proficiency factors were controlled for both groups as these variables were suggested to influence learner beliefs (Horwitz, 1999).

The resulting two groups consisted of students aged 18-20, had similar proportion of males to females (boys %20, girls %80), and both groups were required to take English as a must course according to the curriculum. The participants were given an English Proficiency Exam at the beginning of the research to determine their level of English. The test results demonstrated that there was no significant difference in students' level of English proficiency in both groups and that all participants were beginner-level learners.

Secondly, a demographic questionnairewas given to both groups to learn about the students' past experiences about English Language learning. According to Horwitz (1985) and Kern (1995)

students' beliefs about language learning originate from their second language learning experiences. Thus, it was believed that the demographic questionnaire would provide the researchers with sound data concerning the experiences and beliefs of the students about English language learning.

The demographic questionnaire indicated that the students had similar experiences about English. They started learning English at secondary school or at high school in Turkey as a required course, studied English for 3 to 5 years and didn't have any experiences of English language learning other than the school. 98% of the students received a formal education in English only as a foreign language. 89% described their level as beginner, while 11% described it as intermediate. 77% reported that they found vocabulary and grammar the most difficult part of English language learning.

Following the demographic questionnaire, a Turkish translation of Beliefs About Language Learning Inventory (BALLI) was administered by the researchers both to the experimental and the control group. In order to check the clarity of the items in the translated version, think-aloud sessions were conducted with 3 of the students by two Turkish instructors majoring in English Language to be followed by interviews and some problematic items leading to confusion were reworded.

Developed by Horwitz (1987), original BALLI consists of 34 items rated on a five-point Likert scale ranging from 'strongly agree' to 'strongly disagree'. The inventory has five different components with each item corresponding to one of these components: the

difficulty of language learning, foreign language aptitude, nature of language learning, learning and communication strategies and motivation and expectations of foreign language students. These categories are concerned with;

- the general difficulty of learning a second language and perceptions of the difficulty of specific target languages (e.g. item 3: Some languages are easier to learn than others)

- the existence of a foreign language aptitude and opinion about the individuals who may possess this aptitude (e.g. item 1: It is easier for children than adults to learn a foreign language)

- what it means to learn a foreign language and what are the best ways to learn it, the use of learning strategies and beliefs about how to communicate in the target language (e.g. item 13: It is okay to guess if you do not know a word in the foreign language)

- the motivation level of students (e.g. item 27: If I learn to speak this language very well it will help me get a god job)

- learner expectations about language learning (e.g. item 7:It is important to speak a foreign language with an excellent accent).

In addition to the 34 items in the original BALLI there was an extra item added by the researchers. Item 35 was directly related to cognates and cognate awareness asking the participants whether English words differed from Turkish words too much or not.

After the first implementation of BALLI, the experimental group was given three 50-minute cognate awareness sessions at different times in one month. There wasn't a cognate awareness session for the control group. In order to raise the participants' cognate awareness the following steps suggested by Rodriguez (2001) were employed:

1. The students were given handouts which included a list of some orthographically and phonologically strong cognates and they were asked to identify whether the words they see on the list were in English or in Turkish. It was realized that most of the students could not decide on whether the words were in Turkish or in English.

2. The students were asked to read the list with their partners and discuss the meanings of the words.

3. The researchers read the list aloud to have students listen to the words they already recognize.

4. The researchers discussed the hand-out with the whole class to figure out the meanings of the words and to point out the similarities and differences between the cognate words in both languages.

5. The researchers gave an explanation of cognates and tried to clarify and explain the words that couldn't be figured out.

6. The students were asked to suggest more cognates they knew to add to the list.

Finally, when the last session was completed BALLI was administered to the experimental group again. Later, the data was

154

analysed via independent sample t-test to check whether there was a significant difference between the answers of the experimental group and the control group prior to and following the cognate awareness raising. Finally, pre-test and post-test results for the experimental group was analysed to see whether cognate awareness had an effect on the students' beliefs about English Language learning.

Results

An analysis of the results indicated that there wasn't a significant difference between the experimental group and the control group in terms of their beliefs about English language learning prior to the cognate awareness raising sessions. However, there were significant differences between the two groups after the intervention on items 5, 13, 14, 25 and 35. Items 5 and 25 were included in the difficulty component, item 13 was included in the learning and communication strategies component (Tumposky, 1991), item 14 was included in both (Tumposky 1991; Mantle-Bromley, 1995), and item 35 was also pertaining to the difficulty of English language. The results indicate that cognate awareness had an effect on students' beliefs pertaining to the difficulty of English language and the learning and communication strategies, and underscore the dynamic nature of beliefs.

Included in the difficulty component (Tumposky, 1991), item 5 asked the participants whether English Language was structured in the same way as Turkish Language or not. The results of this study revealed that there was a significant difference between the answers

of the two groups (p=0,05) and that the percentage of the students who believed that English and Turkish languages were structured in the same way was higher in the experimental than in the control group (figure 1). The findings suggest that raising cognate awareness may affect learners' beliefs about the difficulty of English language.
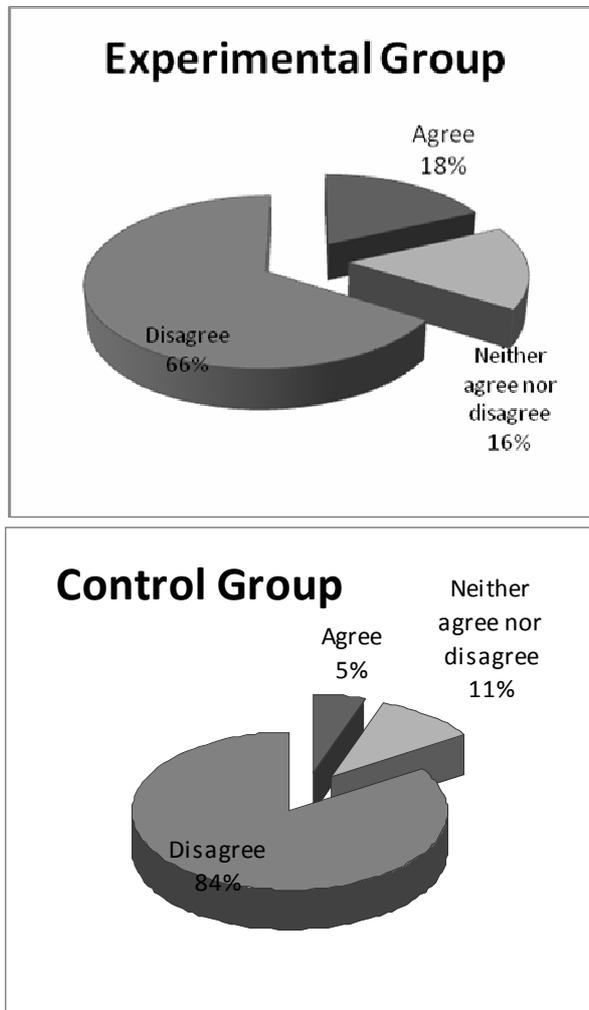
Figure 1. Percentage of answers for item 5 in BALLI: The language I am trying to
learn is structured in the same way as English

Pertaining to the component of learning and communication strategies (Tumposky 1991; Mantle- Bromley, 1995), item 13 states "it is okay to guess if you do not know a word in English". An analysis of item 13 revealed that the difference between the two groups was significant (p=0, 0.18). There were more students in the experimental group who thought it was possible to estimate unknown vocabulary compared to the control group (figure 2). Looking at the results, it can be concluded that raising cognate awareness has an effect on learners' beliefs about learning and communication strategies.
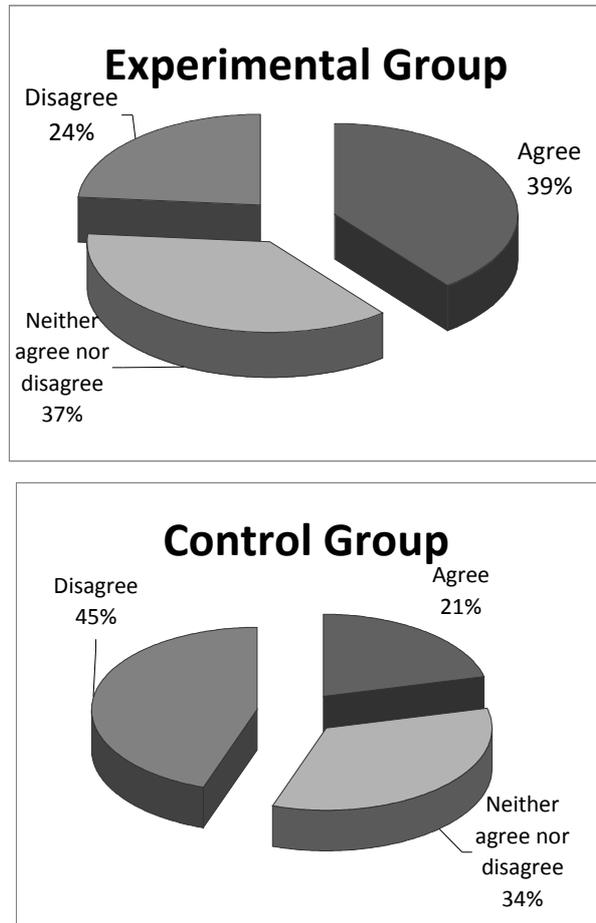
Figure 2. Percentage of answers given to item 13 in BALLI: It is okay to guess if you do not know a word in a foreign language

Accepted to be a part of the difficulty (Mantle-Bromley, 1995) or the learning and communication strategies component (Tumposky, 1991), item 14 asked the students if someone spent one hour a day studying a language, how long it would take him/her to become fluent in that language. The results showed that the

difference between the two groups was significant and that there was an effect of cognate awareness on item 14 (p=0,013). A majority of the participants in the experimental group reported that it would take either less than a year or 1-2 years and only a small number of students believed that either it would take 5-10 years or it was impossible to learn English in that way. However, the control group revealed a more pessimistic account of the difficulty of language learning compared to the experimental group (figure 3). It is possible to conclude that raising cognate awareness can alter students' beliefs about the difficulty of a language or the learning and communication strategies.
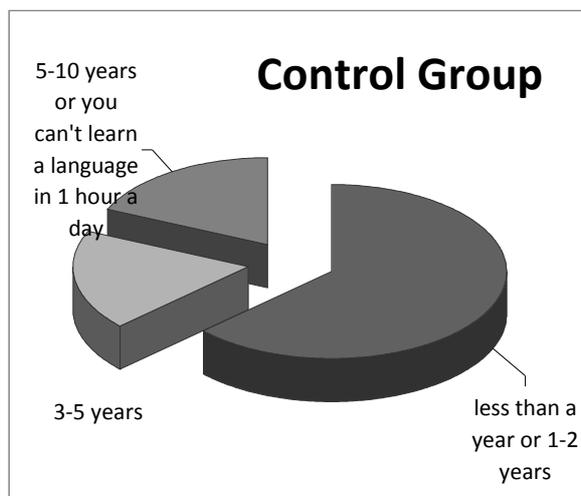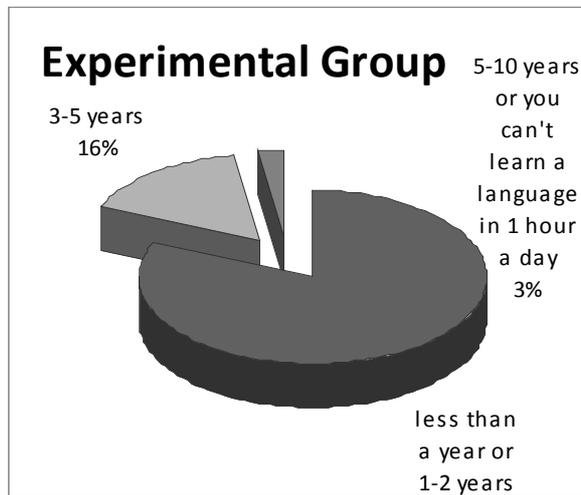
Figure 3. Percentage of answers given to item 14 in BALLI: If someone spent one hour a day learning a language, how long would it take him/her to become fluent?

Included in the difficulty component (Tumposky, 1991), item 25 stated that English was easier than other subjects at schools. The results indicated that cognate awareness had a significant effect

on item 25 (p=0,134). The fact that the number of the students who agreed with item 25 was higher in the experimental group than in the control group (figure 4) suggests that raising cognate awareness can change learners' beliefs about the difficulty of a language.
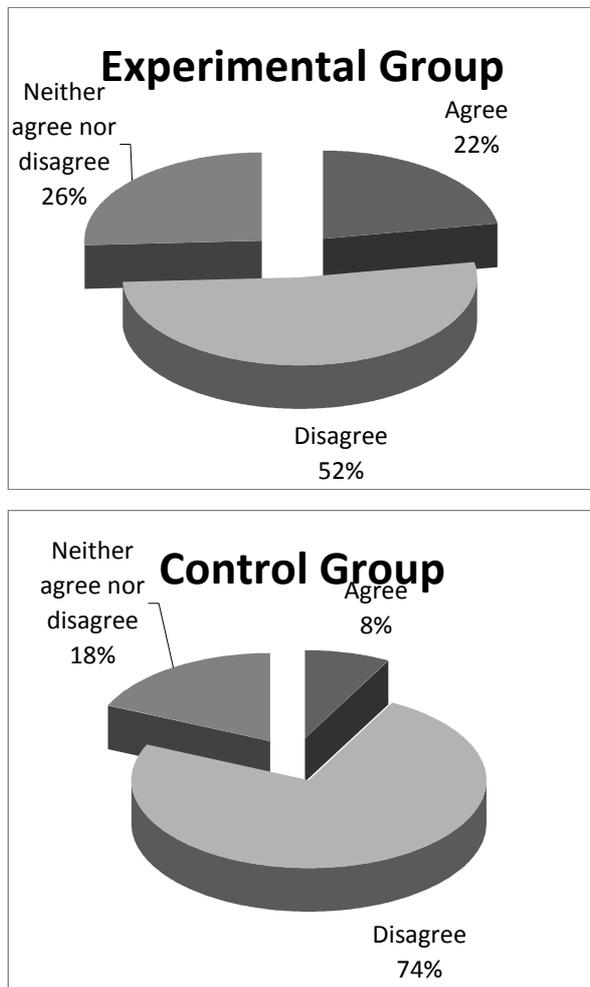
Figure 4. Percentage of answers given to item 25 in BALLI: English language courses are easier than other courses at school.

As an extra item added to the BALLI by the researchers, item 35 asked the students whether they believe that English words differ from Turkish words too much or not. Similar to item 4, which is concerned with the similarity of structure in English and in Turkish, item 35 can be included in the difficulty component focusing on the lexical similarities between the two languages. There was a significant effect of cognate awareness on item 35 ($p=0,003$). It was found that there were more students in the control group who disagreed with the statement in item 4 (figure 5). It is possible to say that raising cognate awareness in students can help them see the lexical similarities between the two languages better.

Experimental Group

Disagree
43%

Agree
6%

Niether
agree nor

Control Group

Agree
4%

Neither
agree nor
disagree
16%

Disagree
79%
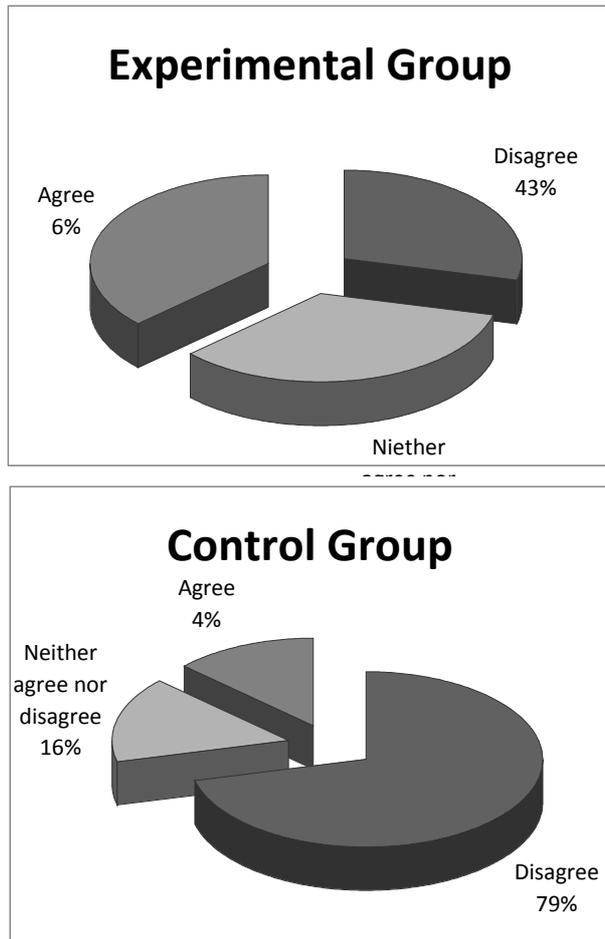
Figure 5. Percentage of answers given to item 35 in BALLI: I believe that Turkish
words are not very different from English words.

In addition to comparison of the findings between the two groups, the analysis of the findings within the experimental group prior to and following the sessions also revealed that there was a significant effect of raising cognate awareness on items 5 (p=0,011),

13 (p=0,002) and 35 (p<0,001). Moreover, the answers to item 4, which is included in the difficulty component (Tumposky, 1991) also, differed significantly in the pre-test and the post-test (p=0,021). Item 4 asked the learners to identify the difficulty of English language. It was observed that the number of the students who described English as a very difficult language decreased after the sessions (figure 6).
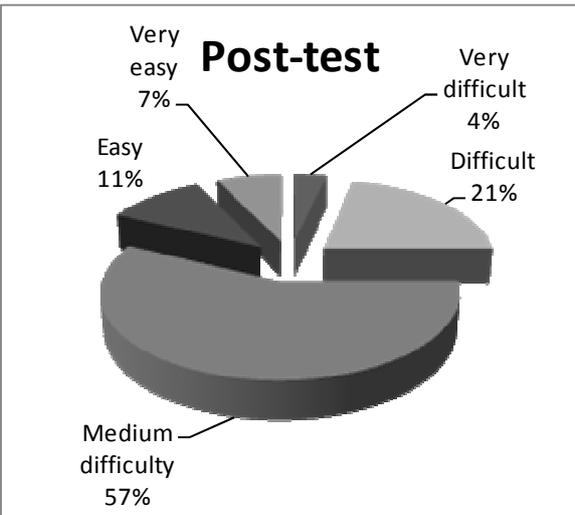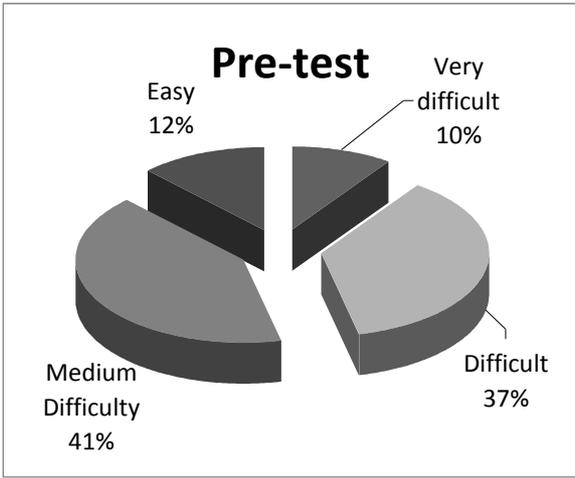
Figure 6. Percentage of answers given to item 4 in BALLI by the experimental group: The language I'm trying to learn is very difficult/difficult/at medium difficulty/easy/very easy.

Likewise, pertaining to the difficulty of English, item 34 stated that everybody could learn English language, and the difference between pre and post session values was close to the significance level (p=0,056). The responses to this item indicated that there were more students in the experimental group who agreed with the statement after the sessions (figure 7). The within group analysis also suggests that raising cognate awareness can affect learners' beliefs about the difficulty of English.

Pre-test

Strongly disagree 2%

Strongly agree 39%

Neither agree nor disagree 10%

Disagree 12%

Agree 37%

Post-test

Strrongly disagree 4%

Strongly agree 44%

Agree 52%
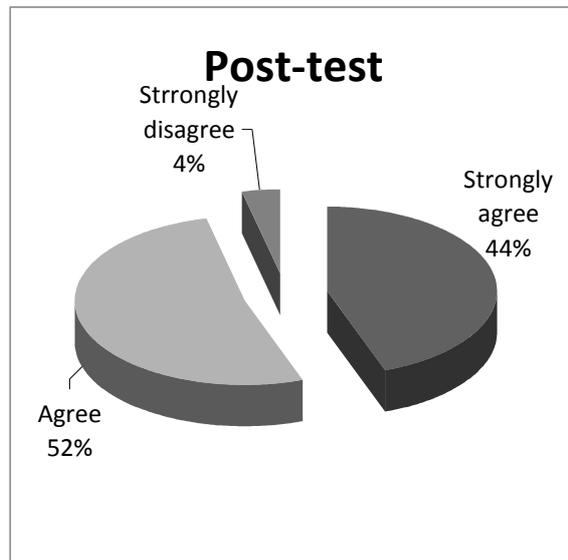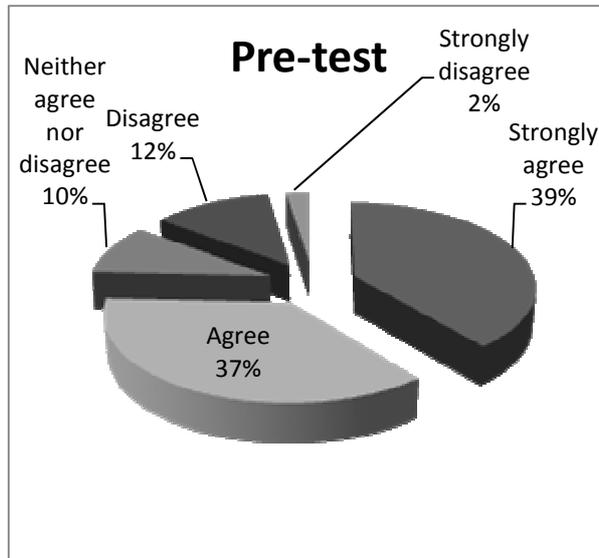
Figure 7. Percentage of answers given to item 34 in BALLI by the experimental group: Everyone can learn English

Discussion

The findings of the present study show that beliefs about language learning are not static and cognate awareness can change the beliefs of learners. Significant changes were found in the beliefs of Turkish learners in the domains of difficulty of English language and learning and communication strategies after an intervention on cognate awareness. Cognate awareness raising sessions led to changes in Turkish students' beliefs about English language learning underlining the similarities between the two languages and helped them develop more positive beliefs about both the difficulty of English Language and the learning and communication strategies.

After cognate awareness raising sessions, Turkish learners answered items 4, 5, 13, 14, 25, 34 and 35, which are included in the difficulty component and learning and communication strategies component in more positive ways in BALLI. These items asked the learners to identify the difficulty of English language, whether English Language is structured in the same way as Turkish Language or not, whether it is okay to guess when they do not know a word in English, how long it would take him/her to become fluent in that language, if someone spent one hour a day studying a language, whether English is easier than other subjects at schools or not, whether everybody could learn English language and whether English words differ from Turkish words too much or not. Although item 13 belongs to a different component of BALLI, it shares a common ground with the items 5 and 35 in the difficulty component. Although these items are included in different components, they all

pertain to the similarities between English and Turkish. It is possible to argue that having realized the similarities between English and Turkish, the students in the experimental group developed more positive attitudes about the length of time they will need to speak English fluently and they were reported to give more optimistic answers to item 13.

Surprisingly, although there was a significant effect of cognate awareness on items concerning the similarities between the two languages, such an effect was not observed on the other items in BALLI. This can be explained with the fact that the rest of the items do not address the similarities between the two languages, and that Turkish students already have positive beliefs about other domains in BALLI such as motivation or foreign language aptitude. The answers given to these items by the participants in the pre and post tests were in parallel with Ariogul, Unal and Onursal (1999) and Kunt (1997).

As for the expectations and motivations of Turkish foreign language learners, the results of the present research revealed that nearly 92% of the students believed that they would find a good job if they learn to speak English very well in line with Ariogul, Unal and Onursal (2009) who found a ratio of 89% for the same item. In addition, both the results of this study and previous studies also reveal that Turkish students have a high level of extrinsic motivation. As one of the countries in the world where the importance of English language both in the business world and the scientific world is increasing day by day, Turkish students seem to be aware of the necessity of English language for a brighter future.

169

Apart from the motivation component, there were similarities between the results of the present study and previous research in the component of nature of learning as well. In parallel with Ariogul, Unal and Onursal (2009) and Kunt (1997), who concluded that a majority of Turkish university students believed learning vocabulary items was the most important part of learning a language, this research also revealed that 51% of English language learners agreed that learning a foreign language was mostly a matter of learning a lot of new vocabulary words.

Although cognate awareness did not lead to a significant effect on the beliefs of Turkish students about the nature of English Language learning which may be a result of the cognate awareness session being held only three times, the importance students attach to vocabulary learning highlights the importance of cognates and cognate awareness in the language learning and teaching process once more. Finally, the last component of BALLI in which there was no significant effect of cognate awareness was the component of foreign language aptitude. It is again concluded that as it consists of items with a scope which does not pertain to the similarities between English and Turkish, the language aptitude may not have witnessed an effect of cognate awareness.

Moreover, it was found out that Turkish students had a positive view of foreign language aptitude. When they were asked whether it was possible for everyone to speak a foreign language, 71% agreed on the point that it was possible.

Overall, this study provides evidence that learner beliefs are not static. The change in the beliefs of the learners after cognate awareness sessions is consistent with the contextual approach and demonstrates that beliefs are dynamic and subject to change. Given the intensity of globalization, world languages are sharing more and more day by day, and it seems that cognates are going to occupy a wider place in all languages in the future.

The present study, as different from previous studies on cognates, was an attempt to investigate the influence of cognates on learner beliefs. It is expected that if the time and the number of sessions are extended, there will be more changes in beliefs. Although, the present study was limited to three cognate sessions, raising cognate awareness led to changes in learner beliefs. The findings suggest that cognates can be utilised to foster more positive beliefs especially for beginner level learners.

Moreover, the present study has been carried out in English-Turkish cognates focusing on two languages belonging to two different language families. It is expected that a cognate awareness session conducted in two languages such as Spanish and English belonging to the same language families will yield even better results leading to more positive learner beliefs due to the vast number of cognates in both languages. Moreover, it is expected that cognate awareness could lead to more positive learner beliefs even in languages with different alphabets such as Arabic and English.

Rather than focusing on the orthographic differences between such languages, it is possible to stress the phonological

similarities during a cognate awareness session using certain techniques such as giving the students a cognate awareness session based on listening and speaking rather than writing or reading.

Conclusion:

This study clarifies and extends prior work attempting to understand the nature of learner beliefs. The results indicate that raising cognate awareness has a significant effect on Turkish students' beliefs about English Language learning highlighting the similarities between both languages and aiding them to develop more positive beliefs.

This study underscores the dynamic nature of learner beliefs and demonstrates that beliefs can change through the use of certain strategies such as use of cognates. It is possible to replace Banta's (1981) words, 'ears and eyes trained to recognize cognates will help brains to build new passive vocabulary more rapidly in the target language' (p.136) with the statement 'ears and eyes trained to recognize cognates will help students develop more positive beliefs about language learning'. It seems that in a rapidly globalising world, languages will share more in the future, and there will be an inevitable increase in the number of cognates in all languages. It is hoped that this study inspires language teachers and researchers about the crucial role cognates play in the socio-affective domain of language teaching and learning.

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173

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LIFELONG LEARNING IN THE LENSES OF INTERNATIONAL ORGANIZATIONS

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Abstract

As a magic word of today, "lifelong learning" has been discussed for years especially in the field of education and generally the main discussions come up with global economic issues. Within this framework, the learning culture of the societies and their institutions are gradually transformed into a lifelong learning system. This system desires its members as "lifelong learners" who are always ready to learn new skills and knowledge and/or to update their current skills and knowledge via lifelong learning praxis. In addition to all these, the whole responsibility of lifelong learning is on the shoulders of those lifelong learners who should pay for this

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lifelong course that lasts from cradle to grave. In this case, especially the disadvantageous people who are poor, disabled, and immigrants really suffer in terms of accessing lifelong learning chances and then unfortunately, the new disadvantages are added to their current ones. For a better understanding of the concept and its implications, a careful look into the topic is really needed. This article aims to flash some light on the concept of lifelong learning and its implementation around the world in the age of post-industrial society age. The article also targets to describe the role of international institutions in this process and the lack of criticism in documents, which represent the general approach to schooling and lifelong learning matter. Besides, this study explores the role of United Nations on issue, through the analysis of UNESCO document "Integrating Lifelong Learning Perspectives", one of the most important and basic "governmental" documents on lifelong learning.

Key words: Lifelong learning, Post-Industrial Society, Adaptability, Flexpoitation

Introduction

The term "lifelong learning" is strongly connected to the postindustrial trends in work process and in the creation of a new world system of social stratification. The new approach to schooling reflects in the change of work system, in so called precarasition of work, which creates whole new class in society. Precariat is strongly affected by lifelong learning and its main victim. The instability of

work, required adaptability, fluidity and atomization of working class are the main characteristics of this new social group (Dörre, 2011). The main aim of the article is to describe the controversy of lifelong learning concept and the lack of criticism in official approaches of leading and most influential global organizations. Therefore, this article focuses on the way of the concept around the world. Even though lifelong learning was firstly meant for developed countries, during the time - because of the economical rise of capital itself and impact of global institutions in a sense of financial and political support of countries; also the developing and Third World countries accepted the recommended way.

Documents, as an important pace in the spread of lifelong learning, are created by international organizations (such as "Integrating Lifelong Learning Perspectives" by UNESCO or "A Memorandum on Lifelong Learning" by European Commission). Those documents define the concept; describe reached goals and different ways of lifelong learning application. They also contribute to increase the awareness about it and imply that it is the right way, for example by symbolic language, used in documents. That is why the main consideration is about those documents, their structure and tools, used for making emphasis on the usefulness and perfection of the concept. In 2002, the UNESCO document "Integrating the Lifelong Learning Perspectives" more than three hundred pages was published as the outcome of Conference about Lifelong Learning in Beijing. The authors all around the world discuss the most important topic of last decades in the field of schooling and consist of an

analysis of efforts in different regions and countries in effort to fulfill paradigm of the lifelong learning, which becomes one of the dominant approach in schooling to adults and their position in the post-modern society.

The global change and concept of lifelong learning

Lifelong Learning (LL) is a paradigm, that appeared in 1970´s. The concept changes the former dominant approach to adult education and shifts the basic attitude to the topic by switch of words "education" and "learning". The modification is a result of changed role of economy and the demands on society that started with the rise of neoliberal economical paradigm in 1970´s. The neoliberal paradigm in economy is based on limited power of state (in ideal consequences it supposed zero state interventions) and "laissez faire" – the invisible hand of market, which leads every aspect of economy and society, including such things as health care, public transport or education.

Those parts of economy are managed by private companies, which can be partly supported by state finances. Since 1970´s, with continuing globalization process, the idea of neoliberalism (or as some critical voices say "corporativism" has become the most influential theory of economy and the way how the state should act in the private and in the public sphere (Klein, 2007). This approach is also linked with international (financial) support to Third World or less developed countries (for example through International Monetary Fund or World Bank).

Simultaneously, with a change in economy, the freedom and fluidity of capital became an important issue in the sense of employment and demands on workers within the state boarders. In an effort to keep the capital in the boarders of the country, the policy has to be adapted on its requirements- which mean that has to adapted on new way of employment – part-time jobs, low power of unions and likewise. The modern society is supposed to be based on the service economy and consumerism, and international companies (such as United Nations-UN, European Union-EU, Organization for Economic Cooperation and Development – OECD and World Bank-WB) and corporations are involved in this process. In addition, the main aim of international companies is to reduce cost as much as possible (Klein, 1999) and so the State has to make as many efforts as possible to attract the capital – for example with adaptable population.

Capitalism and Neoliberalism have become the main and lead dogmas in both developed and developing economies. Then, the new "knowledge society" is defined as a follower of post - industrial period. The result of a quest about new kind of education of adults and adaptability of population was introduction of the new concept 'lifelong learning', which was adopted by the main economies around world – such as European Union (EU): "lifelong learning must accompany a successful transition to a knowledge-based economy and society" (EC, 2000, p. 3). By this switch, the idea of knowledge society should be, according to some authors, changed to informational society or age – the schooling is no more based on

knowledge and understanding, but mainly on information and its application into skills (Crowther, 2004).

This global change of conditions leads to alternation in main understanding of global focus on education (or learning) nowadays. The postmodern condition is closely related to the reemerging discourse of lifelong learning in the field of adult education. Although lifelong learning has been used by some international organizations such as UNESCO since the early 1970s mainly for humanitarian purposes, it did not gain much attention in the mid-1970s to the early 1990s. Lifelong learning became a popular policy slogan in the 1990s in the context of globalization, the aging society, and the rise of new information technology (Kang, 2006, p. 206).

While in past the main goal all around the world was in creating educated society, which members are able to represent their knowledge, recently the main focus in school programmes is given in to the effort to learn new things, new skills, new attitudes: "It is taken for granted that lifelong learning could enhance employability in an uncertain, risky job market. People need to acquire knowledge and skills endlessly, since knowledge and skills change so quickly" (Kang, 2006, p. 207); and because of world dominancy of Western countries and the fluidity of capital, there is no chance for less developed countries to deny this style of schooling.

Lifelong learning is based on continuous learning through the whole (working) life. The idea is based on adaptability of the employees, who maybe have education from their schools and universities, but they have to continue in learning new skills in an

aspiration for staying employed. Adaptability and flexibility become a new basic demand on the workers from every part of economy, the fundamentality of job market. This process is caused by still changing conditions and job opportunities – if somebody was educated in a particular field, it does not mean that he/she will be able to find job in his specialization – and this situation can come several times in life. Preston describes lifelong learning as "…the process of allowing (ourselves) to be exposed to pre-packaged gobbets of knowledge, allowing (ourselves) to be assessed on the mastery of that knowledge, accepting the implications of the resulting indicators of … performance for access to the labor market and … resultant positioning within it" (1999, p. 563).

International implementation of lifelong learning

The concept of lifelong learning has been accepted around the world. Policy-makers in countries, agencies and institutions across the international arena are devoting increasing attention to the notion that `lifelong learning' is an idea to be promoted in education policies for the next century, and as providing a necessary and strong foundation to underpin education and training provision" (Aspin and Chapman, 2000, p. 3), and with international companies' power and tools enforced into documents and strategies. Those documents are accepted by global community and supposed to work as lead materials in way how to develop and improve the world society; such as materials published by UNESCO. As a new aim in education policies, which become powerful due to the implementation of

lifelong learning, is comparison of the success of education and learning, its results and impacts on economy.

The concept is closely linked to the business with education and learning – the learning is usually provided through private companies and for them, the best mark is the best position in hierarchy of the same companies: "Evidence of the successful completion of LL courses is, in certain circumstances related to geographical location or positioning in the labor market, fast becoming a mandatory requirement for advancement in the job market" (Preston, 1999).

This hierarchy is created with the support of international (independent) companies - for example the OECD publish yearbook with the chart of single schools and also with the all states, put them on imaginary ladder, define by that the successful or unsuccessful policy in a field of learning and the skills of the students. UNESCO also focuses on enforcement of the new learning strategy and coordinates the national governments in an effort to spread lifelong learning around the world: "UIE (UNESCO Institute for Education) highly values partnerships and lifelong learning-it is at the heart of the mandate of the Institute and the mission entrusted to it by UNESCO and its member states" (Samson, 2002).

The EU is also one of the important governmental heads in the implementation of lifelong learning. The Union itself, with its 27 states, directly influence the (education) politics, which affects more than 500 million inhabitants, which is massive range of followers and possibly influenced population. One of specific agendas of

European Union politics is just the Lifelong Learning Programme (LLP) – its implication, methods, spread over the particular state, education politic and so on. In years 2007 – 2009, more than three billion Euros were spent for LLP. This amount was mostly spent on mobility programs within the EU and third countries (such as Turkey).

Also different programmes were let under the implementation of lifelong learning. Under the term of lifelong learning contain many different goals, such as social inclusion or for example, programmes runs for teachers on learning how and especially why lifelong learning is: "Better understanding and visibility of innovation in a lifelong learning context" (EU Lifelong Learning Report: 16). Also another programme is focused on training "The future of learning: new ways to learn new skills for future jobs" clearly manifests, just by its name the goal of its application in particular fields of schooling.

Yet, the evaluation of programme consists mainly from the counting – how many students have used the programme for studying abroad or how many conferences had been hold. The real valorization of the concept itself is missing to date, there is very little published evidence on the effects of lifelong learning. Quantitative research by economists has focused overwhelmingly on rates of return to qualifications obtained in initial education (e.g. Blundell et al., 1999) and on transitions into employment among young people rather than the value of education for older workers. Educational researchers have, of course, studied adult education, but have

187

concentrated on the measurement and analysis of participation in learning. They have looked at which groups of people are more or less likely to participate in learning and on how those who show no apparent interest in learning can be motivated to do so (Field, 2000; Sargant and Aldridge, 2002). This body of work, then, tends to assume that adult learning will have beneficial effects without enquiring into what those effects might be." (Jenkins, 2006, p. 310). Nevertheless, the programmes are even so important in the lenses of EU that successful projects are honored during the conferences.

Critical approaches to lifelong learning

Although it could seem that lifelong learning strategy is successful and accepted around the whole world in a brief overlook, the critical voices should not be missed. The last UNESCO report about lifelong learning consist of many reports, recommend strategies and so on, in fact, most of the articles focus on success and different applications of lifelong learning. However, the articles missed are those which criticize the conditions, lead to its conceive, the way how was the concept spread, the consequences of its application in real world and at last but not at least - about the form of concept itself – as some authors point out that the definition of lifelong learning is basically unclear since it might refer to everything and nothing and the practical use often just covers the lack of concept in education strategies, especially in developing countries.

As mentioned above, lifelong learning is a coin with both sides, and even though from official materials of it propagators, it's not visible, this approach to education and getting knowledge (or information) are quite controversial. The fundamental critic is based on commodification of one of basic human rights – Right to education (Universal Declaration of Human Rights, Article 26), which, is turned into commodity for sell and buy. This trend is connected with the neoliberalism, demanding cut downs in the state expenses and privatization of public sector.

Lifelong learning is so on perceived as another tool of control of market above human lives. The other proviso is connected with the role of education and learning itself, which is seen by some theorists, such as Bourdieu, as a tool of social control, adaptation and social reproduction, including the social stratification: "… (Market) elides but also reproduces the inequalities, which consumers bring to the marketplace. Under the guise of neutrality, the institution of the market actively confirms and reproduces the pre-existing social order of wealth, privilege and prejudice" (Ranson, 1992, p. 72). Consumers´ choices are in the case of learning obviously limited – the focus of learning is undeniable and it is one of the fundamental conditions of being employed.

Although the state control over education has always exists, the difference in lifelong learning approach is in continue and deepening of the process after the education process. Lifelong learning is a subservience to keep the state/corporate control and never-ending shaping of humans for their whole life. Also the never

ending need to learn provides new fields, where the private sector can generate money – by providing learning courses, by changing the demands on public schools in quest of new type of learning and so on.

The learning itself become a great business, which is so strongly tide with the economical condition of society, so the public sector cannot deny the requests of international companies on structural lifelong learning support. The insecurity of work is another consequence of lifelong learning project – "lifelong learning is being used to socialize workers to the escalating demands of employers, who use "empowerment" to disguise an intensification of workloads via increased deregulation; "employability" to make an historic retreat from the policy of full payment and periodic unemployment between jobs more acceptable; and "flexibility" to cover a variety of strategies to reduce costs that increase job insecurity" (Crowther, 2004, p. 27).

Integration, new skills, flexibility are the basic requirements in knowledge society – the new term "flexpoitation"; made from worlds 'flexibility' and 'exploitation'; is describing the rising demand on workers as "based on the creation of a generalized and permanent state of insecurity aimed at forcing workers into submission, into the acceptance of exploitation" (Bourdieu, 1998, p. 85). At last but not at least the critics of lifelong learning warn that learning is not the same as education, and the distinction between these two terms is significant both in application and their use: "Lifelong education was tied to the idea of the 'good society' and how the structure and

curriculum of education could be part of its making. Its proponents stressed the importance of education arising from and contributing to people's lives in rounded terms. (…) lifelong learning contributes to redefine citizens as consumers in the market place rather than political actors in the public arena.

To meet these challenges, public services are being reorganized along the lines of the private sector and market-driven systems of performance" (Crowther, 2004, p. 128). As mentioned above, contemporary world is considered as knowledge society, but it is necessary to mentioned that, although the education is based on knowledge and its application and deepening through life, the learning is based on information and creation of skills – by that is made the fundamental distinction between two approaches to schooling.

Knowledge on one side represents the ability to understand problem and solve it – this ability is acquire through the school education and it is deepening through life. Information in the lenses of lifelong learning process is something which is unstable – it can be found and forget shortly after use with no need to keep the principle of problem. After getting education, it can be used again, memorized and transformed into new knowledge, information is for prompt use with no traces, there is no necessity for using it again – the conditions change soon and so on the (another) important information appears and disappears again.

The symbolic language in documentary

The UNESCO document focuses on every possible matter of lifelong education around the world – gender, undeveloped cities, poverty, human rights issues etc. through lenses of lifelong learning. Even though some articles criticize for example the unclear way in concepts of learning in developing countries, the critic of concept itself is missing (Torres, 2002; Pieck, 2002). The important role in document is played by language and its symbolism, which is fully used in the effort to present the agenda.

The gender problematic related issues are expressed for example in headlines such as "Gender Equality in Basic Education: A Gateway Toward Lifelong Learning for All". The headline directly suggests the continuing of education – it is not supposed to be higher education, which is deepening the knowledge, the learning – usefulness for the market, is the future of schooling. The critiques in the document mainly focus on lack of basic education, which is later incompetent with the follow demands on lifelong learning. A critic of the concept itself, which is basically creating just a population of skilled workers with little knowledge and easy manipulated, vulnerable to the market and its whims, just misses.

In the symbolic language, also the main demand of new policy could be seen. For example, in article "Globalization, lifelong learning and the response of the universities", the main focus is initially put on the adaptation of universities to the new demands on education. The author suggests that, at first, the universities have to adapt and follow the implied way: "(…) the trouble is that, some of

the institutions of higher education are finding it difficult to recognize the changes that are occurring in the world and adapt to them (…)", (Peng, 2002, p. 132).

By the choose of worlds, the unspoken statement is hidden – Peng does not ask if universities should follow the recommended way and if the way is appropriate also for universities – in his own worlds "responding to the demands of work is not the only function of education, whether it is school or university, it must be acknowledged that the relation between work and education is a dominant concern at the present time, and perhaps has always been" (2002, p. 129). The objections are not allowed in the article – universities suppose to "fabricate" new skilled workers, the knowledge is no more important, what matters is the value on the global work market (2002, p. 132). After reading this document, the phrase "learning for earning" gets a new sense.

The very similar language, which is used in UNESCO document, is also visible in "A Memorandum on Lifelong Learning", published by European Commission: "shift towards more integrated policies that combine social and cultural objectives with the economic rationale for lifelong learning is taking place" (2000, p. 9). In the document, there is not a space for critics, the focus is only on application and provide of the concept and questions are left behind.

The language of documents, even the hidden worlds or intimate suggestions, does not leave any doubts about the recommended way and the international policy in the field of schooling (even in the question of its providers). The documents

suggest and push its reader to the acceptation of lifelong learning as it was introduced and (in the sense of development) also directly say, what is expected from the (not just) financially depended countries.

Conclusion

The UNESCO document "Integrating Lifelong Learning Perspectives" is a report prepared by one of the United Nations agencies, about the topic that is indeed controversial and which is criticized in many points, of which the most important is the demand on market and neoliberal demands on population, empowerment of the corporativism and creation of the Information not Knowledge society.

The term "lifelong learning" is strongly connected with the post-industrial society and its development. Its power is created by changes in global society in last decades, mainly by the rise of global powers, such as international corporations and companies, which take over the role of states. Nowadays, those companies show the way of future development and strengthen the chosen one. As a result of this evolution, the commodification of public sphere is deepening and it involves even such "public" goods as schooling, which according to the newest policy, became commodity with the most important purpose – earning.

The pressure on employees who suppose that learning never ends and they get new skills is also hidden in which leads to adaptability but also to precarization of working class.

The document, which presents a result of UNESCO conference, focuses just on "bright site" of the concept and on some particular problems, but the critical approach really misses. As one of the most important international organizations (if not the most important) in the range of schooling, UNESCO should more consider the possible problems of the concept and at least let the critically voice be heard.

According to the worldwide spread of lifelong learning, the topic deserves more than just "reports and news". Even though the domination of neoliberal paradigm is probably not even close to its end, organizations such as United Nations are supposed to protect the world population against the market fad. In the document, published by some international corporations under the name of United Nations, is in fact very typical for concept which it presents – learning does not lead to critical thinking from the document- just getting new information about "the progress" in the application of lifelong learning but not any knowledge about why this approach to schooling is the right one – it is just said "so it is like that". Therefore, the more critical approach should be granted in the name of Knowledge society of this Information Age, if UNESCO is the organization for education

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