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Promotion of Teacher's Wellbeing: Development and Implementation of a Continuous Formation

By Flavinês Rebolo

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PROMOTIONOFTEACHERSWELLBEINGDEVELOPMENTANDIMPLEMENTATIONOFACONTINUOUSFORMATION

Strictly as per the compliance and regulations of:

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I. Introduction

Nowadays, complaints regarding distress levels amongst teachers in the workplace is on the rise. Teachers find themselves constantly demanding for changes and adaptations fueled by the rapid transformations in today's societies and schools, driving them to distressing states and illnesses. Teacher demotivation, an elevated level of absentees and job exiting levels, professional dissatisfaction, stress, among other symptoms related to teacher's distress levels can be inferred as responses, conflict strategies or even coping mechanisms used by teachers when coupled with contractual hazards.

There are multiple adversities and factors that result in teacher's distress, such as: lack of teaching resources, lack of support from coworkers and coordination, overworking and too many responsibilities, too many roles, and others. In this context, teachers can produce a multitude of symptoms, ranging from the bio-physical dimension (named blood hypertension, constant migraines, acute fatigue, insomnia, ulcers, etc.), behavioral (absent calls, conflicting behavior, alcohol or substance abuse, low productivity, etc.), emotional (emotional distancing, impatience, irritability, frustration, apathy, loss of professional enthusiasm, etc.) and cognitive (low self-esteem, difficulties decision-making, etc.) (JESUS, 1998, p. 23).

When the teacher's distress sets in, not only does it affects professional satisfaction levels but also the quality of teaching and the interpersonal relationships both in and out of the school's environment, causing feelings of frustration, mood swings and both physical and psychiatric pathologies. Due to that, it is necessary and urgent to comprehend and create programs that support teachers to face workplace distress and build their wellbeing.

Teacher's wellbeing is the everyday living, with higher frequency and intensity, of positive experiences rooted from affective and cognitive processes stemming from human partnership coupled with the environment (REBOULO and BUENO, 2014) and can inform favorable conditions to teachers so as to, when faced with conflicts and professional difficulties, be able to gleam adequate possibilities of restructuration of the teacher's practices and way of being in the profession.

According to Rebolo (2012b), teacher wellbeing is an existing factor in the relationship between teacher and his or her work that may or may not come to pass, depending on: 1- work characteristics (the work itself and the physical, socioeconomic and relational conditions present to its performance); 2- the way these characteristics are viewed and assessed by the teacher as well as the result, either positive or negative, of such assessment; 3- the ways in which said teacher faces and solves the conflicts created from the discrepancies between his or her expectancies and realities, between his or her internal organization and the work organization. It is, as such, a multidimensional phenomenon.

According to Jesus (2007, P. 33) "the distress degree depends on, mostly, the way in which the teacher copes with the potential sources of said distress, enabling this coping mechanism to be learned" (unofficial translation). This learning process starts in college, during the first steps in the teacher's formation, taking the form of internships and other theoretical-practical activities, from which the academic, future teacher, is granted the possibility of experiencing and preparing for the professional realities. This preparation should include, amongst other aspects, the necessary aid to create conflict strategies, regarding cognitive, emotional and social aspects, which is essential to the generation and maintenance of teacher wellbeing. However, during start of the formative years, not always has the teacher the necessary preparation to face the new challenges being laid in the Education field, and, as such, the continuous formation, as already been pointed

Author: e-mail: flavines.rebolo@uol.com.br

out by various authors, some of which Nóvoa (1991, 1992, 2007), Gatti (1997, 2003), Veiga (2002), Marin (2003), Thiele (2009), Sampaio (2008) Zacharias (2012), Rebolo (2012a, 2012b, 2014) Stöbal et al (2010), Mendes (2012), now has a very important role in the professional development process and in the making of the teacher wellbeing.

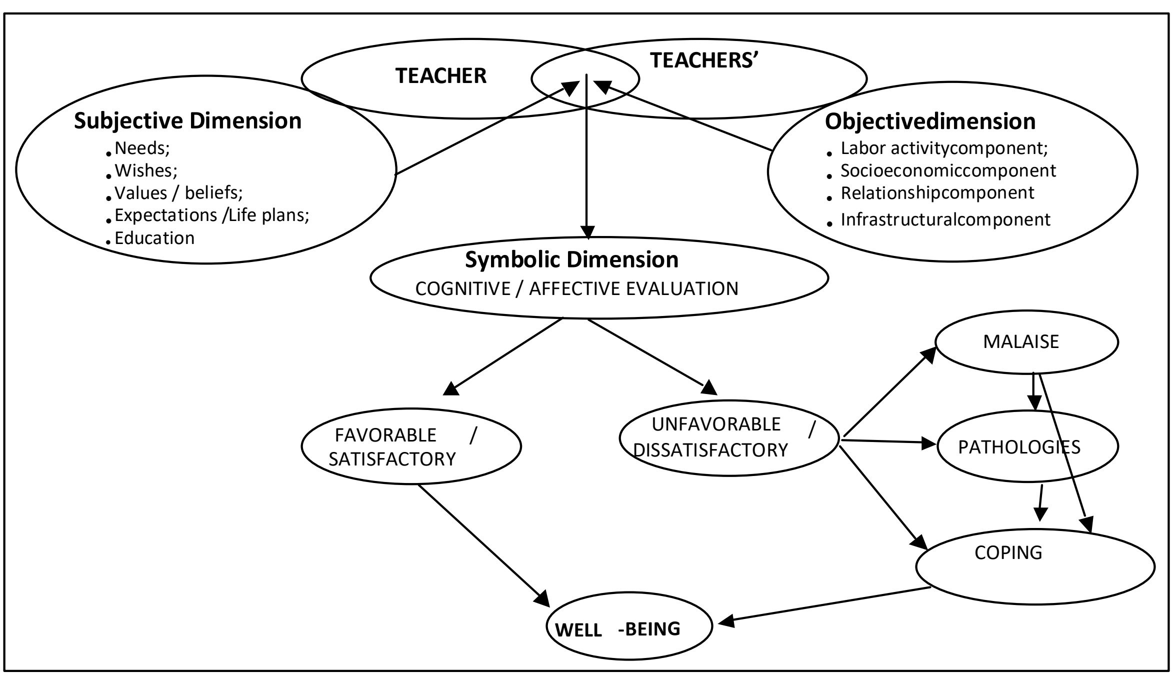
There are many frameworks of continuous formation and this article presents a proposition that aims at the prevention of teacher distress and the promotion of teacher wellbeing, offering aid so that the teachers are made able to create coping mechanisms regarding difficulties and dissatisfactions related to work. This program has been built as a basis to the analysis of the teacher wellbeing/distress posited by Rebolo (2012b) and in the proposition presented by Jesus (1998, 2006, 2007). It has been developed alongside teachers from the Rede Estadual de Ensino de Campo Grande state school, MS state, Brazil. The theoretical contribution adopted proceedings and its results are presented in the following.

II. From Teacher Distress to Teacher Wellbeing: An Analysis Framework

To Rebolo (2012, p.24) teacher wellbeing "is the result of a complex process which, even though conscripted to subjective aspects, is highly related to the specificities of this field of work and to the social and organization context where said work is performed". This way, teacher wellbeing can be considered a dynamical process, built during the professional everyday life and it presents itself in the intersection of two dimension, an objective one (containing aspects such as socioeconomic, relational, from the work activity proper and infrastructural of the workplace) and a subjective one (related to the formation, life projects, needs and expectancies of a particular teacher). In the dimensional intersection of these aspects is where the possibility of wellbeing experience can be observed.

This intersection is called symbolic dimension and regards the correspondences (or not correspondence) between personal characteristics and the components of the objective dimension of the work. The teachers' assessments (cognitive and affective) of his or her own self, of his or her responsibilities in activities and of his or her existing conditions for the performance of work are the elements which form this dimension. It is starting there the moment in which it is possible to see the impact of the objective dimension of work in the teacher wellbeing. When this assessment results is positive (greater number of factors seen as satisfactory) wellbeing at work is possible; and, when it is negative (greater number of factors seen as dissatisfactory) distress at work could be occurring and/or a number of pathologies and/or conflict strategies. The coping mechanisms are all the cognitive and behavioral resources developed by one's sense of coping with the internal and external demands seen as excessive, and that allow said person, the teacher in this case, set them in motion to overcome adversarial situations in his or her everyday life (JESUS, 1998). It is believed that, if teachers are prepared to create adequate conflict strategies, it would be possible to minimize distress and the manifestation of pathologies related to work. In Table 1 this framework is shown schematically.

Table 1: Summary of the model posited by Rebolo to the teacher well-being/malaise analysis.



Source: Rebolo, 2012b, p. 33.

The degree of teacher satisfaction/ dissatisfaction with the components from both the objective dimension and subjective dimension can be known by applying the Teacher Well-Being Scale (EBED) (REBOLO and CONSTANTINO, 2020). By analyzing the EBED results, the factors portrayed as dissatisfactions by teachers, which, by design, are the potential generators of distress, must be the target of interceptive motions by the school management as well as by the educational systems.

The subjective dimension, and its impact in the building of the teacher wellbeing, can the known when assessing collected data from semi structured interviews, focal groups and the teachers' professional life narratives, analyzed through the content analysis (model posited by Bardin, 2011) or thematic content analysis (model posited by Schütze, 2007a, 2007b).

Both the dissatisfactions with the objective dimension of work and the dissatisfactions stemming from the subjective dimension can be potently minimized by the teacher continuous formation intervention strategy, avoiding teacher distress and building teacher wellbeing. The continuous formation here presented had this purpose and, more specifically, to offer aid so as the teachers were made able to create conflict strategies.

III. Continuous Formation: Possibilities to the Promotion of Teacher Wellbeing

The rise in numbers of teacher continuous formation programs, in the last few decades, is based in some criteria that aim to adapt the teachers to the technological innovations and to the exponential growth of scientific knowledge. However, as Diniz et al (2011, p. 15) denounces, "there is the need to conceive self-knowledge environments and ethical thinking in the formation because it is but in human plane where theory and practice are joined; and it is but in the one self's plane that formation takes place". In that same line, Dalben (2004, p. 7) posits that "continuous formation cannot be conceived just as a means of accumulating courses, talks, seminars, of knowledge or techniques, but as a work of critical thinking about practices and the permanent construction of a personal and professional identity in mutual interaction".

The need, presented by the wider social context facing contemporary education, demands that teachers, beyond the mastery of new teaching methods and techniques, have other abilities that lead to a critical thinking about their values and beliefs, their professional identity and social role. According to Jesus (1998), "one of the main measures to prevent teacher distress correlates to the clarification that teachers portray relatively to the professional practice and to themselves, helping them to develop more realistic and adequate conceptions of the teaching profession" (JESUS, 1998, p. 30).

This author does not disregard the need to implement socio-political measures that influence the professional practice, but affirms that the continuous formation must be oriented in way such as "to contribute so that the professional practice be experienced with satisfaction and self-reliance, encouraging the construction of a professional career characterized by personal and interpersonal motivation and development, counting as fundamental criteria of teacher wellbeing" (JESUS, 1998, p 41).

Along with these considerations, this program here presented was developed by the humanistic formation approach, which considers teacher formation a personal development process aiming to the self-knowledge and to the continuous formation method of constructivist framework. Such method is placed in a contractual and interactive-reflexive process based in an

> interactive and contextualized reflection, including both theory and practice […] It foresees assessments and self-assessments of its members' developments […] It implies a collaboration relationship between the ones in the formation process and the ones overseeing them, predisposed to the knowledge rooted in actions and motions. There is a cooperation context at play in which everyone are co-responsible in the solution of practical issues. It is common the use of focal groups, workshops, debating dynamics as well as experimental exercises followed by discussions. (NÓVOA, 1992, p. 19)

It is important to keep in mind that the "best formation process" will always be conditioned to the specificities of a complex field and that it demands an assortment of the institutional contexts and of the needs and expectations of a given group members. According to Imbernón (2016), this process needs to

> […] ascertain a level of coherence in the formation development taking into account the situational analysis (needs, hopes, emotions, issues, demands…) […]; a formation process starting from the inside of the group where practical problematical situations are resolved collaboratively (IMBERNÓN, 2016, p. 167)

In this sense, the teacher wellbeing promotion program described below was developed as a continuous formation proposition within the humanistic-constructivist perspective, taking its starting point at a diagnostic stage, where needs and expectations were identified amongst the group of teachers.

IV. The Teacher Wellbeing Promotion Program: Diagnostics and Activities Planning

To the development of this Program, two meetings with the teachers were initially set, in the school were the program would take place, with the goal to present the research project and to apply the diagnostics tool (Teacher Well-Being Scale - EBED -, Rebolo's and Constantino's, 2020), aiming to identify the higher dissatisfaction factors and the main formative needs and expectations in this group of teachers.

Once the scale (EBED), from 64 school teachers was taken, and collected, the factors considered to be very dissatisfactory were identified, namely: work overload, workday, work rhythm, and free time for leisure and family; interpersonal work relationships; collective work, work groups and experience exchange; levels of student interest and indiscipline.

These factors highlighted by the teachers are varied and relate to both the environment and work conditions to subjective aspects (frustration, sense of uselessness in relation to the accomplished work, teacher-student conflicts, etc…). As well as distress and stress, the dissatisfaction with these factors generates a lack of growth perspective and valued professional effort that, according to Lipp (2003, p. 17), "demotivate teachers, who begin to see the school and their own roles as a heavy burden and lacking the personal gratification, their internal motivational efforts start to wane day after day". In this way, the need of measures that aid teachers to adequately cope with these factors becomes paramount, creating the possibility of a better fit to the work context and to the degree of satisfaction and teacher wellbeing.

The results obtained in the first teacher meetings aided the development of the program activities of teacher wellbeing promotion fit to the school reality and to the specific needs of this group of teachers. After identifying the factors which, in the teachers' perception, would be distress and stress triggers, the activities planning to be developed in the following meetings took place.

The program, developed as a proposition of continuous formation, was based upon the proposition posited by Jesus (1998, 2006, 2007), in which this author posits that the development of self-assessment exercises, the identification of factors that trigger stress, the conflict strategies and relaxation techniques, amongst other activities that aim to "contribute to the development of certain important roles as to prevent or resolve distress situations: entitlement of beliefs management, expectations and attributions, in the sense of a more adequate functional cognitive tool, entitlement to physical symptoms management, entitlement to time and group work management, entitlement of assertiveness, entitlement to leadership and conflict management, rules of healthy lifestyle and personalized coping strategies and perspective of implementation of the professional and personal life learnings" (Jesus, 2006, p. 126).

Studies conducted by Jesus are applied in Brazil for some time already, by various researchers, some of which Sampaio (2008), Zacharias (2012), Rebolo (2012, 2012a, 2014), Stobäus et al (2010), Mendes (2012), from researches and on "thematic interventions approaching the contemporary context, in the sense of promoting theoretical and practical competencies in teacher formation [which in turn] contributing to lowering distress levels and promoting teacher wellbeing". (SAMPAIO et al., 2012, p. 6) (unofficial translation).

In this vein, the Program of teacher wellbeing promotion, presented in Table 2, was constituted in workshops, group dynamics, yarning circles and exam-taking, thematically elated to stress, self-knowledge, self-image, decision making, time management, teamwork, assertiveness, interpersonal relationships, self-esteem, self-control, leadership and anti-stress relaxation techniques, aiming to aid teachers to face work adversities and minimize dissatisfaction detected by the application of the EBED and stress and distress symptoms.

Table 2: Teacher Wellbeing Promotion Program

Meeting	Goals/Activities Performed
I	*Goals:* Presentation of the research and dissatisfaction factors identification Project relating to work for the teachers. *Activities:* 1- Establishing rapport with the school team (director, coordinators and teachers) and research presentation. 2- Applying the Teacher Well-being Scale (EBED), complete version (REBOLO and CONSTANTINO, 2020, p. 446), composed of 37 variables from the objective dimension (socioeconomic, relational, work laboral and infrastructural factors).
II	*Goals:* EBED results presentation and reflection upon these results in teacher wellbeing. *Activities:* 1- Feedback - delivery and collective as well as discussion of the EBED results (dissatisfaction factors)
III	*Goals:* Initial socialization, group integration, expectations offerings and teacher stress level identification. *Activities:* 1- Teacher Wellbeing Promotion Program presentation to the participating teachers. 2- Group integration regarding the Presentation group dynamic (*Each member fills a form with the following fields: Name / Surname / Age / Marital status / Family composition / Graduation / School / A sport / A leisure*

	activity / A strength / A weakness / A happy moment / A sad moment / A dream / A fear / A hope. Then they exchange forms. Each member presents the received form). 3- Application of the Adult Stress Symptoms Inventory (ISSL), from Lipp (2002), from which the teachers' stress levels were identified. The Adult Stress Symptoms Inventory (ISSL), developed and validated by Marilda Lipp (2002), provides an objective measure of stress symptomology in young persons from 15 years old and above, also adults. It is constituted by a list of physical and psychological symptoms which allow the identification of whether a person is stressed, in which phase of its process he or she is (alert, resistance, close-to-exhaustion* and exhaustion) and if his or her symptomology is typical of the physical or psychological dimension. Its application takes proximately 10 minutes and can be performed individually or in groups up to 20 people. 4- Teachers' expectations identification about the program, by means of the following dynamic: A letter to him or herself (*Individually, each member writes a letter to him or herself as if he or she was writing to his or her best friend. Among the subjects, take into account: how he or she is feeling at the moment, what he or she expects from the program, how he or she expects to be professionally and personally 90 days from now. Fit the letter in an envelope, seal it and write one's name on it. The envelopes are then stored so as to be opened in the last meeting*).
IV	*Goals:* Perception of oneself and self-knowledge: distress causes. *Activities:* 1- Stress test delivery (ISSL) applied in the previous meeting, with the collective group data. It is important to make it clear that individual results were delivered to teachers who asked for it, after the meeting, separately, allowing for its secrecy. 2- Theoretical presentation and discussion about potential distress triggering factors and main symptoms or psychosomatic, behavioral, emotional and cognitive manifestations of teacher distress and stress. 3- Performance of a workshop targeting strategies training to minimize teacher distress and stress (breathing and relaxation techniques)
V	*Goals:* Perception of oneself and self-knowledge: distress symptoms *Activities:* 1- Self-assessment of particular symptoms and contributing factors to the distress levels of each particular member. (*Each member writes a file containing the symptoms he or she has been feeling in the last three months and the potential causes of such symptoms*). 2. Yarning circle. After everybody has concluded the self-assessment, the results are discussed in a yarning circle, summarizing the most common symptoms in the group and the cause of such symptoms. 3- Creativity dynamic. (*Members were divided into 4-person groups. Each group has to suggest strategies to cope with the symptoms and to try to resolve the contextual work situations which might be related to such symptoms. Then, after each group finishes the task, their suggestions are presented to the whole group*).
VI	*Goals:* Physical symptoms management related to stress and distress: relaxation techniques. *Activities:* 1- Theoretical presentation of the relaxation process phases and the benefits of this practice as a tool to control stress. 2- Relaxation techniques: warming up; breathing; active and passive physical relaxation; internal relaxation through imagination.
VII	*Goals:* Identification of the many ways of problem resolution and of the coping strategies. *Activities:* 1- Theoretical presentation and discussion of the main coping strategies that can be used when facing problematic professional situations. 2- Identification of the strategies which each teacher uses and the ones which could use when facing difficulties at work, resulting in a strategy plan to be applied in the coming weeks. (*Each teacher receives a file with three questions within: 1- Name a distress factor / 2- What have I been doing to resolve this situation / 3- What could I try to do?*) 3- Yarning circle. After everybody has individually answered the file, teachers share their answers with the group and can widen their strategy plans.
VIII	*Goals:* Perception of oneself, self-knowledge, self-image and self-esteem. *Activities:* 1- Application of the Self-image and Self-esteem Questionnaire adapted from Stobäus (1983), aiming to detect a series of factors which impact on the self-image and self-esteem framework: organic aspects (genetic and physiological), social (scholarly status, family income, and student realization), intellectual (schooling levels, education and schooling accomplishments) and emotional (personal happiness, social wellbeing and moral integrity). 2- Theoretical presentation about the concepts of self-image, self-conceptualization and self-esteem and about how to cope with weaknesses and come to terms and reinforce the positive aspects of each member. 3- "Myself and my ideal self" dynamic. Goal: Work on individual strengths and positively reinforce personal worth and self-esteem. (*Each member receives a file divided into two columns. In the first column, named "myself", the member has to write five sentences or adjectives that characterize how he or she is or how he or*

	she sees themselves. In the second column, named "my ideal self", the member has to write five sentences or adjectives that characterize how he or she would like to be or what he or she would like to change on himself or herself. After all members finish, the importance of self-esteem, of the appreciation for each and everyone's physical and psychological attributes and their capabilities is reinforced. In the discussion phase questions such as: What I like most about me? What I like the least about me? Would I be able to change what I don't like?).
IX	*Goals:* Identification and acquisition of assertiveness abilities. *Activities:* 1- Theoretical presentation of the characteristics of the assertive behavior abilities. 2- Group Dynamic utilizing the Behavior Deck (LIPP; BENZONI, 2015) 3- Self-assessment of the assertiveness of each of the group's teacher. Assertiveness exercises in situations related to the problematic brought up by the members (*In pairs, teachers register two problematic situations experienced in the school and how they reacted to it. When it is finished, everyone returns to the whole group and discuss the reactions when faced with the situations, analyzing them regarding assertiveness, triggered feelings and other possible courses of action*).
X	*Goals:* Acquisition of time management and teamwork competencies. *Activities*: 1- Discussion about time management and teamwork strategies. (Eisenhower Framework; GTD Method - Getting Things Done). 2- Dynamic: Building today's schedule from Eisenhower Framework.
XI	*Goals:* Identify and aid the leadership abilities and emotional intelligence development. *Activities:* 1- Theoretical presentation of the leadership and emotional intelligence concepts. Leadership styles and its implications in the interpersonal relationships. 2- Presentation, by the teachers, of real indiscipline situations and students conflicts, of the strategies used in the management of these situations and the results obtained by using these strategies.
XII	*Goals:* Self-evaluation, Program evaluation and teacher stress levels re-evaluation. *Activities:* 1- Reading of the Letter to oneself, written in the first meeting, and writing the response, reporting on the experience, the perceptions and the feelings towards participating in the Program. 2- Yarning circle for the program evaluation, by the members, pointing out the positive aspects and their teacher wellbeing contributions and, also, negative aspects and suggestions to the Program improvement. 3- (Re)application of the ISSL, from Lipp (2002).

Source: Developed by the author.

** The Adult Stress Symptoms Inventory (ISSL) based itself on the triple phased model developed by Selye (alert, resistance and exhaustion phases) and, during the patterning period by Lipp (2002), a fourth phase was identified, named as close-to-exhaustion, due to its location betwixt the resistance and the exhaustion phases. The close-to-exhaustion phase is characterized by a person's weakening which he or she is no longer able to adapt or resist to the stressing factor and, as such, illnesses start to set in, although not very acute, as in the exhaustion phase (Lipp, 2002).*

V. Teacher Wellbeing Promotion Program: Implementation and Results

The program lasted for three months and was developed in 12 weekly meetings, one-hour-and-a-half-long each, from 17 PM to 18 h 30 PM. Times and days were scheduled according to teacher availability and, also, aiming to comply with the teachers who worked at the school both in the afternoons and in the evenings. The meeting took place in a classroom made available by the school's director and were developed with a methodology which were part of a theme summary to be developed followed by experiences on each theme with group dynamics and yarning circles, according to Table 2.

In the first two meetings, 64 teachers showed up and, from this group, only 16 kept on participating in the program until its conclusion. It is important to highlight that the remaining 48 teachers seemed interested in continuing, however, could not do so due to time constraints related to their workday ranging amongst various schools and commuting, had no availability to continue on the program.

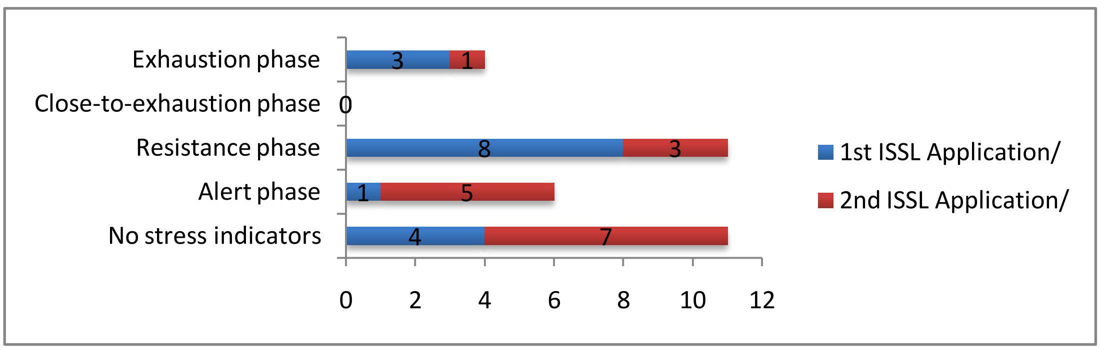
The teacher's presence, in the meeting, was participative and dynamic, which contributed to the works development satisfactorily and the presented results could be considered as positive, regarding to lowering stress levels, rising the teachers' wellbeing perception according to the evaluations results done in the last meeting.

In the third meeting the Adult Stress Symptoms Inventory (ISSL), from Marilda Lipp (2002) was applied, aiming to identify the teachers' stress levels. This same test was reapplied in the last meeting and its results were as follows:

In the first application of the ISSL, of the 16 participating teachers, 4 did not present any stress indicator, 1 presented an alert phase indicator, 8 presented resistance phase indicators, no-one presented close-to-exhaustion indicators and 3 were at the exhaustion phase, as shown in Graph 1. Most of them (8) present stress in the resistance phase, which occurs with the prolonged presence of the stressing agent, demanding greater adaptation efforts from the body. According to Lipp (2002) it is in this phase that the first psychosomatic signs show up, for example: memory issues, dizziness, constant fatigue, appearance of dermatological problems, general distress, ulcers in the digestive system, excessive irritability, insomnia, sudden humor swings, etc. In the exhaustion phase, there were 3 teachers. In this phase the bodily adaptation tools are depleted, causing the appearance of psychosomatic illnesses. Aside the escalation the resistance phase symptoms, others may manifest: frequent diarrheas, numbness, nervous tics, dread, frequent dizzy spells, extreme appetite swings, night terrors, apathy, excessive tiredness, emotional hyper sensibility, etc. Only a single teacher was in the alert phase, which is the initial stress phase and is characterized by lesser symptoms, such as muscle strain and pain, rise in respiratory frequency, rise in cardiac frequency, rise in arterial pressure, appetite swings, restlessness, etc. No teacher was in the close-to-exhaustion phase.

Once the identification of that most of the teachers (12) were in some level of stress was made clear, it became evident the need of intervention so as to minimize this state.

After the implementation of the Teacher Wellbeing Promotion Program and with the reapplication of the Adult Stress Symptoms Inventory – ISSL, from Marilda Lipp (2002) in the last meeting, the following result was obtained concerning the stress levels: of the 16 teachers, 7 did not show any stress indicator, 5 show alert phase indicators, 3 show resistance phase indicators, no one in the close-to-exhaustion phase and 1 in the exhaustion phase (Graph 1).



Source: Developed by the author from the research data.

Graph 1: Number of teachers by stress phase in both ISSL applications

Individually comparing the first and second results of the ISSL application, the following results are reached:

Of the 3 teachers that in the first ISSL application presented exhaustion phase indicators, 1 regressed to the resistance phase, 1 to the alert phase and 1 kept on presenting exhaustion phase indicators.

Of the 8 teachers that in the first ISSL application presented resistance phase indicators, in the second applications, by the end of the program, 2 did not present stress indicators any longer, 4 regressed to the alert phase and 2 kept on presenting resistance phase indicators.

In the alert phase, which is the initial stress phase, there was only 1 teacher in said phase in the first ISSL application, who did not present any stress indicators in the second application. Of the 5 teachers that were in the alert phase in the second application, 4 regressed to the resistance phase and 1 to the exhaustion phase.

The comparison of the teacher stress level evolution, between the first and second ISSL application, becomes cleared in Table 2.

Table 2: Individual evolution of the teacher stress level of the teachers of the 1st and 2nd ISSL Application.

1st ISSL Application		2nd ISSL Application	
Stress phase	**# of Teachers**	**Stress phase**	**# of Teachers**
No stress indicators	4	No stress indicators	7
Alert phase	1		
Resistance phase	2		
Resistance phase	4	Alert phase	5
Exhaustion phase	1		
Resistance phase	2	Resistance phase	3
Exhaustion phase	1		
Close-to-exhaustion phase	0	Close-to-exhaustion phase	0
Exhaustion phase	1	Exhaustion phase	1

Source: Developed by the author from the research data.

With these results at hand it can be affirmed that there was a stress level reduction to the participation teachers in the Wellbeing Promotion Program.

With the analysis of the letter the teachers had written to themselves being performed, answering the letter (Letter to Oneself) they had written in the third meeting, it can be noted that the program aided said teacher to identify their distress symptoms and their causes, to create strategies to overcome the everyday work difficulties, to take measures to balance private and professional life, to manage students' (in) discipline situations in the classroom adequately. In the unanimous opinions of all 16 teachers, the Program contributed to the improvement of quality of life and work they perform and that the exercises, especially the ones involving the sharing of professional experiences (and problematic situations) with their colleagues, were of paramount contribution to improve coexistence and school environment.

In the Yarning Circle, also performed in the last meeting to evaluate the Program, aside from reaffirming the positive aspects of the program, teachers suggested that the program could be expanded, because they felt that more time to go deeper into detailed discussions of certain items, such the leadership issue and the emotional intelligence.

VI. Conclusions

Considering teacher distress reflects not only upon teachers but also in the student learning process, in the successful implementation of innovative practices and in the education quality and, also considering that the continuous formation programs can be a form of preparing teachers to the needed adaptations against the transformations which society and schools are going through, the teacher wellbeing promotion program application described in the present article can present itself in a tool to be utilized in a more systematical and frequent in schools.

From the experiencing of this Program it was possible to identify relevant aspects so to a continuous formation can contribute to teacher in a way of aiding them in the development of coping strategies to the work adversities and, mainly, so they can be more able to achieve and overcome insecurities, fear, deconstructions and constructions inherent to the demands of the contemporary schools.

Once with the obtained results it can be affirmed that there was a meaningful decrease of professional stress and an increase in the perception of teacher wellbeing. This result is similar to what was posited by Jesus (1998, 2006, 2007), Thiele (2009), Sampaio et al (2012), who applied similar programs in Portugal and Brazil, resulting in the acquisition, by the teachers, in distress coping strategies, as well as the absence of stress indicators.

After the program's final evaluation, performed in the last meeting, it was possible to identify the effects of the experienced activities about their wellbeing and their work. The teachers reported, as the main positive effects of the program, to be feeling calmer and more patient to deal with students, managing to, this way, a better classroom management and a more positive relationship with their group; to be more willing to perform differentiated teaching activities and to be feeling closer to coworkers/teachers, which created an easy sharing of ideas and mutual support. They reported, still, to have achieved an improvement in their quality of life and an improvement in the balance of their personal life and professional life.

In the last meeting it was also performed a (re)application of the Adult Stress Symptoms Inventory (ISSL), from Marilda Lipp (2002), and it was verified that, with the results, the regression of the initial teacher stress levels had decreased to less serious levels.

No negative effects were presented, but the teachers showed the need of a program of a longer duration, which would deepen certain themes worked in the program.

These results support the importance of the performance of continuous formation programs, regarding the educator wellbeing and the teacher preparedness so that they are able to adapt to needs in their practice and ways of being in the profession. It is important, also, so that the teachers are able to develop coping strategies against teaching work adversities and to be strengthened and able to overcome insecurities, fear, deconstructions and constructions inherent to demands and challenges present in contemporary school.

It is considered that the performed study brings a relevant contribution to the education field, offering a range of options to be explored, so to contribute with the initial and continuous formations and with the teacher practices in various spheres and, also, in the development of actions that promote learning and teacher wellbeing, preparing them to the building of an innovative and creative education.

It is believed that the results of the current research can contribute to a greater understanding of the needs and improvements related to teacher formation, which must extend itself beyond technical-scientific issues and offer, also, aid that contribute to the strengthening and teacher wellbeing, seen that these are essential aspects to the creation of innovative and coherent teaching practices to the needs faced by teachers and by education at large, by the contemporary society.

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Revolutionary Learning Approaches are Dusted Off

By Tania Dimitrova

University of Economics, Varna

Abstract- Why many revolutionary discoveries have been dusted and not applied. Scientists from around the world have come to similar conclusions, but conservative minds do not want to break the status quo and continue as before. If philologists, physiologists and psychologists join forces, the optimal teaching methodology will be created and we will remember and learn easiliy.

Keywords: neuroscience, mirror neurons, hearing, ethnogram, emotional stimulus, weak signals, suggestive approach, music, holistic method, language learning, holistic approach, the two hemispheres.

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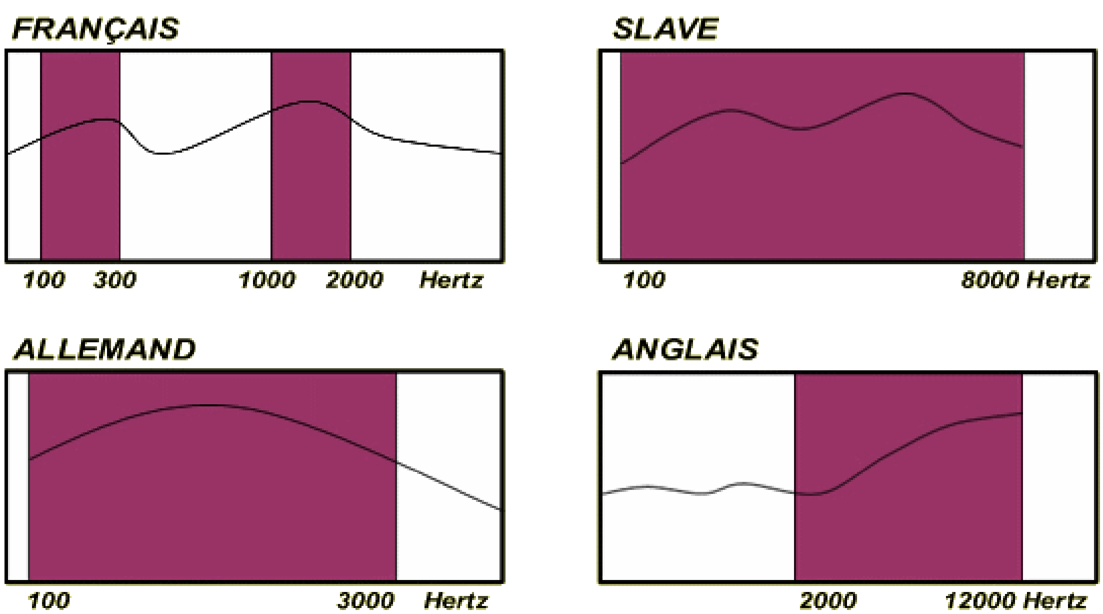
I. Introduction

Neuroscience can help us a lot in our formative mission. We need learning approaches that take into account the interdependence between body and mind, the emotional and the cognitive. Revolutionary discoveries are dusted off and resuscitated.

The methodology of teaching foreign languages is based on a wrong postulate, namely that everyone all over the world hears in the same way. But the voice reproduces only what the ear hears. Hearing well means analyzing sounds and recognizing rhythm and linguistic melody.

II. The Interdependence of Body and Mind

"Our ability to learn different languages depends on purely physiological factors." These are the words of Dr. Alfred Tomatis, otolaryngologist, recognized worldwide for his work on hearing-phonation and on the role of the ear in the function of learning. According to Dr. Tomatis, language is directly related to neurology and our ability to learn foreign languages is not related to the intellect, but to the physiology of our ear. Dr. Tomatis has unique system for treating dyslexia and teaching foreign languages. [11]



So, the wide open door to language is the ear, which plays a key role in language learning. Hearing includes an 11 octave sound spectrum from 16 Hrtz to 16000 Hrtz. Dr Alfred Tomatis went even further - he discovered that each language has its own particular frequencies. By using sonographers that are able to break down sound like the prism breaks down the light into a rainbow, he was able to establish specific profiles for each language, called 'ethnograms'. Every place in the world has its own acoustic resonances.

The specific listening curve of the French language is profiled in the form of two ranges with high points - one located at 250 Hrtz in the bass and the other between 1000 and 2000 Hrtz. The French find it hard to speak foreign languages because their language is rich in vowels whereas in most languages consonants are largely predominant. The ear of a Frenchman with a permeability of 1000 - 2000 Hrtz has

Author: University of Economics, Varna, Bulgaria.
e-mail: taniabulg@mail.bg

difficulty learning English, which is in the diapason from 2000 to 12000 Hrtz. (4 octaves). The Spanish language is in the low waves between 100 and 500 Hrtz, Italian between 2000 and 4000 Hrtz and the range of German is very wide at 3000 Hrtz.

The Slavs have a very wide range of sound frequency (11 octaves) and have a wide open auditory diaphragm, thanks to which they are able to comprehend and reproduce the sound spectra of other languages. That explains the gift for languages possessed by the Slavic populations.

These discoveries are professor Tomatis's contribution to physiological linguistics, recognized by the French Academy of Sciences, and known as the 'Tomatis effect'. In 1957 he founded a new science: audio-psycho-phonology. With his unique method he treated children with difficulties in expression, reading, memorizing, learning foreign languages, suffering from a lack of concentration, stuttering, dyslexia and dysgraphia, even autism.

The second stage after listening is reading aloud, which is required by the *resonance* phenomenon of the word that sounds, penetrates the body and awakens the memory. The main mechanisms of mastering a language are acquired by giving the voice a certain intensity, which makes it possible to awaken the processes of its integration into the body. For Dr. Tomatis himself, Parisian French was like a foreign language, and he managed to overcome his southern accent by repeating sentences and words aloud in his bathroom or kitchen, and the acoustics of these tiled rooms managed to 'model' his ear.

'To hear' supposes a passive attitude towards the sound world which surrounds us. We receive sounds and record them without any interpretation by our psyche of the transmitted message. 'Listening' requires the subject's participation, the acceptance or refusal of messages reaching the ear, then the nervous system. After passing through the ear canal, information travels to the brain and passes through the thalamus which reflects the emotional state. It may block the passage of information. [11]

Our entire psychological past is important for the perception and acquisition of a language. If a young child is often exposed to loud noises, screams of parents arguing, high volume TV, the only way for him to save himself is to close his ears to this hostile world. According to Dr. Tomatis, he may remain closed to language, communication and social relations. At school, he may have problems learning languages and develop dyslexia. Professor Tomatis stresses the importance of family relaxed atmosphere. Dyslexia and dysgraphia are also explained by this different audibility of people. [3]

It is of great importance in school to work to overcome the blocks caused during childhood, to have classes in personal development, as working with psychologists will overcome the traumatic events of childhood and help the student to express his or her potential.

Especially important for educational purposes is the analysis of fear and stress, which shows how they, for instance, reduce analytical capacity, and vice versa how positive emotions open doors within the brain. [1]

III. The Immense Role of the Rapport Teacher - Student

"Two interlocutors face to face are like two pianos, installed in the same room; if you press the pedals of the first, the second immediately starts to vibrate." According to Helmholtz's law (the law of resonance), if we lift the piano lid and sing the tone *la* against the strings, for example, although the air strings of the tone touch all the piano strings, only the piano strings of tone *la* will vibrate. [10] This resonance illustrates the discovery in 1996 by Giacomo Rizzolati, a neurologist at the University of Parma, of mirror neurons. The theory of mirror neurons could be the origin of a major scientific revolution. The different brain areas activated by these mirror neurons enable us to grasp the intention by contextualizing the action. Beyond gestural intention, mirror neurons enable us to discern thought from action. [1]. When we see others performing an action, our mirror neurons are activated and we feel as if we were performing the action or having this feeling. This means that empathy also has its correlates in the brain. [12]

The mirror neurons prove the great importance of what the teacher feels and radiates. If the teacher loves the subject he teaches, it is passed on to the students. If the teacher believes in the abilities of his students and respects them, they are calm and trust him, which creates an atmosphere for easy assimilation of the information. Learners unconsciously imitate everything they see, hear and feel.

'Social contagion' is based on the system of mirror neurons in the brain, in which people accept the emotional state of others. [9] The teachers need to show confidence in students' abilities. Their confidence and enthusiasm in teaching their subject will be 'contagious'.

The empathy of the teacher is expressed in the ease and naturalness of communication, very close to normal communication. There is no dominant edifying error correction which would lead to blocks and stress for the learner. The teacher only repeats correctly, most often in another context, the wrongly pronounced word or grammatically incorrect sentence, and in a natural tone.

If the teacher's smile is fake, it will be felt because serenity and goodwill cannot be imitated. The zygomatic muscles ('zigomaticus') which act in the smile are under a double control: conscious and unconscious. The orbicularis muscles ("orbicularis") –

the muscles by the eyes, are only under unconscious control and cannot be activated by force of will to imitate a sincere smile. [6] We can smile with our lips but the eyes betray us.

These are the suggestive signals, called 'weak signals' by Professor Georgui Lozanov, a Bulgarian physiologist and neuropsychologist. These signals betray the real feelings that the interlocutor is not able to hide.

When there is a contradiction between what we hear and what the body says, the neural circuit that is formed is the same as in case of a threat. On a deeper level, we have felt insincerity.

"People can't think creatively, they can't work with others when neural pathways are activated in their brains, processing the "threat signal". ... A neural response of the 'threat' type is caused by any lack of emotional spontaneity, by any attempt of the interlocutor to cover up what he feels." [7]

The atmosphere of security and confidence creates a receptive mental disposition in the student which will call upon the untapped reserves of the brain. The didactic approach must take into account the very close links between the emotional and cognitive aspect of the student. Good memorization depends on our emotions. As a neurologist and psychologist, Professor Gueorgui Lozanov has carried out very extensive research on how the brain works during the learning. In the 80s, he gave the world a new learning approach – 'suggestopedia'. His pioneering work raises awareness of the importance of the emotional dimension. The American educator Carl Rogers agrees with the opinion of the Bulgarian suggestologist. A relationship of trust and mutual respect must be established, which requires from the teacher theoretical knowledge in psychology but also the possibility of establishing and maintaining positive contact. [8] Dr Lozanov call the opposite of authority the process of 'infantilization', spontaneity and enthusiasm. In the suggestipedic language course each student chose a new name and a new life story. This approach liberates the students from their normal roles and permits a more spontaneous expression. [6]

In the brain, the amygdala is a very important element whose role is to regulate emotions. It has the shape of a small almond (*amygdalum* in Latin and *amadula* in lower Latin) located in the center of the brain. Along with the hypothalamus, the amygdala is the main source of chemicals in the brain which controls several hormones. Experiences show that our emotionally charged experiences stimulate the hormonal system and the brain and help to affirm memories.

The interdependence between our cognitive abilities and our emotions has already been scientifically proven in the book *Emotional brain* by Joseph Ledoux, a famous neuroscientist at the Center for Neural Research at New Work University. With his research he unequivocally proved that the connections between emotional brain centers (amydgala) and the cognitive system (neocortex) are strong and any emotion like threats, anxiety and fear can generate a kind of static tension and sabotage the prefrontal lobe's efforts to maintain working memory. [5]

The teaching approach that Georgui Lozanov proposes is a communicative method that awakens and releases the potential 'hidden' reserves of our brain by calling on all types of intelligence: the seven types of intelligence are stimulated according to Gardner's theory of 1985: linguistic, logical-mathematical, visual-spatial, body-kinetic, musical, interpersonal (the ability to understand the expectations, motivations and desires of other people) and intrapersonal (the ability to understand oneself and one's own feelings and motivation). [4] In traditional training the linguistic and logical-mathematical types are most commonly used.

IV. The Use of Music in Learning

The music can be used as an aid to learning. A study conducted at the University of Edinburgh by Karen Ludke shows that singing increases the capacity of memory. He experimented with participants who listened to a series of words, then repeated them for 15 minutes - some by reciting them in the traditional way, others by singing. They were then subjected to a test to note the words that were retained. The adults who chose to sing, remembered twice as many words as their peers – are result that also applies in the long term.

Research with stroke victims indicates that songs actually bridge the hemispheres – the right hemisphere learn the melody while the left learns the words. Therapists find that some patients who have lost the ability to talk can learn to speak and remember simple phrases when the phrases are set to musical fragments.[2]

Music influences the brain's ability to learn. It leads to a widening of the cortical areas devoted to hearing and movement. Certain musical works have a relaxing, regenerating power and can help with concentration and improve performance and abilities. The 'Mozart effect' is also used by Dr. Alfred Tomatis, and through Mozart's music and special sound filtering he trains and strengthens the ear muscles and thus helps to learn languages faster, improve performance, treat dyslexia, autism and even problems in motility. [10] The violin is the musical instrument with the most high frequencies. The high frequencies bring about a state of relaxation and stimulate the cortex.

In addition to singing suggestopedia uses background music to facilitate and accelerate the learning of foreign languages. Hypermnesia can be achieved in states of concentrative pseudo-passiveness with an increased alpha rhytm.

Neuroscience is really opening up new trails for improving education. In the cognitive domain all questions refer to the functioning of the brain. Anything is possible if we believe in the unlimited capacities of the human brain and overcome the barriers that come from our psychological blocks, preconceived ideas, conditioning and limitations of societal norms.

The good news is that neuroscientists have clearly shown that the brain displays plasticity as a result of the creation and strengthening of neural connections throughout life. Emotions 'sculpt' the neural tissue. It is clear how important it is to adopt a holistic approach, which takes into account the close links between physical and intellectual well-being, emotional and cognitive aspects, the analytical mind and creative capacities. This learning contributes to the personal growth of the student.

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Ethnic-Racial Relations and Curricular Integration in Human Sciences Teaching

By Guilherme Babo Sedlacek & Dr. Rodolfo Denk Neto

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ETHNICRACIALRELATIONSANDCURRICULARINTEGRATIONINHUMANSCIENCESTEACHING

Strictly as per the compliance and regulations of:

Ethnic-Racial Relations and Curricular Integration in Human Sciences Teaching[1]

Guilherme Babo Sedlacek [α] & Dr. Rodolfo Denk Neto [σ]

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I. Introduction

Education for ethnic-racial relations is one of the subjects that have most interested managers, teachers and researchers dedicated to teaching at elementary and secondary levels in Brazil in the 21st century. Social demand posed by black and indigenous movements, materialized in educational legislation through laws No. 10,639/2003 and No. 11,645/2008, the education of ethnic-racial relations presents itself as a privileged theme for the Humanities area. We intend here to share a work experience with this theme in curriculum planning, multidisciplinary research and preparation of teaching material carried out by Human Sciences teachers at the Instituto Federal de Santa Catarina (IFSC)[2] - Xanxerê campus. The work was developed from a perspective that proposed to relate the approaches of ethnic-racial relations and the human rights theme through an investigation regarding the African diaspora and Haitian immigration in the West of Santa Catarina state.

This work was articulated with the construction of an integrated curriculum for the technical courses of the campus, and brings as contributions more expressive the scientific initiation from a transversal theme and the development of research on ethnic-racial relations contextualized to the regional reality of the West of Santa Catarina. We believe that reflections on this practical experience can be of great interest for the curriculum construction of managers and teachers, especially those working in other campuses of federal education institutes in the country and in schools adhering to the Novo Ensino Médio - New High School Model.

II. Curricular Integration in Human Sciences

Although by no means a novelty, the integrated curriculum can still be considered an innovative trend in relation to the educational standards prevalent in the country. Since it sees training for work as an "educational principle" that also prepares students for insertion in the market, curricular integration was a privileged model for the organization of technical education in the expansion of the Federal Network of Professional, Scientific and Technological Education, since 2008. Recently, with the Reforma do Ensino Médio - High School Reform (Law nº 13.415/2017), there was a curricular restructuring contemplating the Common National Curricular Base (BNCC)[3] and the adoption of one of the five possible training itineraries, among which the training technical and professional. Thus, the curricular integration developed in the federal institutions of professional and technological education provides a large and diversified set of experiences that can contribute to public schools that adopt the New High School Model, with general training and technical training focused on performance citizenship and work activity, aiming at an emancipatory education.

Some obstacles still stand before managers and teachers so that curricular integration can be carried out, such as the unavailability of adequate hours for collective planning and the lack of training for integrated work in undergraduate courses, as well as continuous training for education professionals . Adriano Larentes da Silva (2014, p. 16), points out that the realization of this integration faced many challenges and disputes, such as the need to make a complex and contradictory journey, breaking with the Pedagogy of Competences and investing in the educators training in

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[2] IFSC as appears from now on stands for *Instituto Federal de Santa Catarina*, in Portuguese Federal Institute of Santa Catarina.

Author α σ: e-mails: guilherme.babo@ifsc.edu.br, rodolfo.denk@ifsc.edu.br

[3] BNCC, as it appears from now on, refers to the Base Nacional Comum Curricular - The Common National Curricular Base.

a way to create conditions for changes in curriculum design and pedagogical practice.

It is also important to highlight that there are great possibilities open to teachers and managers of the Federal Network, which would be relevant if they were also placed for schools that adopt the New High School Model. The exclusive dedication regime is predominant and allows some part of the teaching hours to be devoted to the elaboration and execution of teaching, research and extension projects, which also expands the possibilities for a comprehensive education of the high school student, through the extension and scientific initiation. Thus, the low number of hours available to BNCC, compared to traditional high school, could be compensated through the student's role in the projects and the inseparability between teaching, research and extension.

At the Xanxerê Campus, teachers in the propaedeutics field have to work with extremely reduced hours, even in comparison to other older IFSC campuses. The minimum necessary for the recognition of courses, according to the National Catalog of Technical Courses, was adopted as a maximum by the institution for the approval of the Technical Courses Integrated to Highschool (Food; Information Technology and Mechanical fields) of the campus. Thus, there are only 2,000 hours for general training courses and 1,200 hours for technical training. Law No. 13,415/2017 defined a limit of 1,800 hours for BNCC in the New High School Model and the remainder for training itineraries, with a minimum total of 3,000 hours. We see that the workloads are very close between Xanxerê Campus model and the reality of those schools that will adopt the New High School with a formative itinerary of technical and professional training.

Despite the possibilities opened by teaching, research and extension projects, not all students have the possibility or the interest to participate in them, so that the professors at the Xanxerê Campus still have to make choices in the selection of content and knowledge to be worked with students among the reduced hours of the curricular units. For the Humanities, the total estimated in the Technical Courses Integrated to High School pedagogical projects is 440 hours, divided as follows:

1st Year: Philosophy - 40h, Geography - 80h, History - 80h, Sociology - 40h;

2nd Year: Philosophy - 40h, Geography - 40h, History - 40h, Sociology - 40h; and

3rd Year: Geography - 8h, History - 8h.

In view of this limited time, curricular integration could not take up more time in the curricular organization, and had to be seen as a solution. In addition, if there is already a great difficulty to work with transversal themes in regular High School, in accordance with the National Curriculum Parameters of High School (PCN-EM)[4], the integration of propaedeutics with technical areas is even more challenging. Hence, it was decided to carry out, first, the Humanities curricular integration as a first step, and then the integration with the rest of the propaedeutic area and the technical areas.

Thus, the solution envisioned by the professors responsible for the group of curricular units related to the Human Sciences area (Philosophy, Geography, History and Sociology), when the technical courses pedagogical projects at the Campus Xanxerê were elaborated, was to optimize the short class time, structuring the curriculum based on a concept of integration by themes. The main idea is that the discussions of close contents take place synchronously, to facilitate their consolidation and learning from a transdisciplinary perspective. This also avoids the need for content revisions worked by one discipline when they are demanded also for the other, and allows teachers not to waste time with repetitions. In the second level, the different units sought to integrate content and knowledge through concepts that reinforce interdisciplinarity, while expressing the particularities of philosophical, geographic, historical and sociological knowledge.

The first year of the courses has a greater workload than the others and the third year only allows a brief assignment to close and consolidate the course's formative plan in History and Geography. For this reason, two integrating themes were selected for the first year, “Work, technology and culture” and “Power Relations”, an integrating theme for the second year, “Inequality and difference”, and an integrating theme for the third year, “Ethics and citizenship”, the latter worked on Philosophy and Sociology in the second year. From these integrating themes, teachers developed thematic axis to select and organize the contents of their curricular units in each year. Finally, for each discipline, integrating concepts were defined that articulate the thematic axis over the three years, as follows:

Philosophy: philosophical anthropology;

Geography: production of the geographical space;

History: temporalities, ruptures and permanences; and

Sociology: interactions and social transformations.

This was not intended to ignore the concept of teaching by competencies, deduced from the relationship between results and skills. The National High School Examination (ENEM)[5] configures its assessment design to this proposal for educational orientation of the curriculum by competencies and

[4] From this point onwards, PCN-EM will be used to refer to the *Parâmetros Curriculares Nacionais para o Ensino Médio* - National Curriculum Parameters of High School.

[5] ENEM, from this point onwards, will refer to the *Exame Nacional do Ensino Médio* - National High School Examination.

constitutes an important exam for access to selection, incentives and admission for the continuing studies at higher level and that is an aspect that inclusive education cannot lose sight of. We just try to avoid the notion of competence (know-how) as the curriculum guiding model, valuing other options of training itineraries that were in agreement with the PCN-EM. In addition to the integration of knowledge areas by competencies, this document determines that teaching work in all areas must contemplate six transversal themes (Cultural plurality; Work; Ethics and Politics; Citizenship and Human Rights; Environment; Sexual orientation). The integrating themes of the Human Sciences curriculum group were defined based on these transversal themes, the specificities of this area of knowledge and the technical areas of the courses.

III. Researching Ethnic-Racial Relations and Human Rights as a Curricular Integration Project

Once the work of planning an integrated curriculum was carried out, it was necessary to start research on integrating themes and the didactic support materials development to work on this curriculum. Within the integrative theme "Work, technology and culture", the sub-themes "ethnic-racial relations" and "special education" were defined as the first experience for transdisciplinary research and teaching materials development . Law nº 10.639, from January 9, 2003, and Law nº 11.645, of March 10, 2008, changed Law nº 9.394/1996, or Law of Guidelines and Bases of National Education (LDB), to include in the curriculum the mandatory theme "History and Afro-Brazilian and Indigenous Culture". This brought a centrality to the teaching of ethnic-racial relations, as a kind of new transversal theme for basic education, which could be used as a main perspective to discuss labor relations, technological production and cultural plurality in a critical way, deconstructing prejudices and highlighting social inequalities.

Recently, another important measure for the reality of the Federal School Network was the signing, in 2016, of the National University Pact for the Promotion of Respect for Diversity, the Culture of Peace and Human Rights. Thus, human rights education also had to be added to the curriculum in the courses of institutions that signed the pact, such as the IFSC. A cross-cutting theme foreseen by the PCN-EM was incorporated into all courses curricula, from initial training to post-graduation.

It was then decided to develop a research project applied to the teaching of ethnic-racial relations and human rights, bringing together the four professors of Human Sciences and four scholarship students. The research projects were approved in the IFSC's internal notices - PROPPI/DAE n ° 20/2017 and n ° 34/2017 - "Research as an educational principle", being developed between August 2017 and July 2018. Thus, the integrating theme "Work, technology and culture" started to be researched from the sub-themes "ethnic-racial relations", and "special education" so that the didactic materials elaboration was carried out from an intersectional perspective. The work unfolded in a didactic material in which we propose a reflection on ethnic-racial relations by studying the concept of intersectionality history, associated with black feminism and the concept of place of speech[6]. Following the definition of Dayane Assis (2019, p. 18):

> a) intersectionality is one of the possible theoretical and methodological tools to understand the multiple oppressions; b) intersectionality does not establish a hierarchy or sum of oppressions; c) the place of speech of each individual is multi-referenced from their experiences. (own translation)

In addition to intersectionality, we were also guided by a conception of research as an educational principle. According to Demo (2006, p. 42-43):

> Research as a scientific and educational principle is part of every emancipatory process, in which the self-sufficient, critical and self-critical historical subject is built, participant and able to react against the situation of an object and not to cultivate the other as an object. Research as dialogue is a daily process that is part of the rhythm of life, a product and a reason for social interests in conflict, the basis of learning that is not restricted to mere reproduction. In the simplest sense, it can mean know and know[7] informing oneself to survive, to face life consciously.

In addition, we sought to develop an aesthetics of sensitivity that encourages cultural plurality and respect for differences appreciation through the teaching of ethnic-racial relations theme. Thus, the research focused on the identities and cultural traditions of Western Santa Catarina and the ethnic and socioeconomic profiles of the municipalities population in the area covered by the campus, as well as a deficiencies mapping in the region. The aim was to develop teaching strategies and teaching materials for education for ethnic-racial relations in a contextualized way to the demands and peculiarities of the regional community.

Xanxerê is located in western Santa Catarina, a region that concentrates the largest number of indigenous reservations in the state, with a population of approximately 10,000 indigenous peoples, predominantly of the Kaingang and Guarani ethnic groups. Despite this, the populations remain invisible in

[6] Place of speech is a term used in Brazil to refer to the special attention we must give to members of a minority group, when discussing an issue that affects that group. Therefore, when speaking about black feminism, one must listen to the experiences and opinions of black women.

[7] In Portuguese the verb know has different meanings so the author refers to know as *conhecer* in Portuguese, and know, as *saber* in Portuguese.

public policies and there is a great amount of prejudice against these cultures by the non-indigenous people in the region. It is also worth noting that ethnic-racial relations also permeate the actions of inclusion of Haitian immigrants and their descendants in Western Santa Catarina, the main portion of black population in this region.

Some initiatives had already been designed to bring the campus closer to these communities. The History teacher acted as an instructor for Kaingang and Guarani teachers in the Indigenous Knowledge at School Action, coordinated by the Museum of Archeology and Ethnology at the Federal University of Santa Catarina (MArqueE/UFSC). This put him in contact with teachers and elders from the villages of Western Santa Catarina and allowed the development of extension actions at the Xanxerê Campus with their participation, such as traditional kaingang food workshops for students of the Technical Course in Food Integrated to High School and lectures with indigenous teachers for campus students. Language and Human Sciences teachers had also organized an Initial and Continuing Education (FIC[8]) course called “Portuguese Language and Brazilian Culture for Foreigners” to meet the demand of the Association of Haitians in Xanxerê. This allowed teachers to exchange with the Haitian community and get to know the reality of immigrants better, deconstructing stereotypes reinforced by the media.

The experience of working with the Kaingang and Guarani indigenous communities and Haitian immigrants brought the opportunity for teachers and scholarship students involved in the project to research in a regionally contextualized way the teaching of ethnic-racial relations based on the integrative theme “Work, technology and culture ”. There were training meetings with the four professors in the Humanities area and the four scholarship students who had the objective of looking for points of convergence between the debates of the different curricular units, structuring the curricular plans and selecting content to be worked on in the 1st year of the Integrated Technical Courses to High School and choose case studies that would be used in the multidisciplinary teaching material developed for the thematic axis. Thus, research was important as an educational principle for the training of scholarship holders and teachers in the Humanities area in a multidisciplinary way, having made important advances in theoretical reflection and in the elaboration of the region's ethnic and socioeconomic profile, as well as in the deficiencies mapping.

For the research conduction, each of the professors of Human Sciences determined a research line within the project, as well as specific objectives and methodologies appropriate to this line. The History teacher worked with “Afro-Brazilian and indigenous history and culture in Western Santa Catarina”, aiming to research about the Afro-Brazilian presence and the indigenous cultures of the region, from the Empire to the present time. For this purpose, research methods were used in archives available online, journals from the Hemeroteca Digital database, iconographic survey and oral history analysis. In Philosophy, the “Philosophical foundations of the creation and affirmation of human rights” were investigated, aiming to develop the capacity for critical reading, writing, systematization and argumentative deliberation on the historical and philosophical journey of human rights in Brazil and in the world through research on the historical and philosophical foundations of the first discussions and the creation of legislation in terms of human rights in Brazil and in the world, noting that immigration of Haitians to Xanxerê was researched. We sought/ buscamos to investigate how Haitians understand Human Rights and whether they were respected in their journey, as well as to understand and verify whether rights were and are guaranteed in Brazil.

For this article purposes, we will focus our discussion on the aforementioned lines of research, which developed the education in ethnic-racial relations, African diasporas and human rights themes from an intersectional perspective. The results shared in the next sections correspond to the selected content and knowledge built for the multidisciplinary material production and have been used in recent years for teaching in the Humanities.

IV. Ethnic-Racial Relations Education in Brazil and the West of Santa Catarina

Once curricular planning and multidisciplinary research have been carried out, it is time to prepare the didactic material in a transversal perspective. The first questions we tried to answer in order to introduce the ethnic-racial relations theme to students were: “why study the ethnic-racial relations education?” and "if there are no human races, would not talking about race relations be racism?" The answers to these questions guided the material introduction writing and should be shared here as an experience that has been shown to be positive.

We can say that the teaching of Brazilian History arose with the Colégio Pedro II and the Brazilian Historical and Geographical Institute creations, at the beginning of the Second Reign. At that time, diversity was still seen as a problem to be solved by a civilization and homogenization project, which was related to the defense of the white race superiority over the others. According to the Empire representatives, the indigenous

[8] FIC stands for *Formação Inicial e Continuada* in Portuguese, at IFSC, and these courses are usually designed to qualify professionals from a variety of areas, also according to the local community demands.

people should be incorporated, by a mild assimilation (José Bonifácio de Andrada) or a violent assimilation (Francisco Adolfo de Varnhagen) (ALMEIDA, 2010, p. 145-146). Similarly, the Africans assimilation through the Atlantic trafficking and slavery was justified as a "spiritual redemption of blacks", who would leave barbarism and paganism for civilization and Christianity.

In the First Republic, opposing views on the issue of miscegenation come into dispute. Some authors highlighted the inauthenticity of Brazilian culture, expressing a social pessimism, as in the idea of the "three sad races" (Eduardo Prado) or in the attribution of the national delay to racial degeneration (Euclides da Cunha). Other visions are marked by the valorization of miscegenation as a main characteristic of Brazilian culture and people (Mário de Andrade). The emphasis on the idea of harmonious coexistence of the different races in the country (Affonso Celso and Gilberto Freyre), gave rise to the "myth of racial democracy", which would be reinforced during the Estado Novo, when it sought to eliminate regional identities and elaborate a synthesis of nationality of the Brazilian people as a "race of mestizos" (BITTENCOURT, 2007).

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Despite so many racial issue reinterpretations, the idea that Brazilian society is characterized by miscegenation, that is, by the mixture between ethnic groups, has always been present. Both at the end of the Empire, with the literary critic Silvio Romero, and in the First Republic, as the director of the National Museum of Rio de Janeiro, João Batista Lacerda, we see the idea that Brazil is a "mestizo country" or a "miscegenated country", in line with the idea that foreigners shared Brazil (SCHWARCZ, 1994, p. 137-138). However, this does not translate into equal conditions for the entire population. In our country, the ethno-racial idea that favors whiteness still exists, valuing European culture, and lowering indigenous, African and Asian cultures. Therefore, an incorporation of values, historically constructed, develops that disqualifies physical attributes, cultural traditions and values of some ethnic groups.

Considering the differences between whites, blacks and indigenous people in society, the result of historically constituted social relations, public policies have the role of objectifying the repair, recognition and appreciation of the identity, culture and history of the indigenous and black Brazilians. Therefore, discussing the ethnic-racial relations that built Brazil should be everyone's obligation: education systems, the community, teachers, students and their parents, regardless of their origin or ethnicity.

It is worth noting that the concept of race, used in the colonial and imperial periods of Brazilian history, was designed to classify ethnic groups according to certain characteristics, such as skin color, physical appearance, height. Such characteristics were associated with the individual's social background. Understanding the black as the protagonist of his own history and power of emancipation, the term race, originally charged with prejudice, was reframed by the Black Movement and started to be used with the purpose of valuing the legacy left by Africans. We know today that there are no human races, but for this reason it is not possible to deny or omit a history of ethnic-racial relations that translate into social inequalities and the persistence of racism (SANTOS, 1984).

For an education in ethnic-racial relations, it is important to clarify how the black identity process of construction and acceptance occurs. This process, marked by the fight against constant devaluation of African culture and its physical aspects. Many questions are always asked to teachers who propose to discuss black identity in the classroom, which makes the theme even more relevant, although it also requires a safe approach to deconstruct prejudices. After all, is black one who identifies himself/herself like this or one who is seen as such? First of all, we believe that the teacher must reinforce that being black in Brazil is a political choice. It is not limited to physical characteristics, but also, its ancestry is taken into account, being an identity self-denomination.

The same reasoning is valid for thinking about indigenous identity. The term "Native" was also initially used as a reference to several peoples who inhabited the American continent. Their cultures were disqualified as "primitive" from that generic term that denied their ethnic identities. Today, prejudice is often expressed in phrases such as: "they are acculturated" or "they don't look like an Native" (ARAPYUM; CRUZ, 2017).

We have tried to reinforce in the ethnic-racial relations teaching, through the multidisciplinary didactic material produced in the research, that cultures are dynamic and change through exchanges and contacts with other peoples. The European descendants settlers have also changed their cultures throughout our History and the cultural elements exchange with indigenous peoples has enriched both sides. The Indigenous Movement also re-signified an originally racist term and

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started using it to value its cultural traditions. Thus, self-identification as an indigenous person is a right and also a political attitude. As pedagogue Iára Ferreira Arapyun (2017) says: "Being indigenous is a feeling of belonging, and it is not up to the state or a non-indigenous person to say who is or is not an indigenous person".

V. African Diaspora and Racism in Portuguese America and the Empire of Brazil

Teaching the cultures history of Afro-Brazilian and indigenous offers teachers a privileged perspective to develop an anti-racist education, addressing ethnic-racial relations from an intersectional approach. The African diaspora of the period of colonial slavery (15th to 18th centuries) and the second slavery (19th century) presents relevant intersection points with the indigenous peoples history subjected/forced to slavery and other forms of compulsory labor (LEWKOWICZ; GUTIÉRREZ; FLORENTINO, 2008). It is not by chance that these peoples were called "blacks of the land" during the colonial period. From a gender perspective, we realize that violence against black women is also greater in our society as a result of slavery, so that an anti-racist education and an anti-racist, or anti-mystical education, have been worked through the curriculum integrated by the ethnic-racial relations theme.

An important issue regarding the African Diaspora that has been deconstructed by historians is the image that naturalizes Africans and Indians as "slaves", which directly impacts our critical perception of ethnic-racial relations as historically constructed. An important way to combat racial prejudices in teaching is highlighting that slavery was always imposed on people who were born in Africa or in the Americas as free and who, as a result of wars, became "enslaved". Several historical documents help us to understand how the enslavement process of African and indigenous peoples took place in the 19th century, allowing us to denaturalize the notion of slavery and emphasize that all indigenous, African, Afro-descendant or mixed-race slaves in Brazil were individuals who lost their freedom through violence or who were born in captivity as descendants of originally free individuals.

Violence (symbolic and physical) permeates all dimensions of the slavery institution leaving deep marks, especially in societies that had their productive system based on trade and the work of enslaved human beings. Working with primary historical sources and new historiographic perspectives in the classroom allows the approach of teaching history to the theme of ethnic-racial relations and the production of new school knowledge. In the case of didactic material produced in the research, the study was prioritized based on the discussion on slavery, presenting both ruptures and continuities between the colonial slave agro-exportation period in the Americas (16th and 18th centuries) and that of the second slavery that existed in Brazil, Cuba and the USA in the 19th century[9].

As one of the case studies, we highlight the transportation of enslaved Africans and Natives, in Africa or Brazil. Generally, traffickers and authorities, during periods of legal or illegal trafficking, used to transport groups of slaves through the so-called "libambo", which could be an iron chain, wooden logs or even a rope used to tie several around the neck and facilitate the group of prisoners transportation. We have important testimonies taken from historiography for teaching about the history of slavery, such as that of a diula (native Muslim trader) called Mungo Park, who worked in a West Africa region that would correspond to the current territory of Gambia, in the 18th century, describing how the operations to supply the transatlantic and trans-Saharan slave markets were carried out. According to Park, in his caravan, slaves were transported

> placing the right leg of one and the left leg of the other in the same pair of fetters. By holding the shackles on a rope, they can walk, although very slowly. Every four slaves are similarly tied by the necks, with a strong rope of braided straps, and at night, an additional pair of fetters is placed in their hands, and sometimes a light iron chain is passed around their necks. (Apud LOVEJOY, 2002, p. 153).

Samuel Crowler, an enslaved Yoruba, is another victim who left his testimony of how this practice occurred in Africa in the 19th century and allows students to have contact with an African testimony about transport in Libambo. Crowler points out that, during the battle in which he was captured, women and children tried to escape into the undergrowth, but ended up trapped as well:

> [...] while they were trying to get out of the bushes, they were caught up to and captured by the enemies with a loop of rope thrown over the neck of each one, to be conducted in the manner of the goats tied together, under the direction of a man. In many cases a family was violently divided between three or four enemies, and each one was taken away, they would never see each other again. His humble servant was thus captured - with his mother, two sisters (one a child of about ten months) and a cousin - while trying to escape in the manner described above. (Apud LOVEJOY, 2002, p. 223).

Although the Santa Catarina West is a region that did not even integrate the Portuguese America territory and was only integrated into the Brazilian Empire in the middle of the 19th century, these

[9] Originally coined by Dale Tomich as second slavery, the term has been translated into Portuguese by authors like João José Reis and Sidney Chalhoub as "segundo *escravismo*" and by authors like Rafael Marquese and Ricardo Salles as "segunda *escravidão*". It refers to the new economic system that led to the slavery expansion in the Americas in the late 17th and 19th centuries, as a consequence of the transformations brought about by the Industrial Revolution and by American national independence (CHALHOUB, 2012; MARQUESE; SALLES, 2016).

enslaving practices are still interesting for the study of regional reality. During the period of the 17th century pioneering expeditions and the Guaranitic Wars (1753-1756)[10], the region indigenous peoples were subjected to similar practices of seizure and enslavement. It is a fact that during the period of the second slavery, the region had no village or settlement of non-indigenous people, only the village of Palmas, which belonged to the province of Paraná. Even so, many authors have called attention to the spread of illegal enslavement of indigenous people after the end of the Atlantic trade (ALMEIDA, 2009; CUNHA, 2012).

This reality can be seen even when it appears masked in official documents, such as the report of the president of the province of Paraná, who notified that in Curitiba a delegation of Kaingang people from Palmas, led by chief Veri, asked him, among other things, to give "[...] an order to deliver to him a son, who was in the home of a person from that municipality" (PARANÁ, 1854, p.60). Based on the theme of slavery practices, it is possible to denaturalize family narratives, recurrent in western Santa Catarina, according to which "my grandmother was an Indian, she was caught in the lasso", highlighting the violence against the indigenous peoples of the region, especially in relation to the women.

The violence of slavery and racism leave other marks that can be seen, for example, in police practices. The criminalization of Afro-descendants and the treatment of black people in the country were recorded by Jornal do Brasil photographer Luiz Morier in Rio de Janeiro in the 1980s. When accompanying a police raid in a favela in the North Zone of Rio, Morier recorded the practice of "libambo" occurring in the final years of the Brazilian civil-military dictatorship. Subsequently, it was proved that they were only workers, as the fact that some hold their work cards in their hands already indicated in the photographic records. The work with the sequence of images recorded by Morier, among which the main one we see reproduced below (image 1), allows a comparative work with other images of libambo in Africa or in the Empire, presenting students with the persistence of slave practices in ethnic-social relations.

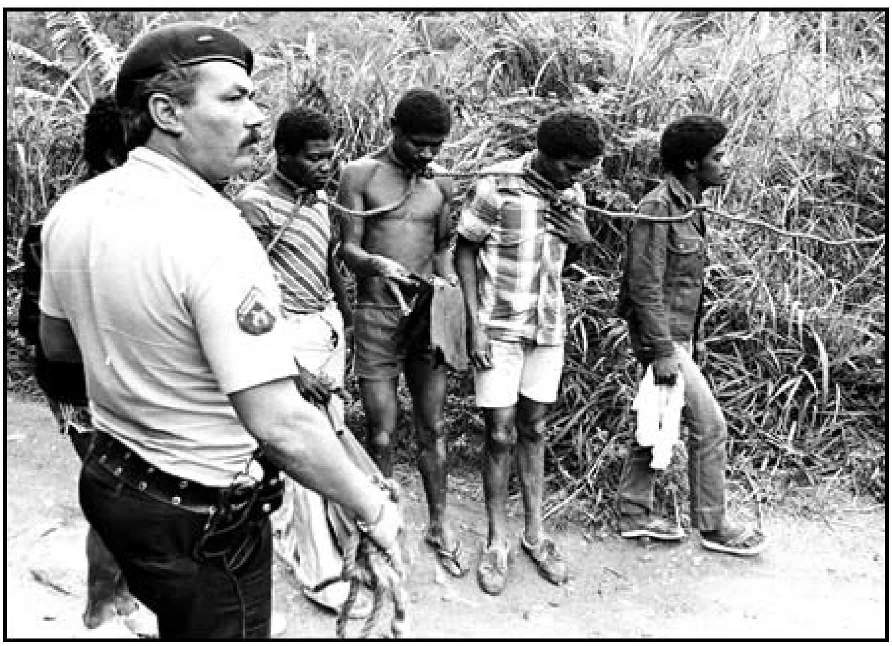


Image 1: The practice of libambo in a photograph by Luiz Morier entitled "*Todos Negros* - All Blacks", winner of the 1983 Esso Photography Prize and published on the front page of JB on September 30, 1982. Available in: <http://www.abi.org.br/todos-negros/> , last seen on 20 may. 2020.

[10] According to Almeida, after the signing of the Madrid Treaty (1750), Portugal and Spain's efforts were focused on mapping out borders in the overseas territories. Within this context, the Marquis of Pombal's indigenist policy seeked to take power over indigenous communities away from Priests. The Guaranitic Wars happened as a result of the Iberian Monarchies reacting to resistance from Guarani people in the Sete Povos da Missões - Seven Peoples of Mission region. In Pombal's policy, the assimilation of indigenous people as subjects, turning their communities into villages, aims to ensure power over the territory along the borders and over the indigenous labour force. Despite the Indian Liberty Law (1755), that made enslaving native american people illegal under any circumstance, unlawful slavery of indigenous people continued until the 19th century, usually via their registration as pardo or caboclo (terms used to classify mixed people). Furthermore, some native people would refuse to marry black people for fear of losing their liberty status, and used this law to lobby for further liberty (ALMEIDA, 2010, p. 107-119).

Another important aspect with regard to violence in the transport of enslaved Africans is the condition of their accommodation during the crossing of the Atlantic. The inhuman conditions to which they were subjected, traveling huddled and chained in the holds and on the deck of ships, received very few portions of water and food. Malnutrition and skin and eye diseases were widespread among the human cargo of slave ships, or tumbeiros, leading to a mortality rate of approximately one tenth of those transported. The sums collected in the lucrative trade largely covered these losses (CONRAD, 1985).

While the Atlantic trafficking of enslaved Africans was lawful, between the mid-15th century and the early 19th century, metropolitan governments and colonial authorities sought to regulate the transport and maximum cargo of ships. After the prohibition of Atlantic trafficking and the spread of illegal trafficking in the mid-19th century, these regulations lost their value and traffickers involved in smuggling began to exploit the maximum possible loads, aggravating the unsanitary conditions of vessels and increasing the rates of losses, which was offset by the increase in market prices. This situation was mobilized by the supporters of slavery in Brazilian politics, who started to defend the liberation of the trafficking that had been banned, on a falsely humanitarian basis, claiming that regulated trafficking was less cruel than smuggling. (CHALHOUB, 2012).

VI. Human Rights and Intersectionality in Western Santa Catarina

With the questioning of ethnic-racial relations in Brazil as the main axis of curricular integration, it is extremely important to understand the philosophical foundations of the creation and affirmation of human rights from the perspective of their genesis as well as their application in local reality. The method chosen to investigate this topic is the case study, which seeks to investigate how Haitian immigrants arrived in Santa Catarina starting in 2015, especially in Xanxerê. It should be noted that "[...] Santa Catarina has become the Brazilian state with the largest volume of foreign workers of Haitian nationality linked to the formal labor market (CAGED/MTE, 2015). (MAGALHÃES, 2017). No less important, Santa Catarina is also the state with the worst wage rates for foreign workers, according to Magalhães (2017). These are contradictions that have moved us to research the issue of Haitian immigration, along with human rights and the racial issue.

Based on the *Cadastro Único* (CAdÚnico), a federal registry for low income families, provided by the Social Assistance Secretariat of State, "Santa Catarina counted, at the end of 2019, a total of 5,762 registered immigrants". (SPAUTZ, 2019). The number must certainly be higher, as many immigrants of different nationalities end up coming from other states and due to different circumstances they do not register with the state agency. The number of Haitians, according to data obtained from the registry, stands at 3,343 in Santa Catarina. This group of immigrants, in particular, is of importance for our curricular integration, as it is a new Afro-descendant group composing the ethnic mosaic of Brazilian society, producing the intersectionality between the theme of human rights and the racial issue. This enables us to relate the history of Haiti as a privileged theme to better understand our own history and our society, unequal, poor, and with serious and persistent social problems. So, we have some basic questions to ask, for example, how were human rights implemented in Haiti? In addition, did Haitians who arrived in Xanxerê have their human rights respected during their travels? Before answering these questions, we need to understand what we mean by human rights.

The thesis here is that human rights are rights that transcend national states and are natural to all human beings regardless of their ethnicity, gender, color, nationality, sexuality or political alignment. Therefore, they are intersectional rights par excellence. Hence they were defined by the UN Universal Declaration of Human Rights in 1948. Human rights must be understood as basic needs, without which no one can live with dignity. Unfortunately, in many parts of the world, law - as a system of guarantees or rules valid intersubjectively, being considered legitimate by both parties - is still seen as a privilege of certain groups. Legal equality is still an unfulfilled ideal for millions of people.

This is because we still live in a world with many barriers, borders and walls. To exemplify this, note that only those who belong to a State are given or have rights, and we are still under the sign of State Sovereignty. And this seems to increase, just look at how the United States and some European countries, such as Hungary, for example, close their borders and increase nationalist discourses. In this way, the discussion of human rights becomes relevant, as these are not valid for someone with some nationality, but for everyone indiscriminately. Starting from creation, all human beings have rights, as states the axiom, that is, everyone has the "[...] right to have rights, or the right of each individual to belong to humanity" (ARENDT, 1989, p. 332), should be valid.

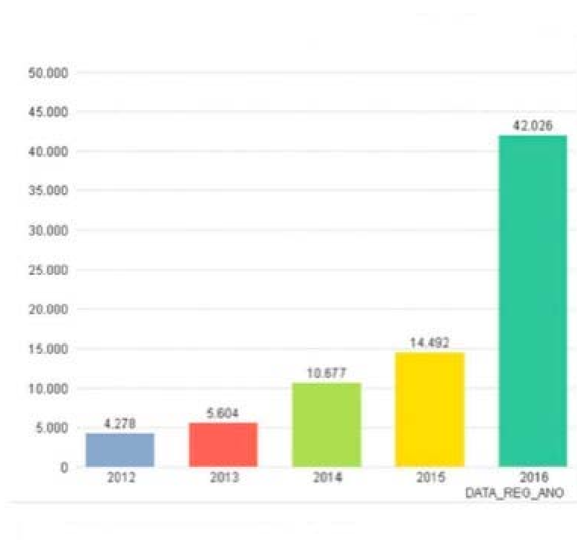
It is worth noting that today only citizens who belong to a state have rights - as some critics have already pointed out (Agamben, Zizek)- because whoever guarantees their application and defense - whether human rights or national constitutional rights - is always a state, a Nation. Today in many places there still prevails notions that the foreigner or the poor is a second-class citizen. That is why the precariousness, even today, of foreigners, poor people and immigrants exists everywhere in the world. Contemporary examples of this are the immigrants forced by wars to leave their

States, or even the Brazilian Indigenous Peoples (who have a State, but whose State shows limited care). Here in South America, we have the examples of Venezuelans. Others who have migrated to other parts of the world are Syrians and Haitians (for various reasons), and who are not recognized as people who are worthy of respect when they seek asylum, refuge or even better conditions to live in another country, suffering from racism and xenophobia.

The question is: Why are human rights not respected? All those who find themselves without a state, a homeland, which supposedly should guarantee them some right, are in the condition of "immigrant". They end up having all or most of their rights denied, becoming refugees or stateless people, that is, killable human beings. This figure was defined as Homo sacer, which Giorgio Agamben (2002, p.91), Italian philosopher, described as the condition of life that prevails today. The author shows that Homo sacer is that person who can have his life exposed as "killable and unsacrificeable", exposed to the rawness of naked life, abandoned to chance by the choices of government and protection agencies, such as the UN. According to Slavoj Zizek, we have a strange condition in the contemporary world, as it is divided between the citizen and the refugee, or as he defines it, using Agamben's concept, the Homo sacer. Therefore, along with the current examples of Homo sacer (the sans papiers in France, the favela dwellers in Brazil, the population of African-American ghettos in the USA, etc.) we find those seen as recipients of humanitarian aid (ZIZEK, p. 115-116).

Let us see how this notion of humanitarian aid to immigrants becomes relevant to the teaching of ethnic-racial relations in the context of western Santa Catarina. There was great publicity in the Brazilian media when, in 2010, three earth tremors hit Haiti, precisely in the capital, Port-au-Prince, in a radius of 22 kilometers. The United Nations (UN) accounted 1.5 million homeless people, 300 thousand injured and about 220 thousand dead, which means that one third of the Haitian population was affected. A great part of the Xanxerê population (as well as of western Santa Catarina and Brazil) believes that Haitian immigrants in Brazil are "refugees" from the earthquake. However, none of the 30 Haitian students enrolled in the FIC course at the Xanxerê Campus reported being affected by the earthquake. This indicates that the immigrant population is not directly related to the natural catastrophe and the humanitarian crisis resulting from it, being composed of an economically remedied portion of the population that saw in the opening of Brazil's borders to Haitian immigrants an opportunity to improve their lives through work.

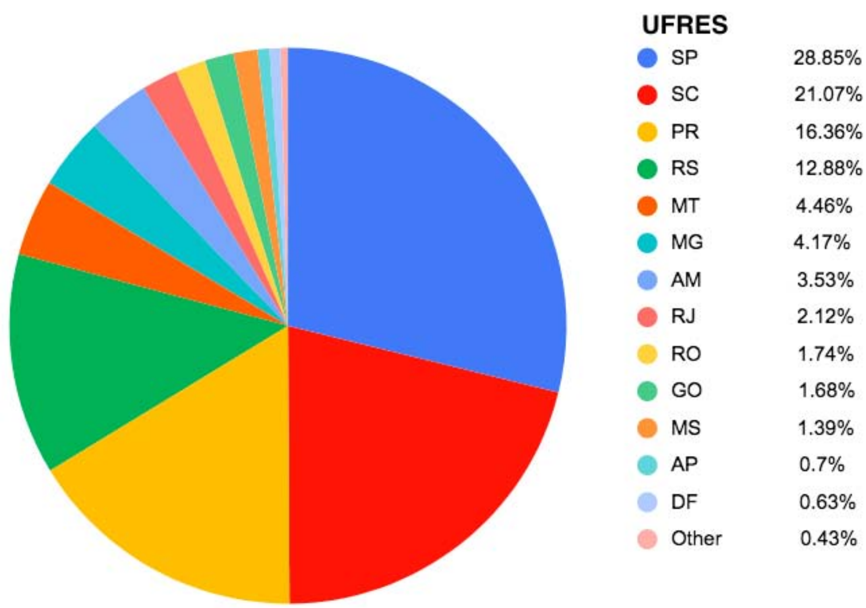
Haitians started coming to Brazil in a more organized way in 2012. The possibility was opened because Brazil was in charge of MINUSTAH, but some of them saw the country as attractive because of the possibility of work opportunity. Immigrants mainly took into account the ease of finding a stable job, since in Haiti there was no such perspective, because the job market in Haiti is seasonal. By 2016, 73,077 Haitians arrived in Brazil. According to the Institute for Migration and Human Rights, the way they managed to legalize their entry into Brazil happened as follows: 55,08% with a Humanitarian Visa issued by the Ministry of Foreign Affairs (Embassies and Consulates); 40,51% based on the joint decision of the National Immigration Council (CNIg) and the National Committee for Refugees (CONARE). The data presented in Graph 1 shows that the entry of Haitians in Brazil during the period 2012-2016 grew and peaked in 2016.



Source: Data supplied by the federal Police to the CNIg

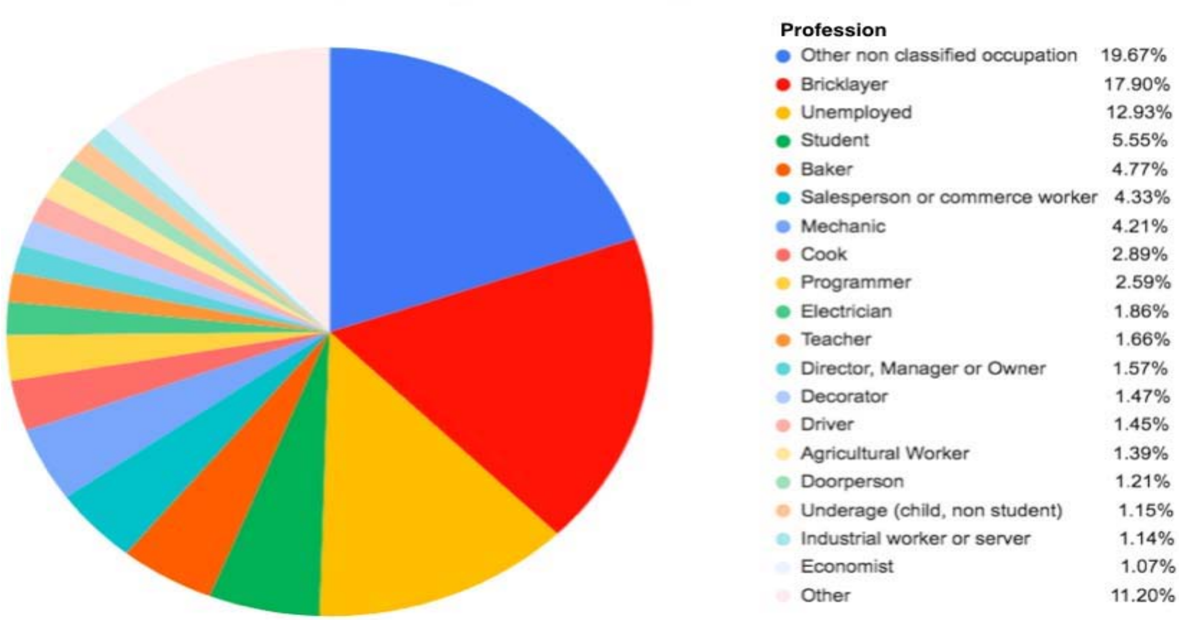
Graph 1: Haitians who registered with the Federal Police

Data collected by the Federal Police and presented by CNIg, shows in which states Haitian immigrants registered and what were the main sources of labor occupation that Haitians achieved in Brazil, respectively graphs 2 and 3:



Source: The Federal Police, data supplied to the CNIg

Graph 2: Status where Haitians registered themselves



Source: Data supplied by the Federal Police to the CNIg

Graph 3: Declared occupations by the Haitian immigrants at the time of registration

The occupations in which Haitian immigrants are given the opportunity to work in are, in their majority, underemployment or jobs that require little education. This is not perceived as a problem for Haitians who arrive with low education in the country. They get jobs in functions equivalent to those they performed in Haiti, for example, in civil construction, with equivalent remuneration, but with the difference of not being subject to the seasonality of work. Haitians who arrive in Brazil with higher education, on the other hand, are the most dissatisfied with the jobs they manage to occupy and disappointed with the envisioned professional perspectives. The state of Santa Catarina is the second most sought after by Haitians to live and work, a fact that they attribute to the greater availability of work. According to an article by Aline Takashima, published in the Maruim newspaper, in Florianópolis, she says:

> Coming from a country with a population of 95% black people, according to The World Factbook (database of the United States Intelligence Community, the CIA), thousands of Haitians have arrived in the state [Santa Catarina] that has the highest proportion of white (85%) to the lowest proportion of black people (15%) in Brazil, according to the 2014 IBGE census. In this scenario, reports of racist episodes are not uncommon (TAKASHIMA, 2017).

Some data from the regional context of western Santa Catarina can better illustrate this situation. Students of the FIC course offered to Haitians at the IFSC Xanxerê Campus, reported that it is common for white men in the region to approach and offer money to Haitians women on the streets of the city, even those who are married and accompanied by family, demonstrating a mentality that associates black immigrant women with prostitution and misery. Others claim that they suffer with derogatory jokes and comments at work due to lack of knowledge of the Portuguese language. There are also reports of people offering old and used clothing to Haitians without being asked for, as if their entire community is naturally poor and in need of help. It is naturally racist that in a region of European immigration descent, only black immigrants are seen as miserable. There is a strong influence of the history of the country's ethnic-racial relations and the current media in the construction of these views on Haitian people. The objectification of black women's bodies, originated in the sexual violence that characterized the slavery-period society, is reinforced in moments like the parades of samba schools during Carnival. On the other hand, Haiti is always shown in the media as a miserable country, as if there were no human and natural beauty, cultural wealth, or wealthy elites -- due to the concentration of income.

In order to deconstruct these stereotypes and develop an anti-racist and anti-xenophobic education, the teachers of the FIC course “Portuguese Language and Brazilian Culture for Foreigners” developed together with Haitian students the project “Haiti isn't here/Haiti is here”. Thus, students selected images that represented the natural, cultural, culinary and landscape richness of their country. In contrast, they searched for images that portrayed poverty and misery in Brazil. Thus, an on-campus exhibition was organized to get Brazilian students to know the face of Haiti that isn't shown in the national media. It is interesting to note that many Haitian students, who only knew the reality of the urban centers in which they were inserted, were shocked to learn that there are Brazilians living in miserable conditions, such as the population of stilt houses in Santos, Recife and in Rio de Janeiro, the riverside populations in the North of Brazil or even in indigenous villages in the West of Santa Catarina.

Based on these considerations, we arrive at the case study itself. We intentionally chose to interview a Haitian immigrant woman who graduated from the FIC course offered on campus, who, according to herself, decided to seek better living and working conditions in Brazil. The interview was conducted by a Philosophy professor alongside a scholarship student and the woman's testimony included the didactic material produced for multidisciplinary study. For ethical reasons, the name used for the interviewed will be a fictitious one, to preserve her identity. “Marta” is a Haitian immigrant who has been in Brazil for five months. She says that she came to Brazil in search of work, since in her country the levels of unemployment are very high. She has an undergraduate degree, but could not get a job there, which is very common in Haiti, she says.

Marta was asked if she had been affected by the earthquake, and if the unemployment situation is related to the tragedy. Marta says she was not directly affected by the earthquake, and that the country has been suffering with high unemployment rates for years. According to her report, a small portion of Haitian society has been affected by the tragedy, and the people who decide to leave the country are those who have been saving funds for some time, in order to immigrate to other countries in search of regular work and a better life. In Brazil, the worst thing that happened to her, Marta says, was racism. It was precisely at a mass, at the time of holding hands - in a part of the Catholic liturgy - that a person at her side refused to hold her hand, because she is black. "It hurts," she says, but for Marta, that was the only bad thing she encountered in Brazil. As for having some of her human rights violated during the trip, Marta says she believes she did not suffer. With the exception of racism in Brazil.

VII. Final Considerations

Besides enabling the development of multidisciplinary material in which the research results were organized in a didactic way for teaching Social Sciences, the teachers' research based on the themes of ethnic-racial relations and human rights was rich in many senses. It contributed to the teachers' continued training as educators, to the scientific initiation of scholarship students and to an anti-racist education to the high school, as well as to the opening of new perspectives of pedagogical work with Haitian students on campus.

Research on Haitian people in search of a better life in Brazil indicates that their human rights haven't been disrespected, from the perspective of the immigrants themselves. However, the racist act that Marta suffered in the church, as well as the reports of offers for sexual encounters and distasteful jokes at work made by others, indicate that there is structural racism in western Santa Catarina, which is associated with sexist and xenophobic ideals. The failure to perceive these situations as violations of rights may lie in the lack of knowledge about human rights. Although human rights law is international, they are not widely disseminated or fulfilled in Haiti. On the other hand, there is no effort on the part of the Brazilian authorities to make immigrants aware of their labor rights.

It is significant that teachings about labor rights was a demand of Haitian students for the FIC course, as they felt unprotected because of legal ignorance. We then took this opportunity to also cover human rights. Since they left Haiti in search of better working conditions, it was in working environments that Haitians found themselves legally helpless. This seems to be more related to the frustration of their expectations. On the other hand, Brazilians tend to look at Haitians victims of poverty and the 2010 earthquake, as survivors of a natural catastrophe in need of humanitarian aid; which is a result of public knowledge reinforced by the media. This situation puts them in a condition of Homo sacer. Attention is focused on the barbarities that the immigrants allegedly went through in Haiti, and not on what they actually go through in Brazil.

Brazil and Haiti share a past of slavery and are both marked by the African diaspora. This makes the education of ethnic-racial relations relevant to the deconstruction of prejudices in both countries, to value the history and the contribution of African peoples' culture to the Americas. In addition, black people were, for a long time, stripped of their humanity by slave labor and Atlantic trafficking, where they were equated to tools or animals. This indicates an intersection between the education of ethnic-racial relations and education in human rights with great potential to be explored. To fight against the violation of black people's rights in Brazil, we must value the history of Haiti and show the richness of its culture to Brazilian people. Similarly, an anti-racist education that values Afro-Brazilian culture and renounces the barbarism committed during the period of slavery and the Atlantic trafficking of enslaved Africans contributes to the respect of Haitian immigrants in contemporary Brazil. Studies on ethnic-racial relations and human rights, from an intersectional perspective, also offers the possibility of integrating school curricula and offering a critical, socially sensible and independent teaching program, working with transversal themes.

Thus, we believe talking about racism and human rights is essential, because it ties in with barbarism and atrocities that also need to be talked about. This abstract concept of "human rights or dignity" is still ignored or misrepresented in many parts of the world. In Brazil, we see a face of this trend expressed in the absurd formula “human rights for right humans”. Although talking about dignity can often seem obscure, it is only through this idea that human rights can be built and implemented in social reality. Dignity or human rights are a basic necessity, without which one cannot minimally develop an existence safeguarded from misery, hunger and various forms of violence.

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Behaviorism as External Stimuli: Improving Student Extrinsic Motivation through Behavioral Responses in Algerian College Education

By Dr. Maroua Rogti

Abstract- The dismissal of various impediments an individual may face in life can be related to improving understanding and appreciation of human behavior. In a language learning class, this can occur through studying behavior through psychology of learning within situational interactions and external environment. This can help learners change their behavior as a result of a particular experience and typically leads to learning. Essentially, there are plenty of theories which can lead to achieving this continuous process of learning. In this vein, it is argued that Behaviorism is implemented in Language teaching and learning classrooms through which learning can occur when independent knowledge is acquired through changes in behavior and stimulus and response relationship. The target study was intended to examine the extent to which behaviorism is goal directed in improving learner's motivation and strengthening learning achievement in class. In order to reach this aim and affirm the hypothesis of the study, a survey has been administered to three teachers of English at Laghouat Higher College to obtain mixed data of both qualitative and quantitative nature.

Keywords: behavioral responses, EFL learners, extinction, higher education, motivation.

GJHSS-G Classification: FOR Code: 139999

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Strictly as per the compliance and regulations of:

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Keywords: behavioral responses, EFL learners, extinction, higher education, motivation.

I. Introduction

A permanent change in the individual's behavior can happen due to experience, environment, and surroundings; this is literally how learning occurs. Learning is generally a change which happens to the behavior of an individual as a result of experiencing or acquiring knowledge. In the late 19th century, theorists around the world came with conventional theories which tempted to signify a broader prospect of the flow of the learning process in classroom. In fact, Greek philosophers made assumptions about the human behavior and mental processes. As Aristotle believed that individuals have rational souls and Plato claimed that the human brain is the seat of mental processes.

However, the Greek philosophy Rene Descartes claimed that the human soul and body are separate entities, the body is a physical entity with scientifically measurable behavior and the mind is a spiritual entity which cannot be measured. Locke and Hobbes reacted as the body and mind are the same and all individual experiences are physical processes which occur inside the brain. These Ancient Greek philosophers were the early founders of thought who managed to uncover the nature of learning and how knowledge is acquired by an individual. They tempted to theorize the fact that any attempt of maintaining the learning process cannot be afforded without considering the element of soul.

At the beginning of the 19th century, psychology as the study of human behavior appeared as a science with Wilhelm Wundt who founded the first laboratory of psychology in 1879. He assumed that understanding the human mind is associated with the study of conscious thought. As the human consciousness is related to the human's thoughts, feelings, and emotions when reacting to a particular stimulus, the parts of consciousness are related to each other and can interact with each other in a physical environment. A gap has been bridged between the ancient thought and modern theories of learning. This claim has been adopted to develop the school of Structuralism which studies the structure of the conscious mind through introspection method. Structuralism claimed that mental processes must be observed, in terms of observed facts. As an early school of thought, Structuralism emphasized the diversity of change that an individual go through to the objective sensations and subjective feelings.

This school of psychology has been criticized by Functionalism school which studies the function of the mind and how the mental elements can change according to the environment and life situation, and how can an individual adapt with the learning environment. Later, Behaviorism is another school which was founded by Watson, Pavlov, and Skinner who argued that human behavior is affected by a particular stimulus and experiences. This theory of learning had a great influence on education which contributes to helping learners to respond to a particular stimulus so that their behavior changes and learning occurs. According to behaviorists, learning occurs when the learner receives a particular stimulus which can lead them to change their behavior. This can go through adapting to a stimulus, then responding to it, and then adopting a

Author: Training College of Teachers Laghouat, (ENS) of Laghouat, Street of Martyrs, Station post, Laghouat, Algeria.
e-mail: m.rogti@ens-lagh.dz

change of behavior for achieving coaching practice in learning and improve academic achievement as well.

This study aims at providing a comprehensive investigation of the relationship between behaviorism theory and students' extrinsic motivation. The main research question addressed is about the extent to which is behaviorism an adequate predictor of learner extrinsic motivation and achievement. The problem of the research can be explored through the fact that EFL learners can generally be self-guided and independent through making independent choices, setting goals and objectives, as well choosing their own right learning strategies to accomplish tasks. Nowadays, learners do not need and external factor or external stimuli to monitor their own progress. According to behaviorist theory of learning, changes in behavior are caused by external stimuli as the teacher's role is to help learners construct knowledge and reflect on and use a variety of learning strategies.

For the sake of efficiency in handling the matter at hand, the researcher needs to set a reasonable guess after identifying the problem of the study in order to elicit information and data which may resolve the problem of the research. As, behaviors can be increased by teachers who tempt to apply a variety of behaviorist principles to achieve efficiency in learning, extrinsic motivation which is a type of motivation aiming at developing behaviors only to get rewards. It is the opposite of intrinsic motivation which encourages learner autonomy and allows students to make responsible and independent choices; although extrinsic motivation doesn't encourage self-directed learning, it contributes a lot to changing behavior by being repeated as a result of rewards.

II. Review of Literature

a) Behaviorism between Philosophy and Theory

It has been argued that education is the major key element in constructing the individual's ability to adapt to their surroundings. Basically, education has been influenced by significant theoretical facets which have gone along with the learning process which is the ideal basis of education. Ultimately, theories of learning have been developed since the ancient Greek thoughts and education about the acquisition of knowledge to the modern theories which psychology as a science of observable behavior developed through rigorous experimentation. Psychology is a science which aims at controlling the behavior of the organisms of individual; it is referred to as the science of behavior and experience (Kumari, Sundari & Rao, 2006).

Educational psychology is the applied branch of psychology which studies human behavior in educational settings. The development of learning strategies, teaching and learning situations, are developed by psychological principles and laws which are applied in the area of education and which are responsible for studying the individual's learning, through behavioral and cognitive aspects. According to Peel 'educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the process by which they learn and their social relationships' (Manichander, 2015).

Educational psychology is the study of how individuals learn and used concepts and research tools to promote teaching, learning, and development of the learner (Berliner, 2006) As (Lefrancois, 1994) views it as the study of human behavior in an educational setting. It associates psychological concepts such as behavior, mind, memory, thought, human growth and development, learned behaviors, individual differences, intelligence, and principles of learning. In the area of educational psychology, there are some theories which explain the development and growth of individuals, how learning occurs, and how memory is maintained. These theories are derived from research which is the cornerstone of educational psychology. Educational psychology deals with human behavior and development in educational settings. This can be signified through allowing learners to learn independently by being self- directed learners. For that, teachers usually need to be aware of how learners develop and receive learning through changing behavior through educational psychology. Banks & Thompson (1995).

Learning is the major issue in the educational process which begins from the child's birth and continues throughout his life time. This process of learning occurs through direct or indirect experiences; it is not directly observable and can be seen in the actions and reactions of the individual as it depends on practice and experience. Learning is viewed as "an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" (Barry & King, 1998 p.19) Most theories of learning are based on research, which have different perspectives on learning. There is no best or bad theory that someone follows and psychologists have found out a suitable way of using it and differentiate between the aspects of the individual's personality; as they are not aware enough about developing these theories and their role in maintaining human behavior and mental processes.

Learning is a continuous process which has continuity and is carried in various steps. This continuity can help educators find ways to direct learning into productive straits without strangling creativity. Theories of learning can help learners achieve their desired goals and can be categorized as behavioral (classic and operant conditioning), cognitive (cognitive and social learning), and cognitive and eclectic (amalgamation of behavioral and cognitive theories). These learning theories are typically opposed and reacting to each other. The behaviorists and the cognitivists are applied according to their explanation and view of the human behavior through varied perspectives.

It has been emphasized that Psychology is a science of behavior and it is not concerned with the science of the mind. It emphasizes that the mind does not contribute to acquire knowledge in a particular environment from which a stimuli of behavior comes. Leahey (2000) the organisms of human behavior are studied in particular environments, and the relation between behavior and environment then will be created. Behavior is mostly used for actions which can be observed from external surroundings. Behaviorist learning approach mostly focuses on how behaviors are acquired; and the Behaviorist approach claims that learning can develop by means of establishing a relation between a stimulus and behavior, and that any behavior can be changed through reinforcement. (Bacanli)

Behaviorism as a theory of learning is majorly concerned with observable and measurable aspects of behavior. Changes in human behavior are emphasized by behaviorist learning theories behavior that and they typically result from the association of stimulus and response made by the learner. The individual's behavior is directed by stimuli when the individual chooses one response as a result of an experience and psychological forces at the moment of learning. This response is rewarded and signifies behavior sometimes cannot be learned, and can be replaced by new behaviors. This response of learned behaviors must be rewarded so that learning can take place (Parkay & Hass, 2000).

Behaviorism is a theory of learning which emphasizes human behavior as a result of the interaction between stimulus and response. As it can be defined by (Reber, 1985) as 'an approach to psychology which argues that the only appropriate subject matter for scientific psychological investigation is observable, measurable behavior' (p.86) Behaviorism is majorly related with observable and measurable aspects of human behavior. As Parkay & Hass (2000) claims that changes in behavior are emphasized by behaviorist learning theories which occurs after the association of a stimulus and response made by the learner. This can occur by selecting a response because behavior is directed by particular stimuli and is often called response in the science of behavior. It is something an organism performs at particular time and space. It is viewed by (Lazzeri, 2014) as 'behavior is said in at least four ways: as the occurrence of an organism's action or reaction; as a class or pattern; as group behavior; and as a change or movement of an object' (p.78)

The behaviorists believed that the behaviors which are learned are measurable and are much used in health settings. The behavior must first be observed then measured and it can be modified during the treatment of a particular illness. They yet claimed that behavior must be changed as a result of a reason. This reason can be signified through a stimulus, and a response is the behavior that occurs as a reaction to this stimulus. According to John Watson, a behaviorist who believed that human behavior occurs as a result of stimuli which gathered certain responses. His basic claim was that findings about the individual's development are associated with observation of plainly seen behavior instead of contemplation about subconscious motives or cognitive processes (Shaffer, 2000).

Watson's perspective about learning emphasized the studies of Ivan Pavlov who is known for his classical conditioning theory of learning. This theory indicates that learning occurs when a neutral stimulus is associated with a stimulus which naturally causes behavior to occur. On the other hand, Skinner is another behaviorist who believed that behavior occurs through rewards and punishment. He argued that human behavior is predictable and that behavior is repeated. As Watson who is also a major originator of the behaviorist theory of learning. He believed that behavior resulted from particular stimuli to produce particular responses.

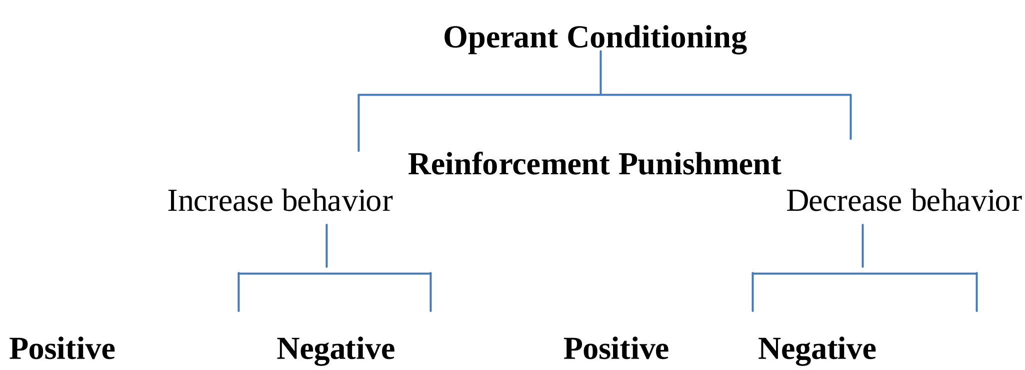


Figure 1: The Process of Operant Conditioning (as cited in Skinner, 1938, p.266)

Watson's basic argument was that conclusions about the development of individuals should be based on observation of behavior rather than estimation about cognitive processes or consciousness. (Shaffer, 2000) the theory of Operant Conditioning is about the individual's change in behavior as a result of consequences. It argues that behavior may change in frequency, strength, and structure and relies on reinforcement and punishment to change the individual's behavior.

b) Behaviorism in the English Language Classroom

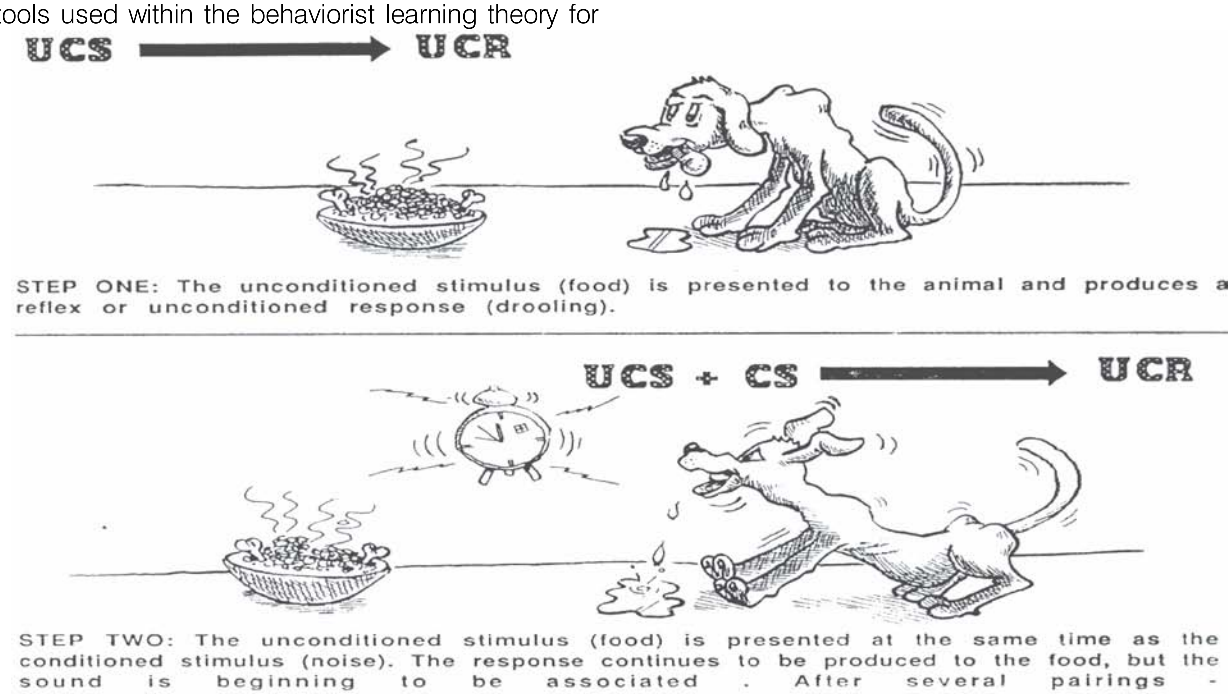
In educational settings, behaviorism has adequately embraced a system of rewards and punishments in language classrooms by rewarding desired and wanted behaviors and punishing inappropriate and unwanted behaviors. As behaviorists argue that behaviors can be measurable and observable as it must have a drive and desire which leads to the behavior change which is the stimulus and also needs a response which is the behavior which happens as a reaction to the stimulus; generally, the model of behaviorism can be as follows.

Stimulus → Response

As methods for managing a language classroom, behaviorist philosophy can be used to change behavior in addition to certain strategies and methods. As each learner's stimulus and response are related to the change of their behavior and their learning achievement depends on associations made by each of the learners. Behaviorist principles have long been applied in language teaching to foster behavior which is aspired and discourage everything which is not. Among the tools used within the behaviorist learning theory for classroom management use are consequences, reinforcement, extinction, and behavior change.

In effect, there are certain classroom behaviors which can be employed in the language classroom to enhance education and increase attention for learning. Pavlov's theory of classical conditioning generally occurs when a conditioned stimulus which is a neutral stimulus, is linked with an unconditioned stimulus. It can be a sound of a tuning fork, while the US is biological such as the taste of food. Also an unconditioned response paired with Unconditioned stimulus is an unlearned response like salivation, after pairing is repeated learning may occur. This can be seen in the experiment of Pavlov who rang a bell and then gave food to the dog, and then the dog started to salivate by responding to the bell.

The bell is referred to as the conditioned stimulus because the change of behavior occurs as a result of its association with food; whereas food is called the unconditioned stimulus because its effects did not rely on circumstances or previous experience. This theory involves the association of a stimulus and the production of a response under certain conditions with a neutral stimulus, with the neutral stimulus obtaining a response when handing out alone. Pavlov's theory of Classical conditioning is distinctive from Operant conditioning, a theory developed by Skinner in which a behavior is strengthened or weakened as a result of behavioral consequences such as reward or punishment. Operant conditioning is about how an organism works with this operation, behavior and consequences. As revealed in the following model of Pavlov of Operant Conditioning theory which illustrates the steps and development of behavior.



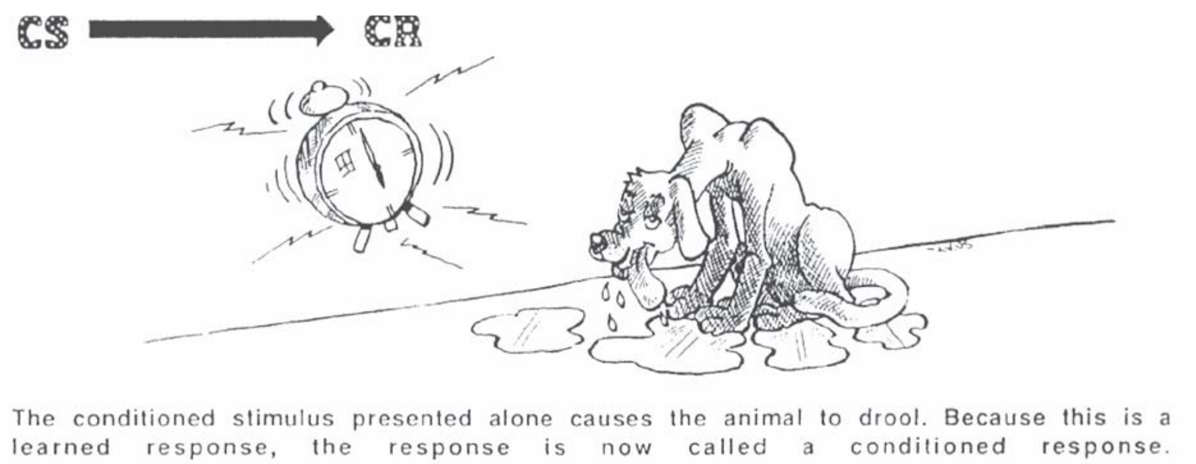


Figure 2: Pavlov's Model of Classical Conditioning (cited in Bleus, 1989, p.129)

In operant conditioning, behavior operates on the environment and is maintained by conditioning of behavior. Behavior is changed depending on conditions while classical conditioning is maintained by its consequences. As (Skinner, 1972) argues that:

> Behaviors conditioned through a classical conditioning procedure are not maintained by consequences. They both, however, form the core of behavior analysis and have grown into professional practices. His model was based on the premise that satisfying responses are conditioned, while unsatisfying ones are not. Operant conditioning is the rewarding of part of a desired behavior or a random act that approaches it. Skinner remarked that the things we call pleasant have an energizing or strengthening effect on our behavior (p. 74)

On the other hand, Edward Thorndike also conducted his learning experiment with hungry cats put in a puzzle box made several responses. Then the cats discovered that pressing a lever would help them get out them from the box and get access to the food outside. Based on his experiment, Thorndike introduced his principles of learning among which the Law of Effect which is typically based on the emotional reaction and feeling of the learner. According to this principle, a satisfying feeling contributes to strengthening learning and learning can be weakened by a feeling of anger and frustration.

As (Thorndike, 1911) claims: "several responses made to the same situation, those which are closely accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, (the behaviors) will be more likely to recur" (as cited in Mcleod, 2018, p. 01) as he yet asserts that:

> Of several responses made to the same situation those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections to the situation weakened, so that, when it recurs, they will be less likely to occur, the greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond. (Dabell, 2018, p 01).

<u>SituationResponseOutcome</u>

Puzzle box **Pull loop** → **Food**

StimulusResponse →
Association

Figure 3: Thorndike's Law of Effect "Association of Stimuli and Responses" (Adapted from Estes, 1967, p, 28)

According to this law, the relation of stimulus and responses is not bounded for learning to occur. Reinforcement is required for learning to occur. This is that when a behavior is followed by a reward, it tempts to repeat itself, while when it is followed by a punishment the prospect of its repetition decreases. Thorndike tried to explicate learning by associating stimuli and responses. He claims that the most distinctive issue of science in humans and animals is learning by errors and trials. This is vital when the learner faces obstacles which must be solved and investigated.

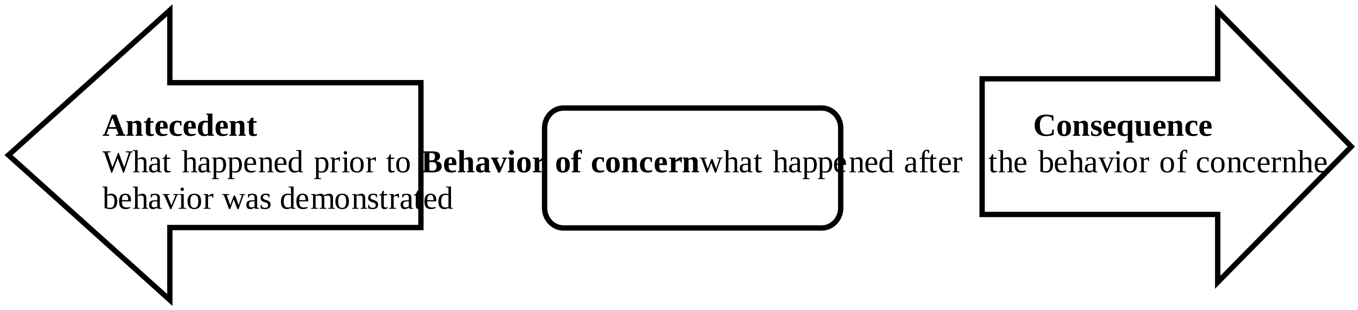


Figure 4: Antecedent Behavior Consequences Model (Adapted from Lee, cited in Alberto & Troutman, 1999, p 157)

Generally, behavior is affected by its consequences when a stimulus leads to a particular response which is reinforced, or leads to reinforcement. The stimulus for Thorndike's cats was the box and response was the action of pressing the lever, as reinforcement was food. Operant conditioning is applied to this form of behavior change after extending the concept with rats. In the box suggested by Skinner, rats learned to press a lever when a stimulus was present like a sound or light, the lever press resulted in the delivery of food which causes reinforcement. Applying this to behavior, the stimulus, response, and reinforcement association parallels the Antecedent Behavior Consequences (ABC) model that is used to change and behavior.

In the language classroom, behavior can be shaped or maintained in an operant manner for enhancing learning. Stimulus is given by the teacher to the learner who will receive it and make response through his reactions to the stimulus as processes happening between stimulus and response cannot be observed or measured. (Sarah, 2006) However, (Fauziati, 2016) claims that stimulus is given by the teacher response is accepted by the students which should be observed and measured through measurement theory which regulates the change in behavior.

Operant conditioning can be employed to promote learning and change behaviors in class. It can be used as a behavioral management which may increase attention for learning. Behavioral contracts can be used in school as well as at home. This can typically occur through behavioral partnership between the teacher and the learner to achieve the desired goal for learning. For instance, a learner can receive negative punishment for not doing a home work or for having their phone on. In the classroom, the learner can have efficient learning results by viewing the direct consequences of their use.

Teachers can familiarize learners with a task and ask them to use their own strategies of learning. Generally, the positive feedback learners receive from the teacher or having a higher grade is a positive reinforcement. If they get a lower grade or negative feedback from the teacher, they will receive a negative reinforcement. Giving extra marks or praising learners is due to their good use of learning strategies for example or having good language skills which will construct their behavior. The consequence immediately comes after the behavior of the learner. For instance, a learner who makes more efforts and spend much time in revision will have more chance for receiving a positive reinforcement due to the fact of being more engaged in shaping their behavior.

Shaping behaviors will be stronger when learners receive reinforcement and will decrease when it is weaker. If a learner shows a change in behavior, they are supposed to have learned something. Learning through behaviorism theory is typically based on stimulus response integration and it is efficient through the impetus of input and output relationship. Alissa (2003) the behavioral consequence should come right after a behavior which can be positive or negative, immediate or long-term, extrinsic or intrinsic, emotional or unconscious.

After the behavior is shaped, a positive or negative reinforcement may be received. Positive reinforcement is presenting a stimulus which increases the probability of a response to occur recurrently in the language classroom. A positive reinforcement may be offered directing learners through a home work or praising their projects. However, negative reinforcement increases the probability of a response which tempts to prevent a counter condition.

This type of behavioral consequence increases the probability of a shaping behavior, but it denotes removing a consequence which is unpleasant for learners. For example, rewarding a home work pass with perfect participation or attendance, also submitting a task lately will result in a lower grade. On the other hand, punishment implies the presentation of a strong stimulus which decreases the recurrence of a significant response and promptly banishes undesirable behavior. For instance, giving the grade of zero to those who submit a home work after the deadline or excluding those who have weak attendance in the classroom.

c) Behavioral Dogmatism of Motivation

Motivation is deeply related to the learner's extrinsic behavior. This is the perspective of behaviorism as a way of thinking about the learning process. Behaviorism focuses on what can be directly seen or heard about the learner's behavior. Motivation refers to reducing the distinction between the energy of learners, and the outward behaviors that express this energy. Performing a learned behavior results in reinforcement when this behavior increases in recurrence. Within the frame of motivation, response is equivalent to motivation and reinforcement acts as a motivator. In the classroom, learners can learn through operant conditioning through discussions and answering questions, they can be rewarded for each right answer when the teacher praises their work. This will reinforce their behavior and their motivation increases as a result of the praise of the teacher who is the motivator.

Intrinsic motivation derives from inside of individuals and not as an effect of external desire so that the learner accomplishes a task because of its importance because they are intrinsically motivated. (Edwards, & Johansen, 2015) Learned behavior can be lowly reinforced which results in extinction. This extinction is about a decrease in recurrence of performance and subsequently leads to loss of motivation. Behaviorists argue that lack of reinforcement is equivalent to deprivation of motivation. (DeGrandpre, 2000) For instance, (Seifert & Sutton, 2009) argue that "the distinction between "inner" motives and expressions of motives in outward behavior do not disappear just because a teacher or a psychological theory chooses to treat a motive and the behavioral expression of a motive as equivalent. Students usually do know what they want or desire, and their wants or desires may not always correspond to what a teacher chooses to reinforce or ignore" (p. 32) learners may receive a reward by the teacher for their behavior through reinforcing it; this can be a motivating issue for them as a result of external reinforcement.

Motivation can be intrinsic which is viewed by (Legault, 2016) as "engagement in behavior that is inherently satisfying or enjoyable. IM is non-instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself" (p.01) and it can be supported by operant conditioning theory so that reinforcement of a particular action can be the task itself. For example, if learners write a paragraph, they can be reinforced by the writing itself by being intrinsically motivated. However, respondent conditioning can promote both intrinsic and extrinsic motivation of learner in one instant. (Seifert & Sutton, 2009) For, if a learner is extrinsically motivated, their reinforcement derived from an experience or consequences not only from a part of the behavior itself which can be observed within the individual.

Extrinsic motivation is about performing behavior and this behavior is 'fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, EM is instrumental in nature. It is performed in order to attain some other outcome' (Legault, 2016, p.01) Extrinsic motivator's role can promote action for a behavior which is not intrinsically attractive such as doing a home work or memorizing as it can contribute to developing self-learning and autonomous behavior. (Kohn, 1999)

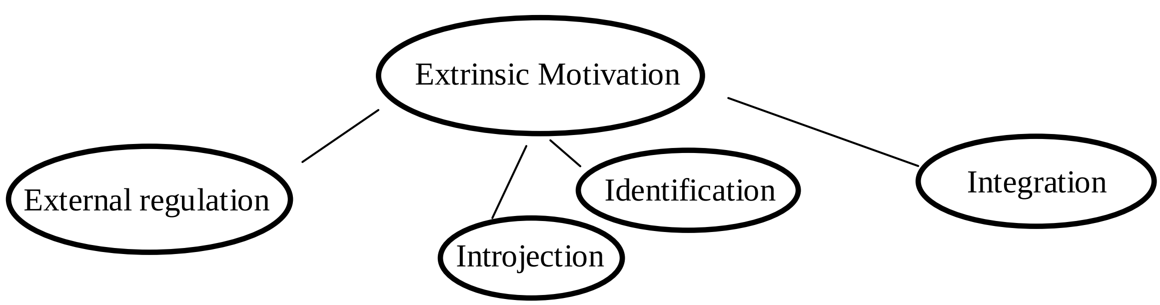


Figure 5: Human Motivation Taxonomy (Adapted from Deci & Ryan, 1985; as cited in Ryan & Deci, 2000, p. 61)

This motivation is about a large sort of motivations which originate from an internal perceived situation causal situation. (Deci and Ryan 1985) for instance, even if an activity is intrinsically motivated, it may then be internally adapted. The stigma of motivating learners through managing classroom activities for the sake of achieving self-regulated learning can be illustrated through (Deci & Ryan, 1985) Model of human motivation according to whom motivating learners doesn't need an external stimuli.

Fostering internalization of values and behavioral regulations is typically addressed which refers to a process of taking in a regulation through integration in which learners can transform the regulation into their own self. Internalization is about how motivation of learners for behavior can derive from unwillingness to active personal adherence. Extrinsic rewards can undercut intrinsic motivation often enough that they can to be applied effectively and rigorously. (Deci, Koestner, & Ryan, 2001) extrinsic rewards are offered by managers to their employees, such as salary and promotions, and benefits are called extrinsic because they are external to the work itself. (London, 2009)

III. Materials and Methods

a) *Participants*

The design of the study was carried out with the role of behaviorism in developing learners' extrinsic motivation. It uses a triangulation data collection method and adapts a survey for achieving the aim and proving the hypothesis of the study. The study used purposive sampling which consists of three teachers of English at Higher College of Laghouat. The researcher tempts to conduct an empirical study to put this problem under investigation. Though incorporating Behaviorism theory of learning, the participants in this study are supposed to recall and prove the extent to which behaviorism is efficient in learning and how can learning strategies and behaviorist principles help in changing behavior and make it considerable though answering a set of questions about the classroom methodology and explain how learners can deal with the task.

For the sake of validating the research hypothesis and answer the research question, the researcher induced two research variables which are behavioral consequences and extrinsic motivation. Tempting to classify these variables through an ordinal scale measurement to measure their causal relationship and consider the impact of one variable over the other.

IV. Results and Discussion

a) *Instruments and Procedures*

The researcher has opted for a survey tool through which she can be conductive to the rigidity of the research design and get adequate interpretation of the findings. A survey research is viewed by (Kerlinger, 1973 & Parten, 1950) as "a social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior' as 'the social scientific nature of the survey research is revealed by the nature of its variables which can be classified as sociological facts, opinions and attitudes" (as cited in Mathiyazhagan & Nandan, 2010, p.34) The methodology adopts a flow plan to outline the design and investigation of the survey starting with objectives and ending with research solution. To enrich the analysis process, the researcher longs to identify aspects, and then conduct an inquiry of certain aspects for interpreting the findings through triangulation.

The motivation and academic achievement motivation were measured using close ended questions and a likert scale to which EFL teachers responded to. Aspects of Behaviorism based on Skinner theory of Operant conditioning have been implemented to complete the survey. The researcher first asked teachers about learning through principles of behaviorism in class and what they use when they reward or punish their students after the consequences which first reinforce the desired behavior before being arranged to follow the desired behavior during the accomplishment of the task. Teachers are represented as T1, T2, and T3.

Table 1: Application of Behaviorist principles

Aspects and principles of Behaviorism	
Drills and Rote Learning	T2
Extra points	T1, T2
Verbal Reinforcement	T2
Establishing Rules	T2

T2 claims that she ignores bad behavior and doesn't pay attention to it; she only pays attention to the good behavior so that it receives a reward via reinforcement like giving extra marks for attendance or verbal public praise. Finally, most of them claim that each student can receive a particular reinforcer according to the nature of the task and particularly on their behavior. Sometimes a meaningful reinforcer depends on the nature of the environment which can influence the students' behavior so it should be favorable and allow him behave well.

Table 2: Techniques used to reinforce behavior in the classroom

Increasing a well performed behavior rewarded by verbal reinforcement	T1, T2
Paying attention to an inappropriate behavior for the sake of increasing it	T1, T2, T3
Being selective about the attention teachers give to students.	T1, T2, T3
Using the social reinforcer of attention	/
Ignoring bad behavior and only paying attention to the good behavior when possible.	T2
Determining what is a meaningful reinforcer for each student.	T1, T2, T3

On the other hand, the participants answered the question of their attitudes towards the use of reinforcement and its effects on learning. The three teachers have been given characteristics of the use of this type of behavioral consequences in operant conditioning theory adapted from Belsky (2008), participant teachers are asked to rate and answer the following question by claiming their level of agreement about the following statements. The table below reveals the answer of the participants in a numerical way.

Table 3: Effects of Reinforcement on student's learning and Academic Motivation

Items	Agree	Disagree
. Descriptive encouragements are powerful motivators	3 (100%)	0 (0%)
. When a student is learning a new skill, giving reinforcement often keeps them motivated and committed.	3 (100%)	0 (0%)
. Students seem self-sufficient and still need the teacher's approval	2 (67%)	1 (33%)
. Encouraging a student's preferences can enhance motivation by introducing a choice and therefore fostering a sense of autonomy.	1 (33%)	2 (67%)
With teenagers giving more privileges or increasing responsibilities can also be a very effective form of reward.	2 (67%)	1 (33%)
. Monitoring progress is crucial so adjustments can be made based on the student's preference for the type of rewards.	0 (0%)	3 (100%)

Data from question three reveal that teachers' views varied and this is typically due to their personality differences and teaching direction. All participant teachers are familiar with offering descriptive encouragements to their students as reinforcement which they usually use in their language class so that their students can be motivated. Participants also share the claim that reinforcement contributes to academically motivating students when they learn a new language skill. T1 and T3 believe that students seem self-sufficient when receiving positive reinforcement and keep waiting for another approval and praise from the part of their teacher while T2 doesn't agree anymore.

Besides, two respondents disagree with the statement of inducing a student's preferences can enhance motivation by fostering autonomy, while T1 agrees with this claim. Generally, for achieving learner autonomy, the student requires full responsibly and independent choices without the need of the teacher's praise, encouragement, or approval. Two respondents share their agreement about increasing responsibilities can also be a very effective form of reward since this will build self-confidence in students, increase their motivation, as well as promoting their self-guided learning.

Finally, all respondents disagree with the fact that so adjustments can be made based on the student's preference for the type of rewards, as the student is affected by the type and degree of rewards, they also can be meta-cognitively active without the need of rewards. For instance, self-reflection, self-assessment, and monitoring are strategies used by students to increase their motivation and independent learning without the need of the teacher's approval or reward to perform well in class.

The coming question is addressed to be answered which is about the effects of punishment on student's learning adapted from (McLeod, 2018) Punishment is yet another type of behavioral consequences which can be used in the language learning class to decrease the students' behavior through punishing them using certain techniques and principles by teachers. Using positive punishment, the teacher can give unpleasant response to the student's behavior. For instance, punishing a student because they chew gum in class, which is forbidden in class, the teacher indeed tries to disciplining them publically in front of their peers, while taking away a positive reinforcement in response to a behavior refers to negative punishment.

Table 4: Effects of punishment on student's learning (adapted from McLeod, 2018, p.75)

	Agree	Disagree
. Do not deprive the student of key opportunities to build their social and academic skills.	3 (100%)	0 (0%)
. Punishment can create fears that generalize to other situations.	3 (100%)	0 (0%)
. It does not always guide students toward the desired behavior; it tells them what not to do, but may not tell them what they should do instead.	2 (67%)	1 (33%)
. Punished behavior is not necessarily forgotten, it may return when the punishment is no longer used.	2 (67%)	1 (33%)
. Allow students to provide input on any behavior plans being developed by accepting any punishments they earn.	0 (0%)	3 (100%)
. Students would be raised with both reinforcement and punishment receiving rewards for good behavior and being corrected for bad behavior.	3 (100%)	0 (0%)
. Students are given a good reason to behave more appropriately in the future by having been given an opportunity to do so.	3 (100%)	0 (0%)

Data from table (4) show that the answers of the respondents partially vary in content. All respondents do agree that punishment as a type of behavioral consequences which decreases the students' behavior can encourage them to build their social and academic skills. Students can learn from any punishment they receive by raising fears which generalize to other situations, also participants agreed that reinforcement and punishment evolve with students as they receive rewards for good behavior and being corrected for bad behavior. On the other hand, all respondents disagreed that punishment helps students to provide input on any behavior plans being developed by accepting any punishments they earn.

Ultimately, language teachers need to think about what they can do to allow their students achieve higher level of motivation achievement. The researcher familiarizes the participants with techniques of increasing students' motivation and assists them to become more self-directed learners through using principles of behaviorism. The table below shows the level of agreement and disagreement among the three participant teachers about the extent to which changing behavior affects achievement motivation of students and also improving their learning.

Respondents agreed that students become aware of their strengths and limitations once their behavior is increased or decreased. They also argue that students can be independent learners by making independent choices and chose their own learning strategies. As they claim that students can be assisted to be able to set and achieve reasonable goals and objectives for their learning themselves.

The Classroom behaviorism theory is becoming highly incorporated in the language classroom as teachers tempt to apply behaviorist principles to change behaviors and encourage the use of mechanisms for the sake of increasing attention for learning and dealing with classroom behaviors. According to Skinner's Operant Conditioning, praise, positive or negative feedback, or reward can contribute to changing and correcting behavior in the classroom based on environmental effects on students' behavior. Skinner's theory involves reinforcement which increases behavior while punishment tempts to decrease it; as Mergel (2011) claims that "punishment that bring painful or undesirable consequences will be suppressed. But they could reappear if reinforcement contingencies change. For example, penalizing late students by withdrawing privileges will likely stop their lateness" (as cited in Omomia, 2014, p. 02)

Table 5: Determinants of High level of Motivation due to change in behavior

	Agree	Disagree
Encouraging students to try new activities just for the experience	2 (67%)	1 (33%)
Challenging students with tasks that are neither too easy, nor too difficult	0 (0%)	3 (67%)
Informing students of their strengths as well as their limitations	3 (100%)	0 (0%)
Permitting students to make choices in the classroom	3 (100%)	0 (0%)
Assisting students to set reasonable goals for themselves	3 (100%)	0 (0%)

Skinner's theory of reinforcement is based on reward and punishment; this can impact the flow of teaching and learning. It has been applied recently in most educational establishments. The students' educational achievements and motivation can be improved due to positive reinforcement as a means of feedback to them. Efficient feedback should be provided by teachers to improve their output, as learners should be rewarded in order to improve their academic motivation. Yet, the teaching and learning processes in the language class can be positively enhanced if the learners are motivated enough through rewards.

By applying reinforcement schedules with students whose behavior requires the teacher's intervention as external stimuli to reinforce positive behavior through a system of positive incentives. This could be done by rewarding positive behavior before punishing negative behavior; this positive reinforcement should be immediately applied to be associated with the already rewarded positive behavior. Positive reinforcement tempts to make behavior be repeated not like negative reinforcement which contributes to increasing and motivating behavior to get rid of unwanted outcomes.

Giffith (2006) claims that behaviorism deals with the consequences of observable and measurable behavioral responses which affects learning process and classroom management. As (Kohn, 2004) views that "rewards and extrinsic motivation yields compliance, which is not, as Skinner suggested, a natural behavior devoid of willful choice" (p.23) He means that rewards helps students achieve high motivation and the more students receive rewards, the more they become adjusted with them and want them.

These behavioral consequences majorly contribute to increasing efficiency in the teaching which can contribute to the professional growth and reflective practice of the teacher. Learners can be guided and instructed by teachers by being able to cope with different circumstances they may face in their language classroom. Also, learners who are well guided and advised perfectly come to know how to deal with directions and strategies done by their teachers; they can be academically motivated through higher desirable growth needs.

V. Conclusion and Recommendations

This investigation has tempted to set up coaches with putting light on the role and contribution of behaviorism in dealing with behavioral responses of students in the class for the sake of managing their learning and highly motivating them. The process of classroom methodology and evaluation, role of the teacher, student performance, and learning process are all based on the implementation and use of the appropriate theories geared towards language teaching and learning. Behaviorism has become a vital issue of great importance in addressing the future needs of learners and helps them cope with the difficulties and learning complexities they face adequately.

It is necessary to know about the complexities the learners may face in learning regarding their stages of development and growth. Teachers of language may be aware of classroom environment, learners' needs and skills, classroom obstacles, classroom management techniques, effective methods of teaching, assessment, curriculum, and mental health of learners. All these items can contribute to maintaining positive attitudes, high level of motivation, and facilitates professional growth, change attitudes, and change observable and measurable behaviors of students. This entirely will result in making learning convenient and results in high academic motivation achievement.

The application of behaviorism theory in the language class can be rewarding for both learners and teachers. When learners learn something, they will change their behavior as a result of an experience which can be based on their feelings. The change in their behavior can satisfy desirable wants and needs. As Parkay & Hass (2000) claim that learners tempt to avoid behaviors associated with their unpleasantness and develop their behaviors which are habitually repeated. Once the behavior is changed it is typically learned as it sometimes can be unlearned if it is unrewarded or put out when it is undesired and unwanted. Among the classroom study strategies in addition to punishment and reinforcement are consequences, contracts, and extinction. If the teacher doesn't react through either reward or punishment, the behavior is eliminated.

Considering the research question of the study of the role of behaviorism in the achievement of self-directed learning and in processing of learning in language classes, the findings advocated that the students who receive reinforcement and punishment when accomplishing a learning task can highly achieve fundamental and high level of extrinsic motivation. Once they receive a reward, their behavior is repeated through wishing more rewards from the part of the teacher. They have been directed to changing their behavior through receiving external stimuli, which is the teacher's reward or punishment. This will effectively contribute to changing their behavior and helped them pursue a high level of motivation as illustrated in the results of the teacher's survey.

The study resulted in the fact that behavioral consequences, namely reinforcement and punishment contribute a lot in developing students' language and skills, self-reflection and meta-cognitive abilities. Thus, by being extrinsically motivated, learners continue to developing good behaviors once they are usually rewarded by their teacher, at the same time it prevents them from making independent choices and make them rely more on external stimuli and environment.

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Finally, the findings of the study stimulated to be highly functional and dynamic compared to other research findings in the language teaching and learning setting which assured and validated the high benefit of behaviorism and behavioral consequences in encouraging behavior change and extrinsic motivation of learners in Algerian higher education. The study has overturned the protocol for further research in learning spots including the process of knowledge acquisition, modeling and behavior, observational learning, Self-efficacy Theory, Moral development theory, sociocultural theory, experiential learning theory, and self-regulation in the ELT classroom, as the study offered myriad practical implications for educationalists and EFL learners to achieve independent learning through intrinsic motivation under the Constructivist theory in a language class. Over and above, researches and investigations should hence reflect how these matters are examined and practiced in the learning progress and educational curriculum.

Behaviorism theory is not only a means of increasing a desired behavior in the learning arena. Behavior change mechanisms are used by language teachers to assure efficient learning of students in the class and even outside; although, Behaviorism has been criticized for being applied only to change behaviors within an environmental and external input namely, the teacher presence; and with absence of an internal psychological and mental processes. Behaviorism was developed as a reaction to the introspective method which emphasizes on internal input, self-monitoring and self-reflection and meta-cognition.

Extreme behaviorism can be bounded and plays more a vital role in emphasizing the psychological development of the scientific persecution of knowledge and acclaim about human behavior. Though, the relation between stimulus and response is not just a direct causal relationship, the stimulus can play the role of determining and identifying a response; as, human behavior requires the inclusion of the external stimuli, physical side, and the inner state of the mind.

Conflicts of interest

The researcher declares that there is no conflict of interest.

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Evaluating Factors Affecting EFL Learners' Writing at Undergraduate Level: A Survey

By Md. Arif Khan Pathan

Bangladesh Agricultural University

Abstract- Writing is an important language skill that benefits a language learner in many ways, from developing vocabulary knowledge to enhancing overall language competence. Unfortunately, EFL learners encounter many difficulties during writing that prevents them from developing their writing skills and eventually negatively affect their overall language learning process. The goal of the present study was to assess the factors that affect EFL learners' writing at the undergraduate level. Using a Likert-scale survey sheet, the study surveyed of 255 undergraduate students at Bangladesh Agricultural University and found that many factors are responsible for EFL learners' poor writing at the undergraduate level. Some factors very intensely affect the learners' writing while some affect moderately, and some have comparatively less effect. By evaluating the factors that affect the learners' writing, the study basically attempted to make the learners aware of those factors they face in writing, so that they can overcome them, improve their writing skills, and become proficient writers.

Keywords: EFL learners; undergraduate level; writing difficulties; writing skills.

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EVALUATINGFACTORSAFFECTINGEFLLEARNERSWRITINGATUNDERGRADUATELEVELASURVEY

Strictly as per the compliance and regulations of:

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Abstract- Writing is an important language skill that benefits a language learner in many ways, from developing vocabulary knowledge to enhancing overall language competence. Unfortunately, EFL learners encounter many difficulties during writing that prevents them from developing their writing skills and eventually negatively affect their overall language learning process. The goal of the present study was to assess the factors that affect EFL learners' writing at the undergraduate level. Using a Likert-scale survey sheet, the study surveyed of 255 undergraduate students at Bangladesh Agricultural University and found that many factors are responsible for EFL learners' poor writing at the undergraduate level. Some factors very intensely affect the learners' writing while some affect moderately, and some have comparatively less effect. By evaluating the factors that affect the learners' writing, the study basically attempted to make the learners aware of those factors they face in writing, so that they can overcome them, improve their writing skills, and become proficient writers.

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I. Introduction

Learning to write and improving one's foreign language skills are highly correlated. There are a lot of benefits of writing in learning a foreign language. For example, writing in the target language helps learners' generate new vocabulary and develop vocabulary knowledge. We all know that the most practical way to learn and remember a new word is to encounter and use it in different contexts. Writing provides learners with opportunities to use a particular word in different contexts. Writing also offers learners different occasions to use various types of language patterns and structures. Through repeated use of different vocabulary, sentence structures, and language patterns, writing helps learners find out the most effective language for communication. According to Bello (1997), writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. He also mentioned that writing enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and reinforce the grammar and vocabulary they are learning in class. Writing is, in fact, the most available, reliable, and engaging way of language use that enhances learners' overall language competence and makes them more efficient language users. Moreover, Writing provides learners with physical evidence of their achievements, consolidates their grasp of vocabulary and structure, and complements the other language skills (Englishmate, 2018). Finally, writing develops learners' essential literacy skills, boosts their motivation and confidence level, and helps them grow a more positive attitude towards language learning.

However, while writing in English, EFL learners typically encounter a lot of difficulties that hinder develop their writing skills and eventually negatively affect their language learning process. Here it is certainly important to understand the difficulties that the learners face in writing to help them develop their writing skills as well as improve their overall language competence. The achieved findings will also contribute to the more effective teaching and learning of writing skills in the language classroom.

Author: Assistant Professor (English), Department of Languages, Bangladesh Agricultural University, Mymensingh, Bangladesh.
e-mail: arifkhan_lang@bau.edu.bd

II. Literature Review

Writing is a medium of human communication that represents language and emotion with signs and symbols (Wikipedia, 2019). Coulmas (1999) defined it as 'a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.' Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols (Wikipedia, 2019). According to Bauer (2007), as in Gayo & Widodo (2018), to write good English, several aspects of the language must be taken into consideration, namely its morphology, syntax, semantics, and pragmatism.

Writing is a very complex and challenging task. There are a lot of factors that markedly create obstructions in the writing process. Lack of sufficient grammar knowledge, for example, is one of the most important factors that hampers the writing process significantly. As mentioned in Gayo & Widodo (2018), many EFL learners encounter writing difficulties, and one of the major ones is linked to English grammar (Belkhir & Benyelles, 2017). Writing requires a good knowledge of grammar and word choice (Kamlasi & Nokas, 2017). The rules of grammar help govern the way writing takes place and ensure that it can be easily understood by the

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readers (Muhsin, 2015). Researchers found a significant correlation between learners' grammar knowledge and their writing skill. Unfortunately, most of the EFL learners lack sufficient grammar knowledge, and consequently, show poor performance in writing. Many researchers (Kamlasi & Nokas, 2017; Gustilo & Magno, 2012; Abushihab, 2014; Sawalmeh, 2013; Limengka & Kuntjara, 2013; Lasaten, 2014; Ngangbam, 2016; Darus & Ching, 2009; Singh et al., 2017; Sermsook et al., 2017; Hamdi, 2005; Dweikat & Aqel, 2017; Mustafa, 2017; Zheng & Park, 2013; Khanom, 2014; etc.) studied the types and frequency of grammatical errors that EFL learners make in their writings and showed that poor grammar knowledge and grammatical errors significantly hamper the learners' writing ability.

Successful writing requires rapid and effortless access to and knowledge of individual word meanings. According to David Wilkins (1972), "…….. while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Indeed, vocabulary plays a significant role in the production of language, whether it is spoken or written. Viera (2017) studied the importance of vocabulary knowledge in the production of written texts and found that the vocabulary knowledge of a foreign language is necessary as it provides learners a broader ability to produce well-structured written texts. Several other studies (Yuksel, 2015; Karakoc & Kose, 2017; Hastuti, 2015; Dehkordi & Salehi, 2016; Olinghouse & Wilson, 2012; Maskor & Baharudin, 2016; Roche & Harrington, 2013; etc.) also reported consistently high correlations between the learners' vocabulary knowledge and their writing ability and showed that the lack of sufficient vocabulary knowledge considerably creates obstacles in the writing process. Besides vocabulary knowledge, however, a successful piece of writing relies upon choosing appropriate words and using them correctly (Ingold, 2017). Many EFL learners fail to choose and use appropriate words in their writings and thus fail to create any good and lasting impact on their readers.

The other most noticeable factors that affect learners' writing skills are spelling, punctuation, and capitalization. Various studies (e.g., Albalawi, 2016; Al-Oudat, 2017; Subhi & Yasin, 2015; Liu, 2015; Bestgen & Granger, 2011; Benyo, 2014; Kotsyuk, 2015; etc.) investigated the writing performance and spelling errors of the EFL learners and found a high percentage of spelling errors in students' writing that adversely affected their writing performance. On the other hand, several studies (e.g., Salamin et al., 2016; Salman et al., 2017; Awad, 2012; Samhon & Abdall, 2016; Catabay, 2016; Alfonso, 2016; Wilcox et al., 2013; Alfaki, 2015; Kotsyuk, 2015; etc.) examined the capitalization and punctuation errors in EFL learners' writing and found a deep correlation between the students' knowledge about capitalization and punctuation and their writing performance.

Apart from the factors mentioned above, the other most evident factors that affect EFL learners' writing performance as studied by various researchers are content (Alinsunod, 2014; Nik et al., 2010; Pablo & Lasaten, 2018), lack of ideas (Fareed et al., 2016; Huy, 2015; Pablo & Lasaten, 2018), organization of ideas (Alinsunod, 2014; Nik et al., 2010; Pablo & Lasaten, 2018; Ariyanti & Fitriana, 2017), cohesion and coherence (Jichun, 2015, Saputra et al., 2014; Al-Badi, 2015; Ariyanti & Fitriana, 2017), reader (Alinsunod, 2014), inter-lingual interference (Phuket & Othman, 2015; Sermsook et al., 2017; Jichun, 2015; Saputra et al., 2014, Akbar et al., 2018), writing anxiety (Fareed et al., 2016; Al-Badi, 2015), lack of writing practice (Fareed et al., 2016), low motivation (Fareed et al., 2016; Huy, 2015), etc.

III. Research Purpose

Like many countries in the world, Bangladesh is a country where the learners start learning English since they start their academic life. Before taking admission in universities, they usually complete 12 years of formal education in schools and colleges, and every year they are taught English mandatorily. The learners are specially taught English writing skills. They are even assessed exclusively by their writing skills. However, despite the long and continuous formal education, a large number of EFL learners are found at the undergraduate level facing a lot of difficulties during writing in English that markedly hinder develop their writing skills and consequently negatively affect their language learning process. The purpose of the present study is to identify and assess the factors that affect EFL learners' writing at the undergraduate level. The study also tends to make the learners aware of those factors they face in writing, so that they can overcome them and develop their writing skills.

IV. Research Methodology

a) Participants

The participants of the present study were the undergraduate level EFL students belonging to different faculties (Faculty of Veterinary Science, Faculty of Agricultural Economics & Rural Sociology, and Faculty of Fisheries) of Bangladesh Agricultural University. A total of 255 students participated in the survey. They were basically selected through the purposive sampling method based on convenience and availability.

b) Data Collection

The data for the present study were collected using a Likert-scale survey sheet (Appendix-1). The survey sheet was distributed to the students in their reading classes, and the students were only required to put tick marks on appropriate options. The students expressed their views through the survey sheet, and the researcher, in return, obtained a clear picture of the factors that affect their writing performance.

c) Data Presentation

Table 1

	Factors that affect writing	Always	Very Often	Sometimes	Rarely	Never
1.	Grammar	18 (7.06%)	49 (19.22%)	145 (56.86%)	39 (15.29%)	4 (1.57%)
2.	Vocabulary	67 (26.27%)	106 (41.57%)	73 (28.63%)	9 (3.53%)	0 (0%)
3.	Word choice	21 (8.24%)	77 (30.20%)	123 (48.24%)	33 (12.94%)	1 (0.39%)
4.	Spelling	24 (9.41%)	41 (16.08%)	125 (49.02%)	60 (23.53%)	5 (1.96%)
5.	Punctuation & capitalization	16 (6.27%)	45 (17.65%)	87 (34.12%)	84 (32.94%)	23 (9.02%)
6.	Content	26 (10.20%)	74 (29.02%)	107 (41.96%)	40 (15.69%)	8 (3.14%)
7.	Generation of ideas	25 (9.80%)	75 (29.41%)	110 (43.14%)	43 (16.86%)	2 (0.78%)
8.	Organization of ideas	25 (9.80%)	72 (28.24%)	110 (43.14%)	46 (18.04%)	2 (0.78%)
9.	Cohesion & coherence	16 (6.27%)	52 (20.39%)	114 (44.71%)	57 (22.35%)	16 (6.27%)
10.	Reader	30 (11.76%)	62 (24.31%)	83 (32.55%)	59 (23.14%)	21 (8.24%)
11.	Mother tongue influence	32 (12.55%)	54 (21.18%)	78 (30.59%)	61 (23.92%)	30 (11.76%)
12.	Lack of practice	71 (27.84%)	83 (32.55%)	78 (30.59%)	18 (7.06%)	5 (1.96%)
13.	Lack of confidence	51 (20%)	54 (21.18%)	92 (36.08%)	41 (16.08%)	17 (6.67%)
14.	Writing anxiety	29 (11.37%)	54 (21.18%)	88 (34.51%)	46 (18.04%)	38 (14.90%)
15.	Mention any other factor:	_____	_____	_____	_____	_____

d) Data Analysis

According to the survey results, poor vocabulary knowledge is one of the most prominent and very significant factors that affects EFL learners' writing. 26.27% of the participants always and 41.57% of the participants very often face vocabulary problem in their writings, while 28.63% of the participants' writing performance is sometimes affected by poor vocabulary knowledge. Out of 255 participants, although there are only 9 (3.53%) participants who rarely face this problem, no participant is found whose writing is never affected by poor vocabulary knowledge. That means everybody faces this problem.

Lack of practice is another very significant factor that affects EFL learners' writing performance. 27.84% of the participants believe that since they do not practice, so they always face problems in their writings. Although this causes no problem at all for only 1.96% of the participants, and only 7.06% rarely face this problem; a significant percentage of the participants very often (32.55%) and sometimes (30.59%) encounter this problem in their writings.

According to the study, the factors that moderately affect ELF learners' writing performance are insufficient grammar knowledge, appropriate word choice, spelling, content, generation, and organization of ideas, cohesion and coherence, and lack of confidence. We see, for these factors, the majority of the participants have marked that they sometimes encounter those difficulties in their writings although a considerable percentage of the participants are found facing the problems very often. However, these factors are not as prominent as vocabulary and lack of practice.

Finally, the study has revealed that punctuation and capitalization, prospective reader, mother tongue influence, and writing anxiety are the factors that have comparatively less effect on the learners' writing performance. For these factors, we see, a considerable percentage of the participants are found who never or very rarely face these problems in their writings.

V. Conclusion

Writing is a complex activity in which the writer draws on a range of knowledge and skills, and this complexity makes it unlikely that the same individual will perform equally well on different occasions and tasks (Hyland, 2003 as in Kamlasi & Nokas, 2017). It is, indeed, a very difficult and challenging activity. Being an English teacher at a university, I find every year a lot of students having a lot of problems in writing. Here the problems that the learners face in writing hamper their writing process, hinder develop their written communication skills, and ultimately make them worried and frustrated in the language learning process. After reviewing related literature, I pointed out several impediments that hamper the EFL learners' writing performance and then surveyed to evaluate the influence of those obstacles. I tried to make the learners aware of those factors they face in writing so that they can overcome them, improve their writing skills, and become proficient writers. I believe that the implications of the findings of the present study will contribute to the more effective teaching and learning of writing skills in the language classroom.

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Appendix-1

	Factors that affect writing	Always	Very Often	Sometimes	Rarely	Never
1.	Grammar					
2.	Vocabulary					
3.	Word choice					
4.	Spelling					
5.	Punctuation & capitalization					
6.	Content					
7.	Generation of ideas					
8.	Organization of ideas					
9.	Cohesion & coherence					
10.	Reader					
11.	Mother tongue influence					
12.	Lack of practice					
13.	Lack of confidence					
14.	Writing anxiety					
15.	Mention any other factor:					

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Assessing Pre-Retirement Training Methods: A Case Study of Federal Teaching Hospitals in Southwestern Nigeria

By M. Ayodele Bello
Obafemi Awolowo University

Abstract- The Nigerian public service has undergone several reforms (pension, reforms, monetisation reforms, restructuring and repositioning of ministries, anti corruption, pre-retirement training among others. The conditions of many retirees in Nigeria and the problems they are facing have attracted attention of late. Among others, the problems being faced by retirees include loss of the usual monthly salary, anxiety about a residential home, lack of occupation, dwindling status, decreased strength and deteriorated health condition, physical disabilities, aging and sudden loss of life. The Nigerian economy is facing serious challenges, hence, there is need for pre-retirement planning strategies to combat and manage the impending pains and stress in retirement. It is important to note from the onset that “among the different categories of workers in the labour force in Nigeria, the workers approaching retirement and the retired workers should be a great concern (Agnew, 2013). Even those who are looking forward to retirement, usually feel a deep sense of loss.

Keywords: retirement, pre-retirement, training, pension and empowerment.

GJHSS-G Classification: FOR Code: 930599

ASSESSINGPRERETIREMENTTRAININGMETHODSACASESTUDYOFFEDERALTEACHINGHOSPITALSINSOUTHWESTERNNIGERIA

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Abstract- The Nigerian public service has undergone several reforms (pension, reforms, monetisation reforms, restructuring and repositioning of ministries, anti corruption, pre-retirement training among others. The conditions of many retirees in Nigeria and the problems they are facing have attracted attention of late. Among others, the problems being faced by retirees include loss of the usual monthly salary, anxiety about a residential home, lack of occupation, dwindling status, decreased strength and deteriorated health condition, physical disabilities, aging and sudden loss of life. The Nigerian economy is facing serious challenges, hence, there is need for pre-retirement planning strategies to combat and manage the impending pains and stress in retirement. It is important to note from the onset that "among the different categories of workers in the labour force in Nigeria, the workers approaching retirement and the retired workers should be a great concern (Agnew, 2013). Even those who are looking forward to retirement, usually feel a deep sense of loss. Therefore, the need to prepare ahead of retirement is highly expedient especially through training because the better prepared, one is, for changes, the more successful retirement will be for all segment of workers (Olejeme, 2015). Based on the aforementioned, this paper addressed the mechanisms put in place by the Federal Government of Nigeria for the various categories of workers in Federal Teaching Hospitals especially in the Southern part of Nigeria with particular reference to methods inherent in retirement for all and sundry as well as how to curb it through pre-retirement training.

Keywords: retirement, pre-retirement, training, pension and empowerment.

I. Introduction

Since the return to democratic administration in 1999, the Nigerian public service has gone through some processes of adjustments and reforms through restructuring. These range from restructuring and repositioning of ministries, monetisation reforms, public expenditure management reform, public procurement reform, service delivery reform, payroll management reform, rationalisation of parastatals to pension reform which is the main concern of this work. Up to year 2004 when the pension system was reformed, what was in operation was an unfunded pay-as-you-go (PAYE) scheme with retirement benefits budgeted for annually. By virtue of the pension Act of 2004, pension scheme became contributory and fully funded through 7.5 percent contributions by the employer and employee respectively and such fund managed by Pension Fund Administrators (PFAs) and supervised by the National Pension Commission (PENCOM). Some of the objectives of pension reform are to:

i. Ensure that every person who has worked in either the public service of the federation, Federal Capital Territory (FCT) or the private sector receives his or her retirement benefits as and when due;
ii. Assist improvident individuals by ensuring that they save to cater for their livelihood during old age and thereby reducing old age poverty;
iii. Ensure that pensioners are not subjected to untold suffering due to insufficient and cumbersome process of pension payment;
iv. Establish a uniform set of rules, regulations and standards for the administration and payment of retirement benefits in the public and private sectors; and
v. Stem the growth of outstanding pension liabilities (Omoyele, 2012).

Consequent upon the aforementioned objectives and government's inability to achieve them which constituted serious problems to the retirees, the pre-retirement training, a scheme coordinated by the Bureau of Public Service Reforms (BPSR), was introduced in 2006 but was effective in 2009 to organise a pre-retirement training programme for various categories of retiring staff of Federal parastatals in the country. The programme usually runs concurrently in the six geo-political zones of the country. It aims at helping the retiring staff of the Federal parastatals to prepare adequately for the challenges of retirement, have personal understanding of financial planning, skill acquisition for entrepreneurship activities they will be engaged in after retirement, manage their health and help them to appreciate types of business opportunities that are open to them.

The programme is designed in such a way that all prospective retirees undergo pre-retirement training at least three or four years before their retirement. This is based on the realisation that it usually takes about three to four years to incubate and mature most business ideas as well as preparing them mentally and psychologically for retirement (Arabi, 2016). Hence, the

Author: Ph.D, Department of Public Administration, Obafemi Awolowo University, Ile-Ife, Nigeria. e-mail: ayobello@oauife.edu.ng

intent of this study is to investigate the mechanisms put in place to achieve pre-retirement training and acquisition of skills for the retirees of Federal Teaching Hospitals in Southwestern Nigeria.

a) *Statement of the Problem*

In Nigeria, the delay in payment of pensions and gratuities has brought untold hardship and death to many retirees, thereby making workers viewing retirement with apprehension (Bello, 2018). This problem is further compounded by lack of planning and management of post-retirement epoch and conditions, delay or non-payment of pensions and gratuities, deterioration in health and other physical conditions as a result of aging, non-engagement in any enterprise or venture and other post-retirement challenges.

Obviously, many people enter into retirement without planning or pre-retirement counseling. Employers of labour have not in the past done much to enlighten the labour force on the need for planning for retirement; hence many workers enter into retirement as destitute due to lack of adequate planning. Retirees in Nigeria today are like beggars, especially those who retire without planning. With or without adequate planning, the individual who is going into retirement from active service is entering a new phase of life, which, like every new stage, will have its peculiar conditions. Such a person is going into life unknown. Quite often, the uncertainties of life make people apprehensive of the future while approaching the new phase of life, which is life in retirement.

Despite its significance to the well-being of the retirees and the prospective retirees, the pre-retirement training programme for public servants in Nigeria has not been given adequate attention by scholars. It is in the realisation of this that the government engaged in such scheme of re-orientation (pre-retirement development skills) for serving public servants in order to prepare them for life after retirement. Hence, this study seeks to critically investigate the mechanisms put in place to achieve the pre-retirement training programme using the workers of Federal Teaching Hospitals in Southwestern Nigeria as a case study.

II. Conceptual Review

a) *Retirement*

Retirement in the public or private organisation is an official and formal ending of a work life. It is a transition from active involvement in the world of work to active world of leisure. It involves terminal cessation, relaxation or changeover of financially remunerative employment. A retirement scheme is put in place to provide an employee with both a lump sum of money when leaving service of an employer and monthly pension afterwards. From a vocational point of view, (Oniye, 2001) described it as an indicator of the concluding stage of the occupational cycle at which certain material; vocational and experiential achievements are expected of the retiree. He described it further as a phenomenon characterised by separation of the worker from paid employment which has the characteristic of an occupation or a career over a period of adjustment. This was further buttressed by Asonibare and Oniye (2008) by looking at it as a significant change in an individual's lifestyle and as any change which comes with element of emotion. It is a life stage because it is a period of economic inactivity of workers in the later part of their life which Akinade (2006) described as a final state of life when one leaves an occupation which one has been involved in for a considerable length of one's working life. It is a period that is often characterised by simultaneous reduction in income and opportunity to engage in income-generating activities especially for active retirees.

b) *Pension*

Fapohunda (2003) described pension as one indispensable form of employees' monthly benefit which has positive impact on employees' discipline, loyalty and willingness to remain in the service of an employer, commitment to the attainment of job goals and concern for the survival of the organization. It is a system designed to provide the employees of an organisation with a means of security on retirement, a standard of living reasonably consistent with that which they enjoyed while in active service. Fapohunda also saw pension as the amount set aside either by an employer or an employee or both to ensure that there is something for employees to fall back on as income at retirement. In the words of Armstrong (2010), pension helps employees to readjust themselves properly into the society after leaving employment as the ultimate goal of pension scheme is to provide a stable, predictable and adequate source of retirement income for each worker.

c) *Empowerment*

Empowerment is a key concept in the discourse on promoting civic engagement with the aim of increasing the degree of autonomy and self-determination in people and in communities in order to enable them represents their interest in a responsible and self-determined way (Rappaport, 1984). According to Rappaport, empowerment refers to both the process of self-empowerment and to professional support of people which enables them to overcome their sense of powerlessness and lack of influence and to recognize the use of their resources and chances. He argued further that empowerment forms a practical approach of resource-oriented intervention in the field of citizenship and democratic studies; and that empowerment is a tool to increase the responsibility of the citizens.

Adams (2008) pointed out the limitations of any single definition of empowerment and the danger that academic or specialist definitions might take away the word and the connected practices from the very people they are supposed to belong to. He stressed further that empowerment is the capacity of individuals, groups, and communities to take control of their circumstances, exercise power to achieve their own goals and the process by which individually and collectively they are able to help themselves and others to maximize the quality of their lives. According to Adams, there is a long tradition in the United Kingdom (UK) and the United States (US) respectively to advance forms of self-help that have developed and contributed to more recent concepts of empowerment. For instance, the free enterprise economic theories of million Friedman embraced self-help as a respectable contributor to the economy. Both the Republicans in the US and the Conservative government of Margaret Thatcher were built on these theories. At the same time, the mutual aid aspects of the concept of self-help retained some currency with socialists and democrats.

d) Training

Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously with little or no supervision (Diane, 1995). Diane further argued that training is the organized procedure by which people learn knowledge and skill for a definite purpose. It involves teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and organization.

In the same vein, Armstrong (2010) and Landale (1999), defined training as systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. Training helps in updating old talents and developing new ones to enhance the employees' short-term and long-term competence or capability, productivity and performance, according to Desario, Samwick and Lindbeck (1994). Anderson (1994) and Holton, Bates and Naquin (2000) address training in terms of a change process. Anderson (1994) for instance, proposes an action research based approach by viewing training as a system of intervention and Holton *et al (2000)* noted that compromises had to be made in terms of choice of retraining to accommodate change and cultural issues.

Traditionally, training was considered to be job-focused, limited to the technical skills and abilities needed by employees to perform specific task and as such it is different from education, which is considered being broader in scope, more oriented towards a range of future jobs and generally provided by institutions of higher learning. Training is carried out preparatory to unemployment, in the course of it, or for domestic work. In addition to the basic training required for a trade, occupation or profession, observers of the labour market recognize the need to continue training beyond initial qualifications; to maintain, upgrade and update skills throughout working life. People within any professions and occupations may refer to this sort of training as professional development (Desario *et al*, 1994).

McCourt and Nazar (1999) suggested a three-fold approach to determine the types of training and development experiences that should be implemented, including organizational analyzes, task analyses and person analyses. Accordingly, organizational analyses focus on the organization's ability to support training, task analyses focus on the knowledge, skills, abilities and other personal characteristics required to perform the agency's task while person analyses focus on the needs of the individuals identifying personal characteristics possessed by the particular individual. Adisa (2013) identified the relationship between training and development which include the following:

i. Training can be measured objectively as against development. It is easy for any assessor to determine what an employee could not do before a training programme and what such an employee could do after receiving training but development is subjective. Development focuses on achieving positive change in mannerism, attitudes, perceptions and beliefs. Development not only provides skills, it also changes the way the individual thinks and reasons.
ii. As pointed out above, training is narrow in scope while development covers a wider scope. Consequently, training can achieve its objective(s) within a very short time-frame but development links as it is to intellectual growth, takes much longer.
iii. Training is mechanical while development is both mechanical and humanistic.

Training and development are both dependent on the signals given by performance appraisal. In spite of the fact that performance appraisal has suffered attacks from scholars, the roles of performance appraisal in the success of training and development cannot be underestimated.

III. Methodology

This section covers the methodology used in the study. It also clarified how the identified research problems were solved using the appropriate research methods. The study was carried out in the Federal Teaching Hospitals in Southwestern geo-political zone of Nigeria. This was because these hospitals had similar experiences in terms of training the intending retirees. These hospitals were University College Hospital (UCH), Ibadan; Obafemi Awolowo University Teaching

Hospitals Complex (OAUTHC), Ile-Ife and Lagos University Teaching Hospital (LUTH), Lagos, while the Federal Medical Centre (Federal Teaching Hospital) Ido Ekiti, have not been enlisted as at the time of this study.

The population of the study consisted of all categories of retirees who had benefited from the scheme in the three selected teaching hospitals being studied. These are: Three (3) Executive Officers (The President, Secretary and the Public Relation Officer) of Association of Federal Health Pensioners of Nigeria in each of the hospitals because they were directly involved in the pre-retirement training of the retirees; Pension Desk Officer in each of the hospitals, because they headed the coordinating office in each of the teaching hospitals; Director of Administration in each of the hospitals as they administered and kept the records of the retirees on the training scheme; Head of Research and Development Units of Bureau of Public Service Reforms (BPSR) in Ibadan and Lagos Office being the office coordinating the training scheme. This allowed for clarification on salient pension and retirement matters, especially the role of the government to better the lot of retirees in the study areas. Therefore, the population for this study for questionnaire administration as derived from the research carried out by the researcher was distributed as follows: University College Hospital (UCH), Ibadan, (508); Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC), Ile-Ife, (632) and Lagos University Teaching Hospital (LUTH), Idi Araba, (544), totaling 1,684. Since the number of retirees varies across the three hospitals, probability proportional to size technique was used in order to have balanced views of the respondents. A sample of 337 (20%) respondents was drawn for questionnaire administration and the data collected were analysed using descriptive statistics.

a) Sampling Technique and Sample Size

Since the number of retirees varies across the three hospitals, probability proportional to size technique was used in order to have balanced views of the respondents. A sample of 337 (20%) respondents was drawn for questionnaire administration. The study covered the three (3) Federal University Teaching Hospitals in Southwestern Nigeria because these hospitals were the Federal University Teaching Hospitals in Southwestern Nigeria, where retirees have directly benefited from the scheme. The distribution was as follows: UCH, 102; OAUTHC, 126; and LUTH, 109. The sample size was drawn from the nominal roll of each hospital. The distribution of the population and sample size was as shown in tables 3.1 and 3.2. In addition to this, interviews were conducted with 17 purposively selected respondents, who were representatives of management of the teaching hospitals and respective stakeholders as also presented in table 3.3.

Table 3.1: Retirees between 2009 and 2016 in the study areas

YEARS	UCH	OAUTHC	LUTH
2009	61	90	63
2010	56	92	65
2011	70	71	60
2012	65	70	65
2013	60	68	62
2014	74	75	75
2015	60	77	74
2016	62	89	80
Total Population	508	632	544

Source: Fieldwork, 2017

Note: The figure for the retirees was as obtained from the nominal roll of the Pension Desk Office in each of the Federal Teaching Hospitals.

Table 3.2: Table showing Categories of Retirees on the Nominal Roll

Categories	UCH	OAUTHC	LUTH
Nurses	51	65	56
Administrative Officers	56	75	63
Civil Engineers	48	53	52
Bio-medical	47	58	48
Medical Laboratory Scientists	51	57	55
Pharmacists	52	56	52
Accountants	42	51	45
Executive Officers	54	72	66

Clerical Officers	62	83	55
Health Attendants	45	62	52
Total population	508	632	544
Sample size (20%)	102	126	109

Source: Fieldwork, 2017

Note: The figure for the retirees was as obtained from the nominal roll of the Pension Desk Office in each of the Federal Teaching Hospitals.

Table 3.3: Respondents interviewed

Serial Number	Respondents	Number
1	Pension Desk Officer in UCH	1
2	Pension Desk Officer in OAUTHC	1
3	Pension Desk Officer in LUTH	1
4	Director of Administration in UCH	1
5	Director of Administration in OAUTHC	1
6	Director of Administration in LUTH	1
7	Executive Officers of Association of Federal Health Pensioners of Nigeria in UCH	3
8	Executive Officers of Association of Federal Health Pensioners of Nigeria in OAUTHC	3
9	Executive Officers of Association of Federal Health Pensioners of Nigeria in LUTH	3
10	Head of Research BPSR Office in Ibadan	1
11	Head of Research BPSR Office in Lagos	1
	TOTAL	17

Source: Fieldwork, 2017

IV. Data Presentation and Analysis

a) Assessment of the Pre-retirement Programmes

This section assessed the methods and mechanisms put in place for pre-retirement training using retirees of the teaching hospitals as case study. To achieve this, both questionnaire and interviews were utilised. The section of the questionnaire dedicated to the objective contains six (6) items as shown in table 1. The items were: provision of vocational and entrepreneurial training; design of training programme in line with labour market demands; and preparation of business plan to prevent retirees from gambling. Others were assistance to retirees to develop an investment plan; exposure to ICT skills; and availability of apprenticeship training in traditional fields.

The programmes were assessed in terms of their adequacy. The respondents were asked to assess each item and rate its implementation on a 4-level scale of 'very adequate', 'adequate', 'inadequate' and 'very inadequate'. On the provision of vocational and entrepreneurial training, 73.8% of the respondents rated it as very adequate and simply adequate. This was against the 26.2% that rated it as inadequate or very inadequate. The simple interpretation of this was that although, adequate provisions were made for vocational and entrepreneurial trainings, there were yet areas of deficiency and that must have informed 26.2% of the respondents that considered the provision as inadequate.

Next to this is the adequacy of the training programmes in line with what labour market demands. As shown in table 1, 70.8% of the respondents rated it as very adequate and simply adequate. The remaining 29.2% rated it as inadequate and very inadequate. Just like the first item, the design of the training programmes in line with what labour market demands can be considered adequate but with need for improvement in some areas. In terms of the preparation of business plans to prevent retirees from gambling, findings revealed that 70.7% of the respondents rated the training programmes as very adequate and simply adequate and remaining 29.3% considered it inadequate.

The foregoing three methods were the most highly rated. Other three methods, namely: assistance to retirees to develop an investment plan; exposure to ICT skills; and availability of apprenticeship training in traditional fields equally have more respondents rating them adequate than inadequate. However, the ratings varied in percentage. Assistance to retirees to develop an investment plan was rated adequate and very adequate by 67.1% of the respondents while exposure to ICT skills and availability of apprenticeship training in traditional fields were each rated adequate/very adequate by 59.0% and 59.1% respectively.

From the foregoing, the summary is that although all the six (6) methods under consideration were considered adequate in terms of relevance and implementation, the levels of adequacy vary across board. It can also be inferred that the implementation of some of the programmes has to be reviewed. For instance, exposure to ICT skills and availability of apprenticeship training in traditional fields, where 41% and 40.9% of the respondents respectively claimed that

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the implementation was not adequate, there was a noticeable implementation gap.

Table 1: Table showing the assessment of Pre-retirement Training Programmes.

Programmes	Responses	Frequency	Percent	Cumulative Percent
Provision of vocational and entrepreneurial training	Very Adequate	92	38.8	38.8
	Adequate	83	35.0	73.8
	Inadequate	46	19.4	93.2
	Very Inadequate	16	6.8	100.0
	Total	237	100.0	
Design of training programme in line with labour market demands	Very Adequate	79	33.5	33.5
	Adequate	88	37.3	70.8
	Inadequate	56	23.7	94.5
	Very Inadequate	13	5.5	100.0
	Total	236	100.0	
Preparation of business plan to prevent retirees from gambling	Very Adequate	83	34.7	34.7
	Adequate	86	36.0	70.7
	Inadequate	54	22.6	93.3
	Very Inadequate	16	6.7	100.0
	Total	239	100.0	
Assistance to retirees to develop an investment plan	Very Adequate	58	24.5	24.5
	Adequate	101	42.6	67.1
	Inadequate	55	23.2	90.3
	Very Inadequate	23	9.7	100.0
	Total	237	100.0	
Exposure to ICT skills	Very Adequate	56	24.1	24.1
	Adequate	81	34.9	59.0
	Inadequate	67	28.9	87.9
	Very Inadequate	28	12.1	100.0
	Total	232	100.0	
Availability of apprenticeship training in traditional fields such as dress making, agriculture, banking, confectionaries, catering services etc	Very Adequate	53	22.4	22.4
	Adequate	87	36.7	59.1
	Inadequate	61	25.7	84.8
	Very Inadequate	36	15.2	100.0
	Total	237	100.0	

Source: Fieldwork, 2018

b) Institutional Comparison of the Implementation Methods

The above analysis combined the data collected from retirees through questionnaire across the three teaching hospitals. It was necessary to have a cross tabulation analysis showing hospital by hospital situations that would allow for institutional comparison of the implementation methods as presented in Table 2 below. The table showed the ratings by the respondents from Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC) being the highest in all cases except in 'availability of apprenticeship training in traditional fields', where it came second after University College Hospital (UCH).

Another discovery from the hospital by hospital analysis, as shown in table 2 was that implementation methods in Lagos University Teaching Hospital (LUTH) were not as adequate as they were in the other two institutions. In the case of LUTH, a little above half (50%) of the respondents rated five (5) of the methods as adequate/very adequate, while the rest claimed they were not adequate. On the last method shown in the table, 'availability of apprenticeship training in traditional fields', more than half of the respondents (52%) rated it as inadequate/very inadequate.

We may conclude from the foregoing that although the implementation methods were largely adequate, the levels of adequacy varied across the teaching hospitals. Equally, the results from LUTH were not as encouraging as those from the other two teaching hospitals. This is because where close to half of the supposed beneficiaries of the programme claimed the methods of implementation of the programme were not adequate, it called for concern.

Table 2: Institutional Comparison of the Assessment of the Pre-retirement Training Programmes

Methods	Responses	Hospitals						Total	
		UCH		OAUTHC		LUTH			
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
Provision of vocational and entrepreneurial training	Very Adequate	32	45.1	42	45.2	18	24.7	92	38.8
	Adequate	23	32.4	35	37.6	25	34.2	83	35.0
	Inadequate	9	12.7	14	15.1	23	31.5	46	19.4
	Very Inadequate	7	9.9	2	2.2	7	9.6	16	6.8
	Total	71	100.0	93	100.0	73	100.0	237	100.0
Design of training programme in line with labour market demands	Very Adequate	28	39.4	40	43.5	11	15.1	79	33.5
	Adequate	26	36.6	35	38.0	27	37.0	88	37.3
	Inadequate	12	16.9	15	16.3	29	39.7	56	23.7
	Very Inadequate	5	7.0	2	2.2	6	8.2	13	5.5
	Total	71	100.0	92	100.0	73	100.0	236	100.0
Preparation of business plan to prevent retirees from gambling	Very Adequate	29	40.8	34	35.8	20	27.4	83	34.7
	Adequate	23	32.4	43	45.3	20	27.4	86	36.0
	Inadequate	12	16.9	15	15.8	27	37.0	54	22.6
	Very Inadequate	7	9.9	3	3.2	6	8.2	16	6.7
	Total	71	100.0	95	100.0	73	100.0	239	100.0
Assistance to retirees to develop an investment plan	Very Adequate	20	28.2	24	25.5	14	19.4	58	24.5
	Adequate	31	43.7	45	47.9	25	34.7	101	42.6
	Inadequate	13	18.3	20	21.3	22	30.6	55	23.2
	Very Inadequate	7	9.9	5	5.3	11	15.3	23	9.7
	Total	71	100.0	94	100.0	72	100.0	237	100.0
Exposure to ICT skills	Very Adequate	16	22.5	26	28.3	14	20.3	56	24.1
	Adequate	29	40.8	35	38.0	17	24.6	81	34.9
	Inadequate	17	23.9	23	25.0	27	39.1	67	28.9

	Very Inadequate	9	12.7	8	8.7	11	15.9	28	12.1
	Total	71	100.0	92	100.0	69	100.0	232	100.0
Availability of apprenticeship training in traditional fields	Very Adequate	17	23.9	20	21.5	16	21.9	53	22.4
	Adequate	29	40.8	36	38.7	22	30.1	87	36.7
	Inadequate	15	21.1	26	28.0	20	27.4	61	25.7
	Very Inadequate	10	14.1	11	11.8	15	20.5	36	15.2
	Total	71	100.0	93	100.0	73	100.0	237	100.0

Source: Fieldwork, 2018

c) *Global Assessment Pattern of the Training Programmes*

Table 3 shows the global assessment pattern of the training programmes as gathered from the three hospitals. This was obtained by taking the average percentage of respondents for each level of rating across the six programmes. On the average, 29.7% of the respondents rated the implementation methods as very 'adequate' and 37.1% rated them as simply 'adequate', totalling 66.8%. On the other hand, 23.9% of the respondents rated the implementation methods as simply 'inadequate' and 9.3% rated them as 'very inadequate', totaling 33.2%.

The above confirms the earlier submission of this study that although all the six (6) programmes under consideration were considered adequate in terms of relevance and implementation but with the levels of adequacy varying across methods and that the implementation of some of the programmes needed to be reviewed.

Table 3: Global Assessment Pattern of the Pre-retirement Training Programmes.

Methods	Very Adequate (%)	Adequate (%)	Inadequate (%)	Very Inadequate (%)	Total (%)
Provision of vocational and entrepreneurial training	38.8	35.0	19.4	6.8	100
Design of training programme in line with labour market demands	33.5	37.3	23.7	5.5	100
Preparation of business plan to prevent retirees from gambling	34.7	36.0	22.6	6.7	100
Assistance to retirees to develop an investment plan	24.5	42.6	23.2	9.7	100
Exposure to ICT skills	24.1	34.9	28.9	12.1	100
Availability of apprenticeship training in traditional fields such as dress making, agriculture, banking, confectionaries, catering services etc	22.4	36.7	25.7	15.2	100
Average	29.7	37.1	23.9	9.3	100
	66.8		33.2		100

Source: Fieldwork, 2018

The questionnaire administered contains open-ended parts. Some of the respondents provided information in the parts, which were used to triangulate the information provided in the close-ended parts. With respect to the implementation methods of the training programme, respondents made some important observations, which may be adjudged to be responsible for some gaps earlier discussed. One of the observations is timing. This was commonly observed by the respondents. They were of the view that the period for carrying out the pre-retirement training is very short. A respondent from OAUTHC specifically stated that "we were only able to attend a 5-day seminar/workshop which was organised three or four years before our retirement." A popular position of the retirees was that the training should commence five years before retirement.

Another fundamental issue raised was poor or no provision for practical exposure to the theoretical trainings. Many of the respondents claimed that they had no practical exposure, which they believed was necessary for realisation of the expected impact of the programme. According to a retiree from LUTH, "there was in fact, no pre-retirement training whatsoever. However, some lectures/trainings were given about how to spend our money and the type of business to engage in, basic".

The study does not entirely rely on questionnaire as the only primary data source. Interviews were conducted with three (3) Executive Officers (The President, Secretary and the Public Relation Officer) of Association of Federal Health Pensioners of Nigeria in each of the hospitals as they were directly involved in the pre-retirement training programmes; Pension Desk Officer in each of the hospitals, who headed the coordinating office in each of the teaching hospitals; Director of Administration in each of the hospitals as they administer and keep the records of the retirees on the training scheme; and Head of Research and Development Units of Bureau of Public Service Reforms (BPSR) (Ibadan and Lagos Office) being the office coordinating the training programmes.

In relation to the methods of implementation of the pre-retirement training programme, the interviewees were asked three (3) specific questions: First, they were asked to describe the types and implementation methods of pre-retirement training programmes put in place to target the welfare condition of retirees; second, they were asked to assess the implementation of the programme; and third, whether or not there was any form of assistance rendered to the retirees to develop an investment plan.

The analysis of the responses of the interviewees on the types and implementation methods of pre-retirement training programmes showed that the training came in two different forms. One was institutional organised (in-house) pre-retirement training and the other came from outside the institutions; specifically National Pension Commission, Bureau of Public Service Reform, Pension Fund Administrators and MDAs. It was further revealed that the training, in scope, covered training in management of health and leisure in retirement, time and self management in retirement, financial planning, pragmatic approach to starting small scale businesses, advisory council in investment options and advice on feasibility studies. The specific vocations covered include establishment of poultry of different kinds, beans plantation, palm tree plantation and fish ponds.

On interviewees' assessment of the implementation of the programme, there were mixed reactions. While some saw some levels of performance and encouragement in the implementation, a few others scored the programme low as far as implementation is concerned. Among the positive ones were responses like "the implementation has been encouraging", "very good" "there has been assistance from the lecturers based on consultation anytime" and so on. The UCH Pension Desk Officer specifically described the implementation as partially excellent. On the other side, some did not see the implementation as encouraging. For instance, a representative of BPSR, Ibadan said the BPSR organised pre-retirement trainings had helped the retirees while the in-house scheme is still on course. Lastly, on whether or not there is any form of assistance rendered to the retirees to develop an investment plan, it was reavealed that the programme was purely training and investment advice. There was no financial assistance attached. Summing up the analysis on investigation of methods and mechanisms put in place for the pre-retirement training programme in Federal Teaching Hospitals in Southwestern Nigeria; the implementation has recorded a level of success but with much still needed to be put in place.

V. Concluding Remarks

Retirement from active civil service is inevitable in the life of every public officer. It is compulsory that every worker must reach this stage whether he/she prepares for it or not. It is expedient here to embark on pre-retirement training as prescribed in this study. Some of the basic challenges faced by the retirees in Nigeria include problems associated with planning and management, the exit stage, corruption at the pension board, discrimination by the society, domestic violence within the family and sudden death, among others. Some of the solutions to these problems include adequate planning during retirement, period of retirement itself, financial needs during retirement, and expected income during retirement, estimating your sources of income, developing new groups of friendship among others. It is eminent that the pre-retirement training and welfare of retirees' in federal parastatals cannot be overemphasised. Therefore, the study concluded that the pre-retirement training programme resulted in improved welfare of retirees in the teaching hospitals in southwestern Nigeria.

VI. Recommendations

Arising from the findings, the following recommendations are offered so as to help in the administration of pre-retirement training programmes, and improve on their implementation.

- Government should put adequate plan in place to maintain all the methods and mechanisms in order to meet the intending goals of the programme especially in the area of ICT.
- For the impacts to be felt equally, government should bridge the gap among various parastatals under the training programme.
- To overcome most of the challenges, government should be more consistent and help to consolidate programmes for the management of life after retirement. In other words, they must put in place post-retirement welfare packages especially social and medical care capable of making lives of retirees comfortable.

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Between the Mirror and the Oil Lamp: Promptings from a Teaching Case in Graduation Courses

By Simone Albuquerque Da Rocha, Maria Da Graça Nicoletti Mizukami, Isa Mara Colombo Scarlati Domingues & Ádria Maria Ribeiro Rodrigues
Universidade Federal de Rondonópolis

Introduction- This paper presents the results of a formative experience involving teacher trainers in a Master degree graduation course. The course used a teaching case which is considered here a formative and investigative strategy. The writing of this paper derives from the re-reading of a paper previously published by Rocha (2012) on the *Ensino em Re-Vista* (UFU)Journal, v.19. The publication portraits the experience with teaching cases for a class of Advanced Seminar II in 2007 of the Master of Education Program, at the Federal University of Mato Grosso/Brazil - under the line of research "Teacher education and school organization".

In general, graduate courses in Brazil receive professionals from different knowledge areas, even for graduate courses in education. The Master degree program is an entrance door for academic paths, especially when the profile of the teacher who will start teaching undergraduate or specialization courses is taken into consideration. In these programs, besides the professionals with specific interest in educational research, there are also teacher trainers, and in general, higher education professors.

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BETWEENTHEMIRRORANDTHEOILLAMPPROMPTINGSFROMATEACHINGCASEINGRADUATIONCOURSES

Strictly as per the compliance and regulations of:

Between the Mirror and the Oil Lamp: Promptings from a Teaching Case in Graduation Courses

Simone Albuquerque Da Rocha [α], Maria Da Graça Nicoletti Mizukami [σ], Isa Mara Colombo Scarlati Domingues [ρ] & Ádria Maria Ribeiro Rodrigues [ω]

Regina- Do you know the slightest feeling I have after I started the inservice program? Today I have here in my thoughts a student I had in second grade with the assumption I had what it meant to me to be a teacher at that time, you know? I failed him. Today, with this new way of teaching, I am donating myself so that he learns, and I am trying to be today what I was not towards him that year. If I could, I would retrieve that year back and move it one year ahead. Being with him is a way of rescuing what happened and saying to myself and especially to him that I am not that way anymore. I would show this other teacher, the one who cares about him, who teachers, who helps, etc. I look at him and I see myself in the mirror. Sometimes I smile with joy, and sometimes I feel sad when I realize that he could have passed.

Diana- Regina, it is a thousand times better to have a mirror today than always living in that darkness, thinking that we were a huge oil lamp illuminating the whole community with our great knowledge!

(ROCHA, 1999/2000).

I. Introduction

This paper presents the results of a formative experience involving teacher trainers in a Master degree graduation course. The course used a teaching case which is considered here a formative and investigative strategy. The writing of this paper derives from the re-reading of a paper previously published by Rocha (2012) on the *Ensino em Re-Vista* (UFU)Journal, v.19. The publication portraits the experience with teaching cases for a class of Advanced Seminar II in 2007 of the Master of Education Program, at the Federal University of Mato Grosso/Brazil - under the line of research "Teacher education and school organization".

In general, graduate courses in Brazil receive professionals from different knowledge areas, even for graduate courses in education. The Master degree program is an entrance door for academic paths, especially when the profile of the teacher who will start teaching undergraduate or specialization courses is taken into consideration. In these programs, besides the professionals with specific interest in educational research, there are also teacher trainers, and in general, higher education professors.

Higher Education, through licensure courses, offers the future teachers a conceptual, procedimental repertoire, and diverse experiences aiming at starting to build the initial foundation for teaching. This foundation will enable the beginning teachers to work and develop professionally. These professionals need spaces and experiences of professional development, spaces for pedagogical practices, the living of the learned situations, and the development as a continuation of their formative processes. These learning situations and professional development allow them to expand their knowledge foundations for teaching.

As any occupation, teaching is something one learns. Learning how to teach and how to develop professionally are long term processes which start far before the initial formation course - licensure courses in general - in higher education institutions. This learning lasts along with the professional paths of the teachers. Before entering higher education, all future teachers will have spent 11 to 12 years of their processes of basic education having contact with different kinds of school, teachers, curriculum, assessments, patterns of interactions with colleagues and teachers, teaching strategies, etc. These are observational and experiential learning considering the different dimensions of the school daily routine, kinds of schools, curriculum, kinds and levels of education. From different sources of knowledge and experience, this learning tends to diversify, amplify, flexibilize, become more complex so that a more and more solid and broad repertoire may be built in such a way to enable the teacher to cope with different kinds of difficulties which appear along the professional journey.

II. Teaching Cases, the Foundation for Teaching and for the Process of Pedagogical Reasoning (Shulman, 1986; 1987)

Teaching cases are theoretically and methodologically based in this paper on two explanatory models of how teachers learn to teach and to develop themselves professionally (Shulman, 1986; 1987). The models are the foundation knowledge to teach, that is, the set of diverse knowledge the teacher must have in

Author α: Professor at Universidade Federal de Rondonópolis (UFR), Rondonópolis (MT), Brazil. e-mail: sa.rocha@terra.com.br
Author σ: Professor at Universidade Presbiteriana Mackenzie, São Paulo (SP), Brazil. e-mail: gramizuka@gmail.com
Author ρ: Professor at Universidade Federal de Jataí (UFJ), Jataí (GO), Brazil. e-mail: isa.scarlati@gmail.com
Author ω: Doctoral Studentof Universidade Tiradentes (UNIT), Aracaju (SE), Brazil. e-mail: adriamrr12@gmail.com

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order to be well succeeded in the processes of teaching diverse students, and the process of pedagogical reasoning, meaning the process through which the teacher builds, expands and diversifies his/her foundation knowledge. The teaching cases and the methodology of cases acquire their importance as long as they present their potential as a development tool for the processes of pedagogical reasoning and of the building of the pedagogical content knowledge. A teaching case, as Mizukami (2000, p.153) points out "is a pedagogical instrument which may be used to help teachers in the practice of their processes of analysis, problem resolution, decision making, among other basic professional processes".

The knowledge foundation is understood by L. Shulman (1986) at the intersection of the specific content from different areas/fields and of contents from pedagogical nature, such as the teacher capacity to transform the knowledge from the content he/she has into ways of action which are pedagogically effective and adaptable to the variations of skills and repertoire presented by the students. Based on the understanding of Wilson, Shulman and Richert (1987, p.105-106), the knowledge base in teaching is a corpus of knowledge that the teacher needs in order to act in specific teaching situations. Either for teaching Math for 10-year-olds in a downtown school, or English literature for teenagers in an elite private school, the teacher needs this knowledge base.

The diverse known components of the foundation may be grouped into three major topics: subject matter content knowledge, pedagogical knowledge, and pedagogical content knowledge. Under this perspective, when considering teaching cases as formative and investigative tools, the pedagogical content knowledge is privileged. The reason is because it is the only kind of knowledge which each teacher maintains a relation of protagonism. It is the teaching knowledge which is built by each single teacher along his/her professional trajectory.

The pedagogical content knowledge is understood as the one:

> [...] that embodies the aspects of content most germane to its teachability. Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideias, the most powerful analogies, illustrations, examples and demonstrations… it also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. (Shulman, 1986, p.9)

Besides the foundation knowledge for teaching, it is also possible through teaching cases to explore teachers' pedagogical reasoning processes composed by six subprocesses: comprehension, representation, instruction, assessment, reflectiveness and new comprehension. The two models are of extreme importance for the formative processes of the teacher trainers once they incorporate the different knowledge required to teach. Moreover, Mizukami affirms that

> [Teaching cases constitute important investigative and formative tools] - by allowing not only to learn the professional theories, the processes of building the professional knowledge, and the development of the pedagogical reasoning of the teachers, but also to understand the teachers' way of thinking. For teaching, by allowing the professional development, the construction of knowledge foundation about teaching, the development of the pedagogical reasoning, and the construction of the pedagogical content knowledge, which constitutes the specificity of the professional learning (MIZUKAMI, 2000, p. 156).

Teaching cases are mentioned in this paper as "instructional teaching cases", which are usually narratives related to pedagogical practice which portraits pedagogical content knowledge.

a) The inservice lay teachers' teaching case as a possibility to potentialize reflections: a possible re-reading

The use of teaching cases in Graduate Programs disciplines offers an important contribution to the formative needs of the higher education teaching formative needs. Among these there are the expansion of the possibilities of reflection and analysis of situations which involve professional development, and the constitution of the teacher identity. By adopting this formative-investigative instrument the teacher educator has raised the following question: were the teaching cases considered satisfactory in the graduate course when they were used to potentialize the reflections about the theoretical background adopted in the discipline Advanced Seminar II at PPGE/UFMT/Brazil? The objective with the case was to study and discuss the basis which sustained the analysis, the interpretation and comprehension of the outcomes about teaching formation approaching the teacher professionalization and the development of the teacher identity.

Participants were 17 master degree students of the discipline who were divided into A, B, and C analysis groups. Video Recordings were made to register the master degree groups of students reflexive moments during a seminar organized for this purpose.

The teaching case adopted by the students for the discipline contemplated a dialogue between two student teachers from the rural area named Regina and Diana (fictional names) who taught multi-graded classes and had no prior teaching degree. This dialogue was organized by Rocha (2012), from excerpts of their formation memorials which were mandatory as an assessment instrument in the Program of Inservice Teachers Formation - PROFORMAÇÃO. In these memorials they reported their formative paths, how they perceived themselves as teachers before, and they provided comments on the contributions of this program to their pedagogical practices. PROFORMAÇÃO/1998 was a program of inservice teachers education (offering the Teaching course) developed by Fundescola/World Bank and the Secretary of Distance Education/SEED/ MEC, with the aim of educating lay teachers (the ones who did not have a license to teach). Brazil had in 1998 approximately 70,000 lay teachers. Of these, 3,000 were in the State of Mato Grosso, the State with the smallest number of lay teachers. Many of these teachers in Mato Grosso where the Pilot experience took place did not finish high school. The memorials with the narratives of the lay teachers were very expressive in registering the progress in each module, as well as the ressignification of their practices. Following, the teaching case in the format of a dialogue.

b) Between the mirror and the oil lamp: reflexive dialogues from lay teachers in formation

Regina- Hi, Diana, sometimes I think that now we are becoming a teacher, don't you think so?

Diana- I feel like having this transformation, which is a huge transformation for me because I did not have a major in teaching. I came from Paraná and went to teach in a farm. I had no idea of how to teach, but I started anyway. I was offered the position and so I went.

Regina- What's your school background?

Diana- I had incomplete middle school, and where I used to live there was only General Education. My concept of the classroom as a teacher was the model of the teachers I had. I imagined I had to be like them regarding grades, assessment, how to treat students. I had the assumption that the students had to be quiet and that I had to explain the subject very well. I used to take courses and did not listen to what people used to tell me, I would not change my way of thinking. I had in mind it had to be like it was when I was a student. Today, with this course I can see it is not quite like that: I started to see things differently, to act differently and I realized it was working. Our practice is different, we even change the way we see the students.

Regina- Same for me! I used to be a teacher who prepared the lesson plan, then went to the classroom and taught it, and if the students asked me: "teacher, have you seen that thing on TV"? I used to answer: "yes, but now it's not the time for that. I am going to teach, and if we have some time left at the end of the class, you tell me". Poor students! They had to arrive, sit still, behave, and listen to what I was saying. They had to listen, to memorize, and if they learned, fine, if they didn't, amem".

Diana- Right? We went through all this to learn that everything we used to do was wrong, but I always felt I was right. It's hard to believe we had taught like this for ten years...it makes me feel guilty!!!

Regina- Is it possible that we should have a guilty conscience when we make mistakes without being aware we are making them?

Diana- I can't answer that, because one thing is to be making a mistake and not being aware, another thing is to know one can study and not be taking action, and an even more serious one is to think: was the impossibility to study because we didn't have time, because we couldn't afford the course and the transportation really our fault?

Diana- Today I see in my classroom there are less failing students, the final result is better. I've changed a lot. I used to shout at the students, I still shout today, but I am changing. We cannot stop everything all of a sudden![...] And when we were studying about this topic, I saw I had to change, it was one more aspect that I would have to change, and by the end of the year during the last lessons the students were saying: "the teacher is calmer, she stopped shouting". They speak up and are sincere.

Regina- Yes, you've always been super authoritative, you conducted the class, the kids were quiet and eventually they relaxed a little.

Diana- Today, I can say I've changed a lot the way I evaluate the students, because today I evaluate each thing they do. For example: I no longer give them questions asking them to bring me the answers at "the tip of the tongue" the following day. I've learned that, with some students, you have to work differently, in a special way, because some of them can't keep up with their classmates. Today I can identify in each student I have what he/she can and cannot do. I've learned to work with the student's reasoning. I care more about them, whether they are enjoying or not the way I teach, and I even ask them to tell me how they would like the classes to be.

Diana- I used to be very demanding. There was a student who didn't do things and I used to leave him aside. I don't know if his parents didn't care about him and that's why he was this way. But this is not the case, if I come into details with all kinds of neglect I had with this student, it will give me goosebumps! Nowadays, after I have started the course, I see things differently. Today he is a "brat", he continues to be "terrible", but he does things, and he participates.

Regina- How did you reach this change?

Diana- I sit down, talk to him when he has something to talk about his home. He likes to talk. I place him in the first row of seats when I am doing something, I ask him to explain to his colleagues. This has given him more self-

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confidence. I talked about this student to another teacher who helps me here in the morning, once he met him because this teacher used to substitute me last year. Then I showed him that I was talking to this student, he was doing an assessment, and I was showing him that when he wants, he does. So, I had to create a way for him to be there, doing it.

Regina- What do you mean? You created a different way for him?

Diana- That's right. I valued him. I have to be writing, taking much care. But the point is that he's completely changed. He's still "terrible", but when he has to do it, he does.

Regina- Yes, the course has contributed a lot. I now see myself completely different. I see that before I used to teach just for the sake of it. Today I think completely differently, I think that I need to study more and more, to be updated. Because if I stop, how will I teach updated things for my students? I study at night using an oil lamp, but I study. Before, I would never force my eyes, no way. Today, duty calls.

Diana- If now I feel like taking undergraduation, it is because this course has opened my eyes to the need to keep studying. We believed we knew it all, but as a matter of fact, we are never ready, we have to be always studying. We have to struggle to come here in each meeting of the course, we even have to cross forests and rivers, isn't that right?

Regina- Do you know the slightest feeling I have after I started the inservice program? Today I have here in my thoughts a student I had in second grade with the assumption I had of what it meant to me to be a teacher at that time, you know? I failed him. Today, with this new way of teaching, I am donating myself so that he learns, and I am trying to be today what I was not towards him that year. If I could, I would retrieve that year back and move it one year ahead. Being with him is a way of rescuing what happened and saying to myself and especially to him that I am not that way anymore. I would show this other teacher, the one who cares about him, who teachers, who helps, etc. I look at him and I see myself in the mirror. Sometimes I smile with joy, and sometimes I feel sad when I realize that he could have passed.

Diana- Regina, *it is a thousand times better to have a mirror today than always living in that darkness*, thinking that we were a huge oil lamp illuminating the whole community with our great knowledge! (ROCHA, *1999/2000)*

The reflective questions on this teaching case were:

- Which associations could the group make between the authors who work with professional development and the teaching case in question?
- How can one evaluate the issue of formation from the perspective of the formation politics? Which authors would you adopt for such analysis?
- How did the teaching case help the group to reflect about the papers? How can one associate these papers to the teaching occupation and the professional path?
- In which episodes was it possible to observe the construction of the professional identity? Which authors could help in this analysis?

The rereading presented in this paper no longer focus the relations between theory and practice which were explored in the original paper, but it considers the reinterpretation of the collected data based on the models proposed by Shulman (1986;1987) in regard to the understanding of the processes related to learning and to the teaching professional development.

Analysis and discussions of the master degree students from the teaching case - Between the mirror and the oil lamp: reflexive dialogues of the lay teachers in formation

In order to analyze the data, we relied on the development and the learning of teaching based on the theoretical reference of Shulman (1986; 1987). This reference is about the knowledge foundation for teaching and the process of pedagogical reasoning as the guiding axes.

In order to reinforce our reflections, we will highlight excerpts of the reports of the master degree student groups related to the teaching case built from the dialogue between Diana and Regina, who are two of the lay teachers in the PROFORMAÇÃO formation course. These excerpts will be presented in two parts: (1) about the pedagogical content knowledge because it is an instructional case, it is very much present in the teachers' dialogues and in the master degree students' reflections, and for it is a kind of knowledge which aggregates other repertoire (general, and specific); (2) about some elements of the process of pedagogical reasoning, because it allows one to realize they are present in the teaching act of the lay teachers analyzed by the master students of this program.

Although they will be presented in parts, we reaffirm that the teaching base knowledge and the processes of pedagogical reasoning theorized by Shulman (1986;1987) are intimately related.

1) About the pedagogical content knowledge which aggregates pedagogical, and specific knowledge

According to Shulman (1986; 1987) the pedagogical content knowledge refers to an intersection between pedagogical and specific knowledge, and it includes the teacher's capability to transform the knowledge he/she has of the content in effective ways of pedagogical action. Among them all, this is the one with the greatest highlight because it is built by its interaction with other knowledge. It is the most important one for the author and the only one which allows the teacher to assume the role of protagonist. This justifies the emphasis given to it to this kind of knowledge. The master students mentioned the following about this aspect:

> Knowledge is, then, the result of the fluid and daily investigation about the peculiarities of/on and from the practice, and it legitimates in projects of reflective experimentation of the educative practice. (Report Group C).

> It is possible to analyze the case based on the studies (of the literature of the discipline). This allowed us to comprehend that the teachers' professional development is an educative process that implies the understanding of the concrete situations that are brought up in the classrooms where they teach. (Report Group C).

> A set of processes and strategies which facilitate the teachers' reflection on their own practice, and which contribute for them to generate strategic and practical knowledge, and that they may be able to learn with their experience (Report Group A).

The analysis of the master students indicate that they identify the pedagogical content knowledge involved in the lay teachers experiences, as well as the understanding of the dilemmas and peculiarities which are present and generate knowledge on/about Diana's and Regina's daily practice.

2) About some elements of the pedagogical reasoning process, which was conceived here in a spiral way

Six subprocesses are triggered in the processes of pedagogical reasoning and action: comprehension, transformation, instruction, evaluation, reflection, and new comprehension. For the present analysis we adopted the ones identified by the master degree students.

About the *comprehension* of the subject, which is the starting point for teaching, the master degree students affirmed:

> We could realize in both [Diana's and Regina's] speeches the teachers' openness for changing their practice from the studies held during the formation program and the knowledge that came up from it (Report Group B).

> It is necessary the teachers assumed to themselves the commitment of change in the quest of their overcoming (Report Group B).

> That one can realize in the speech in one of the teachers the clearness of her transformation into a teacher - her professional identity in construction (Report Group B).

According to Shulman (1986; 1987) this comprehension demands from the teacher the domain of what is taught, and it requires a critical practice so that what is taught can become comprehensible to the students.

For the author, the *transformation* includes the combination of four subprocesses: interpretation; representation; selection; adaptation, and consideration of students' characteristics. The analysis of the master degree students revealed the comprehension about this transformation as follows:

> With all these difficulties, Regina mentions in her statement her change of attitude with the students. We observe in the teachers' dialogue how they use the reflection as a tool to analyse the classroom space, taking as locus the historical resumption upon which they are building their professionalism (Report Group B).

The master degree students point out in their analysis the process of transformation that Regina presents regarding teaching, and the specificity of her students considering the classroom space, which is the place where she is building her teaching practice.

We can say that in order to think about the learning that was provided to the lay teachers by the formation program, the master students mention that the lay teachers relied on *reflection.* According to Shulman (1986;1987), at the moment of reflection, the teacher looks at the whole process and reflects on the students' comprehension examining his/her own work towards the established goals, as the example below:

> Getting more participative schools with more innovative teachers who make their students become critical citizens necessarily requires the existence of professionals who are capable and committed to the values they represent. (Report Group B).

> The question raised by Diana has surprised us a lot: was the impossibility to study because we didn't have time, because we couldn't afford the course and the transportation really our fault?

> Regina answers that: I don't know very well, because one thing is to be wrong and not know about it, and another thing is to know that one can study and do nothing about it. (Report Group C).

These reports highlight that the master degree students reveal the lay teachers triggered the reflection, one of the processes of pedagogical reasoning, either to think about students' learning, or to think about teachers' learning.

The *new comprehension* is the last phase of the process of pedagogical reasoning being the one which generates more refined and enriched understandings, enabling the consolidation of new comprehensions and learning in the process of a spiral, not circular, pedagogical reasoning.

> The knowledge related to the learning built during the formation course becomes legitimate when they relate the growth they had with the development process of their students. Also with the difficulties and how the advances started to be faced as new ways of learning and teaching. The professional development of teaching is evident in this teaching case (Report Group A).

The master students show the new comprehension when they highlight the change, the commitment with the transformation of the teaching practice pointed out in the lay teachers' speeches.

Considering the own narrative of the teaching case studied, some elements of the pedagogical reasoning process which were mobilized by the lay teachers in formation were more highlighted in the analyses of the master degree students. Instruction and evaluation were not present in the teaching cases.

To conclude we can even emphasize the formative potential of the teaching case by the master students' perspective when they affirm that: "the teaching case allows us to rewind our videorecording, pause the image and thus rewatch a little slower the scenes or our journey which were unnoticed, or that we simply have passed through" (Group A).

III. Concluding Remarks

This paper presented the Master degree students' understanding from lay teachers reported experiences during a formation course. Their analysis consisted of the readings of teaching cases based on the theoretical foundations of Shulman (1986, 1987).

The adoption of the instrument of teaching cases was meaningful to "capture how teachers think, plan and teach [...] in the sense of reporting their constructions from their theorizations and the reflections on the pedagogical practice resulting from their interpretations" (Mizukami, 2000, p. 153). In this regard, the master degree student Ana mentioned that: "the effort to comment each teaching phase is quite important for the understanding of the theoretical perspectives presented and discussed in the seminar". She further observed: "it represented an intellectual and subjective exercise, and for this reason, very singular of each profession to look at Education and teacher formation from the same theoretical reference", emphasizing that "such highlight is differently enriched according with the knowledge and the own reading of each *locus"*.

In this procedure of analyses and reflections of the texts associated with the teaching cases, the students concluded that "the use of teaching cases demonstrate advances in teacher formation. This happens either for the lay teachers, or us, master degree students when we analyse the teaching cases with the lived stories by the teachers during their formation". The use of teaching cases, despite consisting of a punctual and initiative in graduate school allowed the readers to potentialize their reflections on the theory studied in the discipline. Moreover, it made it possible for them to revisit their own trajectories, episodes, and/or formative events.

Considering the analyses performed in this chapter, we can affirm that the use of teaching cases in graduate programs has formative and investigative potential. This potential refers to the foundation of knowledge for teaching, for the process of pedagogical content construction, to the specification and interrelation of elements of the process of pedagogical reasoning. These are essential for the comprehension of how the teacher learns how to teach and to develop professionally in different contexts and moments of his/her trajectory.

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Effects of Negotiated Interaction in L2 Acquisition: A Study in Tertiary Education in Bangladesh

By Asif Al Matin
Begum Rokeya University

Abstract- The process of L2 (Second language) acquisition is a complicated, conscious one that requires an understanding of L2 input to produce L2 output. Among different strategies, Negotiated Interaction is one way to improve L2 acquisition. Though Bangladesh is a monolingual country, in education system of Bangladesh, English plays an important role. Especially in tertiary education in Bangladesh, English is the dominating medium of teaching and learning. Tertiary education is the level after which usually students in Bangladesh go for searching different types of jobs, so Negotiated Interaction can be helpful to keep a balanced atmosphere of input and output for both the teachers and learners. Apart from some limitations, this strategy can be one of the most effective one in case of teaching and learning in the tertiary education in Bangladesh. The purpose of this article is to show how this strategy improves L2 acquisition. Negotiated Interaction can play an effective role in combining teaching and learning processes for L2 acquisition in tertiary education in Bangladesh.

Keywords: *negotiated interaction, English as Second Language (ESL), English as Foreign Language (EFL), classroom activities, classroom environment, English Language Teaching (ELT).*

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Asif Al Matin

Abstract- The process of L2 (Second language) acquisition is a complicated, conscious one that requires an understanding of L2 input to produce L2 output. Among different strategies, Negotiated Interaction is one way to improve L2 acquisition. Though Bangladesh is a monolingual country, in education system of Bangladesh, English plays an important role. Especially in tertiary education in Bangladesh, English is the dominating medium of teaching and learning. Tertiary education is the level after which usually students in Bangladesh go for searching different types of jobs, so Negotiated Interaction can be helpful to keep a balanced atmosphere of input and output for both the teachers and learners. Apart from some limitations, this strategy can be one of the most effective one in case of teaching and learning in the tertiary education in Bangladesh. The purpose of this article is to show how this strategy improves L2 acquisition. Negotiated Interaction can play an effective role in combining teaching and learning processes for L2 acquisition in tertiary education in Bangladesh.

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I. Introduction

Negotiated Interaction refers to a meaningful learner to learner, learner to teacher interaction in classroom where the learners have the flexibility and freedom to talk, not just react and respond to the subject. However, negotiated interaction means that the learner should be actively involved in the interaction as a textual, interpersonal, and ideational activity. Halliday (1985) categorized interaction into three classifications: textual, interpersonal, and ideational. Interaction as a textual activity refers to linguistic and metalinguistic features of language necessary for understanding language input. The linguistic dimension deals with phonological, syntactic, and semantic signals that enable learners and their interlocutors to understand input and transmit messages as intended. Interaction as an interpersonal activity refers to the use of language to promote communication between participants. Consequently, it involves sociolinguistic features of language required to establish roles, relationships, and responsibilities. Finally, interaction as an ideational activity refers to an expression of the participants' own experience of the practices, people, events, and objects of the real or imaginary world inside and outside the situated learning and teaching context. Specifically, it focuses on ideas and emotions participants bring with them based on their life experiences, past and present. Kumaravadivelu (2007) believed that micro-strategies for facilitating negotiated interaction should provide opportunities for learners to stretch their linguistic knowledge, improve their conversational capacities, and share their individual experiences.

The impact of negotiated interaction can be different among learners and teachers. To get the real scenario, some points should be given much emphasis. Among those points we can start our analysis by learning environment. Classroom activities should be provided importance about the real life language usage. Learning opportunities should be emphasized by the teachers to ensure individual learning properly. Long (1996) claims that "negotiation of meaning and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition. (Pp.451-452).

II. Literature Review

The study of classroom interaction commenced in the middle of the twentieth century. In this interaction sequence, the teacher often tightly controlled the structure and content of classroom interaction, initiated the discussion by posing questions to the learners. After getting answers from them, the teacher finished interactions sequence by giving feedback on the learners' responses. Literally, the practicing of the Grammar Translation Method (GTM) created awkward situations that hinder learning and teaching English as a foreign or second language though the rationale for the exclusive or near-exclusive use of the language has not been questioned at that time (Turnbull and Arnett, 2002).

The nature and purpose of the L2 interaction have evolved with each methodological development, however, and it was not until the widespread adoption of Communicative Language Teaching, or CLT, that real communication in L2 was firmly on the agenda (Nunan, 1991). The gradual change in focus from a transmission

Author: Assistant Professor, Department of English, Begum Rokeya University, Rangpur, Bangladesh. e-mail: asifalmatin@gmail.com

model of teaching to the learner–sensitive instruction, emphasizing collective negotiation in classroom interaction, went hand in hand with the theoretical shift in perspectives on learning and teaching to emphasize the active role of individuals in meaning-making and knowledge construction.

The spontaneity in language's talk is more about understanding and readiness of response than it is about the act of spoken production. An acquisition rich classroom is one in which there is a lot of linguistic input, made comprehensible by the teacher talk, if necessary resorting to several attempts to simplify the message. From the very beginning of language study, the classroom should be interactive. "Interaction and interactive language constitute a major role in EFL teaching because teachers' interactive language can keep an interaction going on smoothly in EFL classroom." (Ellis & Barkhuizen, 2005, p. 165-227).

Classroom interaction involves the components of collaborative dialogue, negotiation, and co-construction. Negotiated classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself. However, not all forms of negotiated classroom interaction are equally productive for language development. Ellis and Barkhuizen (2005) claim in the Interaction Hypothesis that when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them, they can acquire new language. Negotiated interaction is essential for input to become comprehensible. It runs counter to Krashen's Input Hypothesis, which stresses that simplified input along with contextual support is the key for comprehensible input.

The notion of negotiation is generally defined as a discussion to reach an agreement. Whenever a reader reads a text, which is analyzed silently, it involves three fundamental processes: interpretation, expression, and negotiation or their various combinations. Negotiation is seen as a type of real-life language use that is relevant to the learning purposes of the learners. It is likely to be the case in the context of a course of, business English, where negotiation can be expected to be identified as a relevant target language skill for the learners to develop in the classroom through simulated negotiations.

Hamzah and Ting (2010) pointed out both the importance and the role of the English language in the Information and Communication Technology world, educational field, and in real life situations for effective interaction. Nunan (2001) claimed that functioning in another language is generally characterized by the ability to speak that language. Learners evaluate their language learning success and their effectiveness of English courses based on their improvement in spoken language proficiency. Nugroho (2011) opined that classroom interaction has an inseparable role by experiencing new things which will help to learn it better in the classroom environment that has been gained by engaging in classroom activities. Interaction between learners and teacher influences learning success. Learning opportunities are more for those who are active in conversation through turn-taking than those who are passive.

Choudhury (2005) has explored the problem of active participation by incorporating the researchers' views and his own teaching experience. Teachers and learners together were the contributing source in managing the classroom interaction and at the same time managing learning opportunities. The findings have revealed that making the learners in active participation as much as possible but not in universal range for all learners learn best in the same way. Increasingly, researchers have looked outside the dominant paradigms in search of theoretical perspectives to support a redressing of the perceived imbalance between the cognitive and social aspects of language learning (Firth & Wagner, 1997, 2007). Therefore, serious attention is necessary to ensure the negotiated classroom interaction among the learners for effective language learning. At the same time, negotiated interaction allows learners to know how it can contribute to L2 learning in the context of tertiary education in Bangladesh.

III. Methodology

The primary objective of the study was to examine the impact of negotiated classroom interaction in English Language learning and teaching at the tertiary level of Bangladesh. The present research is about eliciting teachers' and learners' opinions with classroom observation about the effect of negotiated classroom interaction in English learning and teaching since they are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis.

The empirical method has been chosen which enhanced the study effectively. This method is a way of gaining knowledge using direct and indirect observation or experience. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively. Through quantifying the evidence or making sense of it in qualitative form, one can answer empirical questions, which should be clearly defined and answerable with the collected evidence. Usually, a researcher has a certain theory regarding the topic under investigation. Based on this theory some statements, or hypotheses, will be proposed. From these hypotheses predictions about specific events are derived. These predictions can then be tested with a suitable experiment. Depending on the outcomes of the experiment, the theory on which the hypotheses and predictions were based will be supported or not, or may need to be modified and then subjected to further testing. (Goodwin 2005). To understand the implementation of different classroom techniques data have been collected individually from 150 students and 5 teachers of various levels in tertiary education in Bangladesh.

IV. Data Collection

How the interactive activities are effective for the learner it is pointed out here. Getting a response to this category, a researcher found that most individual and group works are practiced in the classroom. On account of involving interactive activities by the teacher, the support is mostly group work. In the meantime, it is sometimes done in the classroom while doing the pair or group work according to the participants' response.

The data collected from teachers express different opinions considering the subject of negotiated interaction patterns occurring in the classroom, the aspects of impeding classroom interaction, and the effect of classroom interaction sustaining L2 learning. From this point of view, most of the teachers tell that they use the target language in a way where the learners also get enough opportunity to interact to put up the class lively. They have mentioned that the activities of role-playing, language game, individual work, pair work, and group work are maximum time practiced in the classroom. The convenient environment of practicing activities gradually shows the path of learners' L2 learning. They opine that learners get chances to talk with their partners and group members doing the work in pair or group which help them to be intelligible through negotiated interaction.

V. Analysis

In this part, the results of the study are discussed, focusing on how learners and teachers do the interactive activities to learn and teach English as SL/FL (SL-Second Language, FL- Foreign Language) in the context of tertiary education in Bangladesh.

In light of the research findings, it appears that most of the participants mention the necessary intelligibility of the target language as the medium of education. The basic differences between learners coming from bangle medium and English medium are regarding their more or less orientation. The value of knowing English is recognized in the society and there are positive attitudes towards learning it, as it is considered as beneficial for them for future success.

English learning in the tertiary classroom proceeds in a more conscious and deliberate way. Learners are generally exposed to grammatical structures explicitly, whether in L2 and come to accumulate some rule-based knowledge of the language. As it has been amply shown in a vast body of SLA research, explicit knowledge is not necessarily reflected in learners' spontaneous L2 use (Ellis, 2008). This study has found that teachers always encourage their learners to practice English in the classroom and outside the classroom. The study has also observed that few of the students practice English not only in the classroom but also outside.

It is widely believed that the success of ELT largely depends on the environment in which it is practiced. The study reveals that the students of tertiary education in Bangladesh have old and typical styled classrooms. In this situation, the teaching and learning cannot be carried out effectively rather it is reduced student's possibilities to interact for L2 learning and can also hamper the natural tendency to interact through practicing. Effective English language development requires explicit teaching features of English, it also requires ample, meaningful opportunities to use English (Goldenberg, 2008).

The study has found 'teachers' centered class (Direct or Grammar Translation Method) is one of the impediment aspects for negotiated interaction. Learners expect well trained and easy-going teachers for doing interacting activities in the classroom that should be practiced regularly. On the other hand, teachers suggest applying eclectic method in the classroom according to the topics. The effectiveness of teaching includes teachers' ability to prepare a lesson plan focusing on the teaching aim, administration, and the management of the class, and to work towards the aim with certain teaching strategies. Moreover, their requirement is modern teaching aids which play a very significant role in teaching and practicing English language skills covering or expanding content, and making their lessons easier and interesting by using the strategy of negotiated interaction.

The study has also noticed that in the case of using negotiated interaction teachers are supportive as well as friendly with the learners. The providing of necessary vocabularies and making the correct formation of sentences through negotiated interaction help learners to learn L2 perfectly. In Krashen"s (1985) affective filter hypothesis, teachers can make learners interested in L2 by introducing the diversification of teaching method applying vivid and humorous language to enlighten others, create a harmonious and convenient atmosphere for learning support students overcome their psychological barrier, and lower their anxiety and regularly introduce some culture and background knowledge of the target language. It is also mandatory to create more chances for learners to practice the target language in the classroom. Teachers have also to tolerate some small mistakes made by learners only if those mistakes do not affect the communication process because it can release pressure and strengthen their self-confidence.

VI. Conclusions

Enhancing the language skills of foreign or second language learners is a difficult task. It requires some experience and regular practice to improve the language accurately. Different types of classroom interactions as part of negotiated interaction are considerably vital to foreign language/Second language development. It is argued that interactions between teachers and learners will facilitate language development and will lead to better language learning. The analysis of the instruments showed that the learners are really given chances to use the language through engaging in negotiated interactions. Moreover, it is found that the teacher plays an important role to hold congenial environment, friendly, stress-free, and fearless with lower anxiety, which hastens interaction for learning. So in the end, we can conclude that negotiated interaction has various facilitating and beneficial effects in Second Language learning in tertiary education in Bangladesh.

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Appendix A

Questionnaire for Students

(The information will be used for academic purpose only. All personal information is going to be treated with strict confidentiality.)

You are requested to fill up the following information and put tick according to your argument.

1. How often do you interact with your classmates inside the classroom?

a. always b. often c. sometimes d. seldom e. never

2. How often your teacher gives you the opportunity to interact (give and take) with him/her?

a. always b. often c. sometimes d. seldom e. never

3. Which of the following interactive activities does your teacher do in the classroom?

a. individual work b. pair work c. group work d. chain drill e. choral drill

4. Who does most of the talk in the classroom?

a. teacher b. student c. teacher and student (Equally)

5. How often do you interact in English with your classmates outside the classroom?

a. always b. often c. sometimes d. seldom e. never

6. How often does your teacher involve you in pair/group work while taking the class?

a. always b. often c. sometimes d. seldom e. never

7. If you do not interact, it is because:

a. You are not talkative b. The topic is not interesting c. The teacher does not motivate

d. The teacher fails to apply the teaching techniques e. You fear to make mistakes

Appendix B

Questions for Teacher

1. Do you think students learn better if they work in pair/group? Why or why not?
2. How do you handle the aspects that hinder negotiated interaction in the classroom?
3. What type of interactive activities do you use in the classroom?
4. How do these activities help you and your students to develop English language?

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All the Fellow members of FSSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

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Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

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Career | Credibility | Financial

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Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

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All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

ASSRC

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL is the membership of Global Journals awarded to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

> The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

Benefit

To the institution

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Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.

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Certificate, LoR and Laser-Momento

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Career | Credibility | Exclusive | Reputation

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Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

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Get a remuneration of 15% of author fees

Associate members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

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Certificate, LoR and Momento 2 discounted publishing/year **Gradation** of Research 10 research contacts/day **1 GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day **5 GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

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- Findings
- Writings
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- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.

6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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