BULETINUL INSTITUTULUI POLITEHNIC DIN IAŞI

Secţia
ŞTIINŢE SOCIO-UMANE

S U M A R

Section
SOCIO-HUMANISTIC SCIENCES

CONTENTS

TERMINOLOGY TEACHING STRATEGIES IN THE ENGLISH FOR SPECIFIC PURPOSES CLASS

BY

EVAGRINA DÎRȚU∗

"Gheorghe Asachi" Technical University of Iaşi
Department of Teacher Training – Foreign Languages

Abstract. Terminology in English for Specific Purposes (ESP) classes is a central issue. Specific purposes actually suppose, most of the times, a particularly lexical focus, considering that language does not change in terms of structures as we move across different jargons (technical one, in our particular case). Yet, the literature also speaks of specific structural features in the case of technical English, all of them supporting the final general goal of conciseness and objectivity. Our paper aims at presenting several teaching techniques that we have researched and afterwards applied in class with a view to introducing terminology to undergraduate students of technical specialisations. Our focus is on the specificity of the strategies and on both the presumed and the effective results.

Keywords: ESP; terminology; selection; teaching strategies.

1. Introduction

In his 2000 work, *Vocabulary in Language Teaching*, Norbert Schmitt analyses term frequency as a comparison tool between three language registers, by resorting to three corpora – CIC (Cambridge International Corpus [Cambridge English Corpus at present]) for the written English, CANCODE (Cambridge and Nottingham Corpus of Discourse English) for the spoken

––––––––––––––––––––––
∗*e-mail*: evagrinad@yahoo.com

English, and AUTOHALL, a corpus of automotive repair manuals from a study by Milton & Hales (Schmitt, 2000, p. 72). Observing the first fifty terms in each of the three lists, we can easily see that, while in the first two almost all words are grammatical words (or "function words" or "functors", to use Schmitt's labels [2000, p. 73]), in the third list positions 9 and 11 are already occupied by content verbs (*replace* and *remove* respectively), and starting with position 13 we also meet plenty of content nouns (*oil*, *engine*, *valve...*). One clear conclusion can be drawn from such an analysis, if evidence were still needed, that specialized languages mean specific content words.

In teaching English for Specific Purposes, one of the major challenges is to make vocabulary options. Another one is to choose the proper structures and the most useful language particularities in order to introduce this lexical input. The case we are referring to in this paper concerns a course of English as a Foreign Language for technical students in Materials Science and Engineering. The curriculum system presents several shortcomings, among which the very small number of hours is a major one: i.e., the students usually benefit from a fortnightly practical course, over two years of study, equating 28 seminar/56 hours. We have chosen to mention this very problem as it is one of the major challenges in terms of lexical exposure. Much of the work students are supposed to do is extra-class work in order for them to eventually manipulate a satisfactory volume of knowledge, but one of our first targets is to make the necessary syllabus choices so that they could become independent in their subsequent work.

We therefore consider that two of the most important issues that teachers confront with are vocabulary selection and strategy selection. Most of the theoretical findings we came in contact with in literature concerned English as a second language and not English for specific purposes. But much of the general framework remains valid in ESP teaching directions, as in general the strategies are more a question of how, than a question of what (special remarks are obviously necessary in particular situations).

Vocabulary selection in technical language teaching involves the question of frequency; on the other hand, the teaching materials we access have usually resorted to such frequency measurements when building their corpora, so the incidence rate should be a solved issue. A large exposure of the learners to specialized texts without frequency concern, though less guided from a lexical standpoint, is equally beneficial. Nation finds out that the most successful students in terms of language acquisition are the "readers", i.e. those who expose themselves to natural language situations such as reading, with no particular care for memorisation, and dealing with words in context (Nation, 2001, p. 226). For the reasons presented above, this type of exposure remains in our case the students' free time exercising, while we preferred opting in class for guided exposure. Besides specific teaching materials, we realised that a possibility to diversify the text choice in class are the specialised manuals for

English-speaking students. We resorted to academic materials, such as William D. Callister, *Fundamentals of Materials Science and Engineering* (2001). In dealing with such big-size written material, the question was what could be, in this volume of data and information that are essential for the engineer, a matter of interest for the language class. The only possibility to capitalise on this type of specialised literature was to separate small introductory parts (slightly modifying them, if the case was) and put them together in lexical purpose-oriented fragments. The option is justified by the same frequency criterion, as introductory parts are supposed to integrate the essence (hence the essential terms) of the topic. Thus, for instance, after introducing students to material properties vocabulary in easier, language teaching schoolbook texts, we preferred to separate in Callister those definition-like sentences at the beginning of each sub-chapter introducing, for example, *elastic deformation*, *anelasticity*, *yield strength* or *tensile strength*. The whole fragment gathered bits of introductions that otherwise go along tens of pages. The advantages in selecting texts from real academic courses for Materials Science and Engineering pertain to the opportunity to get access to authentic specialised language and to guarantee content learning at the same time.

Another strategy of word choice was to consult word-entries in specialised dictionaries. The more entries a word has, the higher its frequency rate (Nation, 2001, p.49). On the other hand, creating exercises for the terms in question without providing an initial contextual integration (i.e., texts) might render more difficult their subsequent memorisation, as mapping terminology in topics (and thus benefiting from interest in contents) usually proved to be a safer approach.

When considering teaching strategies, one of the most important oppositions to keep in mind is that between vocabulary *reception* and vocabulary *production*. Authors commonly agree upon the hierarchy receptivity–productivity in the process. Nation (2001, p. 305) argues that the best way is "to learn words receptively (see the word – recall the meaning) first, and then learn them productively (see the meaning – recall the word form)", placing the reception/production pair in a mainly "meaningful" perspective. Oxford and Scarcella (1994, p. 233) equally sustain that reception precedes production, while Schmitt (2000, p. 119) problematizes the measuring of receptive and productive knowledge respectively, as well as their sequential occurring. Whichever the problematisations, we do admit that we usually resort in class, first of all, to the students' receptive capacities. Introducing lexical units also takes into consideration this aspect, as strategies meant for reception might differ from those meant for production.

In his taxonomy of vocabulary learning strategies, Nation (2001, p. 217 et seq.) speaks of three major categories – planning-related, sources-related and processes-related approaches. Mainly, the three types involve presentation modalities, content analysis, and remembrance modalities. We might appreciate

that of these, the first two deal with receptive learning, while the last with productive learning. The strategies Nation proposes cover then the whole range of foreign language class vocabulary activities, from L2-L1 translation, and illustration, to word cards, synonymy-antonymy exercises, collocations exercises.

For Oxford and Scarcella (1994, p. 236) "guessing from context" is the most important strategy (that we would include in the receptive category), based upon a whole variety of "cues" (i.e. descriptive, functional, causal, meaning, etc., ones). An interesting point is that they also caution about the issue of the word "guessability", which in the case we are concerned with represents a matter of interest as well. The "guessability" of a technical term usually pertains to common origin in L1-L2, or to good contextual mapping. One of the most beneficial exercises we tried was guessing meanings starting from content knowledge, as content always represents a point of interest for technical students. An explanatory/illustrative text, therefore, on *tensile strength* and on *yield strength*, for instance, could lead them to guessing that they deal, in one case, with "rezistență la tracțiune", and in the other with "rezistență la deformare".

Another suggestion might be *word association* exercises (Oxford & Scarcella, 1994, p. 239) resembling constructions of lexical fields (an application in our ESP class are productive knowledge activities on material properties and material types, for instance. After having introduced adjectives for properties, such as *transparent, ductile, brittle, conductive, insulative*, etc., the students are asked to associate – first in guided, then in free choices – a material, properties, an object made of that material). Nation elaborates further on this associative capacity of human mind and proposes the "keyword" technique (Nation, 2001, p. 310 et seq.). Following specialised investigations in non-foreign words, which showed that frequency, motivation and hard work are not as important in fast memorization as what is made of the word in question, Nation thinks of applying the technique to foreign language term acquisition, with the necessary amendments (the frequency criterion, for instance, has other values in this case). To this purpose, he builds up a four-step process reproduced below in Table 1.

Table 1
The Steps of Constructing "Keyword" Associations According to Nation

The unknown word		The first language keyword		A mental image combining the meaning of the unknown word and the meaning of the keyword		The meaning of the unknown word

The procedure involves choosing a L1 keyword by the students, based on rather phonetical grounds (Nations provides an example based on Indonesian: starting from the English *pin*, the student is offered the Indonesian keyword *pintu*, meaning *door*, thus visually creating the image of a door with a pin. The image proves to be a more powerful instrument in remembrance than translation proper). In technical English class the procedure might prove to be particularly interesting, though disadvantaged by the impossibility to apply this to other morphological categories than nouns, for reasons pertaining to mental image reproducibility.

Another approach suggested in literature (Williams, 1985; González Pueyo & Val, 1996) to which we paid particular attention was working with nominal compounds. In ESP class these are a must, and they often involve comprehension difficulties for the technical students. We appreciated it as one of the best structural method to introduce vocabulary. The profit is double, as students benefit from lexical input, but at the same time from a significant structural contribution. As Williams points out (1985, p. 126), the importance of nominal compounds derives from their high variety of forms and functions, ranging from two-nominal to five-nominal constructions, intrinsically related in many ways. Williams indicates a necessary first step in using them in class, *i.e.* making students able to recognize their existence (with backwards arrows, meant to signalise the "directional attack" (Williams, 1985, p. 126) underlying the whole structure). He also warns about the necessity to go gradually, from two (*e.g.* "friction measurement"), to more components ("laboratory trial tightening experiments"). What we found particularly useful was the vocabulary productive potential of these structures once the students understood functionality, on the one hand, and the information about syntactic relations that go along, on the other hand. Their capacity to "stand for complex phenomena" (González Pueyo & Val, 1996, p. 257) is given by the economical value and the suggestive power, which makes them particularly significant in technical language, usually characterized by conciseness and precision. González Pueyo and Val (1996, pp. 262-263) mention especially the descriptive-classificatory type and the cause and effect type. We mainly worked with "made of" or "containing" relations in order to introduce material type vocabulary (such as "[aluminium…] wire" or "low alloy [steel…]"), and "of/with" relations to introduce material types and characteristics (from "[glass…] reinforced [plastic…]" to structures such as "high thermal expansion coefficient material"). We estimated as highly profitable, but this time less at the lexical, and rather at the structural level, the reversed productive activity, during which the students were required to build such nominal structures starting from explanations/paraphrases.

A different strategy that literature also deals with (see Schmitt 2000, pp. 62-65) are prefixes/suffixes and word families in general. Many of the affixes that we can work with in technical language, on the other hand, being of either

Latin or Greek origin, are the same as in L1 (*e.g. hypo-, multi-*) and represent little lexical input for the students, or at least not in terms of foreign language input. We preferred to work with English language specific forms, which usually have functions at all (not necessarily technical) levels (-*less, -proof …*). Productive rephrasing exercises, theorizing word families, are an efficient possibility to enrich vocabulary, as each word in a word family is to be considered separately.

Though we cannot speak of acquisition measuring tests proper, we can say we noticed a faster familiarisation with the terms when students were offered interesting content information. On the other hand, diversification of strategies (among which working with nominal compounds was one of the most effective) and reusing terms not only in one class, but also after a longer while, ensured, in our opinion, a better memorisation rate.

REFERENCES

Callister W.D.Jr., *Fundamentals of Materials Science and Engineering*, John Wiley &Sons, New York, 2001.

González Pueyo I., Val S., *The Construction of Technicality in the Field of Plastics: A Functional Approach Towards Teaching Technical Terminology*, English for Specific Purposes, **15**, *4* (1996).

Nation I.S.P, *Learning Vocabulary in Another Language*, Cambridge Univ. Press, Cambridge, 2001.

Oxford R., Scarcella R.C., *Second Language Vocabulary Learning Among Adults: State of the Art in Vocabulary Instruction*, System, **22**, *2* (1994).

Schmitt N., *Vocabulary in Language Teaching*, Cambridge Univ. Press, Cambridge, 2000.

Williams R., *Teaching Vocabulary Recognition Strategies in ESP Reading*, The ESP J., **4** (1985).

STRATEGII DE PREDARE A TERMINOLOGIEI ÎN ENGLEZA CU OBIECTIV SPECIFIC

(Rezumat)

Terminologia în predarea englezei cu obiectiv specific reprezintă un subiect central. "Obiectiv specific" în sine, de altfel, presupune în cele mai multe dintre cazuri un accent preponderent lexical, dat fiind că o limbă nu se modifică structural în măsura în care ne deplasăm pe diferitele ei jargoane (pe cel tehnic, în cazul de faţă). Şi totuşi, literatura de specialitate vorbeşte şi despre o serie de caracteristici structurale în cazul englezei tehnice, toate acestea conlucrând la asigurarea scopului final legat de concizie şi obiectivitate. În studiul de faţă ne propunem să realizăm o prezentare a câtorva tehnici de predare cercetate şi apoi aplicate în seminar în scopul introducerii terminologiei de specialitate studenţilor înscrişi la ciclul de licenţă pe specializări tehnice. Accentul este pus pe specificitatea strategiilor şi pe eficienţa rezultatelor.

INTERSUBJECTIVE COMMUNICATION AND ADVERTISING

BY

DOINA MIHAELA POPA[∗]

"Gheorghe Asachi" Technical University of Iaşi
Department of Teacher Training – Foreign Languages

Abstract. The recent studies reveal the importance of creativity in inter-subjective communication in general, and in applied communication, in particular. The analysis of the factors that influence people's behaviour while buying/consuming by means of advertising represents a vast field, where the psychological factors get the upper hand; thus, perception – rational, emotional or subliminal – is shaped by our individual history, by the affiliation to one culture or another, less by the nature of the real stimulus and more by the context, by the past sensorial experiences, by the daily stereotypes, desires and projections. Through its globalized discourse, advertising abolishes all frontiers and establishes the connections between the image of the product and its meanings in the consumer's social-cultural context; it offers positive or negative models and shares the feeling of affiliation to a certain group and of social success.

Keywords: advertising; creativity; sensorial experiences; globalized discourse; psychological factors.

1. Introduction

Advertising communication stages transience as part of the urban space, and this staging *sui generis* is intimately related to the idea of creativity and of manipulation of the readers'/public's wishes, by means of the paradox and of the antinomy, of metaphors and of symbols. In Advertising, like nowhere else,

---

[∗]*e-mail*: popa@tuiasi.ro

the word "creative" names a job, the nominalised adjective describing that key-person in the advertising agency who is in charge with conceiving, developing and monitoring the enforcing of advertising ideas, this type of creation being described as "the field par excellence of the communication agency", which, according to R.P. Heude, "reflects individual fashions and expectations" (Heude, 2005, p. 164 [our translations in English, for all foreign quotations]).

In their impressive collective work, *Histoire de la Publicité*, Stéphane Pincas and Marc Loiseau state that advertising has progressed along with the consumer society:

> "Advertising has demonstrated its sociocultural instinct: to feel the tendencies, the changes of mentality, and to adapt itself to them, or even anticipate them. It has always been known to have a fertile dialogue with the artists of the time…producing, in exchange, campaigns that represent real works of art. Advertising has always known how to find the perfect balance between the creative dimension and artisanship, between industry and art, between real and imaginary" (Pincas and Loiseau, 2008, p.15).

Even more than language, the image is widely exploited in advertising; particularly destined to the unconscious, to the right hemisphere, which is responsible for decodifying the analogic language, the advertising message, just like the oneiric message, it relies less or even not at all on the linguistic, rational element, and rather or exclusively on Image, *i.e.* on the irrational and the unconscious:

> "The productivity of visual communication results from the coherence between messages, images and their physical supports. This type of coherence optimizes receptivity, comprehension and memorisation of messages by the recipients… The language of images complies with cultural codifications, adapted to the constraints of communication" (Joannès, 2008, p.11).

2. Image and Communication

In *Vie et mort de l'image*, Régis Debray draws a "history" of image in the Western society, dominated by the audio-visual language: this does not put forward only a "sequence of signs, but a whole flux of images deprived of syntax, of discursive relations, oneiric, repetitive, selective ones, gathering the pleasure and the reality principles" (Debray, 1998, p. 96), making us thus reappraise the Freudian postulate according to which "all our life is dominated by the pleasure principle" (Freud, 2000, p.166).

Analysing, in his turn, the triadic relation image/psychoanalysis/ advertising, Serge Tisseron, in his *Psychanalyse de l'image* (2000), formulates several interesting hypotheses necessary in the understanding of the huge force of manipulation that advertising has nowadays: advertising, concludes the

author, uses as a main engine the diversion of the different forms of sexual desires: the objects shown are generally associated to a desirable feminine body, when destined for men, or a desirable feminine image, when destined for women; identifying themselves to a strange ideal prototype, transformed into a familiar one by the advertising act, women, for instance, think that a given object they purchased (whether a piece of jewellery, a body lotion or a perfume, etc.) could increase their power of seduction.

Resorting to self-image, the passage is made progressively from a culture marked by a sexual dominant feature and the anxieties of culpability, to another one, dominated by the narcissistic exaltation of the Self; advertising also speculates the elementary human desire of social affiliation: owning such or such object equates the access to an elite. The images communicate the linguistic "incommunicable" itself, the one perceived in the companies' logos, for instance, or in symbols: *Nike* can thus be superposed to the famous *logo* of the reversed comma, irreversibly globalised and easy to recognise in any cultural area. In order to convert a given content into images, the advertising specialist must obey some quite strict rules of visual communication:

"The objective of a communication grounded on image is to mark sensibility with strong, durable prints. From this point of view, the success of an image depends on four factors:

A) sensations;
B) emotions;
C) information;
D) associations or echoes triggered in our memory" (Debray, 1998, p.5).

A) The success of any advertising message is tightly related to the manipulation of sensations:

1. *Size* is the first sensation that an image sends. Choosing the dimensions of an image determines the type of relation between the image and the viewer: if the image is huge, it will bring forth a physical sensation of crush, if it is too small, the viewer will dominate and implicitly elude it.

2. *Proximity* expresses the distance conventionally established (or suggested) between the subject and the viewer (Hall, 1978). Exaggerated proximity could be felt like a threat/suffocation or, the opposite, like intimacy and familiarity.

3. *Luminosity* evokes elementary experiences related to cultural, social, religious or personal connotations of light and dark, of the visible *vs* the invisible. Generally, a bright image is associated to an attractive and protective content, while a dark image suggests a negative, anguishing message.

4. *Composition* when sliced, divided and chaotic evokes dispersion and proliferation, while a wide, airy perspective is, on the contrary, associated to the idea of aspiration and optimism.

5. The *Dynamics* of an image whose lines are vertical or horizontal denote stability, but also rigidity; if the lines are oblique, the brain translates

them as "instability" and, according to the topic, as "take-off" or "come down", "upsurge" or "decline".

6. *Colour* is itself a message, before the symbolic values of each nuance become perceivable. An image that contains many colours is luxuriant and complex, involving "lust for life" and "exaltation" or, on the contrary, "visual tiredness" or "saturation".

7. *Texture* represents a special code that provides the degree of realism or idealism of an image; the gastronomic photo, for instance, proposes precise textures, in order to suggest the consistency of a kind of food. The science-fiction representations provide visual-tactile associations that allow imagination to accept inexistent, fictive materials.

B) By means of the sensory organs, all *six fundamental emotions* can be speculated, even manipulated: the emotional content of images is decisive, to the extent to which it evokes *feelings* (Le Breton, 2004, p. 237):

1. *Surprise* destabilises the common codes of representation; the advertising uses this massively in order to draw attention: by injecting incongruity in the most banal scene, an increasing emotional density of contents is obtained, varying from perplexity to stupefaction and going through all forms of astonishment and surprise. The technique is related to the psychotherapeutic techniques due to its mechanism of destabilising the unconscious.

2. *Joy* oscillates from satisfaction to gaiety and exaltation, passing through content and jubilation. This type of emotional content is obtained with the help of euphoria-inducing images, which bring about feelings of gratitude, of loyalty and attachment, but also, in case the advertising message fails, of derision and repulsion. Humour, which exploits this precious lode especially by means of caricature and pamphlet, can get excellent results in advertising as well, being more and more frequently resorted to (see the videos for Coca Cola, Vodafone, Orange, etc.)

3. *Fright*, situated between fear and terror and also crossing horror and panic, is less suggested/used in advertising. The emotional contents that describe this kind of complex feelings translate attitudes of prudence and obedience, like in the case of those controversial clips about prevention of unsafe conduct behind the wheel or about the mandatory condition of the seat belt; the signage of danger is thus a rudimentary example of exploitation of these emotional features. (See drug advertising, more and more offensive on the Romanian market, but also some Benetton posters on the topic of death, war, incurable diseases, etc.)

4. *Disgust* is very tightly related to phobia, passing through repulsion and nausea, and it provides the consumer with feelings of discouragement, of refusal, of embarrassment (e.g., advertising for toilet cleaning products, etc.)

5. *Sadness,* rarely used in advertising, represents the average between melancholy, tribulation and despair, being generally associated to feelings of regret and of compassion

6. *Anger* starts with dissatisfaction and culminates with fury, without necessarily going through all intermediary degrees; *anger* is the feeling spontaneously attached to hate and intolerance: see the Benetton campaigns with anti-racist posters: racism as an exacerbated form of hate of the others, of misanthropy, represents the fundamental support of terrorism, paradoxically resulting from self-hate and representing a projection – in the psychoanalytical sense – of it.

C) If the manipulation of sensations and emotions were successful, information (either explicit, implicit or hidden) is put on the back-burner; thus, very small letters can be read on the packages of cigarettes: "tobacco can lead to slow and painful death"…

D) Finally, in order to speak about *associations* or *echoes*, we have to admit that any advertising image that is perceived becomes a mental object that gets into a relation with other, not necessarily visual ones, stocked in the imagination. The densest and the most fertile associations take place between the optical images and the mental images.

– *Interpersonal associations* function between the individuals who know each other, who share common values, in their families or organisations. The representations of an object, of a symbol, can trigger in the members of the same family or group similar mental images. In the smokers' "family" or that of Jakobs coffee drinkers, advertising communication that circulates the preferred brands will always be effective, acting as an agent of transpersonal solidarity, coagulating an alliance based on symbolic complicity and perpetuating the anticipated purchase intention.

– *Cultural associations* can also be triggered by an image or a symbol, among populations adhering to the same values, powerful enough to become symbolic. Politics and advertising resort, to an equal extent, to images compatible with the collective imagination: evocation of national heroes, of historical or cultural personalities, of actors, sportspersons, etc.

– *Universal and transcultural associations* are the deepest and the most stable; the representations of the dove or the signs of the Zodiac provoke similar mental associations (see the posters focused on maternity, on fraternity, etc. from Benetton).

For over thirty years, the advertising campaigns of Benetton (www.lesartsdecoratifs.fr) have capitalised on all these communication resources that images involve, using manipulation of sensations, of emotions, of information and of echoes in order to create the famous posters focused on *paradox* and *antinomy* (the maximal size of the posters and boards in the shops amplifying the effect of these techniques):

a) taboo topics, such as the theme of the death row inmates photographed in an American prison, from very little distance;

b) contrast effects meant to accentuate luminosity, the luxuriant diversity of colours, the wool textures used at the beginning of the 1980s, when products were still displayed etc.;

c) the affects (surprise, joy, disgust, sadness, fear, fury, etc.) that successively (and sometimes simultaneously) dominated the thematic campaigns, from the kiss between different irreconcilable politicians, to the birds covered in oil or to the bloodied uniform of a Bosnian soldier;

d) explicit references to war or disease, or implicit references when the photograph is used as an indicator of verisimilitude, codified by many ideological, humanitarian, anti-capitalist or even anti-advertising messages;

e) representations that shock in a premeditated way, such as the last minutes of a dying man, the allegories of the Biblical scenes or the great issues of intolerance or war etc.

Starting from the idea of an excessive use of colour, the people in charge with communication, Bruno Suter from the Eldorado agency and the photographer Oliviero Toscani elaborated the so-called strategy of *shockadvertising* by introducing the toughest photojournalism in this quasi-cinematographic universe; thus, in order to suggest the idea of colour, of diversity, a famous poster focuses a group made of men of different colours. Their very logo is *United Colors of Benetton*, and the company edits a photography magazine entitled *Colors*.

3. Conclusions

We could emphasise here, to conclude, Pierre Fresnault-Deruelle's idea that there is a "totalitarian" dimension of the advertising discourse:

> "advertising images function like myths (like symbolic narrative forms), this is an already well-known fact (…). By its omnipresence, advertising reminds us that we cannot circumvent the generalised prescription of *mandatory happiness*" (Fresnault-Deruelle, 1998, p.35),

an allusion to François Brune's famous title *Le Bonheur conforme*. By its globalising discourse, advertising abolishes intercultural frontiers, creating connexions between the image of a product and its socio-cultural significances and offering negative or positive models of the feeling of belonging and of the coveted social success. As apparently passive spectators of this *live* history of the Western image, in which the *videosphere* has been gradually usurping the *graphosphere*, and as "consumers" of a given culture, we are forced to accept this kind of reassuring and depersonalised regression, under the apparently benign constraint of unconditional consumption; we become thus co-creators, directors, actors or, at least, extras of the received advertising messages.

REFERENCES

Brune F.*, Fericirea ca obligaţie. Psihologia şi sociologia publicităţii*, Ed. Trei, Bucureşti, 2003.

Debray R., *Cours de médiologie générale*, *apud* B. Miège, *Gândirea comunicaţională*, Ed. Cartea Românească, Bucureşti, 1998.

Fresnault-Deruelle P., *L'image réfléchie- Sémiotique et marketing*, Groupe Eidos, L'Harmattan, Paris, 1998.

Freud S., *Psihologia inconştientului*, Ed. Trei, Bucureşti, 2000.

Hall E.T., *La dimension cachée*, Ed. du Seuil, Paris, 1978.

Heude R.P., *Guide de la communication pour l'entreprise*, Ed. Maxima, Paris, 2005.

Joannès A., *Communiquer par l'image*, Ed. Dunod, Paris, 2008.

Le Breton D., *Les Passions ordinaires. Anthropologie des émotions,* Ed. Payot, Paris, 2004.

Pincas S., Loiseau M.*, Une histoire de la publicité*, Ed.Taschen GmbH, Köln, 2008.

Tisseron S., *Psychanalyse de l'image,* Ed. Dunod, Paris, 2000.

Toscani O., *La Pub est une charogne qui nous sourit*, Ed. Hoëbeke, Paris, 1995.

COMUNICARE INTERSUBIECTIVĂ ŞI PUBLICITATE

(Rezumat)

Studiile recente arată importanţa creativităţii în comunicarea intersubiectivă în general şi în comunicarea aplicată în special. Analiza factorilor care influenţează comportamentul oamenilor atunci când cumpără/consumă prin mijlocirea publicităţii reprezintă un câmp larg de analiză, în care factorii psihologici sunt predominanţi; astfel, percepţia – raţională, emoţională sau subliminală – este modelată de istoricul nostru individual, de apartenenţa la o cultură sau alta, mai puţin de natura stimulului şi mai mult de context, de experienţele senzoriale trecute, de stereotipiile zilnice, de dorinţe şi proiecţii. Prin discursul său universalizat, publicitatea anulează toate frontierele şi stabileşte conexiuni între imaginea proiectului şi înţelesurile sale în contextul social-cultural al consumatorului; oferă modele pozitive sau negative şi conferă sentimentul de apartenenţă la grup şi de succes social.

LANGUAGE RESPONSE TO GLOBALIZATION

BY

ERNESTA RAČIENĖ and TATJANA RUSKO∗

Vilnius Gediminas Technical University (VGTU)
Department of Foreign Languages

Abstract. A characteristic feature of the modern era is the intensification of the processes of globalization, the emergence of an integrated economic, financial, information system in the world, the diffusion of social and cultural barriers that have traditionally existed between nations and peoples. One of the leading factors contributing to globalization, alongside economic, geopolitical, cultural, social and religious factors, is the dominance of a particular language in the global or regional communication relations. During the last decades, due to a number of objective and subjective reasons, American English leads in the world of communication.

The current paper deals with the analysis of the way the Lithuanian language reacts to the globalization process, while comparative analysis with German gives reason to conclude whether the development dynamics of Lithuanian coincides with general linguistic cross-linking processes. An attempt is also made to clarify the link between culture and language. The methods used are both empirical and analytical; the language use sources are contemporary ones.

Keywords: lexis; borrowing; culture; language of mass media; semantics.

1. Introduction

Language diversity in the process of globalization, the impact of globalization on languages and national cultures, problems of the interrelationships between the languages of Europe, the influence of English on

∗Corresponding author: *e-mail*: tatjana.rusko@vgtu.lt

German and other national languages - all these are questions frequently discussed in German linguistics (Duden-Verlages 2000, 2002, 2005; Munske 2013; Burkhardt 2013; Hoberg *et al*., 2013). The transformation of the contemporary Lithuanian language under the conditions of globalization and intensive integration processes is also a topical issue. It is important to distinguish between the changes resulting from linguistic laws and the ones occurring because of language-dependent factors. Language reflects the cultural change of a nation, as the former follows culture. In recent decades the use of foreign languages has been particularly active in Lithuanian, due to a number of both psychological and social reasons. The political, economic, and social-cultural changes caused by the new situation in our country influence national culture and, above all, language as its most important expression.

Each language represents separate and distinct cultural, regional and national spirit enabling our social identification. The use of elements of foreign culture is perceived as foreign-language infiltration in a language and may pose a certain danger to individual cultural identities and to the languages themselves. The problems of language and cultural change are in the focus of research of Lithuanian linguists, who are particularly concerned with the problem of borrowing processes in contemporary Lithuanian language (V. Rudaitienė, E. Račienė, J. Girčienė, L. Vaicekauskienė *et al*.).

In the present paper, a few tendencies of foreign language usage in the Lithuanian media language are examined and compared with the phenomena in the German language.

The main sources for Lithuanian data are the officially spoken language of Lithuanian radio and television (in the text the official abbreviations of the radio and TV stations are given, as well as the dates of the example) and the written language of the periodicals (see references abbreviations), the body of the contemporary Lithuanian Language (KLG) (Dabartinės lietuvių kalbos tekstynas, http://donelaitis.vdu.It). The vocabulary database "Wortschatzlexikon" of the University of Leipzig was used as a source for examples from the German press. The illustrative examples are generally shortened.

2. Lithuanian in Contact with Other Languages

Language is the greatest cultural asset for every nation. Language is not only the expression of the national identity, the basis for the life of the nation, but also one of the most important components of culture. Language as part of ethnic culture is characterized by the fact that it contains the essential characteristics of the totality of culture through which the system of values, the socially rooted relationship with the world, is presented (Schaller 2000; Linke 2008).

Various social and cultural factors influence the transformation of basic values. The process of globalization led to changes in the life of the Lithuanian

nation, to social change. Particularly strong influence of emerging new technologies, intensive integration of Lithuania into the EU and other economic and political structures, geopolitical changes, and an international exchange of information have taken place. With changes in the life of the nation, its values and attitudes undergo change as well. Values and their transformation are manifested in the language of every nation, including the Lithuanian language. The language fulfills its function by reflecting various aspects of human life, all spheres of activity. All forms of social life are connected with language. The development of the Lithuanian language is also linked to the changes in the life of the nation and fundamental values. In the process of globalization, changes in the relations between Lithuanian and other languages have taken place. Particularly great has been the influence of the English language. The investigations show the predominance of English in some areas of education and science, business, music and advertising. Social conditions are unfavorable to Lithuanian, because in Lithuania English is a prestige language, hence it is very difficult to resist its influence. At the same time, the interest of linguists to Lithuanian language is growing.

Lithuanian language changes under the influence of English; the latter being more abstract than Lithuanian, there appears a tendency to express oneself more abstractly. Lithuanian words are more concrete, their meaning being more precise. Many borrowings reduce the accuracy of the expression; the amount of borrowings used instead of Lithuanian words is growing. The balance between Lithuanian and foreign words is stifled, the translated words, mostly from English, interfere with the lexical system of the Lithuanian language. The semantic system of Lithuanian becomes approximated to English.

The peculiarity of Lithuanian and the tradition of word usage are violated, English language patterns are transmitted into Lithuanian. This leads to the formation of a hybrid language that may be regarded as a disadvantageous language process. Language is not only a means of communication, but also the form of human thought and the basis of the overall culture. If we misrepresent language, we simultaneously distort the thought, the view of the world, the ability to authentically evaluate the phenomena of life. Each language creates and expresses a different worldview, a specific image of the world. The language of every nation does not reflect the world directly, but through interpretation of the world perceived by this nation. Reality is expressed only by means specific to this language. Thus, one can claim that each language represents a specific reflection of the world, and the lexis, semantics of the word, in particular, is one of the most important areas of the world picture.

3. Change in the Lexical System

Change of meaning is one of the main features of lexis development. Most words of a language do not remain semantically intact. Meanings are

extended or narrowed; they are transferred from one domain to the other and are given a different stylistic connotation. The expansion of meaning is one of the sources of vocabulary enrichment (Schippan, 1992, p. 253). It is the exploitation of these stylistic possibilities that exist and are potentially anchored in the semantics of the word. However, it is important that this process is performed by the use of speech-intensive potencies. Now, however, the metaphorical transmission often takes place with the help of the foreign languages, which proves the unfamiliarity of the wealth of its own language.

The change in meaning of the words should also be seen as an expression of the culture of the speakers, as a manifestation of the transformation of this culture (Račienė & Rudaitienė, 2008, pp. 209-224; Rudaitienė, 2006, pp. 363-367). A particularly clear tendency is to render new meanings, which are untypical to the Lithuanian language, to the conventional internationalisms and also to Lithuanian words. These meanings are based on the meanings of the corresponding English words. The traditional word use is distorted. The use of "delegate"*deleguoti* and "amnesty"*amnestija* can illustrate this tendency. According to the norms of Lithuanian, one can only delegate persons but not functions, duties, competencies, etc. Thus, the international word "delegate"*deleguoti* is used only with nouns indicating a person. Due to the importance of the corresponding English word "delegate", the above-mentioned international word is used in the meaning "give"*suteikti,* "transmit" *perduot*, *e.g.*: *Apskričių reforma vykdoma skubotai, neaišku, kokios funkcijos deleguotos* (= perduotos) *savivaldybėms* (Are delegated to self-administration) „Lietuvos rytas" TV 2010-03-21. *Sveikatos apsaugos ministerijai deleguota* (= suteikta) *teisė parengti pinigų banką* (The right was delegated to the Ministry of Health...) LTV 2011-06-06.

Similar to English, in Lithuanian the noun "*amnesty"* refers not only to persons but to objects, as in: *nelegalaus verslo amnestija* (amnesty for illegal business) BTV 2010-03-01, *skolų amnestija* (debt amnesty) LTV 2010-04-15, *šešėlinių pinigų amnestija* (shadow money amnesty) TV3 2010-03-01.

German examples of the use of "delegate" and "amnesty" show the same expansion of meaning, which probably also took place under the influence of English: *Er legte dem neuen Schulleiter ans Herz, auch einmal Aufgaben zu delegieren* www.np-coburs.de 2011-01-19; *Also wahlen wir Parteien, delegieren unsere Stimme einer professionellen Organisation* www.20min.ch 2010-12-18; *Eine gezielte Amnestie fur Finanzdelikte sei als politisch zu riskant eingestuft und verworfen warden* www.news.ch 2011-01-16.

The language of every nation is unique. Thus, one cannot legitimize all words or their meanings from other languages, such as English, in the Lithuanian language. It should be noted that different peoples, when borrowing/using/introducing the same foreign words, attribute different meanings to them. For example, the adjective of Latin etymology *"originalus, -i"* has in English not only the meanings used in Lithuanian *1. tikras,*

neperdirbtas (genuine, unprocessed)*; 2. savitas, savotiškas* (peculiar, unique, distictive)*;* but also *"pirmasis, pirminis, pradinis; autentiškas; naujas, naujoviška"* (original, authentic, new, innovative). The adjective of Latin etymology *"aktualus, -i"* corresponds in English to the meaning used in Lithuanian *"currently important"* and also the meaning of adjectives *"faktinis, -ė, faktiškas, -a"* (based on facts, safe, thought out). Therefore, it is very important to use the international word in this meaning, which has been used in Lithuanian for a long time. When the limits of the meaning of the word are broken, it inevitably leads to ambiguity, sometimes misunderstandings. In the Lithuanian language, a number of Anglicisms is used in place of the Lithuanian words or common international words, as is often the case, for example, in television and radio broadcasts *autsitas, dedlainas, defaultas, dzenderinis, draftas, emeilas, imidžas, ofsoras, draftas, ofšoras, overdraftas, linkas, skryningas, etc.*, *e.g.*: *Autsitas* (= *Pailginta darbo savaitė*) *yra tik keliose Europos šalyse* (prolonged working week) LTV 2009-01-06*; Koalicijos sutarties pasirašymo dedlainas (= galutinis terminas) lapkričio 6 d.* (Deadline of signing coalition agreement) LRT 2012-11-02*; Kitais metais mes galime patirti defaultą* (= *nemokumą*), *valiutos devalvavimą* (...experience default...) „Lietuvos rytas TV 2010-01-24*; Reikia susipažinti su opozicinių partijų siūlymų draftu* (= *planu, projektu*) *ekonominei krizei įveikti* (Draft proposals for overcoming the economic crisis) „Lietuvos rytas TV 2010-01-24*; Reikia nutiesti šešis elektros linkus* (= *šešias elektros jungtis*) *į Rytus* (...six power links to the East...) LRT 2012-11-22; *Būtinas įvykių politinis skryningas* (= *vertinimas*) (...political screening...) LTV 2009-04-07.

This tendency can also be observed in German, where such anglicisms occur not only in the spoken language, but also in the written media language, *e.g.*: *Die von der Regierung selbst gesetzte Deadline bei der Suche nach einem Standort für ein drittes Asyl- Erstaufnahmezentrum lauft mit Monatsende ab www.oe24.at 2011-01-19; Diese Tagung kann über die jahrelangen Versaumnisse beim Gender Budgeting nicht hinwegtduschen www.oe-journal.at 2011-01-17; Die Stadt hojft, mit ihrem Radwegenetz und dem Faltblatt ihr Image als Naherholungsregion aufpolieren zu konnen www.haz.de 2011-01-07; Habe nun endlich den Link zum ehemaligen Dynamospieler Gerd Weber www.mdr.de 2011-01-11; Die Themen dieser Ausgabe: 12 unentdeckte Aktien-Stars - Exklusives Screening von 5000 Unternehmen www. boerse-online.de 2010-12-24.*

In the Lithuanian language, the use of international words is being increased, replacing the authentic Lithuanian lexis. International verbs are always used as e.g.: *generuoti* (generate), *identifikuoti* (identify), *inspektuoti* (inspect), *komunikuoti* (communicate), *koreliuoti* (correlate), *realizuoti* (realize), *subsidijuoti* (subsidize), *stigmatizuoti* (stigmatize), *simplifikuoti* (simplify), *trivializuoti* (trivialize). Many of these verbs are uncommon and violate Lithuanian language norms. New verbs constantly appear in Lithuanian,

although there are Lithuanian correspondences or more common corresponding international verbs, *Defliacijos augimas nėra tvarus, todėl neindikuoja* (= *nerodo*) *ekonomikos gerėjimo* (Deflation doesn't show economic improvement) BTV 2009-12-13. *Seimas indoktrinavo* (= *įteisino; įdiegė*) *Statybos įstatymo pataisas* (Seimas indoctrinated amendments to the laws on construction) *LRT 2012-11-20. Politikai neturėtų intervencijuotis* (= *kištis*) *į STT darbą* (Politicians should not interfere) *LTV 2009-05-04; Mes pozicionuojame* (= *pristatome*) *Kauno oro uostą kaip pigių skrydžių bendrovę* (We position the airport of Kaunas as a low-cost carrier) LTV *2010-03-08. Kodėl egzistuoja principas stigmatizuoti* (= *niekinti*) *visuomenę?* (Society is stigmatized) LRT 2012-12-06.

In German, such verbs are very common, for the word-formation pattern of the verbal derivation of a foreign-language stem with suffixes *-ier, -isier, -ivate* is both active and productive (*see: Duden- Grammatik 2005, 718*), *e.g.*: *Dies mindert die Moglichkeiten fur osterreichische Unternehmen am dynamisch wachsenden Markt zu partizipieren und sich so im europdischen Spitzenfeld zu positionieren www. vressetext. at 2011-01-21; Es ist an der Zeit, dass wir Eigentumsrechte akzeptieren und aufhoren Vermogende zu stigmatisieren www. bernerzeituns.ch 2010-12-22; Eine starke Motivation war auch, die Kinder nicht dem links-gutmenschlichen GEW-Personal auszuliefern und staatshdrig indoktrinieren zu lassen www.iunsefreiheit.de 2011-01-08; Das Vertrauen in die amerikanische Zentralbank ist hingegen immer noch intakt, dies indizieren die Reaktionen der Finanzmarkte auf den grossztigigen Zinssschnitt www.net-news-slobal.de 2011-01-13; Probleme im Auslanderbereich immer zu tabuisieren und dann zu trivialisieren war wohl doch keine so tolle Strategie www. bernerzeituns. ch 2010-12-22.*

Foreign-language verbs are easily integrated into the system of the German language and are characterized by high level of usage (e.g.: 2328 cases of the use of verb *positionieren* in the vocabulary database of the University of Leipzig) (http://wortschatz.uni-leipzig) (Access: 23. 08. 2014)

It should be noted that without international words, dealing with other nations would be impossible.

4. Manifestations of Cultural Change in Language

Culture, especially its ethnic part, represents the basic national value, the survival base of every nation, including Lithuanian. According to Vladimir Mironow, culture can be interpreted as a value system, as a text. Culture is recognized as a result of the process of deciphering its codes, which are fixed in the living language and contain specific features of its formation, development, and history. Comprehension of culture, based on a living language, is necessarily connected with the knowledge of both its structure and the inner semantic specifics, related to history (Mironow, 2013, pp. 284-285).

Globalization is one of the factors that destroy the foundations of peoples' traditional culture. Everyone who appreciates identity is opposed to globalization, *i.e*. uniformity. Globalization of the modern world manifests itself as a global spread of Western culture.

If we interpret culture as a semiotic system or as a TEXT, we can carry out an analysis of the transformations that are currently taking place in it under the influence of the global transformations of the communication system (Mironow, 2013, 285).

Transformation manifestations of culture are also evident in the Lithuanian language (Rudaitienė, 2006, pp. 363-367; Račienė, Rudaitienė, 2008, pp. 209-224). Foreign lexis, taken from other cultures, especially Western ones, is used in Lithuanian alongside traditional lexis. No attempt to either find the native language equivalent or adapt the borrowed word to existing lexical-semantic rules is made.

The attitude towards Lithuanian ethnic culture is changing; native culture starts giving away its primacy. Young people, in particular, tend to take on customs and traditions alien to Lithuanian ones. People seem to estrange themselves from the traditional Baltic culture. In Lithuania people started celebrating St.Patrick's Day, Haloween, St. Valentine Day and Thanksgiving. Private parties are called *siestas*. Siesta is a Mediterranean tradition. If we call the noon *siesta* rather than *perpietė, pogulis*, *priešpiečius* (midday nap) or *pusryčius* (breakfast) *lanču, lenču* (lunch), we express traditions and customs of quite different nations. Compare similar German examples: *Ein idealer Zeitpunkt fur die Siesta ist die Zeit nach dem Mittagessen zwischen 13.00 und 15.00 Uhr», empfiehlt die in Weimar tatige Kinderdrztin www.n24.de* 2011-01-13; *Also safien wir beim Lunch in der Polizeikantine und haben drei Stunden darūber gesprochen - die beiden Manner, die ūber diesen einen Fall am besten Bescheidwissen www.falter.at* 2010-12-30.

Western languages formed the basis for the emergence of "praise vocabulary" which was foreign to Lithuanian ethnic culture. As an emotional praise, the Latinism used in English is recurrent in Lithuanian, e.g. *super atliktas darbas* (super work), LNK 2012-08-13, *super gražu stadione* (really super on the stadium) LRT 2012-08-12, *superidėja* (superidee) , LRT 2012-08-07, *superklausimas* (super question) BTV 2011-09-02, *supernuolaida* (super discount) LNK 2011-07-30, *superpograma* (super-programme), LRT 2012-08-16, *superprojektas* (super project) TV3 2011-08-07, *superinis koncertas* (super concert), LRT 2012-08-20, *superinis verslas* (super business) TV3 2011-06-18. In the German language the word formation pattern with super- is also particularly productive and active: *superschnell, superelegant, supermodern, supergunstig, superkonzentriert, superklassisch, superkompakt, superlieb, superteuer, supernett, superwohl, superschnuckelig, supersūfî, superhart*, etc. As in English, Latinism *seksualus, -i* (sexy) in Lithuanian also has new meanings, such as *mielas(cute), malonus* (*nice*), *gražus* (*beautiful*), *dailus*

(*handsome*), *žavus (charming), šaunus*(*cool*), *puikus* (*geat*), *nuostabus* (*wonderful*), *patrauklus* (*attractive*), etc. The Anglicism *sexy* in Modern German is enormously significant; its frequency in the language of the press is very high (5105 Usage examples in the vocabulary database of the University of Leipzig) http://wortschatz.uni-leipzig (Access: 25.09.2014), "…und er verdrangt solche heimischen Worter wie "angenehm, anziehend, aufreizend, betdrend, bezaubemd, entzuckend, hiibsch, lieb, liebenswert, reizvoll" (…and he condemned such native words as pleasant, attractive, provocative, affrighted, bewitching, enchanting, sweet, loving, loving, charming, etc. (around 20 native German words).

The number of substitutes, which are alien to Lithuanian culture, used as greetings and wishing luck, increases, e.g: *helio!* (= Sveikas), *hai* (hi), *geros sėkmės* (Good luck), *turėk gerą dieną* (have a good day), *turėk gerą laiką* (Have a good time), *turėk gerą savaitgalį* (Have a good weekend). Globalization is accompanied by pragmatism and consumption. This affects the formation of values. The unfolding of pragmatism in society is manifested by the active use of the so-called market lexicon in Lithuanian, *e.g*.: *produktas* (Latin *productus:* produced). Following English patterns, this word replaces the Lithuanian word *kūrinys* (work), as in *Atpigo meno produktai* (Art products have become cheaper) LTV 2012-04-03 . *Dabar dažnai nuvertinami kultūros produktai* (Now often underestimated cultural products)) LTV 2012-02-10. *Jie* [aktoriai] *nuoširdžiai ir sunkiai dirbdavo visą savaitę, todėl ir parengdavo gerą produktą* (They [the actors] worked hard and earnestly all week, that's why they made a good product) LR (TVA) 2012-8-11. *Knygų mugėje unikalus produktas - knyga slaugantiems ligonius namuose* (There is a unique product at the book fair: a manual for nursing at home) LRT 2013-02-21.

Even people are referred to as products, *e.g*.: *Abi mūsų dukterys - angliškos kultūros ir anglų kalbos produktas* (Both our daughters are the products of English culture and language) LR (TVA) 2011-43-53. *Baltarusijos prezidentas - unikalus politinis produktas* (President of Belarus is a unique political product) LTV 2011-05-02. The international word *product* is also used very frequently in German, and is synonymous to many native words**,** including *artwork, achievement, work, creation*, *e.g***.: *Produkt seines musikalischen Abenteuers: das legeddre Album "Graceland", fūr das Simon 1987 den Grammy "Album des Jahres" einheimst www.general-anzeiser-bonn.de* 2011-01-04; *Aus einem alten Eichenfachwerk entstand dieses Produkt kūnstlerischen Schajfens www.mt-online.de* 2011-01-12; *Saddam ist wie Bin Laden ein Produkt der miserablen und standig verfehlten Aussenpolitik der USA www.news.ch* 2011-01-16; *Kultur sei kein Kunstprodukt, sie konne nicht "gemacht" werden www.oe-iournal.at* 2011-01-17.

Another example of society's pragmatism, fast life's tempo is the tendency to avoid the use of verb *kurti* (create). Radio and TV broadcasts, various strategies, programs, lectures are made (*daromi*). Even festivals,

concerts, performances, music, songs are often made. Of course, it is easier to make than to create because the latter takes more time and skill. It is suggested to make even friends, *e.g*: *Pasidaryk draugų, ir verslas klestės* (Make friends and business will flourish) LTV 2010-11-06. In English the usual expression *to find a friend* is replaced by the new expression *to make friends*. Earlier one *earned money* (*pinigus už (si) dirbti*), now one may frequently hear the expression *daryti pinigus* (make money), *e.g.*: *Aš organizuoju paramą arba darau pinigus* (I organize support or make money) LTV 2011-03-15. Compare also similar use of the verb *make* in German, *e.g.*: make music, make money, make a job; *Als ich erfuhr, dass Isabelle Carr ė schwanger war, sagte ich ihr, dass ich schon immer mal einen Film ūber eine schwangere Frau machen wollte www.pnp.de* 2011-01-19; *Wenn Arzte und Schwestern gut gelaunt ihren Job machen und wirklich in Kontakt mit den Patienten treten, profitieren alle davon www.noz.de* 2011-01-16.

The exaggerated consumption, pursuit of material gain, brings about moral decline of a human being, manifesting moral crisis. Such fundamental values of the Lithuanian people as honesty, respect, truth, fidelity, responsibility for one's words, actions and lifestyle are affected. Aggression, disrespect and disparagement start dominating; ethical standards are less taken into consideration or ignored. Lithuanian, especially its lexis, adapts to these phenomena. When speaking or writing, one tries to use words with emotive meaning to influence the listener/reader, *e.g.*: *Ministrai guodžiasi, kad juos išdūrė arba pakabino* (Ministers were *expelled or suspended* = deceived) LTV 2011-02-11.

In spoken and written language derogative, even humiliating words, such as: *FNTT vadovai – puspročiai* (Directors of Financial Crime Investigation Service are half-wits.) LNK 2012-02-19. *Į valstybinį sektorių papuola bepročiai arba vagys* (Half-wits or thieves ended up in the public sector.) LR 2010 254. *Laikas baigti su tuo subinlaižiavimu* (It's time to put an end to lickspittling.) ibid 2009-03-17. *Konstitucinis Teismas - tai ne bokštinis kranas, kuris vienu kabliu visą Seimą iš smirdančios mėšlo krūvos galėtų ištraukti* (...stinking pile of shit...) LR 2010 260. *Šitiems politiniams banditams reikėtų baigti spekuliuoti mergaitės likimu* (...these political bandits...) LNK 2012-05-22.

There is always new lexis that violates Lithuanian ethics and Lithuanian language etiquette, e.g.: *politikos kūdra* (pond of politics) LR 2012:175, *politinė pliurzė* (political mess) LTV 2012-02-26, *politinis turgus* (political market) LR 2011:82, *politinis tvaikas* (political stench) LR 2012 :128, *valdžios lovys* (the government trough) LR 2011:18.

Pejorative meaning is also expressed when the words are used metaphorically. To express oneself more sharply, more insultingly, more harshly, more frankly, medical terminology is used, *e.g.*: *Kai kurie Seimo nariai ir toliau demonstruoja savo politinę impotenciją* (Some members of parliament demonstrate their political impotence) LRT 2012-07-29; *Ar tai tikrai nuoširdi*

kova su alkoholizmu, o gal nuoširdus valdžios vyrų debilizmas? (debilism of the powerful) LR 2011, *Ne visi politikai yra idiotai* (Not all politicians are idiots) LR 2012 5; *Vyriausybės nariai elgiasi kaip politiniai autistai* (Government members behave like political autists) LR 2009-05-06; *Mes neturime skleisti įtarumo ir paranojos* (We should not spread mistrust and paranoia) LTV 2010-10-15; *Mūsų Vyriausybės nariai linkę į šizofreniją* (Members of our government are prone to schizophrenia) LTV 2010-02-28; *Negalima vieną dieną kažką rašytis su vienais, o jau tos pačios dienos vakare pasirašyti su kitais - tai politinė prostitucija* (political prostitution) LR 2010 51.

The following examples show that similar tendency can also be observed in German: *Diese Koalition fliegt vor allem nicht auseinander, weil Die Grūnen eben keine linke Partei mehr sind, obwohl sich dieser Irrglaube in Teilen der Bevolkerung hartnackig halt und weil sie all die Scheifie, die die CDU verzapft, mitmachen.:* www. jr-online.de 2010-12-31. (This coalition does not fly apart, because the Greens is no longer a leftist party, although this misconception persists among some groups of the population and because they take part in all of the shit, which the Christian Democratic Union has participated. *GeiBler bissig: "Diesen Eindruck hat die Bevolkerung von vielen in der Politik: lendenlahm und impotent": www.focus.de 2014-08- 23.* (GeiBler snappily: "The population has the following impression of many in politics: weak and impotent."). *Lantos sagte weiter, er wurde Schroder gem einen "politischen Prostituierten" nennen, "jetzt, da er von Putin (dem russischen Prasidenten) dicke Schecks kassiert. Aber die Prostituierten in meinem Wahlbezirk.:* www.sueddeutsche.de 2010-05-17 (Lantos went on to say that Schroder was a "political prostitute," now that he was getting a lot of money from Putin (the Russian president). But the prostitutes in my electoral district feel offended (now that he gets a lot of cash from P). *Ein Finazminister stellt sich vor die Offentlichkeit und bezeichntet die "Notverstaatlichung" als gutes Geschaft fūr O.* (The minister of finance presents himself to the public and calls the "emergency state" a good deal for O.) *Und der Kanzler lachelt debil dazu).:* www.profil.at 2011-01-20 (And the Chancellor laughs like a debil). *Aus dem Loyalen wurde ein politischer Autist*: *www.tt.com 2011-02-02.*(The loyal turned into political autist).

Lithuanians have always liked work, have been diligent and liked people. In the dictionary of the Lithuanian language one can find many terms reflecting the above qualities, *e.g*.: *darbštuolis, -ė, darbininkas, -ė, darbuočius, darbuolis, -ė, darbštukas, -ė, darbius, -ė, darbišius, -ė, etc.* Lithuanians hated lazy people and never mocked at responsible and conscientious ones. Those having sense of the Lithuanian language will never refer to such people *darbomanas,-ė* (literally: work-minded) or *darboholikas* (*see alkoholikas = = alcoholic*), both words having ironic connotations emphasizing a morbid dependence and fault. The concept of work itself is broadened, and its designation also changes, *e.g:* expressions used synonymously *sekso paslaugos*

(sex service) and *sekso darbas* (sex work) LR (RV) 2011:1. As synonyms one also uses names *prostitutė* (prostitute) and *sekso darbininkė* (sex worker) LR (RV) 2011:1. The terms *verslas* (business), *verslininkas, -ė* (businessman, businesswoman) are used more and more frequently. The concept of the *company* expanding, new types of companies are created and their names coined, *e.g.*: *smulkusis verslas* (small business)*, stambusis verslas* (big business), *vidutinis verslas* (medium business), kaimo turizmo verslas (rural tourism business) LR (GB) 2012-12- 28, *lošimo verslas* (gambling business) LR 2010:12, *narkomanijos verslas* (drugs business) LR 2012:198, *pažinčių verslas* (dating business) LR (TVA) 2012:29, *prostitucijos verslas* (prostitution business) LR (RV) 2011:1. Such phenomena as *spekuliacija* (speculation), *sukčiavimas* (fraud), and the like are referred to as *verslas* (business).

New expressions, used as euphemisms, disguise these specific negative phenomena, *e.g.*: *nelegalus verslas* (illegal business) LR 2012:163*, šešėlinis verslas* (shadow business) LR 2010:4*; juodoji buhalterija* (black accounting) LR 2009:14*, juodieji pinigai* (black money) LR 2009:10*, nešvarūs pinigai* (dirty money*) LR 2011:6*, šešėliniai pinigai* (shadow money) LR 2012:7. Dishonest, as well as deceiving acts are called *juodosios technologijos* (black technologies) LR 2011: 58.

5. Conclusions

The analysis of the use of Lithuanian in mass media manifests that:

1) under the influence of English, one of the most tangible globalization factors, the prestige of the Lithuanian language is declining;

2) the number of borrowings from English is increasing, the balance between the use of Lithuanian and foreign words is being disrupted;

3) the semantic system of Lithuanian gets approximated to English, thus affecting the authenticity of Lithuanian;

4) the material analyzed shows differences in both semantics and use of similar international lexis in German and Lithuanian;

5) new meanings of international lexis, often derived from English, frequently substitute native words in German and Lithuanian, which may lead to such negative phenomena as impoverishment of language, cultural assimilation, and uniformity;

6) it is necessary to cultivate the Lithuanian language as a national value, to increase its prestige;

7) the attitude towards ethnic Lithuanian culture is changing, realities and needs of Western culture are being accepted;

8) globalization and associated with it social and cultural changes affect Lithuanian national values, including such basic values as honesty, respect, truth, and fidelity. Pragmatism, consumption, rudeness, aggression, contempt for a man are on the rise. This is reflected in Lithuanian lexis and is comparable

to the phenomena in German lexis;

9) globalization and integration processes are unstoppable. But every nation is both of interest to the world and unique. The culture of every nation is an integral part of the entire world culture, but one can't imagine this world without conscious boundaries. Under the conditions of globalization, the problem of the universality and nationality of culture fuse. The Lithuanian people are also open to other cultures, though openness should be related to ethnicity. Lithuanian culture, language and other basic values as well as their identity should be preserved and called for. Lithuanian people should not lose their basic values without distinguishing them from universal human values, general moral principles to deeper understand the culture of other peoples. One should absorb other cultures, enriching Lithuanian culture and language without deteriorating it.

REFERENCES

Burkhardt A., *Die „Anglizismen-Frage aus der Sicht der GfdS*, In: Sprachreport, **1-2**, *29*, Jahrgang, 38-42 (2013).

Eichhoff-Cyrus M., Hoberg R., *Die deutsche Sprache zur Jahrtausendwende. Sprachkultur oder Sprachverfall?* Dudenverlag, Mannheim, Leipzig, Wien, Zurich, 2000.

Girčienė J., *Skoliniai ir bendrinė kalba*, Lietuvių kalbos instituto leidykla, Vilnius, 2004.

Hoberg R. *Deutsch-Englisch-Europdisch. Impulse fur eine neue Sprachpolitik*, Dudenverlag, Mannheim, Leipzig,Wien, Zurich, 2002.

Hoberg R., *Anglizismen und Sprachloyalitat*, In: Sprachreport, **4**, *29*, Jahrgang, 2-5 (2013).

Kilian J., *Sprache und Politik. Deutsch im demokratischen Staat*, Dudenverlag, Mannheim, Leipzig, Wien, Zurich, 2005.

Linke A., *Kommunikation, Kultur und Vergesellschaftung. Überlegungen zu einer Kulturgeschichte der Kommunikation.* In Kamper H., Eichinger L.M. Sprache-Kognition- Kultur, de Gruyter Berlin, New York, 24-50, 2008.

Mironow W.W., *Der Kommunikationsfaktor in der Entwicklung der Kultur und der Philosophic.* In Volodina M. N., Mediensprache und Medienkommunikation im interdisziplinaren und interkulturellen Vergleich. Institut fur deutsche Sprache, Mannheim, 283- 298, 2013.

Munske H.H., *Was ist Sprachloyalitat?* In Sprachreport, **3**, *29*, Jahrgang, 29-31 (2013).

Račienė E., Rudaitienė V., *New Lexis - an Expression of Transformation of Lithuanian Culture*. In Carlsburg G.-B von Bildungs - und Kulturmanagement. The management of education and culture, Peter Lang, Frankfurt am Main,**15**, 209-224 (2008).

Rudaitienė V., *Globalisation and Transformations of Lithuanian Culture*, In Citizens and Governance for Sustainable Development, Technika, Vilnius, 363-367, 2006.

Rudaitienė V., *Vertybių transformacijos apraiškos lietuvių kalboje*, In Societal Innovations for Global Growth, **1**, *1*, 1121-1135 (2012).

Schaller H.-W., *Diskurs und Diskursnetze: Überlegungen zu den American Studies in der heutigen Zeit*, In Klein E., Knapp K., Neumann F.-W., Schaller W.-H. Kulturkommunikation Anglistik in der Remediatisierung der Informations-gesellschaft, Wissenschaftlicher Verlag Trier, Trier, 15-34, 2000.

Schippan T., *Lexikologie der deutschen Gegenwartssprache.* Niemeyer,Tubingen, 253, 1992.

Vaicekauskienė L., *Naujieji lietuvių kalbos svetimžodžiai: kalbos politika ir vartosena*, Lietuvių kalbos instituto leidykla, Vilnius, 2007.

* * * *Dabartinės lietuvių kalbos tekstynas*. In http://donelaitis.vdu.lt (Access: 25.09. 2014).

* * * *Duden - Die Grammatik, 7 vollig neu erarbeitete nnd erweiterte Auflage.* Dudenverlag, Mannheim, Leipzig, Wien, Zurich, 718, 2005.

* * *Lietuvių kalbos žodynas*, Mintis, Vilnius, **2**, 1969.

* * *LR - *Lietuvos rytas*.

* * *LR (GB) - Lietuvos ryto priedas „*Gyvenimo būdas*".

* * *LR (RV) - Lietuvos ryto priedas „*Rytai – Vakarai*".

* * *LR (S) - Lietuvos ryto priedas „Sostinė".

* * *LTR (*JNA*) - Lietuvos ryto priedas „*TV antena*".

* * *Wortschatz-Datenbank der Universitat Leipzig*, http://wortschatz.uni-leipzig (Access:25.09.2014).

LIMBĂ ŞI GLOBALIZARE

(Rezumat)

O caracteristică a epocii moderne este intensificarea procesului de globalizare, apariţia unui sistem integrat economic, financiar, informaţional, dispariţia barierelor sociale şi culturale care au existat în mod tradiţional între naţiuni şi popoare. Alături de factorii economici, geopolitici, culturali, sociali şi religioşi, unul dintre factorii primordiali îl reprezintă poziţia dominantă a unei anumite limbi în relaţiile de comunicare la nivel global sau regional. În ultimele decade, graţie unor motive de natură obiectivă şi subiectivă, engleza americană este numărul unu în comunicare.

Lucrarea de faţă analizează modul în care limba lituaniană reacţionează în faţa procesului de globalizare. Analiza comparată cu limba germană ne ajută să concluzionăm dacă dezvoltarea dinamică a limbii lituaniene coincide cu procesele interlingvistice generale. Lucrarea încearcă să clarifice şi legătura dintre cultură şi limbă. Metodele utilizate sunt empirice şi analitice ; sursele analizate sunt cele contemporane.

THE IMPACT OF EDUCATIONAL AWERNESS-RAISING PROGRAMS REGARDING ENVIRONMENTAL ISSUES ON THE EDUCATIONAL SYSTEM

BY

CARMEN CĂTĂLINA IOAN[1,*] and MARIA ILEANA CARCEA[2]

"Gheorghe Asachi" Technical University of Iaşi
[1]Faculty of Chemical Engineering and Environmental Protection
[2]Departament of Education and Teacher Training

Abstract. This paper is a study assessing the response of educational institutions to a national program for educating the public and for raising awareness on environmental protection. The program provides grants for non-formal or informal educational activities and it can be entered by all educational institutions or nonprofit organizations. The molding and development of attitudes and behaviors favorable to sustainable development and also the method of encouraging educational staff in schools to perform general non-formal educational activities are presented in the introduction. The data are obtained by studying the legislation regarding the management of the Environment Fund which finances the above-mentioned program and by studying public documents of the program, which can be found on the website of the Environment Fund Administration. Information for the time frame 2005-2014, i.e. the number of submitted applications, accepted projects and completed projects, was accessed during the study. The study defines three variables, namely: the receptiveness of institutions to the program, the institutional competence in drafting projects, and the interest in the topics of the program. The completed projects are analyzed based on two criteria, namely the type of applicant institution – NGO or school – and to which geographical area the institution belongs – urban or rural. The part of the study which contains the interpretations and the conclusions, describes the applicant categories by taking into account the defined impact variables. It can be observed that the program

_____

*Corresponding author: *e-mail*: carioan@ch.tuiasi.ro

has a more substantial impact on NGOs than on urban schools; nevertheless if the type of educational institution is to be considered, the program has a more substantial impact on urban lower secondary schools rather than on upper secondary schools or universities.

Keywords: awareness; fostering environmental attitudes and behaviors; responsiveness of institutions; institutional competence; institutional interest for environmental issues.

1. Introduction

In schools, raising awareness of environmental issues through specific teaching methods and activities is accomplished primarily with the help of the national curriculum, which addresses the current problems of the contemporary world and the global solutions to those problems: environmental issues (exhaustion of limited resources, oceans' protection, air and soil pollution, climate changes), deforestation, health protection, desertification, demographic problems, food crisis, water problems, energy problems, mitigation of social and economic disparities, natural and anthropogenic hazards with impact on the environment, and others. The issue is addressed in detail in the school-based curriculum (SBC) by engaging an interdisciplinary approach, making use of science, history, chemistry, economics knowledge – in the 11th grade – and also with the help of guidance and counseling classes and extracurricular activities.

When it comes to formal education, environmental protection in terms of sustainable development focuses primarily on the students' understanding of the definition of sustainable development as the development that aims to meet the needs of the present without compromising the ability of future generations to meet their own (Bruntland, 1987), given that human activities contribute to environmental damage, which endangers the future of humanity. Secondly, the relationship between sustainable development and environmental preservation and fostering desirable attitudes and behaviors is highlighted and, thirdly, the focus is on making the students aware of the global goal, which is to build "Our Common Future" (Bruntland, 1987): ensuring further economic growth with due regard for basic conservation of natural resources; eliminating poverty and ensuring basic needs of food, energy, water, housing and health, enhancing the quality of the economic growth, ensuring controlled population growth, conservation and enhancement of natural resources; overseeing the economic development impact on the environment, restructuring of technologies and maintaining control of their risks; ensuring an integrated approach to decisions on economic growth, environment and energy resources.

Simultaneously, teachers, form masters and students seek, formulate and implement solutions for solving environmental problems at national and local level, in order to reduce and combat pollution of urban and rural areas, save energy and water, save paper and wood, protect and expand green spaces,

help reforestation, waste collection, and mitigate domestic pollution etc. The correct ways of informing students and, through them, adults about awareness, attitudes and behaviors favorable to sustainable development and also to environmental protection are varied. Such activities or projects are the initiative of teachers, form masters, and they take place either in partnership with local authorities or without such partnerships. Associations or environmental agencies and NGOs more often than not do not give grants. These activities and projects are a reply to the national program for educating the public and for raising awareness on environmental protection. Some schools have accessed the international program Eco-Schools (Centrulcarpato-danubian de geoecologie, 2013) because it represents an opportunity to carry out some complex educational activities, with the active involvement of students, teachers, parents, which have an impact on awareness-raising in the local community or in a broader framework. In 1999 only five schools participated in the program; however, the number of schools continued to increase, so that 850 educational establishments (kindergartens, elementary schools, high schools, colleges, vocational schools, special schools, clubs for children) took part in the program, and at the end of the school year 2014-2015 there were 312 active educational establishments (Centrulcarpato-danubian de geoecologie, 2013). Nevertheless, they run interesting and useful activities, which are effective in terms of the global goals; there is a considerable variety of such activities even outside the framework of this program: scientific papers and sessions or paper competitions on various topics concerning environment and sustainable development, exhibition of flyers and posters containing information, illustrations, slogans and suggestions (Can you plant a tree?, We watch over our planet, Protect your home, Earth - a planet in distress, A clean environment - a healthy life, Save water, Protect green spaces, We only have one Earth, We care about the future, Recycling, Do not throw it away, but repair it, Replace driving with cycling and walking, etc.); they are displayed in visible spaces, distributed to students in schools. Other activities - ecological activities, such as making posters, tree planting activities, collecting recyclable materials, visits to water treatment plants, themed trips – are carried out on occasions like World Water Day (UN Water, 2016), World Earth Day (Earth Day Network, 2016), World Environment Day (UNEP, 2016), Forest Day (FAO, 2016), World Walking (TAFISA, 2016), the European Days of Parks (EUROPARK, 2016) or other events. Students make conscious decisions because they have a global vision of sustainable development. In the annual evaluation form used for grading teachers there is a score, which is given for projects developed according to methodology (15 or 20 points), but it is not specified whether the projects are related to environmental topics.

2. **Regulatory Context**

In 2005, as a consequence of aligning the Romanian legislation to that of the European Union, a Government Emergency Ordinance was issued (OUG

196/2005: *Fondul de mediu*, 2005), which still regulates to the date the introduction and the usage of the Environment Fund in Romania.

The document defines the categories of environmental projects and programs considered to be priorities for the sustainable development of Romania and for the genuine implementation of EU environmental policy.

These programs are funded by grants from the Environment Fund and are intended to reduce, or even eliminate sources of pollution and also to develop attitudes and behaviors favorable to sustainable development. The Environment Fund (Fondul de Mediu - FM) is managed by the Environment Fund Administration (AdministraᐨiaFondului de Mediu – AFM), an independent governmental institution coordinated by the line ministry.

In a previous analysis we have presented the role various institutions and organizations play implicitly or explicitly in raising awareness on environmental issues (Ioan and Carcea, 2013).

In our opinion, the list of programs in the Government Ordinance with the goal of explicitly molding the public's attitudes so that they are environment-friendly contains two programs that are of interest to educational institutions, namely program h) "education and public awareness on environmental protection" and m) "oversight, studies and research in the field of the protection of environment, forests and water bodies, regarding tasks derived from international agreements, European directives or other national or international regulations, as well as research and development on climate change."

The "H" program is expressly intended for educational institutions, public or private schools and NGOs; as regards the "M" program, we consider that universities, through research teams in the field, can have a significant role in the generation of methodologies and advanced techniques, in the interpretation of data with increased referentiality and operationality, and in the development of effective solutions to problem mitigation or prevention.

The above-mentioned programs function in different regimes, mentioned in OUG 196/2005, namely:

a) the "H" program- article 13(4) – it is offered by publicly stipulating the "beneficiary categories and the financing methodology, which requires the analysis, selection, approval, implementation of projects and/or programs for environmental protection" in the funding guide for the program; the guide is developed by the Fund Administration and is approved by order of the head of the central public authority for environmental protection;

b) the "M" program - article 13(5) and (5.1) – it shall be decided by the central authority - line ministry - which proposes to the Government "the categories of tasks and/or environmental protection projects ..., and the amounts for their financing" and it is approved by Government Decision; furthermore, point (51) states that "the beneficiary of the studies and research provided in

par. (1) m) can be the Fund Administration; if this may be the case, the provisions of the legislation on public procurement apply.

Official public announcements about proposed programs within periods for submitting projects, the issuing of the guide which states who the potential beneficiary can be, the prerequisites for participation, and the required documentation for application can be found exclusively on the Internet.

To understand how the Environment Fund is used, the following must be mentioned: according to annual reports, the Environment Fund is integrally used for the activity of the Administration and for financing environmental projects.

Regulatory documents stipulate that the Environment Fund be used for providing financial resources for the Administration's activity, but up to a specified percentage - 3% until 2010 and 5%, and the remaining 97%, respectively 95% be used to finance the 26 environmental programs stipulated by OUG 196/2005.

The programs stipulated in OUG 196/2005 (which has become Law 105/2006) and the budget are proposed annually and selectively, at the Administration proposal, they are approved by the line ministry, and then they become operational by Government decision.

The environmental projects financed by the Fund have varying development time frames; the beneficiaries can propose that the projects can be annual or multi-annual; nevertheless they must specify the minimum and maximum time period in the supporting document for project drafting, which are updated annually before launching the submission sessions.

The supporting document for project drafting had two phases: between 2005-2009 there was a manual of the applicant which was valid for all the programs in the respective time frame; starting with 2010 a Guideline for Applicants was developed, which was specific to educational programs and programs for public awareness on environmental protection, a tool which is updated yearly.

Projects are financed based on the score obtained, in descending order, depending on the budget allocated to the program for each session.

3. Research Methodology

The investigated problem is the path that the information follows from the AFM to the various potential beneficiaries, schools and NGOs, and to what degree and in which conditions the AFM stimulates awareness, thus leading to educating and raising awareness of educational institutions.

The main information that we rely on is the number of projects submitted for accessing grants provided annually by the AFM, the number of projects accepted and the number of completed projects. We further analyze the identity of the applicants: types of educational institutions, and the geographical

area they belong to (urban or rural).

The documenting sources we used are public data of the Administration, available on the Internet, namely the founding legislation regulating the use of the Environment Fund, OUG 196/2005 and Law 105/2006, the annual usage report of the fund within the time frame 2004-2014, and the releases from this period regarding sessions for project submission and the evaluation results.

As for its use in this paper, the information contained in the documents studied poses some problems. Firstly, the symbols of the programs were used interchangeably. For example, the educational and awareness raising program was sometimes symbolized with "J" instead of "H". Secondly, we also had to overcome the poorly defined structure of the criteria used from one year to the next; an increasing tendency towards general information could be observed after 2009, namely:

– in 2009, a new criterion "projects to be financed" was introduced and in 2011 another criterion "contracted projects" was established; in the same year a numerical list of submitted projects was published, but the number of projects per program was not announced, much less the identity of submitting institutions.

The reports from the period 2010-2014 are listed numerically, but the finalized projects are not specified as in previous reports.

The major drawback during our research was that the number and the identity of the contracted projects were not clearly stated. In order for a project to be approved, a tally, an agreed upon lower limit, needed to be achieved, and the number of contracted projects to be submitted was much smaller. Given that we did not find any information termination of contracts or other non-performance of ongoing projects, we drew the conclusion that all contracted projects until 2013 were completed.

To identify relevant variables for tracking the impact of the program for education and awareness-raising on educational institutions, we have organized several workshops in the Department of Environmental Engineering in collaboration with the Department of Teacher Training from the Technical University of Iasi (UTI). After the debates the following impact indicators have emerged:

a) *responsiveness of institutions* to funding opportunities for formative projects on the issues of environmental protection, based on the number of projects submitted during the studied time frame;

b) *institutional competence* of drafting funding projects, assessed by referring the approved projects to submitted projects;

c) *institutional interest for environmental issues*, which at this stage of the research is inferred from the stability of the number of submitted projects, independently from fluctuations in the number of projects actually funded through the "H" program.

3.1. Presentation, Analysis and Interpretation of Data

3.1.1. *Psychosocial Dimensions Reinforced by the Educational and Awareness-Raising Program*

The results of the educational, awareness-raising and research programs regarding environmental issues are presented in Table 1.

The table is drawn up exclusively based on the annual official reports of the Environment Fund Administration. We mention that in the 2009 – 2011 period, data regarding programs completed under the guidance of the Administration were published; these data are slightly different from those in the reports published independently in the respective years, but these data are currently not available.

Table 1

The Implementation of the "H" and "M" Programs in the Period 2005 – 2014

YEAR	PROGRAMME	Number of submitted PROJECTS	APPROVED PROJECTS		APPROVED PROJECTS
			Number	Number	
2005	H	19	3	15,8%	–
2006	H	198	54	27.3%	8
2007	H	328	218	66,5%	38
2008	H	285	14	5%	54
2009	H	–	–	–	31
2010	H	259	87	33,6%	28
2011	H	–	–	–	39
	M	–	30	100%	
2012	H	–	–	–	38
2013	H	65	0	0	31
2014	H	249	32	12,8%	1
TOTAL	H	**1403**	**438**	**31,21%**	**278**

During the analyzed time frame, the program was available in 8 out of 10 calendar years; the years in which projects were not submitted for the educational and awareness program were 2011 and 2012; in 2011, 30 projects for the "M" program were approved and 2012 was a year of major governmental changes; as a result, the educational and awareness program was not proposed. The peak year was 2007, when most projects were submitted - 328 out of which 218 were approved, which represents over 66%.

The number of submitted projects is interpreted as the responsiveness of educational institutions to encouraging non-formal activities through grants (Hart & Sharma, 2002; Sharma *et al*., 1994). The number of submitted projects increased significantly in the first three years from 19 to over 300; afterwards it was subject to considerable fluctuations, with the tendency to stabilize at around 250 projects per year.

The effort of submitting projects is stimulated by the medium-term predictability of the program being proposed and without a doubt by the assurance provided by the evaluation system through transparency and objectivity (Sharma *et al*., 2003). As it can be observed, the interruption of the program offer in 2011 and 2012 resulted in the decrease of the number of projects submitted in 2013.

The percentage of approved projects reflects institutional competence, the ability and the skills of teams in formal and informal educational institutions to draft and draw up the necessary documentation in order to obtain grants (Clement & Fitzgerald, 1997).

We mention that this variable is not the only determining factor in obtaining the minimum score for projects to be approved; considerable differences between sessions such as that of 2007 when 66% of the projects were approved and that of 2006 when 27% of the projects were approved reflect not only the degree of competence, but also the flexibility of the evaluation grid, favorable to the beneficiaries, and also the differences between the same year 2007 and 2013 when none of the 65 submitted project were approved is not only an expression of the subjective interpretation of the evaluation grid, but of its adaptability to changes in relation to the funding policy and to the prioritization of programs, etc. An increasing trend in the ratio of approved projects/submitted projects in the first three years can be noticed, and also the period of continuity and predictability of program proposals.

Completed projects cannot be observed in direct relation to the submitted or approved ones, as public reports do not detail their development duration. For this reason, the power of stimulation of the program is analyzed by considering projects completed throughout the period 2005-2013. It can be observed that the percentage of completed projects is relatively low in relation to both submitted projects - 24%, and approved projects - 68%. We mention that we did not include projects submitted and approved in 2014 when calculating the percentage of completed projects. By considering that completed projects are also contracted projects - selected by the evaluation commissions of AFM in descending order of scores obtained - we believe that 25% of projects submitted or 68% of approved projects are not stimulating percentages for potential beneficiaries. Nevertheless, it can be observed that potential beneficiaries continue to persevere in submitting projects for this program, which indicates a motivational stability of institutions for the topic of the program, i.e. genuine interest for environmental issues.

3.1.2. *The Sociological Identity of the Beneficiaries of Grants for Education and Awareness Projects*

Based on the available data, we analyzed the sociological identity of the institutions which completed projects for the program in question. The data are

presented in Table 2. The data are taken from the annual reports of the Administration for the period 2006-2008 and from the documents of the project department of the Administration for the period 2009-2011.

It must be stated that the above-mentioned documents were public until 2012 after which they were removed from the site. The release of the project department for 2011 included only the period from January to August, which explains the differences for 2011 between the data presented in the two tables.

The data presented reveal a significantly more consistent involvement of NGOs in accessing funds for the education and awareness program, over 60% of completed projects are drawn up by these social entities.

Table 2
Projects Completed by Category of Institutions

Year 20..	Social Environ-ment	The type of beneficiary institution							Total		
		School-type Institutions					NGO	Local Council			
		Pre school	Primary school, Secondary school	High school	Univer-sity	Total					
06	U	0	1	0	0	1	6	0	7		87%
	R	0	0	0	0	0	1	0	1		13%
07	U	1	2	2	0	5	25	5	35		92%
	R	0	1	0	0	1	2	0	3	38	8%
08	U	1	12	6	1	20	22	1	43		79%
	R	0	4	2	0	6	5	0	11	54	21%
09	U	0	6	4	0	10	16	2	28		90%
	R	0	3	0	0	3	0	0	3	31	10%
10	U	0	3	0	0	3	15	1	19		82%
	R	0	3	0	0	3	1	0	4	23	18%
11	U	0	3	0	0	3	7	1	11		91%
	R	0	1	0	0	1	0	0	1	12	9%
Total	U	2	27	12	1	42	91	10	143	16	86%
	R	0	12	2	0	14	9		23	6	14%

We consider that, unlike schools, NGOs access with more ease information, digital literacy and available IT resources, and have more interest in accessing grants. The consistent results express both a quantitative variable - the number of submitted projects - and a qualitative one - greater competence in drafting the documentation required to obtain a competitive score and good project management skills.

The schools obtained 33% of completed projects, a relatively low percentage in comparison to that of the NGOs, but not to be belittled if one takes into consideration that volunteers and teachers documented and drafted the projects submitted and they also supported the costs, as schools lack in funds for such activities.

Moreover, participation in such projects is not considered a curricular activity for the students or adults in the community, recognition of the

experience gained is not documented in study documents or their appendices, which increases the difficulty of attracting school population to such non-formal activities.

Another aspect that makes schools lose interest in non-formal environmental programs is that at all levels of education the formal curricula include subjects that deal with environmental issues and with the fostering of favorable attitudes to sustainable development at a basic or general level of knowledge.

Moreover, there are significant differences between categories of educational institutions. The number of completed projects indicates greater participation of schools with compulsory attendance; 69.6% of all completed projects by schools were drafted by elementary and lower secondary schools.

Below this percentage, 25% of the projects were drafted by upper secondary schools and vocational schools, institutions attended by teenagers who can take part in practical activities that involve some type of physical effort. We consider the participation of these schools in such activities limited, as each trade or profession deals with specific issues of pollution / environmental protection.

With regard to pre-schools we have found a project drafted by a kindergarten, and we also have included here the project of a non-formal educational institution, the Children's Palace. In the category of universities, only one completed project is listed.

The low interest in this topic is understandable in the case of pre-schools, a factor being the age of the children and their perception limited to the familiar, home and kindergarten environment. Their parents are also more focused on issues of microclimate, safety, comfort and surroundings of their children than on the extended natural environment.

A reason for the low interest of universities is their focus on research and less on non-formal educational activities. Given that universities mold future power brokers and especially engineers of new technologies, we consider that the staff and student organizations in universities should show much greater interest in any source of deepening or boosting awareness on environmental issues specific to future professions.

We have no explanation for the very low interest of non-formal educational institutions in obtaining such additional funding sources for educational activities or the proposed topic.

In terms of geographical areas of the institutions that completed projects for the educational and awareness program on environmental issues, it can be observed that the percentage of urban institutions, 86%, is higher than that of rural institutions.

Compared with NGOs, in the case of which those from the rural area represent only 9%, over 33% of all completed projects submitted by schools were drafted by those from the rural area. The percentage for types of schools

differs, *i.e.* 44% of completed projects were drafted by rural lower secondary schools.

The low percentage of rural projects in the other categories of educational institutions is explained primarily by the fact that some educational institutions do not exist in rural areas, for example organizations for non-formal education, such as Children's Palace, and universities, moreover, vocational and upper secondary schools from rural areas account for less than 10% as compared to urban areas.

In the case of NGOs, the very low percentage of participating entities from rural areas is explained primarily by the fact that the vast majority of them is registered in cities, even those dealing with rural issues. We specify that the National Register of NGOs indicates only the county where the organization is registered, not the town/village.

4. Conclusions

The responsiveness of institutions for formal and non-formal education to this program is increasing rapidly and sustainably during the period it has been offered. Nineteen projects were submitted in the first session organized in 2005 and the number increased and steadied at around 250 projects per year, which is a highly significant increase. We believe that the potential beneficiaries especially from the urban area had easy access to information about the possibility of obtaining grants for educational activities on environmental topics. The responsiveness of institutions is an expression of the needs and training opportunities identified in everyday reality; we consider that one of the main focal points of the Government, which should be sustainably financed, is equipping schools with computers and access to Internet, so that they are able to receive information in real time, including information regarding funding opportunities for non-formal programs. The problem is even more pressing in rural areas, where the augmentation of non-formal educational activities of schools with the help of NGOs is practically non-existent.

Institutional competence in drafting projects for obtaining grants is reflected by the percentage of evaluated and approved projects and it reveals relatively low fluctuating performances; in addition the significant progress achieved in the period 2005 – 2007 was virtually lost in the following years. The relatively small percentage of approved projects, just over 31%, shows the need to foster the necessary skills in drafting the documentation required for accessing grants in the interested staff of educational institutions and NGOs.

The stimulation power of the educational and awareness program is limited and it does not consistently cover training needs when it comes to fostering attitudes and behaviors favorable to environment protection and sustainable development in the territory, which is indicated by the number of

submitted projects; only about 24% of the drafted projects result in raising awareness and training the public. Moreover, the budgetary resources of the program are very low in relation to the approved projects, given that only 68% of projects are completed. We consider that the palpable results of the program do not reflect the extent of project submissions and the potential management skills, even more so the necessary skills. The main reasons are the relatively modest budget of the program for education and awareness-raising on environmental issues and the inconsistency with which the Environment Fund Administration proposes and budgets the program.

REFERENCES

Bruntland G. (Ed.), *Our Common Future: The World Commission on Environment and Development* (The Bruntland Report), Oxford Press, 1987.

Clement K., Fitzgerald R., *Regional Environmental Integration: Changing Perceptions and Practice within Objective 2 Programmes*, Unpublished Report, European Policies ResearchCentre, Univ. of Strathclyde, Glasgow, UK, 1997.

Hart S.L, Sharma S., *Radical Transactiveness and Competitive Imagination*, Paper presented at the Academy of Management Annual Meetings, Denver, CO, 2002.

Ioan C.C., Carcea M. I. *Awareness and Environmental Attitude in the Context of Sustainable Development within a Knowledge-Based Society*, Environ. Engng. a. Manag. J., *12*, 1629-1636 (2013).

Jones P., Trier C., Richards J.P., *Embedding Education for Sustainable Development in Higher Education: A Case Study Examining Common Challenges and Opportunities for Undergraduate Programmes*, Internat. J. of Educational Research, *47*, 341–350 (2008).

Sharma S., Vredenburg H., Westley F., *Strategic Bridging: A Role for the Multinational Corporation in Third World Development*, J. of Appl. Behavioral Sci., *3*, 458-476 (1994).

Sharma S.,Ruud A., Laurier W., *Editorial on the Path to Sustainability: Integrating Social Dimensions into the Research and Practice of the Environmental Management*, Business Strategy and the Environment, *12*, 205–214, 2003. DOI: 10.1002/bse.366, Published online in WileyInterScience (www.interscience.wiley.com).

* * * Centrulcarpato-danubian de geoecologie, *Ce este programul Eco-Schools*, 2013. Retrieved from www.ccdg.ro/programe/eco-scoala.

* * * Earth Day Network, *Earth Day – April 22*, 2016. Retrieved from http://www.earthday.org/earth-day/

* * * EUROPARC, *European Days of Parks*, 2016. Retrieved from http://www.europarc.org/library/ europarc-events-and-programmes/european-day-of-parks/

* * * FAO, *21 March. International Day of Forests*, 2016. Retrieved from http://www.fao.org/forestry/interna-tional-day-of-forests/en/

* * * OUG 196/2005 *Fondul de mediu*, 2005. Retrieved from http://legeaz. net/oug-196-din-2005-actualizata.

* * * TAFISA, *World Walking Day*, 2016. Retrieved from http://www.tafisa.net/index. php/programs-events/tafisa-world-walking-day.

* * * UN Water, *World Water Day*, 2016. Retrieved from http://www.unwater.org/ worldwaterday.

* * * UNEP, *World Environment Day*, 2016. Retrieved from http://www.unep.org/wed/

IMPACTUL PRGRAMULUI DE EDUCAŢIE ŞI CONŞTIENTIZARE A PROBLEMATICII DE MEDIU ASUPRA SISTEMULUI EDUCAŢIONAL

(Rezumat)

Este prezintat un studiu de evaluare orientativă a modului de răspuns a instituţiilor educaţionale la un program naţional dedicat educaţiei şi conştientizării populaţiei cu privire la protecţia mediului. Programul acordă finanţare nerambursabilă pentru activităţi educaţionale nonformale sau informale ş În introducere sunt puse in discuţie modul de formare si dezvoltare a atitudinilor şi comportamentelor favorabile dezvoltării durabile, precum şi modalitatea de stimulre a personalului educaţional din şcoli pentru activităţi educative nonformale în general. Datele cercetării sunt obţinute prin studiul legislaţiei privind gestionarea fondului pentru mediu care oferă finanţare pentru programul pus în discuţie şi a documentelor publice ale programului, publicate pe site-ul administraţiei pentru fondul de mediu. Au fost accesibile pe parcursul investigaţiei informaţii pentru perioada 2005 – 2014, anume numărul aplicaţiilor depuse, proiectele admise şi proiectele finalizate. Trei variabile de impact sunt definite în cadrul studiului, respectiv: receptivitatea instituţiilor la oferta programului, competenţa instituţională în elaborarea proiectelor şi interesul pentru tematica programului. Analiza proiectelor finalizate în cadrul programului este prezentată în funcţie de două criterii, anume tipul instituţiei aplicante, organizaţie nonguvernamentală sau şcoli şi mediul de apartenenţă al instituţiilor respective, urban sau rural. Interpretarea şi concluziile caracterizează categoriile de aplicanţii în funcţie de variabilele de impact definite. Se constată impactul mai consistent al programului asupra organizaţiilor nonguvernamentale urbane decât al şcolilor, iar în cazul instituţiilor de tip şcolar asupra şcolilor generale urbane decât al liceelor sau universităţilor.

COMPARISON OF GEOMETRY SYLLABUS FOR CHILDREN AGED 8 TO 10 BETWEEN ROMANIA AND FRENCH-SPEAKING SWITZERLAND

BY

TUDOR STANCIU[1,2,∗], MARION BAULA[2], ANA MARIA LUPU[1], MAJLINDE SALIHU[2], ODILE SIEGENTHALER[2] and ELENA PETRONELA ZADOVEI[1]

[1]"A.I. Cuza" University of Iaşi, Romania,
[2]Haute École Pédagogique de Lausanne, Vaud, Suisse

Abstract. Differences between the Romanian and the Swiss curricula in geometry are the subject of a comparison focusing on the moments of the introduction of certain notions and materials to the children. In both countries, the emphasis is on decomposition and reconstruction of elementary surfaces. Both in Switzerland and in Romania, one of the key elements remains the role of the teacher and his ability to stage learning, curiosity, and motivation of the students, which is the driving force behind student learning.

Keywords: education; policies; methodology; geometry, instrumentalism.

1. Introduction

During the spring of 2016 we were able to observe multiple differences at several levels in mathematics between Romania and Switzerland. The research was done within Erasmus Plus program PEERS (Projects for Student Teams in Social Networks). The PEERS (Erasmus + Peers BE01-KA203-0131189) project is a partnership project between students and professors allowing an intercultural and educational exchange on a research axis. The aim

---

∗Corresponding author: *e-mail*: tudor.stanciu@tuiasi.ro

of the project has been to collaborate on a common theme and to share professional experience with partners from other countries.

The aim of the present research was to compare the curriculum for pupils aged 8 to 10 years, the materials available to teachers and the teaching methods. For this we have used the School Syllabus for Mathematics and Exploration of the Environment (2013 Romanian Syllabus and The Romand Plan of Study. In the present article we highlighted the differences between the Romanian and the Swiss syllabus. Geometry, in our view, is the most relevant subject for making a comparison by focusing on the moments of the introduction of certain notions to the children.

We also focused our research on the teaching approaches and types of strategies used in the two countries.

2. Syllabus Comparison

In Romania, the structure of the syllabus is composed of an introduction, general competences and specific skills, content, methodological suggestions (strategy and evaluation), and examples of learning activities.

The general skills are (Petrovici, 2014):

1. Use of numbers in elementary calculations.

2. Highlighting the geometric properties of objects in the surrounding area.

3. Identification of phenomena/relations/patterns/structures in the immediate environment.

4. Giving simple explanations using logical elements.

5. Resolution of data sorting and representation problems.

6. The use of conventional standards for measurements and estimates.

In Switzerland, the structure of the syllabus focuses on learning objectives and basic expectations.

The Swiss and Romanian syllabuses seem to be different on several levels in mathematics. In order to be able to compare mathematical concepts and the timing of their introduction, we have targeted two school grades corresponding to pupils aged 8 to 10 (5P-6P in Switzerland and 2nd-3rd in Romania). In addition, research is centered on the field of geometry. Certain differences did not allow us to determine the exact moment of the study of certain notions in the different countries. The Romanian syllabus contains learning objectives for each grade, while the Swiss syllabus describes the objectives by half cycle, that is, for two school years.

With regard to differences, we found several ways of functioning when introducing new notions. At the age of 8-9, students are confronted with the recognition of geometric shapes in both Romania and Switzerland. However, according to the syllabuses, we have noticed that in Romanian teaching, recognition of geometric shapes is done much by comparing known elements of

the environment. A form will then be compared to an object to be recognized by the students. For example, the rectangle can be compared to the classroom door. In Switzerland, teaching encourages the learning of the properties of shapes to enable their recognition.

Then, we observed the means put in place for teaching reproductions of geometric shapes. In Switzerland, shapes are mainly reproduced using geometry materials, while in Romania teachers use other methods. According to local teachers, this is a lack of resources, as pupils do not receive office equipment and then different didactic strategies. As a result, we find that the Romanian pupils mainly use the axis of symmetry, folding as well as the templates for the reproduction of shapes.

The notions of parallelism, perpendicularity and isometry are taught between 8 and 10 years in Switzerland and slightly later in Romania. However, it is difficult to say at what precise moment these notions are introduced, because the structure of the programs does not make it possible to determine it.

In both countries, we are talking about "solids" when the pupils are about 8 years old. Slight difference, the faces are seen at the same time, while the terms for "edges" and "vertices" are taught later in Romania.

For commonalities, we have noted several similar elements in terms of geometric shapes and when these notions are introduced.

Simple flat figures are taught at the same time in Romania and Switzerland, that is to say between the age of 8 and 9.

Simultaneously, these two countries emphasize the decomposition and reconstruction of elementary surfaces, at 8-9. There is, however, a slight difference, i.e. the Romanian pupils are mainly led to practice the forms learned in the production of drawings and collages. These means are also used in Switzerland, but other activities such as decomposition/recomposition using paper or volume forms are proposed.

Symmetry is also introduced at the same time in Romania and Switzerland, more or less in parallel with the decomposition and recomposition of the elementary surfaces (Dias, 2012).

3. Materials and Equipment

A notable difference is found in the worksheets: In Switzerland they are provided to the teacher and form part of the formal teaching resources, the MERs, teaching resources (Danalet, 1999). It is included a teacher's book, an exercise book, and a student file folder.

In Romania, some pupil activity sheets are prepared by the teachers. Since last year, other resources have been available online for teachers. These resources have been prepared and edited by the Romanian Ministry of Education. These resources include the textbook and the student workbook. These are printable (Pitila, 2014). There are also interactive activities for

students and teachers. These materials can be used with an ID and password on a computer, a tablet or a phone (MEN, 2013). Students are free to re-listen a part already seen in progress or to rework a notion. The advantage of using ICT (information and communication technology)/IT resources is that students can use their own styles of learning.

An example (Fig. 1) for the notion of circle/semicircle is presented below. In the printable version one of the exercises is to ask the students to name all objects they know that have a circular shape. They draw circles and semicircles, using circular objects (pieces, buttons, using a compass). Students draw circles and then cut them into semicircles, quarter circles.

Fig. 1 – Circles and semicircles.

At present there is no online version of teaching resources in French-speaking Switzerland (Romand) for 5P and 6P. A new version of these means is in preparation and will be accompanied by a computerized version.

These different ways of operating have advantages and disadvantages. The fact that the teacher prepares the material leads him to know all the elements, as well as the different possibilities of use (didactic variables).

The teacher is supposed to make an analysis of the task for each activity proposed to the students. However, having a predefined framework may be a limit to the adaptation of certain activities to the level of the students.

Concerning the equipment, in Switzerland all the geometric drawing tools: square, protractor, compasses, are given to each student during his schooling. Thus, unless the material is removed, in which case it is replaced by the parents, all the pupils have the same material at their disposal.

In Romania, this material is to be supplied by the families and if they cannot provide it, the pupil will not have the necessary material to take the mathematics courses. Teaching will therefore have students equipped in very different ways. This accentuates social disparities among students.

Some families barely have the income to properly feed the students. They sometimes send their children to school simply because they get a snack (fruit, croissant, milk, biscuits).

However, in both countries learning is done in an underlying and implicit way during the learning of geometry and geometric constructions. This is another source of inequality for students: while some may have developed skills within their social environment, others will not have had such opportunities.

The material has an important role. Studies have shown that the capacity to memorize information given by the teacher increases by 20% depending on the material and teaching method used as shown in the learning pyramid, in an American study done in Maine USA (Stanciu and Niţucă, 2006). The type of material used has an impact on motivation (emotional approach), psychomotricity and cognition.

Whatever the means used, the fundamental question will remain the role of the teacher.

4. Approach in Switzerland

In geometry, and in other subjects in mathematics, the pupils work very much with cards and worksheets. They do not manipulate objects. Education is frontal, often individual. Sometimes they are put together so they can exchange ideas and find solutions.

Between the age of 8 and 10, the use of the equipment varies. The more children grow, the less they will manipulate material.

The teacher is relatively free to choose his/her approach and the materials to be used, insofar as these materials meet the requirements of the PER (French study plan). Nevertheless, the PER recommends the use of various media, as well as the use of hardware and software. In the Swiss program, the inductive approach is recommended.

In order for students to explore and search for themselves before the institutionalization phase, it is up to the teacher to choose and make available the necessary means.

The PER also advises to propose problems of geometry and location in different spaces ("micro-space, meso-space, macro-space").

5. Approach in Romania

Romanian teachers use traditional methods that are very similar to Swiss methods. Traditional methods include: conversation, observation, problem solving, explanation, manual work, learning through discovery, observation, exercises, modeling, algorithms, and games.

Other methods are used, such as: brainstorming, "I know/I want/I learned" that could be brought closer to the teaching approach of Brousseau's mathematics (Brousseau, 2000), action-formulation-validation, the mosaic, a graphic organizer and case studies. We see that there are no major differences between the two countries, as the same methods are used in Switzerland. Moreover, the form of organization does not vary. In Romania as in Switzerland, teaching is frontal, individual or in groups.

6. Conclusions

The syllabus has more or less the same structure; the Swiss syllabus specifies in addition the transversal capacities which are worked across all the disciplines.

There is a difference in the means available to schools: in the classes we visited in a village in Romania, in Iaşi region, there are fewer visible materials. A priori the situation is different in the cities. Future Romanian teachers have told us about their difficulty in having pupils with adequate material for mathematical exercises. With regard to textbooks, the Romanian Ministry of Education and Research has published since 2014 a new textbook which is available online and includes interactive exercises. In Switzerland such a device does not yet exist. Teachers do not have the choice of teaching resources. There is only one form of formal education. The material is provided by the school and all students have access to the same material.

In view of the enthusiasm of the children, both in Switzerland and in Romania, we have agreed that one of the key elements remains the role of the teacher: his ability to stage learning, curiosity and the motivation of the pupils, which is the driving force behind pupil learning.

REFERENCES

Brousseau G., *Les propriétés didactiques de la géométrie élémentaire*. Actes du Séminaire de Didactique des Mathématiques de l'Université de Crète, Rethymon, 2000.
Danalet T., Dumas J.P., Studer C., Villars-Kneubühler F., *Mathématiques 4, Fichier de l'élève*. Corome Neuchâtel, 1999.

Dias T., *Expérimenter et manipuler en mathématiques. Comprendre les difficultés des élèves pour mieux les résoudre,* Magnard, Paris, 2012.

Petrovici C., *Didactica Matematicii pentru Invatamantul Primar*, Edit. Polirom, Iaşi, 2014.

Pitila T., Mihăilescu C., *Matematica şi explorarea mediului*, clasa a IIa, Partea a II-a, Manual şi Caietul elevului, Ed. Art Grup Educaţional, 2014.

Stanciu T., Niţucă C., *Didactics of Technical Subjects*, Tehnica-Info Printing House, Chişinău, Republic of Moldova, 2006.

* * * Programa şcolară pentru Disciplina Matematică şi Explorarea Mediului, clasa a II-a şi a III-a, MEN, 19.03.2013, Bucureşti, România.

COMPARAREA CURRICULEI LA GEOMETRIE PENTRU COPII CU VÂRSTE DE 8 ŞI 10 ANI ÎNTRE ROMÂNIA ŞI ELVEŢIA FRANCEZĂ

(Rezumat)

Diferenţele dintre programul românesc şi programul elveţian la geometrie au făcut obiectul comparaţiei in programul PPERS, cerxcetarea concentrându-se asupra momentelor de introducere a unor noţiuni şi materiale pentru copii. În ambele ţări, accentul se pune pe descompunerea şi reconstrucţia suprafeţelor elementare. Atât în Elveţia, cât şi în România, unul dintre elementele cheie rămâne rolul profesorului şi capacitatea sa de a stimula învăţarea, curiozitatea şi motivaţia studenţilor, care este forţa motrice a învăţării elevilor.

MANAGERIAL CHALLENGES OF THE TEACHER: ACKNOWLEDGING AND SOLVING THEM (II)

BY

ELENA TIRON[∗]

"Gheorghe Asachi" Technical University of Iaşi
Department of Teacher Training

Abstract. The paper identifies several managerial difficulties of the teacher depending on his/her activities: prognosis, prediction, decision, design, planning, organization, leadership, communication, coordination, evaluation and counselling of students in class. These difficulties are: *risk decisions, uncertain, random, exceptional, correction, improvement decisions, prognosis difficulties, involuntary influence, managing by punishments or rewards, poor regulation, inadequate counselling of the educational process*. The paper emphasizes the methods and techniques to overcome these difficulties such as: *motivation, leadership through projects, preventing dysfunctional situations, recovery techniques of time, of resources, of stimulating the individuals involved, of counselling.*

The methods used in the development this piece of work are: scientific documentation, systemic analysis, longitudinal observations of teachers participating in POSDRU "Student-Centred Education" between 2010 and 2012.

The work formulates conclusions on managerial efficiency: being proactive, beginning with the end in mind, win-win mentality, communicating empathetically, cooperating creatively, learning continuously.

Keywords: managerial difficulties of the teacher; systemic analysis; win-win mentality; learning continuously.

[∗]*e-mail*: elenadimitriutiron@gmail.com

1. Leading, Directing and Coordinating Teaching and Educational Activities

The notion of leadership in the classroom includes several actions:

➢ mainly conscious or unwitting *influence* of teacher on students, parents or other teachers, influence which may be *informational and normative* (Deutsch & Gerard, 1955; Muchielli, 2002);

➢ *leading* with more than one meaning: the exercise of power, domination by influence *focusing group energies*;

➢ *power* based on punishment, reward, legitimacy, competence, identification (Franch & Raven, 1959);

➢ *coordination* of different actions by setting common goals and objectives.

Although in the classroom all these forms of leadership coexist, the most effective ways of managing the classroom by the teacher are those *focusing on the group energies,* the *competence* of the teacher in relation to the learning objectives and peculiarities of the group and individual pupils.

Managerial activities generating difficulties:

1. *involuntary influence* of the teacher's negative behaviours, such as alcohol consumption, smoking, aggressive language, insulting;

2. the exercise of the teacher's power by direct or indirect physical or mental coercion;

3. *strength based on punishment*, *but also reward* or teacher identification with those undesirable student behaviours (Franch & Raven, 1959);

4. *authoritarian, dictatorial leadership style,* when only the teacher makes decisions without consulting the students according to the 'magister dixit' authority type (Lippitt & White, 2001);

5. *laissez-faire*, *undirected* leadership *style,* when the students are left to chance;

6. *passive leadership style,* when outcomes, social relationships and the classroom stand at a low level.

The influence and the leadership behaviours of the teachers towards their students and classrooms are situated at one of the poles of power. Extreme freedom or coercion has negative effects such as: copying these behaviours, generating a chain of aggressive or libertine behaviours; increase in acts of indiscipline; not learning; disorder; conflicts between teachers and students, among students, among teacher-student-parent.

The best **methods of achieving management,** coordination and conduct of activity are: *motivation - management projects, - delegating management, - leading by exceptions, derogation - through alternative leadership.*

The model developed by Blake and Mouton (1966, p 31) identifies 81 styles of leadership according to the rapport between the task and interpersonal relationships, of which the most important are: the preoccupied, the motivator, the passive, the assertive, the administrator (Iosifescu, 2001). **The motivator** is the style of leadership that meets the most positive aspects: coping with conflicts calmly, making decisions when needed, delegating clear tasks, helping collaborators and subordinates to improve their performance, promoting stability goals and working to achieve them, agreeing to action plans and monitoring that they involve subordinates in decisions that affect them.

The teacher can become a **motivator** to his students if he/she meets certain requirements:

a) knowing the personality of students and their family situations;

b) knowledge of methods and processes of conflict resolution;

c) labour market knowledge;

d) operationalising the lesson objectives correctly;

e) orientation towards training student skills;

f) interdisciplinary organization of contents;

g) application of active-participatory methods;

h) formative assessment of students;

i) using the positive role models method;

j) organizing formal educational activities in interaction with the informal ones;

k) development of interests, passions and pupils character.

Management by projects is a method of attracting, stimulating participation and involvement of students in new and creative activities in order to increase performance, but also open up new paths to acquiring knowledge or problem solving. Projects can be organized in formal, non-formal or informal education, in all these forms contributing to increased motivation and performance in learning. Of course, if the teacher identifies students with increased performance and management capacity recognized by other students, he/she may delegate the management of a project, an activity to these students, achieving **management by delegation.**

By the same criterion of the interaction between the focus on task and focus on human relations P. Hersey *et al.* (1996) identify four main styles:

1. **Direct style (Tell),** for subordinates (students) who will not and cannot achieve the required activities. The manager (teacher) tells the subordinates what to do and controls their every action *being centred on task.*

2. **Tutorial Style (Sell)** for subordinates (students) who cannot but want to achieve the required activities. The manager (teacher) sells suggestions, trying to convince, being centred both on *task and on human relationships.*

3. **The mentoring style (participate)** for subordinates (students) who can and will, but whose motivation should be developed. The

manager (teacher) participates with suggestions when asked, being centred on *human relations.*

4.   *Delegator style (delegate),* for subordinates (students) who can and will sufficiently. The manager delegates decision-making authority and *is not focused on any task, nor on human relations.*

These four management styles can be adapted in the educational process with great success.

Students with low education levels and a low degree of mobilisation need a predominant **directive**, routing and controlling teaching style. Students with a low level of education, but with a good level of mobilisation need a **tutorial** teaching leadership style based on suggestions. Students with a high level of preparation and an average degree of mobilisation need a **mentor, participative** teaching **style**. **The delegator style**, we believe, is suitable for students with a high level of training and a high degree of mobilisation.

Specific styles have been identified even in information processing (cf. S. Iosifescu, 2001):

1. **The analyst** prefers concrete information about a specific situation rather than vague or abstract concepts. He tends to neglect the feelings arising in group activity and negotiation. The analyst focuses on facts, tasks, issues and people not called upon to solve.

2. **The explorer** prefers to work with abstract ideas, generalise, to look at ideas in a wider context and put them in logical order. Neglecting the emotional side and feelings of those involved, he/she cannot predict conflicts. Sometimes he/she cannot understand why subordinates oppose his/her logical ideas.

3. **The reactive** shares with the analyst the preference for concrete facts and information, being focused on the here and now. The reactive often addresses problems emotionally, acting under the impulse of emotional states. He/she takes decisions together with the group, relying on people and their consent, but relying to a lesser degree on logic.

4. **The dreamer** prefers to look at facts, ideas, problems in a broad context, their past and future, without taking into account their logical ordering. His/Her ability to think holistically but beyond logic offers a high potential for creativity. He/she can generate innovative solutions, new alternatives around which to create consensus. The dreamer is the best when he/she does not meet any restrictions, preferring methods like brainstorming. The dreamer needs help, not being very practical. The analyst keeps the dreamer grounded, the explorer checks his/her logic and relevance and the reactive tests his dreams.

The teacher or the counsellor's role in information gathering, processing and transmission of information is effective when he/she combines the characteristics of the analyst with those of the explorer, the reactive and the dreamer - accumulating positive aspects and annihilating negative aspects:

i) concrete information from the analyst and the abstract from the explorer;

ii) analyst and explorer logic and reactive and dreamer emotions;

iii) dreamer and reactive focusing on people with explorer and analyst focusing on task.

Leadership, as directing and coordinating teaching and educational activities, is a complex managerial function that presupposes traps in which teachers can fall if their management training and experience have certain shortcomings. Therefore teachers, in their evolution as manager teachers, must update their management knowledge, train their managerial skills, monitor both their own successes and their failures in managing the classroom.

2. Assessment and Managerial Regulation

Although not similar to evaluating teaching, management assessment has been reported to the former. Thus, assessment management has been defined as a set of actions grouped around three basic processes: control or check; quantitative analysis or measurement; qualitative analysis or value (Joiţa, 2000).

S. Iosifescu (2001) believes that evaluating management has a wider scope than evaluating teaching because it includes the evaluation of the educated; of the educators; of the institutions; of the education system.

Using as benchmark different times of the year, by analogy with the assessment of teaching, management assessment was classified as follows:

- initial assessment in order to inform (what kind of class, what kind of school, what is the initial level?)
- continuous evaluation to inform on the progress made (have the students or the class made progress as a result of the educational programs they are involved in?)
- final evaluation, quantitative and qualitative assessment (how do we measure this progress, what level has been reached?).

Managerial documents necessary to the registration of these data are observation rubrics, notebooks form counsellor teachers, student portfolios, participation in extracurricular activities, in talent clubs, competitions, visits and trips etc.

The managerial functions of evaluation were also identified by reference to teaching evaluation functions:

- *finding* the level of implementation of actions;
- *informing* responsible actors;
- *preventing* dysfunctional situations;
- time, resources recovery;
- *stimulating* people involved;
- *regulating* activity.

The relationship of the teacher with the parents, the socio-economic and cultural community representatives is the complex means of achieving the managerial evaluation functions. The responsible factors in achieving student education exist not only in schools, but also in the family, on the street, in the mass-media, in the entire society. In this way one can identify the new educational problems of students with parents abroad, gangs of students who demand so-called high protection fees from small children, increasing violence in schools etc.

If management assessment types and its functions are substantially similar to those of teaching assessment, the various control methods and modalities for managerial assessment differ from teaching assessment by several criteria. The most important control methods used in management assessment were classified:

1. according to *the moment in time* the assessment is performed:
   - a. preliminary
   - b. concomitant
   - c. post-action
2. according to the orientation to *overcoming deviations:*
   - a. compliance
   - b. overcoming
3. according to *objectives:*
   - a. teaching-learning
   - b. use of resources
   - c. project management
   - d. use of strategies
   - e. interaction
   - f. improving relations with students
4. according to *coverage*:
   - a. general and particular
   - b. a single activity, the entire system
5. according to the *methods* followed:
   - a. observative
   - b. by analysing documents
   - c. by free discussion
   - d. self-evaluation
   - e. through exchange
   - f. through case studies
   - g. through improvement projects

Preventing dysfunctional situations through a better knowledge of students, class, family circumstances is the most useful way to control. Prevention is possible if teachers establish self-awareness, knowing each other and if it sets up educational intervention projects with other responsible actors. The diversification of the roles of teachers and counsellor teachers as mediators,

mentors, tutors, guides is one of the newest and effective ways of management reform of the Romanian educational system.

Evaluation is not an end in itself; its purpose is feedback and adjustment. Informing the responsible actors on the results of the actions and on the regulation of the activity itself can be achieved by feedback diversification, by evaluation decentralization.

Feedback has also been classified into several categories according to:

- the path: the direct feedback, in the classroom and indirect feedback through teachers to parents;
- the moment the feedback is offered: concomitant and ulterior;
- feedback encoding: verbal, non-verbal and paraverbal;
- its meanings: positive - of confirmation, negative - of denial;
- content: feed-back limited to yes or no, free, detailed;
- the method used: observation, analysis of responses, activity products analysis, colleagues expressing opinions;
- functionality: informational, corrective, reinforcement.

The more feedback and activity control modalities are used, the clearer and more concrete the objectives of the activity become, the more stimulating the activity is, the higher the efficiency.

3. Educational Counselling

As a managerial function of the teacher (Baban, 2001; Tiron, 2005) educational counselling closes the circle of managerial activities: design, planning, organization, management, evaluation of the educational process. *Managerial counselling* addresses individual students, group, the whole class, teachers or parents of students in the class where the teacher functions as counsellor the headmaster. Management counselling has as starting points difficulties found by other activities, such as prediction, design, planning, management, managerial evaluation: shortage of information, interaction, motivation, decision making, organizational, technological, etc. Counselling can follow the stages of *a solving problem process:* defining the problem, meeting the people involved, students, teachers, parents, confrontation, developing several alternatives to solve the problem and choosing the optimal approach.

In order to become a good counsellor, the manager teacher must develop attitudes of empathy, understanding, love, active listening, kindness, optimism, perseverance, trust, will, flexibility, originality, communication.

The solutions managerial counselling offers to its customers are not preformed but discovered along with them, by:

- *creative methods* such as role play, brainstorming, sinectica, group work;
- *the method of logical analysis*: system analysis, root cause analysis, risk analysis, task analysis, analysis of results relative to targets;

- *interdisciplinary methods* such as problem solving, sociodrama and psychodrama (Moreno, 1965) case study, etc.

So whether they address working on an education topic or with a group, or with the whole class, the most effective methods, techniques and procedures of educational counselling could be classified as follows (cf. Băban, A.,2000):

A. Methods

1. observation; 2. heuristic conversation; 3. questioning; 4. brain-storming; 5. cooperation; 6. psycho-drama; 7. debate in groups and pairs; 8. case study; 9. learning exercises; 10. implementing projects; 11. building portfolios.

B. Techniques

1. ludic activities; 2. filling in worksheets and self-assessment scales; 3. watching films and commenting on them; 4. completion of tests and images; 5. experimental games; 6. making collages and posters.

C. Procedures

1. reflection; 2. argumentation; 3. drawing; 4. list of issues; 5. list of solutions; 6. active listening; 7. empathy; 8. unconditional acceptance; 9. congruence; 10. paraphrasing 11. summarizing, 12. feed-back.

4. Conclusions

Looking at management as a system, according to the interaction of its components: prognosis, prediction, decision, design, planning, organization, leadership, communication, coordination, assessment and counselling, identifying managerial difficulties in time and overcoming them is the way that leads to managerial success .

E. Joiţa (2000) shows that successful manager teachers:
- aim at rational goals;
- address the problems holistically;
- better identify the unsolved or difficult issues;
- rationalise material, teaching, psychological and time resources;
- look for varied information;
- project their actions on different terms and at different levels;
- choose the most direct and economical from several organizational variants;
- interact with their partners, involve them in taking decisions, etc.

S.R. Covey (1995) identifies **seven principles or steps of efficiency and success:**

1) being proactive, being interested, increasing the circle of influence, beginning with the end in mind, specifying intents and purposes, specifying the optimum leading mode, ordering the factors and principles, acting with conviction and faith;

2) giving priority to priorities, planning their importance, managing time, identifying roles, creating versions of programs;

3) thinking win-win;

4) communicating empathetically, seeking to understand first, then to be understood;

5) acting synergistically, cooperating creatively, reporting to group action, to interdisciplinary approach, appreciating partners;

6) learning continuously, renewing other dimensions of knowledge, regulating the activity, admitting improvement in an upwards spiral objectives. The Romanian educational crisis is also a crisis of ideals, aims and educational goals. Knowing how to set your goals and objectives is achievable starting from the crisis of goals and objectives.

Principle 4 introduces us to the issue of conflict resolution, inevitable in any domain of activity, the more so in educational activities, which can be solved most efficiently through the win-win formula. All the other forms of resolving conflicts win-lose, lose-win or lose-lose may not be as successful as the win-win formula. The two sides are teachers and students most often, but also students and parents, teachers and teachers, students and pupils, teachers and parents etc. In a possible conflict and probably between those particular parties, the assured formula for success is the win-win one, where both sides gain from the negotiations, provided that both parties give in.

Empathetic communication can be taken as the basis, the climate and the ideal way of achieving educational success, good educational management. Trying to understand our educational partner is an exercise of mental flexibility, viewpoints mobility, overcoming rigid centring on their own interests. Teachers and students do not belong to two different camps of interests but of the same camp, in what is now called educational partnership.

Creative cooperation and joint action with the purpose of achieving knowledge is also essential in successful educational management. Educational and classroom management involves several characters and role statuses that involve different forces and personalities with shared objectives which only through a creative and synergistic cooperation can achieve success.

All previous successful management principles and steps presuppose **lifelong learning** as a form of permanent correction of activity, of continuous regulation and self-regulation in the form of creative learning.

Between success and failure there is a constant struggle in which the main role - we believe - is owned by the individual in a particular situation and time. The ability to overcome obstacles, to mobilize all positive forces, to adjust and correct the situation, to revise and adapt the management process - all these make up particular but essential ways in achieving educational success. Educational success is a personal construct that can be achieved, in our view, by applying the concept of the personal construct developed by the American psychologist George Kelly.

The mental development of the concept of success, its staged design, its timely planning, the organisation of factors and forces responsible for success, coordination and management tailored to the situation - all these are but stages of the management of success which, through their efficiency becomes successful management (Tiron, 2011)**:**

1. Emphasize the role of **adviser and guide** of the teacher/magister in discovering knowledge.

2. **Personalizing** education, because both maieutic and the current heuristic strategies concentrate on the student with his interests, necessities, skills, according to the ancient goal: know yourself!

3. **Searching for the truth of mankind, through the action upon oneself**: consequently, if we want to know the truth and to develop the wish for the truth in ourselves, we must start by working upon ourselves

4. **Combining creativity with morality: responsibility, recognition, evaluation, virtue.**

Current education must still work on the last meeting point between creativity and morality because if in antiquity the moral goals of education were well stated, in current education they were overshadowed by the scientific and intellectualist goals. Not to mention virtue…

REFERENCES

Băban A._, Consiliere educaţională, Ghid metodologic pentru orele de dirigenţie şi consiliere_, Edit. Asociaţia de ştiinte cognitive din Romanaia, Cluj-Napoca, 2001.

Deutsch M., Gerard H.B, _A Study of Normative and Informational Influences upon Individual Judgement_, J. of Abnormal and Social Psychology, **51**, _3_ (1995).

Dobre I., Bădescu A., Irimiea C., _Teoria deciziei. Studii de caz_, Edit. Scripta, Bucureşti, 2000.

Drucker P.F., _Eficienţa factorului decizional_, Edit. Destin, Deva, 1994.

Franch J.P.R., Raven B.H., _The Bases of Social Power_, in Cartwright (ed.) Studies in Social Power Ann Arbor, University of Michigan Press, 1959.

Hersey P., Blanchard H.K., Dewey J., _Management of Organisational   Behavior. Utilizing Human Resources_, Prentice Hall, Upper Saddle River, 1996.

Iosifescu S, _Management educaţional. Ghid metodologic pentru formarea formatorilor_, MEC, Institutul de Ştiinţe ale Educaţiei, Bucureşti, 2001.

Iucu R., _Managementul şi gestiunea clasei de elevi_, Edit. Polirom, Iaşi, 2000.

Joiţa E., _Management educaţional_, Edit. Polirom, Iaşi, 2000.

Lippitt R., White R., _Studiu experimental privind activitatea de conducere şi viaţa de grup_, în De Vsscher P., Neculau A. (coord.), Dinamica grupurilor. Texte de Bază, Edit. Polirom, Iaşi, 2001.

Mihuleac, E., Nicolescu, O., _Ştiinţa managementului_, Editura Economică, Bucureşti, 1999.

Moreno J.C., _Psychotherapie de group et psychodrame_, P.U.F., Paris, 1965.

Mucchielli, A., _Arta de a influenţa. Analiza tehnicilor de manipulare_, Editura Polirom, Iaşi, 2002.

Senge P.M., *The Fifth Discipline. The Art and Practice of the Learning Organization*, Random House, London, 1990.

Tiron E., *Consiliere educaţională*, Edit. Institutul European, Iaşi, 2005.

Tiron E., *Managementul clasei de elevi*, Edit. Performatica, Iaşi, 2011.

DIFICULTĂŢI MANAGERIALE ALE PROFESORULUI: CUNOAŞTEREA ŞI GESTIONAREA LOR (II)

(Rezumat)

Lucrarea identifică mai multe dificultăţi manageriale ale profesorului in funcţie de activităţile sale de: prognoză, previziune, decizie, proiectare, planificare, organizare, conducere, comunicare, coordonare, evaluare şi consiliere în clasa de elevi. Aceste dificultăţi sunt: deciziile *de risc, incerte, aleatorii, de excepţie, de corectare, de ameliorare, dificultăţi de previziune, influenţa involuntară, conducerea prin pedepse sau recompense, reglarea deficitară, consilierea neadecvată a procesului educaţional.* Lucrarea pune în evidenţă metodele şi tehnicile de depăşire a acestor dificultăţi cum ar fi: *motivarea, conducerea prin proiecte, prevenirea situaţiilor disfuncţionale, tehnici de recuperare a timpului, a resurselor, de stimulare a persoanelor implicate, de consiliere.*