

Faculty of Education  
Palacký University  
Olomouc

**IV/2018**



ISSN 1213-7758

# e-PEDAGOGIUM

An independent scientific journal  
for interdisciplinary research  
in pedagogy

## **Chairman of Scientific Board**

Doc. Mgr. Štefan Chudý, Ph.D.

## **Deputy Chairman of Scientific Board**

Prof. PhDr. PaedDr. Martin Žilínek, Ph.D.

## **INTERNATIONAL SCIENTIFIC BOARD**

Em. Prof. Dr. Konrad Bundschuh	LMU München, DE
PaedDr. PhDr. Jiří Dostál, Ph.D.	Univerzita Palackého v Olomouci, CZ
Imron Wakhid Harits, Ph.D.	Trunojoyo University Madura, Indonesia
Prof. Des Hewitt	University of Warwick, UK
Patricia Huion	University College Leuven-Limburg, BE
Prof. dr hab. Jolanta Karbovniczek	Akademia Ignatianum w Krakowie, PL
Dr. Steven Kohn	Valdosta State University, USA
doc. PhDr. Jaroslav Koťa	Univerzita Karlova v Praze, CZ
Prof. PaedDr. Libuše Ludíková, CSc.	Univerzita Palackého v Olomouci, CZ
doc. PaedDr. Marcela Musilová, Ph.D.	Univerzita Palackého v Olomouci, CZ
Mgr. Pavel Neumeister, Ph.D.	Univerzita Palackého v Olomouci, CZ
Ass. prof. Yan Peng, Ph.D.	Sichuan Normal University Chengdu City, CN
prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.	Univerzita Palackého v Olomouci, CZ
Dr. Anna Romagnuolo, Ph.D.	Università della Tuscia, Viterbo, IT
doc. PhDr. Václav Řeřicha, CSc.	Univerzita Palackého v Olomouci, CZ
PaedDr. PhDr. Denisa Selická, Ph.D.	Univerzita Konštantína Filozofa v Nitre, SK
Doz. Dr. Ulrike Stamm	Humboldt-Universität zu Berlin, DE
PhDr. Martin Strouhal, Ph.D.	Univerzita Karlova v Praze, CZ
PhDr. Monika Štrbová, Ph.D.	Univerzita Konštantína Filozofa v Nitre, SK
doc. PaedDr. Darina Tarcsiová, CSc.	Univerzita Komenského v Bratislave, SK
doc. Mgr. Kateřina Vitásková, Ph.D.	Univerzita Palackého v Olomouci, CZ
Jonathan White	University of Derby, UK
doc. PaedDr. Adriana Wiegerová, Ph.D.	Univerzita Tomáše Bati ve Zlíně, CZ

## **Editorial team:**

### **Executive editor:**

PaedDr. Alena Jůvová, Ph.D.

Institute of Education and Social Studies

Faculty of Education, Palacký University in Olomouc

Žižkovo nám. 5, 771 40 Olomouc, Czech Republic

E-mail: e-pedagogium(at)upol.cz

Phone: +420 585 635 144

## **Editors**

Kirsty Jean Anderson, MEd

Mgr. Ondřej Duda

PhDr. Jana Kvintová, Ph.D.

PhDr. Jitka Plischke, Ph.D.

PhDr. Milan Polák, Ph.D.

Palacký University Olomouc, Faculty of Education

# e-PEDAGOGIUM

**IV/2018**

An independent scientific journal  
for interdisciplinary research  
in pedagogy

The e-Pedagogium journal is listed  
in "The List of Peer-Reviewed Non-impact Periodicals"  
approved by the Research and Development Council on January 31, 2014.

On-line journal site: <http://www.upol.cz/fakulty/pdf/e-pedagogium/>

This publication was not subjected to editorial revision.  
Each author is responsible for correctness of content.

All contributions were reviewed. Each contribution was reviewed by two reviewers.  
Names of the reviewers will be published in the last issue of given volume of the journal.

**ISSN 1213-7758**      printed version  
**ISSN 1213-7499**      electronic version

# Content

Introduction .....	5
--------------------	---

## Articles

One More Way How to Improve the Higher Education Teaching .....	7
---	---

DANA DOBROVSKÁ

A Comparison of Professional Careers of Early Childhood Teachers: A Qualitative Investigation .....	16
---	----

ADRIANA WIEGEROVÁ, BEÁTA DEUTSCHEROVÁ

Pre-service Teacher Subjective Responsibility for Pupil Outcomes: Pilot Study .....	27
---	----

VERONIKA PEČIVOVÁ

Sharing pedagogical knowledge between student teacher and her training teacher in the course of pedagogical practice .....	41
--	----

KATEŘINA ČÁSKOVÁ, ŠTEFAN CHUDÝ

Results of a questionnaire survey focused on gender issues in the literature for children and youth and its reflection in pedagogical practice .....	57
--	----

VERONIKA ŠVECOVÁ, VLASTA ŘEŘIČOVÁ

The Development of Tourism-Aware Curriculum Based On the Cultural Values in Madura .....	68
--	----

SURYO TRI SAKSONO, SULAIMAN, CHAIRUL ANAM, AND MUJTAHIDIN

Non-linguist future teachers' translation skills of structurally different clauses..... 79

LINDA CHMELAŘOVÁ

The method of situational factors analysis about problems and its teaching essentials ....88

XU BO

Neurological assessment and education of learners with specific learning disabilities  
in Nigeria ..... 99

JAMES BASSEY EJUE, ORIM SAMUEL ORIM

# Introduction

The discussion about what a school should be like and what kind of teachers should be working there has recently become quite varied. The professional and lay public are focused on a variety of topics with the common denominator being quality and efficiency of teaching, and the ways in which these can be achieved. The need to revise the curricular documents, or the concept of an inclusive school cannot be questioned. However, these are the requirements or intentions visible from the outside. The internal problems faced by schools and above all, teachers, are more serious, though. Even though we do not primarily address political or economic issues, these aspects need to be considered at a time when professional discussion affects the nature of the educational process.

Educational criteria are clearly given by the socio-cultural, economic and geographical conditions of our country, but we cannot ignore themes of global dimensions. These are the perspectives of the near and far future, for which future teachers should be prepared, and should accept the perspectives and include them in their practice. From the themes dealt with regionally, we come to terms with the phenomenon of scientific and technological development in general. Here, of course, one can always ask questions about what knowledge and skills pupils should acquire. It can also be suggested that it is primarily a complex of skills that make it possible for pupils to succeed in their chosen professions. For this purpose, the World Economic Forum, together with analyses of changes resulting from The Fourth Industrial Revolution can be used. We can also anticipate changes in the constitution of professions that will bring new challenges and opportunities. But naturally only to those who will be ready for them. We can approach these challenges in several ways; try to ignore them, struggle against them, face the obsolescence of them, or truly accept them.

We believe that current schools decide on the fourth option; to accept the challenge and the opportunity. Teachers who can look into the future through a quality professional lens can provide their students with a quality education. However, this is only with the assumption that the pupils will actively participate in this education based on their internal motivation, awakened and encouraged curiosity and, above all with the

awareness that, in addition to the necessary skills, they must also be equipped with quality knowledge. They form the basis for further personal and professional development and must be acquired gradually, systematically and permanently. It is a shift in the paradigm of the relationship between the teacher and the pupil. Pupils must actively take responsibility for their education. Far-sighted and well-prepared teachers first know that there is a huge difference in simply teaching and actually passing on the knowledge to someone else.

Editorial board



# Articles

## One More Way How to Improve the Higher Education Teaching

Dana Dobrovská

### Abstract

Much of higher education stresses the elimination of emotions in exchange for cool, analytic detachment. The idealized picture of the impartial student who engages in logically precise reasoning is the traditional norm to which we wish our students to aspire. Students confronted with the average university teaching are often left baffled why anyone would devote his or her life to the study of such limp material. But the traditional lecture format is not always the most effective way of transferring information. That is why we should pay attention to the powerful affective impact that a live lecture can deliver.

There is no doubt students like to attend some teachers' classes more than the other's. Social psychology and sociology researched the topic of charismatic leaders trying to analyse their personal profiles and methods.

In our paper we intend to shed more light on the concept of teacher charisma and to identify qualities charismatic teaching is characterized by.

**Keywords:** teaching; learning; teacher behaviour; charisma; charismatic teaching.

## K dalším možnostem zkvalitnění výuky na vysoké škole

### Abstrakt

Značná část vysokoškolské výuky směřuje k potlačení zapojení emocí a upřednostňuje strohý analytický odstup. Ve výuce učitelé většinou usilují o přiblížení se idealizovanému modelu studenta, jehož studijní aktivity probíhají v logicky přesném schématu uvažování. Studenti si tak navykají na tradiční výuku mající podobu takto pojatého učiva. Tradiční formát vysokoškolské přednášky nemusí být nejúčinnějším prostředkem, jak studijní materiál studentům zprostředkovat. Proto by učitelé neměli zanedbávat vliv emocí, jež mohou hrát při vyučování značnou roli.

Není pochyb o tom, že studenti mají v oblibě přednášky některých učitelů více než jiných. Sociální psychologie a sociologie se již v minulosti zabývala tématem charismatických lídrů a snažila se vymezit jejich osobnostní profil a metody, jichž používají.

V našem příspěvku se budeme zabývat konceptem charismatu učitele a pokusíme se identifikovat, co je pro charismatickou výuku typické.

**Klíčová slova:** vyučování; učení; učitelovo chování; charisma; charismatická výuka.

### Introduction

The HE teacher's personality is a deciding quality factor in the educational process. Experts in various sciences, such as theory of education, educational psychology, philosophy and sociology of instruction have tried to analyse this issue. Different approaches have been used: deduction – when scientists described an *ideal* teacher, induction – when students evaluated their teachers, or when psychological tests backed the illustration of *real personal qualities* of teachers. Sometimes, a combination of both approaches seemed appropriate (Bryson, Hand, 2007).

We had reviewed literatures and conducted surveys about the teaching behaviours good teachers in engineering programmes had in common (Dobrovská, 2016, 2017a, 2017b). In our research as well as in a research conducted by J. Davies (2006), students reported various qualities – these can be divided into 3 categories: A good teacher should be an expert in his specialization, he/she should have good didactic, pedagogical and presentation skills and he should have certain human qualities (e.g. humour, disponibility, enthusiasm).

Other authors offered lists of personality attributes – principles of effective teaching in higher education. Ramsden (2003) suggested 6 key principles of a good teacher: interest and explanation, respect for students and student learning, appropriate assessment and feedback, clear goals and intellectual challenge, independence, control (by

students over their own learning) and engagement. A good teacher should be able to reflect stimuli from his/her students.

Unfortunately, too many classroom presentations seem to be based on a similar even-handed approach that robs fascinating subject matter of its intellectual richness and converts it to a bland assemblage of lukewarm facts to be digested for yet another examination (Milojkovic, 1980).

Everyday practice proves students like to attend some teachers' classes because of special characteristics of their personality. We expect there are some reasons make these teachers welcome and attract students. In some resources (Davies, 2005, Dobrovská, 2016 and 2017b), these teachers are simply called *quality teachers* or *good teachers* while in other cases the term *charismatic teachers* was used (Milojkovic, Zimbardo, 1980, Lin and Huang, 2014). Teaching charisma is described as a positive behaviour of a teacher in his class, which can deeply appeal students to learn. While the teacher is perceived approachable, well prepared and sensitive to student needs, students might be committed to work harder. Students are more likely to be receptive to learning under his/her supportive social climate in the classroom. The teacher plays important role in developing such environment and has a strong impact on their students (Lin and Huang, 2014).

## 1 The Concept of Charisma

The term *charisma* was used by St. Paul to describe the gifts of divine grace which manifest themselves in forms such as prophecy and healing. In the late nineteenth century, it was picked up by Rudolf Sohm as part of his historical analysis of the way by which inspired individuals transformed Christianity into the charismatic Catholic Church, bearing the mission of redemption (Eatwell, 2014).

### 1.1 Historic Approach

Since the early twentieth century, the term has been especially associated with the German sociologist, Max Weber, who in many ways anticipated the challenges to liberal democracy which were to emerge from new forms of political movement and dictatorial regime in the post-1918 era. Weber developed insights drawn from his remarkably broad studies into a threefold *ideal-typical* classification of legitimacy and power. The first type was termed *traditional*, which he linked with systems such as monarchies. The second he termed *bureaucratic*, and was associated with institutions such as democracy and political parties. The third Weber termed *charismatic* (Weber, 1997).

Although his use of the term *charisma* was not always clear or consistent, Weber's main focus was on the emergence of exceptional, radical leaders in times of crisis.

Weber believed that such charismatics could attract an affective community of supporters, largely unconcerned with rational economic affairs. However, he thought that it would be difficult to sustain such support as it would require the constant achievement of *miracles*, and it was unlikely that such personalised rule could be *routinised or stabilised* – though he did briefly discuss possibilities for continuity, including forms of *clan and institutional* charisma (Weber, 1997).

Subsequently, the term *charisma* entered the professional vocabulary of many historians and social scientists, though few have sought to delineate a precise conceptualisation or theory of charisma.

## 1.2 Teacher Charisma

The concept of charisma was not used in the educational area until the break of the 19th and 20th century. Among the first were Milojkovic and Zimbardo who described the concept of *teacher charisma* on the base of their own life-long experience with charismatic teachers: the charismatic teacher can engender an enthusiasm that may not only ignite a fierce desire for more knowledge and deeper understanding but may also spark a career (Milojkovic, Zimbardo, 2000).

A profile of the charismatic teacher (based on the authors' own classroom experiences as students of electrifying master) is composed of 12 characteristics:

- The charismatic teacher appears to be the absolute master of his/her domain of expertise. Every concept presented appears to have been fully thought through.
- Delight with his/her field is directly apparent and immediately communicated. Self-disclosures reveal the sophisticated process of thought that lead to his/her present conceptualization of the domain under discussion.
- Insatiable curiosity: charismatic teacher is never satisfied with his/her current level of understanding but continually seeks deeper and fuller explanations. He/she learns from every teaching encounter and is open to new ideas regardless of their source.
- Sincerity: He/she has a genuine belief in the importance of the field and is ready to further it.
- Perfect Presentation: The teacher's apparently effortless delivery is smooth and precise. Technical details have been attended to so that all flows like clockwork.
- Overt Assertiveness: He/she proclaims interpretations and analyses with the vigour of one convinced of internal consistency and global completeness. Everything about his/her manner smacks of assertive drive and projects an infectious air of confidence that penetrates the whole classroom.
- High Energy Level: Nothing is approached half-heartedly. Every action is powered with a dynamic force.

- **Dramatic Appreciation:** Such teacher has a profound sense of the dramatic combined with an acute appreciation of timing.
- **Clear Affect:** The teacher does not hesitate to express proper emotional reaction to any facet of his/her endeavour. Facial expression, gross body movements and tone of voice all combine to clearly indicate every affective response.
- **Positive Self-Image:** The charismatic teacher regards his/her own personality in a positive light and conveys no doubts concerning proper self-worth.
- **Sense of Perspective:** The power of thought is accentuated by are markedly clear perception of the context of the discipline and of the importance of outstanding problems in the field.
- **Unity of Purpose:** The charismatic teacher reveals to students the path they should take toward a commonly shared goal – the enrichment of both intellect and spirit.

The authors use the term *educational seduction* typical for charismatic teachers and criticise everyday practice of university teaching. In their view, for the great majority of students, higher education has become sufficiently impersonal to lead most of them to believe that someone cares enough to bother to intellectually seduce them.

Both authors are convinced the students of charismatic teachers marvel at their exceptional ability to rivet their attention not only for a full class period but, more strikingly, over the entire course or school year. The electric quality pervading their classrooms creates a deep impression that is fondly remembered, much admired, and yet poorly replicated in the classrooms of other teachers with equal knowledge and experience (Milojkovic, Zimbardo, 2000).

### 1.3 Teacher Personality, Charisma and Related Terms

Most psychologists involved in researching qualities of successful teachers agree the gift of charismatic teaching is not an exclusive quality only few teachers were born with. Quality teaching is a final result of hard and well organized cognitive activity backed by passionate desire to perform good teaching. Charismatic teaching may be defined as a complex of learnable attitudes, behaviour patterns and skills, not as in-born qualities. Macro-skills of good teaching can be reached by combination of several micro-communication and social skills. Dynamic teaching is a kind of of social interaction with a leading personality of teacher.

Some experts in theory of education focus at the concept of teacher's authority considered a fundamental quality of a good teacher. Neither this term has a clear definition and demarcation. We believe both terms are often related, but not identical. While a charismatic teacher generally possesses informal authority a teacher with informal authority might not always possess teacher charisma.

## 2 Measuring and Training Teaching Charisma

### 2.1 Measuring Teaching Charisma – (ITCCC – Inventory of Teaching Charisma in the College Classroom)

Taiwanese authors Huang and Lin (2014) researched the topic of teaching charisma. They identified four merits that deeply attract students and are essential for a charismatic teacher.

- First, a charismatic teacher should be knowledgeable, since teaching requires an interweaving of many kinds of specialized and continuously innovated knowledge (also by Dobrovská, 2017b, Minchew, 2001, Neumann, 2018).
- Second, a charismatic teacher should have positive character traits such as friendliness, approachability, patience and enthusiasm (Lin and Huang, 2014) since teachers are expected to be good role models for the students and they should perform what a teacher should have. The teachers' behaviour models, attitudes, appearance and character may affect the feeling students perceive, and may even influence the interaction between teacher and students.
- Third, a charismatic teacher should attach importance to teaching methods. The teachers should possess teaching skills and be able to choose the most suitable teaching method from a variety of teaching tools (also by Labaree, 2000).
- Fourth, a charismatic teacher should have a good sense of humour, since students prefer listening to teachers who incorporate humour into the lecture (also by Davies, 2006).

On the basis of these indicators – knowledge, character traits, teaching methods and humour – an instrument was developed to measure teacher's teaching charisma (Lin and Huang, 2014). Taiwanese authors summarize the ITCCC (Inventory of Teaching Charisma in the College Classroom) was found a valid and reliable tool to measure the phenomenon in the accounting fundamental course in Taiwan.

### 2.2 Czech version of the ITCCC

Both Taiwanese authors noted limitations in their study and suggested the measurement invariance of their scale across different subjects needs to be examined. That is why we conducted a preliminary study translating the English version of the ITCCC into Czech and submitting it in an engineering pedagogy course (Dobrovská, 2018). Comparing the mean, SD and Cronbach  $\alpha$  coefficient for each of four factors results showed no significant differences from the original Taiwanese scale. On the other hand some

more research should be carried out to confirm whether the scale covers all qualities of a *charismatic teacher* as few items relate to *the electric qualities of a charismatic teacher* as formulated by Milojkovic and Zimbardo.

When we analyse content of all 23 items of the ITCCC the first subscale is an equivalent of what is called *expertise* by J. Davies (2006) – based on cognitive qualities of teachers. The second subscale contains items corresponding to *personal qualities*. The third one (with only 4 items of 23) is dedicated to didactic skills and cannot cover all spectrum of teaching methodologies. Last subscale (7 items of 23) relates to *humour* and some of these items are the only ones which relate to *emotional impact* in teaching. If we agree with the concept of charismatic teaching bringing an extra value of specific emotional effects on students some items need modification.

### 2.3 Suggestions How to Train Charismatic Teaching

Zimbardo characterised charismatic teaching as energizing. His conviction was that teaching charisma can be trained. *It takes work, but inspired, evolving instruction makes all the difference to students* (Zimbardo, 2003). Beyond just imparting knowledge, teachers have to add sparkle so students absorb and retain information.

Some universities organize workshops – when developing teaching style, experience with communication skills training can be used with some modifications. During specialised courses or workshops, participants (future teachers) engage in a number of exercises designed to enhance classroom interaction skills.

Minchew (2001) reports one exercise involves students preparing a 5–10 minute talk on a topic they consider to be one of the most interesting in their discipline. They then deliver this mini-lecture playing the role of the most boring instructor they have ever had. After a group discussion of the finer features of the much practiced art of being boring, participants are urged to think about the overt behaviours of charismatic teachers. They re-give their talk displaying these behaviours to the group and to a videotape camera. These tapes form the basis for further group discussion about the distinctions between the assertive versus the aggressive teacher, the dynamic versus the overbearing teacher, and the effective educator versus the merely flamboyant showperson.

It should be clear that this and other exercises practiced in the workshops are short-term experiences that serve to highlight only some of the features of outstanding teaching. In addition, one must adopt a long-term approach to effective teaching during which various techniques are sought, tried and discarded as appropriate.

## Conclusions

Although there is no general consent in defining teaching charisma we agree with Milojkovic and Zimbardo describing teaching charisma as positive behaviours of teachers, which can emotionally appeal students to learn. An emphasis throughout is to constantly strive for superb teaching that excites and inspires. Although not every teacher can become charismatic, for each of the abstract principles of charismatic teaching, a set of operational tactics and strategies can be realized by training. Charismatic teachers are not only masters of their subject areas but that they also have a keen understanding of group dynamics, develop excellent social skills, and learn how to display a range of motivating styles.

## References

- Bryson, C. & Hand, L. (2007). The Role of Engagement in Inspiring Teaching and Learning. *Innovations in Education and Teaching and Learning*, 44(4), 349–362, DOI: 10.1080/14703290701602748.
- Davies, J., W. et al. (2006). *What Makes a Good Engineering Lecturer?* \ put Their Thoughts in Writing. *European Journal in Engineering Education*, 31(5), 543–553. DOI: 10.1080/03043790600797285.
- Dobrovská, D. (2016). *Motivation to Soft Skills Education and Training in Engineering Education*. In Mišтина, J. & Hrmo, R. Key Competencies and the Labour Market. Scientific Monograph. Warsaw: Warsaw Management University Publishing House.
- Dobrovská, D. (2017a). *Academic Readiness of Mature-Age Students*. In *Advances in Intelligent Systems and Computing*. London: Springer, pp. 525–531.
- Dobrovská, D. (2017b). *Quality Engineering Teaching for Quality Engineering Learning*. In *Edulearn Proceedings*, pp. 6785–6789.
- Dobrovská, D. (2018). *Measuring Teacher Charisma*. Media4u, 2.
- Eatwell, R. (2014). *The Concept and Theory of Charisma* (PDF Download Available). From: [https://www.researchgate.net/publication/233349421\\_The\\_Concept\\_n\\_d\\_Theory\\_of\\_Charisma](https://www.researchgate.net/publication/233349421_The_Concept_n_d_Theory_of_Charisma) [accessed Mar 21 2018].
- Koehler, M. J. & Mishra, P. (2009). What is Technological Pedagogical Content Knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60–70.
- Labaree, D. F. (2000). On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of Teacher Education*, 51(3), 228–233.
- Lin, S. & Huang, Y. (2014). Examining Teaching Charisma and its Relation to Student Engagement. *Cross-Cultural Communication*, 10(6), 1–8.
- Milojkovic, J., D. & Zimbardo, P., C. (1980). Charismatic teaching: Its nature and development. In University of Maryland University College., École polytechnique fédérale de Lausanne., & International Conference on Improving University Teaching. *Improving University Teaching: Sixth International Conference: July 9–12, 1980, Lausanne Switzerland*. University of Maryland University College.
- Minchew, S., S. (2001). Teaching English with Humour and Fun. *American Secondary Education*. 30(1), pp. 58–68.
- Neumann, D., L. (2018). *Statistics? You must be Joking: The Application and Evaluation of Humour when Teaching Statistics*. Retrieved 2018, February 10 from <http://www.amstat.org/publications/jse/v17n2/neumann.pdf>



Ramsden, P. (2003). *Learning to Teach in Higher Education*. 2nd Edition. London: Routledge Falmer.  
Weber, M. (1997). *Autorita, etika a společnost*. Praha: Mladá fronta, 1997.  
Zimbardo, P. (2003). Charismatic Teaching = Energized Students. *Monitor*, 34(10), 28–36.

**Contact:**

Doc. PhDr. Dana Dobrovská, CSc., Masaryk Institute of Advanced Studies,  
Czech Technical University in Prague, Kolejní 2a,  
160 00 Prague 6, Czech Republic  
E-mail: dana.dobrovska@muvs.cvut.cz

**Doc. PhDr. Dana Dobrovská, CSc.**, psychologist, engaged in technical teacher education and its psychological aspects, delivered lectures in HE institutions in Austria, Great Britain and Estonia.

# A Comparison of Professional Careers of Early Childhood Teachers: A Qualitative Investigation

Adriana Wiegerová, Beáta Deutscherová

## Abstract

The aim of this study was to describe the development of preschool and primary school teachers' careers. The theoretical portion of this study summarizes knowledge about a teacher's profession and the development of a teacher's career. The results of qualitatively oriented research are presented in the empirical portion. The researched data was obtained through twenty in-depth interviews that were conducted with teachers and kindergarten school directors, teachers, and head teachers at primary schools. By analysing and processing interviews, categories that capture the teachers' career paths were identified. The processing and evaluation of obtained data led to the creation of a theoretical model of the career path of preschool and primary school teachers.

**Keywords:** teacher professional career; teacher profession; professionalization; crucial moments.

# Srovnání profesní kariéry učitelů dětí předškolního věku a učitelů na základních školách: kvalitativní výzkumné šetření

## Abstrakt

Cílem této studie bylo popsat vývoj kariéry učitelů dětí předškolního věku a učitelů na základních školách. Teoretická část této studie shrnuje znalosti o profesi učitele a vývoji profesní kariéry. Výsledky kvalitativně orientovaného výzkumu jsou prezentovány v empirické části. Uvedené údaje byly získány prostřednictvím dvaceti hloubkových rozhovorů, které byly provedeny s učiteli a řediteli mateřských škol a učiteli a řediteli základních škol. Na základě analýzy a zpracování rozhovorů byly identifikovány kategorie, které zachycují různé kariéry učitelů. Zpracování a vyhodnocení získaných dat vedlo k vytvoření teoretického modelu kariérního postupu učitelů dětí předškolního věku a učitelů na základních školách.

**Klíčová slova:** profesní kariéra učitele, profese učitele, profesionalizace; rozhodující okamžiky.

## 1 Introduction

Teaching as a profession plays a very significant and important role in society and has a long history. In the context of the development of society, the field of education and cognition has increased, and as a result the view on the teaching profession varies (Vašutová 2004, Lukášová 2003, Deutscherová & Wiegerová, 2016). The teaching profession can be studied from the point of view of the didactic field, the phase of a teacher's professional career or the typology of a teacher's personality. In this study we focus on the professional career of teachers that work in preschool and primary schools. The professional career in accordance with the theory of Day, Calderhead, and Denicolo (2014) is understood as a progressive development that a person goes through throughout his/her life. The concept of a career is often misunderstood as only an individual career path. This is a very limited understanding of this concept. A career can be of either a progressive or regressive trend. An individual does not need to identify himself/herself with a career, because every person has a different set of values.

According to Šnýdrová (2006), the professional career is always judged according to certain criteria, namely: the job position in which the individual is, the amount of wages, material benefits, the number of subordinate workers, the extent of responsibility, decision-making powers, and others.

Professional career differentiates into two elementary dimensions a) objective and b) subjective. A subjective career reflects an individual, a subjective interpretation of a career, a subjective interpretation of objective and subjective data, and the subjective meanings of an objective career. An objective or so-called external career is created by judgement of others and is recorded in personal documentation.

In principle, we can talk about four stages of a professional career. The preparatory stage lasts till the first starting of employment. The career start-up stage is defined from the first starting of employment to approximately the age of thirty-five of an individual, in this time period a "shock of reality" may occur. The next stage concerns a career of middle-aged individuals, lasting approximately from the age of thirty-five to fifty-five of an individual. The last career stage for individuals of an older age is characterized from the age of fifty-five, and the typical feature of this stage is passing down experience through mentoring or coaching younger colleagues. Sikes' model (1985) differentiates a professional career into five successive stages. The first stage lasts from the age of twenty-one to twenty-eight. In this stage there are also significant events that are a turning point in a teacher's profession, see Sikes, Measor, and Woods (1985). The second stage is characteristic of individuals aged between twenty-eight to thirty-three; some individuals may be promoted at this stage and therefore move professionally forward. The third stage is defined as an individual from the age of thirty to forty. This period is typical for finding a balance in the actual career (Huberman 1995). The fourth penultimate stage is defined as the range from the age of forty to fifty or fifty-five, at this stage there is a decline of professional ambitions. The last fifth stage is typical for individuals aged fifty and fifty-five or more and one of the tasks in this stage is so-called career guidance.

## 1.1 Problem statement

In terms of the professional career development of teachers in preschools and primary schools, we have thought that there are relevant differences. We wanted to find the crucial differences in the professional careers of these teachers, why they arise, and what impact they can have on preparation of future teachers at universities.

For this research, a research method of an in-depth interview was chosen. Interviews were recorded on a Dictaphone. After the interview was carried out, the transcription phase followed. During the repeated reading of some interview parts, there was a gradual entering into the participants' thoughts and opinions. This resulted in a summary of participants' testimonies and contributed to the understanding of the interview as a complex. Already at the first reading, the possibility of denotation or so-called immersion in the data appeared. Subsequently, the first interpretative ideas were recorded, the relevant sections identified, and the associations found. Gradually, a list of notes was created for the next stage of data analysis. The principle of induction

was used in this research. The benefit of this induction principle was the emergence of a potentially new view on a research phenomenon(a). While reading and producing the transcript, firstly, the sensitive parts were identified – segments of the transcript that provided some relevant information. These were marked with codes. The segments were of a varying length. For example, “no other choice than becoming a teacher”, “not every teacher is a good teacher”, “the realisation of desire”. After all codes were given, they were systematized and grouped according to a significance and then hierarchically sorted. The result of this procedure was the revelation of basic categories, which were afterwards processed in a descriptive way.

## 1.2 Sample

The research sample consisted of a total of twenty teachers from the Czech Republic, five teachers of preschools, five teachers of primary schools, five directors of primary schools, and five directors of preschools. The participants were chosen intentionally. The participants were teachers in their middle age and they were contacted by phone.

The personal data of the participants was also presented in the research, hence, in order to ensure anonymity, fictitious names and abbreviations such as UA, UC were used to refer to the participants. In the study, we avoid the precise indication of the places in which teachers used to live or have been living, used to work or have been working. Informed consent was submitted to the participants prior to implementation of the interview. By signing the consent, the participants confirmed their participation in the research.

## 2 Findings

In the following text, the data obtained through in-depth interviews with teachers and directors of preschools, teachers of primary schools and directors of primary schools is interpreted.

### 2.1 Turning points or a way towards achievement of professional goals

Turning points are “key events in the life of an individual and his/her surroundings concerning the change of decision. These make the individual to choose a particular action that leads to certain goals”. (Sikes, 1985, p. 57) Thus, these are situations or events that represent a significant change for a teacher, a turning point in the development of his/her professional career.

The period of change must not always be anticipated, it may have both a positive and negative influence, and may even contain a certain traumatic element. With the passage of time, we can truthfully state whether we evaluate the event as successful or unsuccessful, and what factors have affected a certain event. We will find this out after or during the transition from one professional development phase to another, which is mostly correlated to a change of a job position or an employer.

Our participants went through several significant changes.

To provide a better overview, we present the processing of outputs in a graphical form. Each chart illustrates the development of a professional career with turning point(s) of a preschool teacher or a primary school teacher. In the chart, these events are marked in yellow. On the horizontal axis, a time zone is displayed. The vertical axis shows the events of each teacher and its range of values from one to six. The closer the curve approaches zero, the more negatively the event is perceived at the time it happened. By contrast, the closer the curve approaches the value of six, the more positively the event is perceived at the time it happened.

The following turning points occurred for participants:

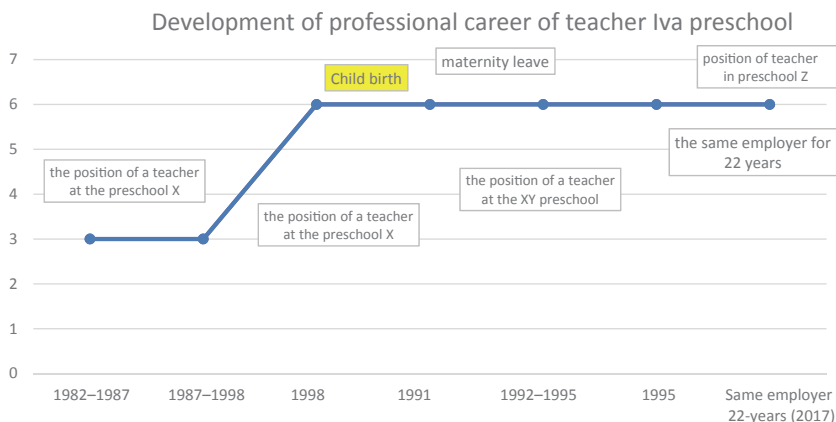
- a) the birth of a child,
- b) gaining the position of director,
- c) graduation,
- d) job loss.

As you can see, the first three events have positive connotations, the other is on the opposite side of the spectrum.

## 2.1 The birth of a child

Chart 1

An example of the professional development of a female teacher with an emphasis on the period of the birth of a child



An important turning point that has changed the view of a profession is the birth of a child. In particular, women's emotions are changing, and the emotional and decision-making experience interferes more with the profession.

*"...maybe because I became a mother, I was totally looking at it all differently, at the profession. You know, I have always loved children, but I was not that emotionally involved in it, I was taking it only as a profession, but then when you see the little child to grow up and it is always with you and you still hold it by hand, well, then you take the job quite differently..." (UI)*

## 2.2 Gaining the position of a director

A middle-aged person usually achieves a relatively stable and secure job position. The assessment of experience and reassessment of work plans can lead to almost a half of the professional career already occurring. At a certain stage of a teacher's development, the development of new skills is suspended or decreased and teachers respond to that in different ways. Some become routine workers, others start looking for opportunities of self-realization, perhaps through professional growth in the form of gaining a function that brings new challenges. There are many reasons for becoming a school direc-

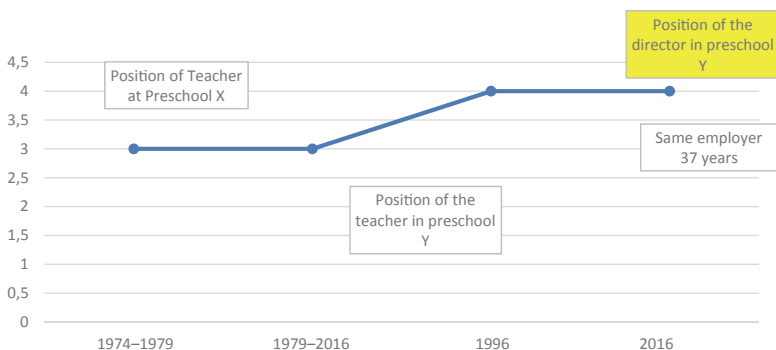
tor like (new contacts, higher income, new experience, personal growth, etc.), on the other hand, there is also a risk which is connected with this position: the level of social responsibility, less time for a family, and a possible change in the attitudes of colleagues.

*"...I started as a teacher and then, after eight years, I became a director, because I had worked here as a teacher, afterwards, after the current director retired I took over the position of a director..." (UC)*

Chart 2

An example of the professional development of a female teacher with an emphasis on gaining the position of a director

Development of the professional career of the director of Dita Preschool



### 2.3 Graduation

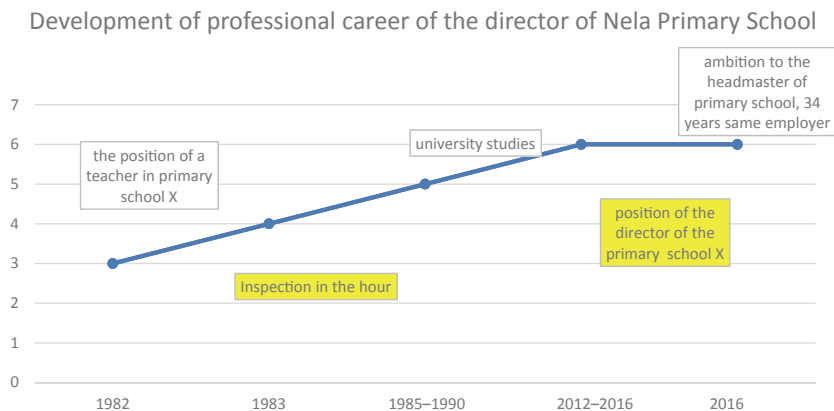
On the following career path, three turning points can be observed; the first turning point is a recognition by the Czech School Inspectorate, which was a stimulus and led to the development of skills, abilities, and most importantly to the continuation of the profession. The second turning point was the beginning of studies and graduation, followed by the procedure for selection of the director.

*"... when the inspectorate came to the school for a control, my performance was evaluated very positively. I was not used to it and I think that it was actually the stimulation to continue in this profession and so I started with my studies and finally, I graduated. I have the feeling that I know more now and I also know how to defend what I am doing..." (UN)*



### Chart 3

An example of the professional development of a female teacher who has experienced several turning points



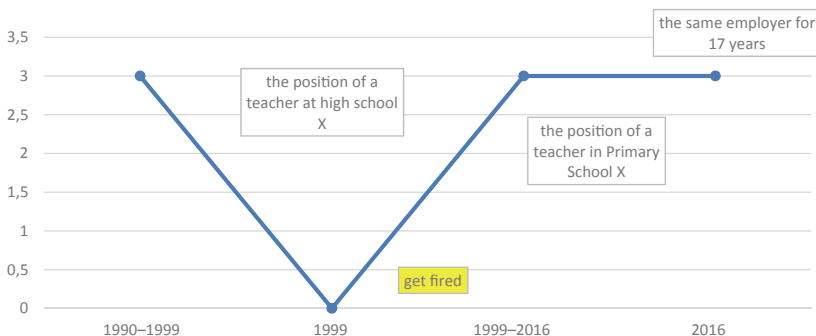
## 2.4 Job loss

Some participants in this research suddenly became unemployed and did not know what to do next or even whether or not to continue working as teachers. The unexpected termination of employment was for everyone a very difficult situation. The course of this situation is affected by several factors and leads to a decrease of a need for further qualifications or loss of flexibility and rigidity, financial problems, family problems. Everyone is looking for a job, especially according to their personal preferences. The unexpected termination of employment is in general not taken positively, but it can be a stimulation for self-realization.

Chart 4

An example of the professional development of a female teacher with an emphasis on the loss of the first job that led to a new goal(s)

Development of the professional career of the teacher of the Sabina Primary school



### 3 Conclusions

On the basis of the analysis of the interview, three essential categories were created, which are significant in terms of the development of a career path of a preschool teacher and a primary school teacher.

Based on the analysis of twenty in-depth interviews followed by the compilation of twenty career paths of preschool teachers, preschool directors, primary school teachers, and primary school directors, theoretical models for the development of these teachers' career paths were compiled. In principle, it can be stated that preschool female teachers move faster into the phase of stagnation. The data showed that this is also caused by the fact that they start their professional careers relatively early (usually at the age of 18 after the graduation from secondary school), at that time they are not prepared to make decisions.

Table 1

*Comparison of a preschool teacher and a primary school teacher*

Category	Preschool teacher	Primary school teacher
Educational attainment	Secondary school	University/college
Age of children	3–6 years old, heterogeneous	7–11 years old, homogeneous
Visit of the facility	voluntary/compulsory from the age of 5	compulsory
Educational activity	controlled activity 20 min.	lesson 45 min.
Contact with parents	everyday	parent-teacher conferences
Organization of the school year	school year	midyear
Organization of the day	regime	fixed schedule
Pedagogical team	2 class teachers	1 class teacher
Technical conditions	classrooms, rest room-with beds, lavatory	after school facility, school canteen
Material equipment of classroom	beds	benches

We can consider the professional career of every teacher as a unique one, yet we can find some common features. Features based on which the above theoretical models, in particular, the career paths of preschool teachers and primary school teachers, were compiled.

## References

- Day, Ch., Calderhead, J., & Denicolo, P. (2012). *Research on teacher thinking: understanding professional development*. London: Routledge.
- Deutscherová, B., & Wiegerová, A. (2016). Professionalization of teachers of preschools. *9th international conference of education, research and innovation*. Book Series: ICERI Proceedings Pages: 1575–1580.
- Huberman, M. (1995). Professional Careers and Professional Development: Some Intersections. In T. R. Guskey, & M. Huberman. *Professional Development in Education: new paradigms and practices* (193–224). New York: Teachers College Press.
- Lukášová, H. (2015). *Učitelské sebepojetí a jeho zkoumání*. Zlín: Univerzita Tomáše Bati ve Zlíně, Fakulta humanitních studií.
- Sikes, P. J., Measor, L., & Woods, P. (1985). *Teacher careers: crises and continuities*. Philadelphia, PA: Falmer Press.
- Sinclair, C.; Dowson, M., & Mcinerney, D. M. (2006). Motivations to Teach: Psychometric. Perspectives across the First Semester of Teacher Education. *Teachers College Record*. 108(6), 1132–1154.
- Šnýdrová, I. (2006). *Manažerka a stres*. Praha: Graa.
- Vašutová, J. (2004). *Profese učitele v českém vzdělávacím kontextu*. Brno: Paido.
- Wiegerová, A., & Gavora, P. (2014). Proč se chci stát učitelkou v mateřské škole? Pohled kvalitativního výzkumu. *Pedagogická orientace*, 24(4), 510–534.

**Assoc. prof. Adriana Wiegerová** has obtained an MA degree from the Faculty of Education in Nitra, study field Teaching Pedagogy and Biology (1992), she defended her PhD thesis in Pedagogy in 2001. She has been working as an associate professor at Tomas Bata University in Zlín, Faculty of Humanities, Department of School Education, since 2012. At present she is the Head of the department. Assoc. prof. Wiegerová works in international organizations O.M.E.P (**World Organization for Early Childhood Education**), and EARLI (European Association for Research on Learning and Instruction). She is a member of editorial boards of several journals. In research, she deals mainly with professional career of academicians and professionalization of teaching. At the faculty she is responsible for organization of PhD studies, and also leads courses for doctoral students and arranges regular specialized events for them.

**Bc. Beáta Deutscherová, MBA** has obtained a bachelor's degree in Teacher Education for Kindergartens at the Faculty of Humanities at Tomas Bata University in Zlín, and continues at a postgraduate degree in Pre-school Pedagogy. He works at the position of the Student Scientific Staff at the Institute of School Pedagogy in Zlín. She is a member of the Academic Senate of the Faculty of Humanities of UTB in Zlín. He acts as an assessor for the National Accreditation Authority for Higher Education. She is also a member of the Association of Preschool Education and the Czech Pedagogical Society.

# Pre-service Teacher Subjective Responsibility for Pupil Outcomes: Pilot Study

Veronika Pečivová

## Abstract

Although teacher responsibility is a rather frequently investigated topic, less attention has been paid to teacher personal perception of responsibility for pupil outcomes. This study presents results of a pilot quantitative questionnaire investigation of pre-service primary teachers at a Czech university with the aim to reveal teacher trainees' approach to their subjective responsibility for pupil success or failure. The preliminary findings suggest that pre-service teachers tend to assume a greater responsibility for pupil success than for his or her failure. Since the results of our quantitative questionnaire research do not provide a more complex insight into pre-service teachers' perception of responsibility in a broader sense, the study sets goals for further mixed methods research combining longitudinal quantitative and qualitative strategies.

**Key words:** teacher responsibility, pupil success, pupil failure, pre-service teacher, pilot testing.

# Subjektivní odpovědnost studenta učitelství za žákovské výsledky: pilotní studie

## Abstrakt

Přestože je odpovědnost učitele tématem, kterým se výzkumná šetření zabývají poměrně často, méně pozornosti se věnuje tomu, jak učitel vnímá svou odpovědnost za výsledky žáků. Tato studie předkládá výsledky pilotního kvantitativního dotazníkového šetření u studentů učitelství pro 1. stupeň základní školy jedné české univerzity s cílem ukázat přístup studentů učitelství k jejich subjektivní odpovědnosti za žákovský úspěch či neúspěch. Výsledky předvýzkumu naznačují, že studenti učitelství mají tendenci připisovat si větší odpovědnost za žákův úspěch než za jeho neúspěch. Jelikož výsledky našeho kvantitativního dotazníkového šetření neposkytují komplexnější vhled do vnímání odpovědnosti u studentů učitelství v širším smyslu, text vymezuje také cíle pro budoucí smíšený výzkum, který bude zahrnovat jak kvantitativní, tak kvalitativní longitudinální strategie.

**Klíčová slova:** odpovědnost učitele, žákovský úspěch, žákovský neúspěch, student učitelství, pilotní šetření.

## Introduction

With growing pressure on schools concerning student achievement, many researchers have noted that teacher responsibilities present an important area of investigation. The context of responsibility is very broad and includes a wide range of areas. In their study, Helker, Wosnitza (2014) dealt with the responsibility frame within school context from the view of teachers, students and parents, who mutually influence each other and they defined up to 84 different goals of responsibility. Obviously, the concept of responsibility is very complex and may be viewed from many perspectives. While numerous studies dealing with school performance focus on teacher accountability<sup>1</sup>, less attention has been paid to teacher internal subjective responsibility.

The way teachers themselves perceive their influence on pupil outcomes can be approached from different, broader perspectives. Matteucci et al. (2017) discussed links between responsibility and teacher wellbeing. Their investigation demonstrated a correlation between subjective teacher responsibility and wellbeing. In other words, the more responsible for pupil results teachers felt, the stronger was their job satisfaction.

<sup>1</sup> Pol (2007) perceives accountability in the context of changing situation of schools and views its purpose as a tool for supporting pupil learning and outcomes and also for maintaining trust of the public in school (Pol, 2007, p. 42).

Some researchers have aimed to discover connections between *self-efficacy* and teacher responsibility. Lauermann, Karabenick (2013) concluded that teacher responsibility and *self-efficacy* are conceptually distinct and that although the two concepts are inter-related, the correlation depends on the type of learning outcome. Similar conclusions are supported by findings of other authors (Silverman, 2010, Matteucci, Kopp, 2013, Frumos, 2015).

Previous research has demonstrated that teachers tend to feel responsibility for pupil success but on the other hand, they put the blame for failure on pupils. This responsibility attribution tendency was closely analysed in earlier studies (Guskey, 1981, Mareš, Skalská, Kantorková, 1994, Dofková, Zdráhal, 2018).

Although considerable research has been devoted to teacher responsibility of in-service teachers, fewer researchers have focused on students of teacher training programs. In our research we concentrated particularly on this group. The aim of the investigation was to examine whether pre-service teachers attribute the cause for pupil success and failure to themselves or to the pupils. In this paper we present results of our pilot testing of primary school teacher trainees at a Czech university. In addition, the study reveals an outline of our future research.

## 1 Subjective teacher responsibility

The crucial concept of our research is subjective teacher responsibility, which is defined as teacher internal responsibility forming part of teacher's professional identity (Mareš, Skalská, Kantorková 1994). Other authors use terms *self-responsibility* (Guskey, 1981), *teacher's perceived personal responsibility* (Matteucci, Kop, 2013) or *personal responsibility*, which "*reflects a sense of internal obligation and commitment to produce or prevent designated outcomes or that these outcomes should have been produced or prevented*" (Lauermann, Karabenick, 2011, p. 127).

This internal aspect of the concept contrasts with external accountability: "*Whereas those who are held responsible are judged as such externally, those who feel responsible act as their own judges of responsibility and hold themselves accountable, which implies internal regulation.*" (Lauermann, Karabenick, 2011, p. 123). Subjective responsibility is not imposed but comes from within, it is inherent and becomes part of an individual (Štieně, 2017) and is related to teacher self-regulation, autonomy, self-concept and his or her professional consciousness (Lukášová, 2015). Inspecting and identifying one's subjective responsibility is a way of professional identity self-reflection and self-evaluation (Lukášová, 2017).

Subjective teacher responsibility is also related to teacher *self-efficacy* and there is a positive correlation between these two concepts (Gavora, 2008, Lauermann, Karabenick, 2011, 2013, Silverman, 2010, Mareš 2013, Matteucci, Kopp, 2013, Frumos, 2015).

Regarding this connection, Gavora (2008) describes two *self-efficacy* approaches: *locus of control* of Julian Rotter (1966, In Gavora, 2008) and the socio-cognitive learning theory of Albert Bandura (1991, 1994, In Gavora, 2008). Based on Rotter's concept, teachers may be divided into two categories: 1) teachers who attribute causes of student's successful learning to themselves and 2) teachers who attribute causes for successful results to students and other external factors. In terms of socio-cognitive learning theory, two concepts are mentioned: *personal teaching efficacy* and *general teaching efficacy*. The former reflects teacher's belief in his or her ability to influence student's learning and behavior and the latter reflects teachers' attribution of success in class to themselves or to external factors (Gavora, 2008).

Although our research does not view subjective responsibility within a broader context we believe it is necessary to introduce the concept from different perspectives. Questionnaire of subjective responsibility used in our survey provides a self-reflective tool, which may help pre-service teachers better understand certain aspects their professional identity.

## 2 Methodology of Research

The data of our pilot testing were collected from primary school pre-service teachers at a Czech university. Participants were recruited in two lectures which they attended in their primary school education program. Overall, 54 students completed the survey – 39 respondents were in the first year and 15 in the second year of their studies. However, two questionnaires were excluded from the survey data due to invalid answers.

The respondents were invited to complete a quantitative research questionnaire (Questionnaire of pre-service teacher responsibility for pupil outcome, Mareš, Kantorková, 1991, In Lukášová-Kantorková, 2003 – given in Annex 1), which is a standardised version of a scale RSA questionnaire (Responsibility for Student Achievement) developed by Guskey (1981). The RSA questionnaire includes 30 items designed to present an educational situation describing a positive or a negative student achievement. The respondents are to divide 100 percentage points between two given options reflecting their view of responsibility attribution.

On the other hand, the pre-service teacher responsibility questionnaire (Mareš, Kantorková, 1991, In Lukášová-Kantorková, 2003) is composed of 20 items offering two alternatives (see Annex 1). All the items represent situations dealing with a class as a whole and lead to reflections on influences of pupil outcomes (Mareš, Skalská, Kantorková, 1994, p. 26). Ten items are related to pupil success and the other half focuses on pupil failure and each of them provides two possible causes – one option attributes subjective responsibility for pupil positive or negative result to the teacher and the other option to the pupil. Due to the preliminary character of our research we



instructed the respondents to choose one of the statements attributing cause of the pupil result either to the teacher or to the pupil instead of dividing 100 percentage points between them.

In our research, following research questions were answered:

1. Who do pre-service primary teachers attribute causes of **pupil success** in class to?
2. Who do pre-service primary teachers attribute causes of **pupil failure** in class to?

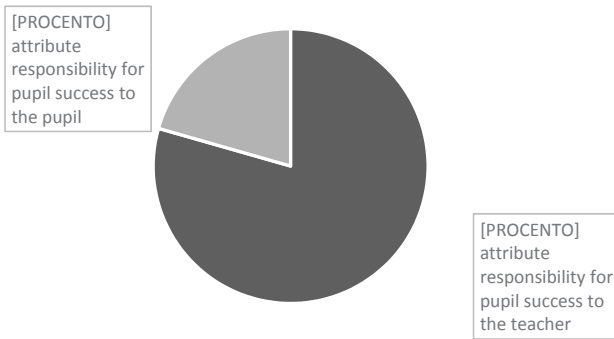
For the data analysis, we used descriptive statistics, i.e. absolute and relative frequencies in the program Microsoft Excel.

### 3 Results and discussion

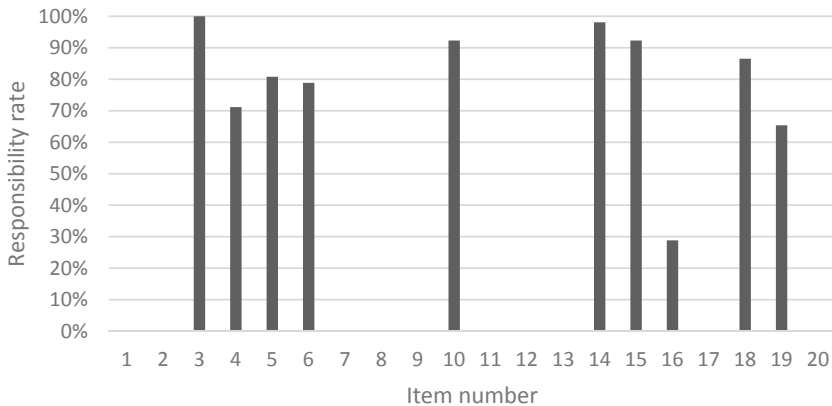
In the data analysis the results for pupil success and pupil failure are presented separately. The bar graphs show results for each questionnaire item, 10 of which relate to a positive outcome and the other half to a negative one. The numbers of items focused on pupil success are: 3, 4, 5, 6, 10, 14, 15, 16, 18 and 19. The items related to pupil failure are: 1, 2, 7, 8, 9, 11, 12, 13, 17 and 20.

Firstly, we will present results related to pupil success indicated in Figures 1–3. Figure 1 shows that 79% of pre-service teachers attribute the responsibility for pupil success to themselves. As presented in Figure 2, over 90% of respondents feel responsible for pupil success in four questionnaire items and in one of the items all the respondents attribute the cause of pupil to the teacher. The item with 100% teacher responsibility attribution (Item No. 3) is related to a positive evaluation of teacher's performance by a school director. The second highest value can be found in the item describing a positive feedback from a pupil (Item No. 14). Both instances represent third party approval which may have encouraged the respondents to assume responsibility for positive results. It appears that the feedback from the school director is more authoritative and thus motivated our respondents to choose unanimously the first option and take credit for school success of their pupils.

**Figure 1**  
Subjective teacher responsibility for pupil success



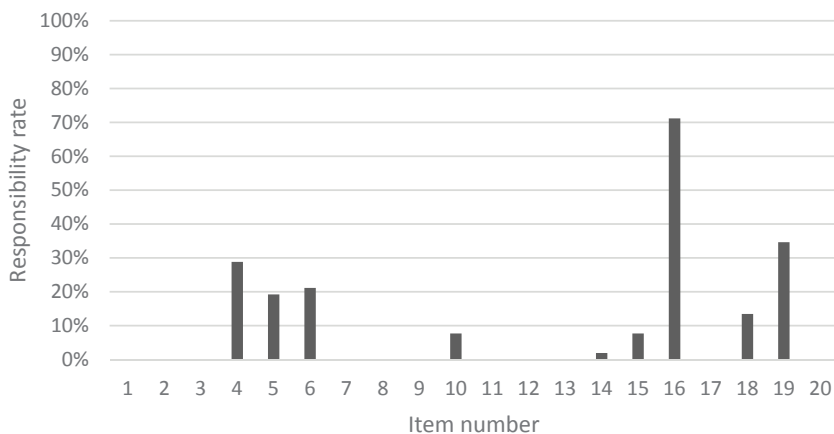
**Figure 2**  
Subjective responsibility for pupil success attributed to the teacher



As for the responsibility for success attributed to the pupil, Figure 3 demonstrates that the highest level appears in the situation when a pupil is able to remember a concept after a long time (Item No. 16). In this case over 70% of respondents view pupil persistence as the cause of his or her achievement. Considering this item is related to pupil motivation, the results of our research confirm conclusions of Daniels et al. (2017), whose survey proved that teacher trainees and in-service teachers feel the least responsible for pupils' motivation.

Figure 3

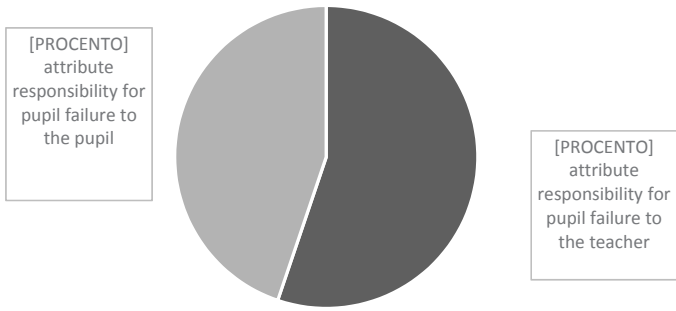
Subjective responsibility for pupil success attributed to the pupil



In this part of the section we will comment on the level of subjective responsibility for pupil failure as given in Figures 4–6. As can be seen in Figure 4 more than half of the respondents attribute responsibility for pupil failure to themselves. The most frequent results given in Figure 5 are near 50%, which demonstrates a more even distribution of responsibility for pupil failure between teachers and pupils.

The highest value, over 90%, appears in the first questionnaire item (Item No. 1) describing pupils having difficulty understanding what teacher has explained to them (see Figure 5). On the contrary, as shown in Figure 6, in a situation when a pupil cannot remember something that the teacher has just said (Item No. 2), more than 80% attribute the cause for his or her failure to pupil's lack of attention. This suggests that the respondents do not feel responsible for attracting their pupils' attention and they do not believe that they can influence it but they feel responsible for an adequate explanation of the lesson content. In other words, they hold themselves responsible for their own teaching. Similarly, in the research of Daniels et al. (2017), teacher trainees and in-service teachers felt the most responsible for their own teaching. This may be accounted for the fact that they consider knowledge transmission a primary goal of the teaching profession.

**Figure 4**  
Subjective teacher responsibility for pupil failure



**Figure 5**  
Subjective responsibility for pupil failure attributed to the teacher

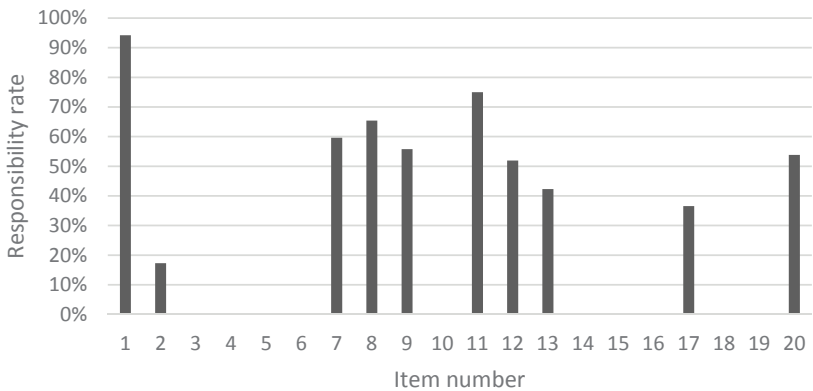
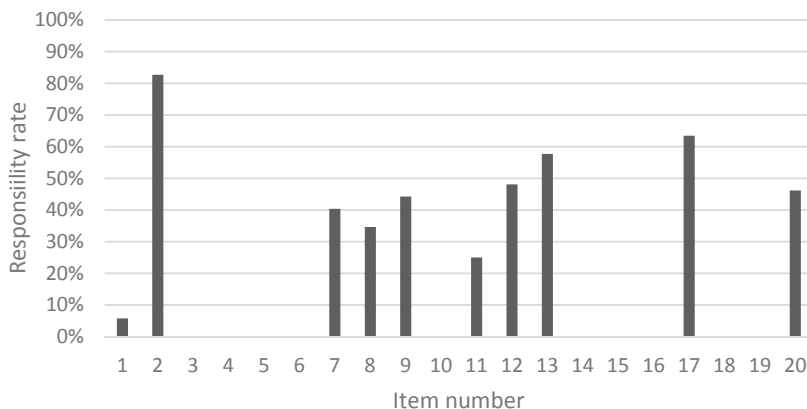


Figure 6

Subjective responsibility for pupil failure attributed to the pupil



The tendency of pre-service teachers to assume a greater responsibility for pupil success than for pupil failure reflects a general tendency of *causal attribution* (Weiner, 2008) and has been demonstrated in previous research (Guskey, 1981, Mareš, Skalská, Kantorková, 1994, Frumos, 2015, Dořková, Zdráhal, 2018). However, the results of our survey indicate that the respondents attribute more responsibility to themselves than to the pupils even in case of their failure. This might be due to the applied reflective model of teacher training, which encourages students to develop self-reflective techniques and evaluate their own professional development.

Focus on student trainees' identity is important and research in this area *"can help educators to emphasize the multidimensionality and complexity of the teaching profession"* (Živković et al., 2018, p. 221). Teacher responsibility is a part of teacher professional identity (Mareš, Skalská, Kantorková, 1994) and it is vital to promote pre-service teachers' responsibility for pupils during their studies (Guskey, 1981, Daniels et al., 2017) because it can make them realize the difference they make in the classroom.

## Conclusion

The objective of this study has been to investigate the level of subjective teacher responsibility for pupil outcomes. Our research addressed only the responsibility attribution view of pre-service teachers with a limited teaching practice. It should also be noted that this study has examined only a relatively small sample size.

The data analysis demonstrates that pre-service teachers have a rather strong tendency to attribute responsibility for pupil success to themselves, while the level of responsibility attribution for pupil failure to a teacher is significantly lower. However, rather surprisingly, even in the case of failure, more respondents feel responsible for pupil outcome. Despite its preliminary character, the research reported here seems to indicate how pre-service teachers perceive their influence on pupil results and to what extent they tend to attribute responsibility for pupil achievement or failure to pupils. In our future research we will repeat the questionnaire investigation with the same participants for two subsequent years, while in each year students from the first year will be included too.

Unfortunately, we are unable to determine from this data what aspects influence the level of subjective teacher responsibility for learning results. However, we would like to reveal these influential factors in our future research. One possible strategy is to combine the quantitative questionnaire method with a qualitative approach. Semi-structured interview to inquire about students' perception of responsibility categories present in the questionnaire might shed light on their understanding of individual items and may help to clarify the levels of subjective teacher responsibility demonstrated in the quantitative research.

## Acknowledgements

This paper is based on research completed as partial fulfilment for the Ph.D. requirements. I would like to thank to my supervisor Professor Hana Lukášová for her invaluable contributions at multiple stages of this research project. I am also grateful to Doctor Miroslava Dolejšová, who provided insight and expertise that greatly assisted the research, especially the data analysis and interpretation of the results. My grateful thanks are also extended to Docent Lengálová for a great help with aspects of writing in Academic English.

## References

- Bandura, A. (1991). Social-cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248–287.
- Bandura, A. (1994). Self-efficacy. In Ramachandran, V. S. (ed.) *Encyclopedia of human behavior*, 4, New York: Academic Press, 71–78.
- Daniels, L., M. et al. (2017). Combinations of Personal Responsibility: Differences on Pre-service and Practicing Teacher's Efficacy, Engagement, Classroom Goal Structures and Wellbeing. *Frontiers in Psychology*, 8, 906.

- Dofková, R., Zdráhal, T. (2018). The responsibility for student's achievement applied to pre-service elementary school math teachers. *INTED2018 Proceedings*, 1387–1394.
- Frumos, L. (2015). Teachers' sense of efficacy and responsibility for students' outcomes. *Journal of Innovation in Psychology, Education and Didactics* 19(2), 255–262.
- Gavora, P. (2008). Učitelovo vnímanie svojej profesijnej zdatnosti (self-efficacy). *Pedagogika*, 58(3), 222–235.
- Guskey, T. R. (1981). Measurement of the responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education*, 32(3), 44–55.
- Helker, K., Wosnitza, M. (2014). Responsibility in the School Context – Development and Validation of a Heuristic Framework. *Frontline Learning Research*, 5, 115–139.
- Lauer mann, F., Stuart A. Karabenick, S. A. (2011). Taking Teacher Responsibility Into Account(ability): Explicating Its Multiple Components and Theoretical Status. *Educational Psychologist*, 46(2), 122–140.
- Lauer mann, F., & Karabenick, S. A. (2013). The meaning and measure of teachers' sense of responsibility for educational outcomes. *Teaching and Teacher Education*, 30, 13–26.
- Lukášová, H. (2015). *Učitelské sebepojetí a jeho zkoumání*. Zlín: Univerzita Tomáše Bati ve Zlíně, Fakulta humanitních studií.
- Lukášová, H. (2017). Učitelské sebepojetí – podněty k auto-evaluaci a výzkumu. *e-Pedagogium*, 17(1). 46–48.
- Lukášová-Kantorková, H. (2003). *Učitelská profese v primárním vzdělávání a pedagogická příprava učitelů (teorie, výzkum, praxe)*, Ostrava: Ostravská univerzita v Ostravě, Pedagogická fakulta.
- Mareš, J., Skalská, H., Kantorková, H. (1994). Teacher subjective responsibility for pupil school achievement. *Pedagogika*, 44 (1). Praha: PedF UK, 23–36.
- Mareš, J. (2013). *Pedagogická psychologie*. Praha: Portál.
- Matteucci, M.C., Guglielmi, D., Lauer mann, F. (2017). Teachers' sense of responsibility for educational outcomes and its associations with teachers' instructional approaches and professional wellbeing. *Social Psychology of Education*, 20, 257–298.
- Matteucci, M. C., Kopp, B. (2013). "Do they feel responsible?" Antecedents of teachers' sense of responsibility. In *Proceedings of 5<sup>th</sup> International Conference on Education and New Learning Technologies*. Barcelona, 5013–5017.
- Pol, M. (2007). *Škola v proměnách*. Brno: MU.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1–28.
- Šatiené, S. (2017). Self-directed learning in later life: motives and learning competences of retired teachers. *e-Pedagogium*, 17(2), 50–61.
- Silverman, S. K. (2010). What Is Diversity? An Inquiry Into Preservice Teacher Beliefs. *American Educational Research Journal*, 47 (2), 292–329.
- Weiner, B. (2008). Reflections on the History of Attribution Theory and Research: People, Personalities, Publications, Problems. *Social Psychology*, 39 (3), 151–156.
- Živković, P. Stojanović, B, Rstanović, D. (2018). Student Teachers' Professional Identity: Research in the Republic of Serbia. *The New Educational Review*, 51, 221–229.

**Contact:**

Mgr. Veronika Pečivová  
Faculty of Humanities  
Tomas Bata University in Zlín  
Štefánikova 5670, 760 01 Zlín, Czech Republic  
E-mail: vpecivova@utb.cz

## Annex 1

### Questionnaire of pre-service teacher responsibility for pupil outcome

(Mareš, J., Kantorková, H., 1991, In Lukášová-Kantorková, 2003)

1. When your class is having trouble understanding something you have taught it is usually  
\_\_\_ a) because you did not explain it very clearly  
\_\_\_ b) because you students are just slow in understanding difficult concepts
2. When a student in your class can't remember something you said just moments before, it is usually  
\_\_\_ a) because you did not stress the point strongly enough  
\_\_\_ b) because some students just don't pay attention
3. Suppose your chairman or principal says you are doing a fine job. That is likely to happen  
\_\_\_ a) because you've been successful with most of your students  
\_\_\_ b) because chairmen and principals say that sort of things to motivate teachers
4. Suppose you are particularly successful in one class. It would probably happen  
\_\_\_ a) because you helped them overcome their learning difficulties  
\_\_\_ b) because these students usually do well in school
5. If your students learn an idea quickly, it is  
\_\_\_ a) because you were successful in encouraging their learning efforts  
\_\_\_ b) because your students are basically intelligent
6. When your students seem to learn something easily, it is usually  
\_\_\_ a) because they were already interested in it  
\_\_\_ b) because you have helped them organize the concepts
7. When a large percent of the students in your class are doing poorly, it usually happens  
\_\_\_ a) because they have done poorly before and don't really try  
\_\_\_ b) because you haven't had the time to give them all the help they need



8. When students in your class forget something that you explained before, it is usually  
\_\_\_ a) because most students forget new concepts quickly  
\_\_\_ b) because you didn't get them actively involved in learning
9. When you find it hard to get a lesson across to particular students, it is  
\_\_\_ a) because you haven't insisted on their learning earlier lessons  
\_\_\_ b) because they are just slow in understanding and learning
10. Suppose you present a new idea to your students and most of them remember it. It is likely to be  
\_\_\_ a) because you reviewed and re-explained the difficult parts  
\_\_\_ b) because they were interested in it even before you explained it
11. When your students do poorly on a test, it is  
\_\_\_ a) because based on their previous result, they were not expected to succeed  
\_\_\_ b) because you didn't insist they prepare adequately
12. If a child doesn't do well in your class, it would probably be  
\_\_\_ a) because he did not work very hard  
\_\_\_ b) because you didn't provide the proper motivation for him
13. Suppose you don't have as much success as usual with a particular class. This would happen  
\_\_\_ a) because you didn't plan as carefully as usual  
\_\_\_ b) because these students just had less ability than others
14. If one of your students says: "You know, you're a pretty good teacher", it is probably  
\_\_\_ a) because you make learning interesting for students  
\_\_\_ b) because students generally try to get on a teacher's good side
15. When students in your class remembers something you talked about weeks before, it is usually  
\_\_\_ a) because some students have that potential to remember things well  
\_\_\_ b) because you made the point interesting for them
16. If you are working with a student who can't remember a concept and he suddenly gets it, that is likely to happen  
\_\_\_ a) because you have given him regular feedback on each learning step  
\_\_\_ b) because he usually works on something until he gets it

17. When you are having hard time getting your students interested in a lesson, it is usually  
\_\_\_ a) because you didn't have the time to plan the presentation well  
\_\_\_ b) because your students are generally hard to motivate
18. When your students seem interested in your lessons right from the beginning, it is  
\_\_\_ a) because the topic is one which students generally find interesting  
\_\_\_ b) because you were able to get most of the students involved
19. If you were to discover most of the students in your class are doing very well, it would probably be  
\_\_\_ a) because their parents were supporting the school's efforts  
\_\_\_ b) because you had been able to motivate them to work hard
20. When your students seem to have difficulty learning something it is usually  
\_\_\_ a) because they are not willing to really work at it  
\_\_\_ b) because you weren't able to explain it properly or get them practice it enough

**Veronika Pečivová** is a lecturer at the Language Centre of the Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic. She teaches English and Spanish language at different TBU faculties. She is also a PhD student at the Department of School Education, Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic. Her research activities focus on teacher subjective responsibility and teacher training.

# Sharing pedagogical knowledge between student teacher and her training teacher in the course of pedagogical practice

Kateřina Cásková, Štefan Chudý

## Abstract

The aim of this study is to illustrate the pedagogical knowledge through the empirical data from the case study, which emerged in the process of sharing between tutor teacher and future teacher trainee. In the first part, the theoretical basis is defined. Attention is paid to sharing of knowledge, which is realised in the model of apprenticeship. Then the methodology is introduced, the research problem is defined, as well as the design, sample selection, method of data collection and analysis and interpretation. Based on the data analysis, it was found that sharing in the apprenticeship model had an impact on more effective professional preparation. Different experiences of teacher trainer trainers or educators and future teachers often block understanding of the observed or said, because the purpose of sharing is not only to describe what was done in lessons, but in particular to understand what is behind the observed behaviour. Our research has shown that the precondition for sharing is mutual respect and support with regard to the needs of the other. Detailed analysis and description of pedagogical situations enables students to make deeper reflections, which can result in the modification of existing or adopt new elements of practical knowledge to their knowledge base.

**Keywords:** pedagogical knowledge, sharing pedagogical knowledge, apprenticeship, clean language.

## Sdílení pedagogických znalostí mezi studentkou učitelství a její cvičnou učitelkou v průběhu pedagogické praxe

### Abstrakt

Cílem této empirické sondy je ilustrovat prostřednictvím dat z případové studie pedagogické znalosti, které vznikly v procesu sdílení mezi cvičnou učitelkou a studentkou učitelství. Nejdříve jsou vymezena teoretická východiska. Následně je věnována pozornost sdílení pedagogických znalostí, které je realizováno v modelu učednictví. Poté je představena metodologie, tedy: výzkumný problém, design, výběr vzorku, metoda sběru, analýzy a interpretace dat. Na základě analýzy dat bylo zjištěno, že sdílení odehrávající se v modelu učednictví má vliv na efektivnější profesní přípravu. Rozdílné zkušenosti cvičné učitelky a studentky mnohdy brání porozumění pozorovaného nebo řečeného, proto smyslem sdílení není jen popsat to, co se v hodinách dělo, ale zejména porozumět tomu, co je za pozorovaným jednáním. Z naší výzkumné sondy vyplynulo, že předpokladem pro sdílení se stává vzájemný respekt a podpora s ohledem na potřeba toho druhého. Podrobný analýza a popis pedagogických situací ze strany cvičného učitele umožní studentce hlubší reflexi, která může vyústit v modifikaci stávajících či přijmout nové prvky praktických znalostí do své znalostní báze.

**Klíčová slova:** pedagogické znalosti, sdílení pedagogických znalostí, učednictví, čistý jazyk.

### Introduction

Students of teaching programmes at university (future teachers) acquire knowledge for their professional development not only in theoretical training but also during practical training. Most students may not be aware of the knowledge gained in their preparation for their profession. We believe that this knowledge could be made aware of, and if necessary, modified in the process of sharing, and this could make the training of future teachers more effective. The sharing of practical pedagogical knowledge is based on the mutual cooperation of the teacher trainer with the future teacher and is realised in the apprenticeship model. During this cooperation the teacher trainer analyzes the pedagogical situation by reflecting on his/her experience, which is

associated in most cases with the problematic situation in which the student's teaching is received or because of the student's professional development stimulating this, from which an impulse to share arises. Thus trainees are given the opportunity to modify existing knowledge in the reflection process throughout this detailed analysis.

## 1 Definition of pedagogical knowledge and its sharing

Knowledge can be defined from the point of view of various disciplines of philosophy, sociology, psychology, pedagogy etc. Due to the fact that this research is situated in the school environment, the subject of the research is sharing pedagogical knowledge between the teacher trainer and teacher trainee, which we define as "a wider cognitive structure that includes theoretical knowledge and practical knowledge" (Janík, 2005, p. 26).

Our attention will be primarily focused on the practical pedagogical knowledge of the teacher trainer trainers, as this knowledge is predominantly the subject of the sharing in practice. Practical knowledge is one that is shaped mainly by experience from teaching practices (Eraut, 1994) and can be projected into the teacher's behaviour. Since the teacher trainee has minimal pedagogical experience, practical knowledge cannot be created as is the case with a teacher trainer trainer. To create practical knowledge, teacher trainees work not only with their own experience in practice but also with sharing knowledge with the teacher trainer trainer.

One area that is often thematized in the context of teacher research is the area of teacher's pedagogical opinions, attitudes, values or beliefs (belief – this is a professional belief, see Pířová, 2005, p. 26), which influences the teacher's behaviour. In the Czech context, the concept of teacher's concept of teaching is used in this context (Mareš, 2013, p.455). If we talk about teacher trainees (future teachers), the term student's concept of teaching is usually used in this context (Švec, 1999, p.39). In the concept of teaching, not only theoretical but also practical knowledge has certain influence. "Teacher's concept of teaching is a complex of pedagogical opinions, pedagogical attitudes and teacher's arguments that justify it. This complex creates a cognitive and emotional basis for teacher's thinking about education, for the assessment of education and teacher's negotiation with all participants in the educational process." (Mareš, 2013, p. 455).

We believe that the concept of teaching is formed even before the beginning of the teacher's career, even before the beginning of the education preparation. The experience of the teacher trainee as a pupil has a strong influence (Richardson, 1996) and so-called apprenticeship of observation (Lortie, 1975). A no less powerful influence on the student's learning is the experience from out – of – school activities. Finally, the teacher trainer contributes to the formation of the concept of teaching as he/she

shared his/her professional experience and the associated practical knowledge which encourages the teacher trainees. Student's concepts of teaching is a kind of "filter" that enables him/her to process new incoming pedagogical knowledge (Richardson, 1996).

The development and cultivation of pedagogical practical knowledge in pedagogical preparation is influenced by sharing among teaching staff and their trainees. A well-known fact is that students often fail to link the knowledge of theoretical training with practical experience and also often do not understand the practice of the teacher or feedback because they do not know the background of their teacher trainer (Elliott & Calderhead, 1994). Teacher trainees and their teacher trainer trainers therefore have a different level of practical knowledge, so sharing is more difficult. In this case, the teacher trainee and the teacher trainer enter into a relationship that can be labelled as an apprenticeship.

Our research is based on our previous study (Čásková, 2014, modified). The sharing between the trainee and the teacher trainer takes place in a collaborative model of apprenticeship that combines elements of the traditional and cognitive model of apprenticeship (Van Velzen et al., 2012). The traditional model of apprenticeship lies in the imitation of what the experienced master does. In other words, the teacher shows the student the solutions for pedagogical situations. Observation (or tracking) plays an important role in the traditional apprenticeship process. In pedagogical practice, observation allows students to see general teaching, and this could be a stimulating factor in the learning process of teaching, for two reasons. First, it provides students with an idea of the organization of the individual steps of the lesson before he / she will teach. Secondly, it can help the student understand the feedback from the teacher trainer (cf. Collins, Holum & Brown, 1991).

In pedagogical practice, the traditional model of apprenticeship, which is based primarily on observation, is insufficient for the student to further develop understanding of a teacher's behaviour, so it is important to promote this understanding through the cognitive model of apprenticeship (Collins et al., 1991). The cognitive model of apprenticeship is different from the traditional one as the traditional model can observe individual steps leading to the successful accomplishment of the task, whereas when learning how to teach this is not always valid, and it is important to complement the discussions about its justification ie "making thinking visible" (Collins et al., 1991). This model has been extended to a model of collaborative apprenticeship (Glazer & Hanafin, 2006), which is based on the mutual interaction of both participants. The model inspired Van Velzen et al. (2012), who pointed to the problem of novice teachers lacking practical knowledge. In their development, they are assisted by the teacher trainer, because this knowledge cannot be obtained other than by practical experience. Collaborative apprenticeship allows the teacher trainee to gain access to the everyday experience they encounter in practice. The teacher trainer analyzes and explains in detail the way in which the pedagogical situation is based on experience, this may

give the trainee a stimulus for critical reflection of the situation, while opening the door for learning to teach.

If a student reflects any fact, this reflection is probably triggered by some experience – a first-order personal experience- conceptualizing it in conjunction with current experience translates it into a so-called second-order experience. The student finds a connection between the past experience and the present experience by the teacher trainer's behaviour or by the analysis of the situation, and by reflecting it in relation to another context, the student elevates it to a higher abstract level (Shulman 1996, p.209). This approach is understood as an analogy to Korthagen's (2011) view of teacher's career development from gestalt (past experience expressed as a metaphorical gestalt) to the schematization of personal practical knowledge and from schematized personal practical knowledge to formal theory. In both approaches, the current experience of the student in the practice serves to create general proposals, which can be verified in practice in other pedagogical situations.

A teacher trainer can be a bridge between the student's experience and generalized practical constructs or theory, making theories easier for students to grasp. By observing the student's behaviour, the trainer can reveal his/her concept of teaching, and the consequent link to his/her role as a teacher – first-order teaching, which reflects towards the positive career development of the student/teacher trainee. This reflection is a transition to the so-called second-order teaching, that is, the role of teacher as a future teacher (Murray & Male, 2005). In order to share and thus extend the student's knowledge base, the teacher trainer should (according to Shulman & Shulman, 2004):

- a. have a well-developed vision for the development of the teacher trainees; should be able to communicate and analyze their convictions, assumptions and judgments and relate them to the pedagogical context and thereby create space for students' critical reflection,
- b. be respectful to student's needs and be respected by the student,
- c. combine theoretical and practical knowledge that are highlighted in student's engagement.

## 2 Methodology

The aim of the study is to find out in which way the sharing of pedagogical knowledge between the teacher trainee and the teacher trainer is taking place within their pedagogical practice.

The research examines:

How pedagogical knowledge is shared between the teacher trainee and his/her teacher trainer?

Due to the complexity of the concept of sharing of pedagogical knowledge, a qualitative approach was chosen. A research study by Švaříček & Šedová (2007) was chosen as a research design that enabled us to fulfill our goals; to capture the process of sharing pedagogical knowledge between the teacher trainee and his/her teacher trainer.

The sharing of practical pedagogical knowledge takes place in the apprenticeship model. Our research is based on a collaborative apprenticeship model by Van Velzen et al. (2012), which focuses on the sharing of practical pedagogical knowledge in the framework of the co-operation of a teacher trainer with a student of teaching (teacher trainee), but in our research we are based on a certain modification<sup>1</sup>.

The research was carried out at a primary school in Brno, Czech Republic. The student<sup>2</sup> and the teacher trainer<sup>3</sup> were selected on the basis of their voluntary decision to participate in the research, the selection was in the subject of mathematics. In the Czech environment, in the context of practice management, the term facultative teacher or teacher trainer are most often used (with a difference in professional preparedness to practice) (Pířová, 2005), therefore we have decided to use the term “teacher trainer”. The research was in agreement with its ethical aspect. Both the teacher trainer and the teacher trainee were acquainted with the course of the interviews as well as with the research. With respect to anonymity, the student performs in a research study under the fictitious name of Ivana. The content of the research interviews was tied to pedagogical practice<sup>4</sup> that the trainee graduated from within her studies.

### 3 Data collection and analysis

The data for this case study was collected primarily through in-depth interviews for one and a half years. Most of the interviews were focused on the termination of first-person

<sup>1</sup> The co-operation of the teacher trainee (future teacher, or the student of pedagogy) and a teacher trainer involves three consecutive phases. At first, the student observes the class of the teacher trainer and follows her actions, such as interacting with pupils, organizing the class etc. Thereafter, the teacher trainee takes the real teacher's role. The lesson is being prepared by the trainee with the help of the teacher trainer. The student is teaching the class, the teacher trainer observes her activity. The lesson is followed by an analysis of the lesson by the teacher trainer, in the form of a discussion. The student receives recommendations or comments from the teacher trainer. In the third phase, a student usually prepares a lesson plan for his/herself, which s/he then practically realizes, again in the presence of the teacher trainer.

<sup>2</sup> Teaching as a follow-up Master's programme of teaching mathematics and arts.

<sup>3</sup> The teacher trainer has 27 years of teaching experience, she has studied mathematics and biology, and she teaches mathematics and natural science at the lower secondary level at the elementary school.

<sup>4</sup> Pedagogical practice at the Faculty of Education of the Masaryk University in Brno in the follow-up Master's programme is for three-semester: the first and second semesters are continuous; in the third semester the practice is continuous (4 weeks). However, the student teaches only 3 lessons in one subject in his/her first practice, 10 lessons in one subject during the second practice. In the third practice, the student teaches 20 hours.



experience (Varela, Thompson, & Rosch, 1993), led by a researcher in an inductive way and inspired by the pure language method (Lawley & Tompkins, 2000).

Data was obtained:

- through direct observation of the teaching of the teacher trainee and the teacher trainers by interviews R1–R7,
- In-depth interviews R1–R10 (January 2014 – May 2015), the average length of which was about 1.5 hours, and except for the first two the rest were recorded on video,
- a reflective diary of the teacher trainee who is tied to pedagogical practice 1.

The time sequence of the interviews was first aimed at finding out the concept of teaching before entering the practice where the research was conducted, then what pedagogical knowledge was the subject of sharing during practice, and finally whether there has been a shift in the formation of the concept of teaching of the student/trainee after graduation. The last interview was retrospective, the structure of this last interview was that the researcher first asked the following open question: *What changed after the practice?* And he let the student talk freely and then compared his findings with the student's testimony.

Realized interviews<sup>5</sup> are literally rewritten in the Videograph programme (Rimmler, 2002). Subsequently, their analysis was performed by open coding (Švařiček & Šedová, 2007) with the support of Atlas.ti and the key themes were sought. Interview topics have been studied in context, although they may have occurred remotely in one interview or later in other interviews. The interviews and the topics identified therein have been constantly compared (Švařiček & Šedová, 2007).

## 4 Research results

The study results that are loosely linked and expanded (Cášková, 2015) will be presented in the following section.

### 4.1 How does sharing pedagogical knowledge take place through mutual observation of teaching

In this chapter, attention will be focused on how to share pedagogical knowledge related to the concept of student's education. When observing the teacher trainer, the student reflected her experience on the basis on which she formed her theoretical

---

<sup>5</sup> In the interviews, we refer to individual participants as *Researcher*, teacher trainer, student or Ivana accordingly. In square brackets, a commentary from the researcher is given.

schemes. The researcher asked Ivana for a “good relationship” that plays an important role for her.

Researcher: Now, when you say a good relationship is important, between the pupil and the teacher, the important word is good, so in your case, what is a good relationship?

Student: I do not know, I have had a chance to have a lot of observations recently. I think that there was a lot of deficiency in how pupils perceive teachers. If they simply perceived the teachers as cool and a natural authority, they just worked and it was not a problem [it is based on the lessons of her teacher trainer, who she perceives as a natural authority]. But if a teacher who was a little strict, perhaps very authoritative the pupils just had a block or little respect for him (teacher). So they seemed to be building their aversion to the subject from the beginning, and they were deliberately disturbed [as a result of observing the teaching of another teacher the student had been able to see before entering the school where the research took place]. R10

The student realized that the authoritative behaviour of the teacher did not lead to the achievement of educational goals, and we believe that it also started the process of learning and this is the beginning of understanding the importance of class management. This negative experience has been so emotional to the student that she has been reflecting it several times using metaphors even in her diary, where she is more open (“aggressive”, “pupils strike fear”, “the atmosphere could be cut” ... and the question arising is “How do I get rid of the fear of the lesson?”), she returns to the topic several times in other interviews. Depending on the atmosphere in the classroom and the teacher’s relationship with the pupils, the personality of the teacher is categorized.<sup>6</sup> We believe that observing the teacher’s practice has enabled the student to grasp the concepts of theoretical teaching by associating them with experience in practice.

Another benefit of the observations is the fact that the teacher trainer knows the pupils. Before the following demonstration, Ivana had listened to feedback from the teacher trainer, and then there was a conversation between the researcher and the teacher trainer.

Researcher: So I wanted to ask what interests you based on everything you heard, what did you say to yourself, when did you think something like: I was interested in this, is that good?

Student: I think it is very beneficial that the teacher knows that the children and he/she knows what to expect from them. R4

Benefits can be seen in the teacher’s readiness for potential pupil errors or pupil’s reactions. The teacher trainer gave her an idea on the organization of the individual steps of teaching before she began teaching, which became a stimulus for reflection and a prerequisite for developing professional thinking. The conversation continues.

---

<sup>6</sup> Some refer to “natural authority”, other “authoritarian” or “liberal”.

Researcher: So, the teacher trainer, helped you in the sense that she knows the kids. Did she give you some kind of motivation?

Student: Well it's motivating for me to see the lesson, the style of the teacher because I can learn from it, it's from life, just from the practice. Otherwise, there may be other communications, such as how does the teacher communicate with pupils, how she explains the content of the lesson, as a whole persona. R4

The following R6 demonstration followed Ivana's taught lesson. The teacher trainer first reflects on Ivana's teaching in general, then an interview between Ivana and a teacher trainer takes place, which the researcher continues in order to find out how Ivana understood what was said.

Teacher trainer: [...] The lesson today lacked dynamics, I might have put a more theatrical approach, more like that ... So it would probably be from me, and if you still want to ask something or do you want to discuss it or say your point of view?

Student: It was messy for me today, like the lesson. I was wondering if the kids are capable of understanding if I do not explain it so much.

Teacher trainer: [jumps to speech]. Well, no, but you know if you did the breaks there, somehow it ended and just closed it, that part. It went so smoothly and merged, and it may have been confusing for the slower ones, it was that it was so loosely passing onto the second example and the second issue that they did not have enough time to finish and they did not know where they were ... I would probably just go there ... yeah ... it's really to split the lesson dynamically like that.

The teacher trainer provides her recommendations in line with the needs of the student, analyzes the development of the situation and explains its pitfalls. She points out the feedback on the basis of how she would have preserved herself in the given situation. The teacher trainer refers to her practice by using a metaphor of "theatre".

Later in the interview, the researcher asks for a "dynamic split of the lesson".

Researcher: [...] So I still have a note that the teacher has used the phrase dynamically break at some moment in the lesson, so what does this mean to you?

Student: Not to speak monotonously. I think it can have a connection with that award, just use some theatrics, just work more with the voice.

Researcher: Do you think it will have any benefit for you?

Student: Yeah, I think this will make sense, and I think it's very important for the kids. [from Ivana's reflection is clear that she realized the importance of "theatre" with respect to pupils, we think because of establishing a relationship with the pupils].

Researcher: When I get back to what we've been discussing... So for you, what would you like to try to include in the future from what the teacher told you about or what we were talking about here?

Student: In the lesson create a relationship with the kids, get to know them to start with some theatrics or something. I know that's what I need, I have the experience that it simply works, just put it somewhere in the school environment. R6

We think that Ivana recalled past experiences of leisure activities based on observation and then teacher-formulated by the “theatre” metaphor, which became a stimulus for reflection. So the student has probably moved in thinking from her experience (which expresses metaphorical gestures) that she abstracts in relation to another context (school) and thus shifts in her process of learning the teaching. So far, she does not know how to transfer her experience to the school environment, she understands recommendations and looks for concepts to grasp the essence of the classroom management strategy, for the time being abstracts them in using the “theatre” metaphor. We believe this fact has become a challenge for her (Minaříková & Pravdová, 2016), which she will try to fulfill in her future practice. The teacher trainer enters the interview with her commentary that reflects her experience and explains this vision and points to the student’s positive career development.

Teacher trainer: If I work with children and I know them very well and I’m already older. So I can afford the theatrics more because I’m in front of them. I will not get humiliated as much as a young person they do not know much about it. It’s more difficult for Ivana, I can afford any shouting, panting, banging on the board. They are laughing and it is an extraordinary situation for them and I have either acclaimed success or an accentuated failure and know that there is a border here. If Ivana does it, if she overdoes it, then there are pitfalls; as the student-teacher trainee the kids do not know her and she may feel embarrassed or if the kids react to it, and she does not know now if it was good or wrong. So it is clear that the student will not exaggerate if the children do not know [the teacher trainer foresees the possible pitfalls of Ivana’s position in practice, learning from her experiences with the pupils]. R6

In the extract we can also see the respect of the teacher trainer for the needs of the student. Based on this, we assume that the student understands and absorbs this explanation, as will be seen in the next demonstration.

The barriers between researcher and the student have been abolished with increasing number of talks. What emerged during the last interview of R12 was that Ivana responded more openly, more specifically, and the ideas were systematically organized. We can see a gradually formed schema from the original metaphorical gestalt. In an extract of the interview, she describes the teacher trainer as a natural authority, who even becomes a model for her. By schematizing her previous experience, she is shaping her theory that the positive relationship of pupils with the teacher which has an influence on the motivation for the learning process, is important.

Researcher: What was important to you with regards to feedback?

Student: So my first formula was the teacher on the practice and that she really did manage those pupils – to communicate, and those pupils loved her while being a natural authority. There was no authoritative type [she critically reflected this experience] and it really was like she knew how to handle the pupils. So for me, the most important thing was probably the point of view from the observation, just as if her approach to the pupils was as if she was on her side and then warmth

on the part of the pupils. I do not know but they have a simple built relationship, and I liked it [noticing the relationship of the teacher trainer with the pupils – see the demonstration of her teaching concept]. I think the lesson can developed from that point. I do not know, so maybe it came to me as a natural lesson. And then it was important to me that I wanted to achieve that in my classes. Because I think that then the matter can be dealt with in a different way, because as it is going to be fun, they will learn [despite the interest of the pupils to get to the interest of the subject-transition from the first order experience to the second order experience] it was just lessons with the guys like football players, so it was just plain to see, the boys just hanging out with their eyes on the teacher, just like they swallowed every word from her. And although there were certain funny moments in its own way, they took it as if someone else said it and seemed to have missed it as if it were a teacher, they might laugh a lot [it can be assumed that this reflection is taken from teacher trainer], but it just happened there. R12

From the first part of the sentence, “the first formula ...”, we can conclude that, after intensive cooperation with the teacher trainer, she moves from the emotional to the so-called second-order experience (the school environment) using metaphors. She basically schematizes her current experience, which is based on so-called metaphorical gestats, and by reflection she shapes her concept of teaching. She finds out that the approach of “natural authority” leads to motivation to learn in pupils, the result of which is a collaborative class with fulfilled educational goals, all of which is built and understood in the context of her initial concept of teaching.

By sharing with a teacher trainer she theoretically defined her desired teacher’s self (cf. Pravdová, 2014, pp. 119–135), that is, how she wants to behave in the role of a teacher, literally saying “it was important to me that I wanted to achieve in my class” and so transfer it to my future practice. She wants to achieve a good relationship with pupils, communicate with them i.e being a “natural authority”, this good “class management strategy” gives prerequisites to motivate pupils to the subject and it affects the learning of the curriculum. It is likely that if the “class management strategy” were pointed out in relation to that situation, we would be closer to grasping this theoretical construct.

## 4.2 Reflection of the teacher trainer in relation to Ivana’s concept of teaching

In the next part the reflection of the teacher trainer will be shown and her relation to the student’s concept of teaching. At the beginning of the practice and during the first joint interview, the teacher trainer positively evaluates Ivana’s teaching practice.

Teacher trainer: In the introduction part, I liked that there is a relationship between you and the kids, I liked that you asked for the last job what you are interested in about them, it is positively attuned, I think it was really nice. R4

The teacher trainer reflects on the existence of the relationship between the pupils and Ivana, which is reflected in Ivana's actions, she recognizes the essence of her conception of teaching.

Another passage that the teacher trainer reflects on and which underlines the relationship with pupils is a positive, non-stressful atmosphere in the classroom that again reflects Ivana's concept of teaching.

Teacher trainer: What I envy is your very balanced calm atmosphere, very pleasant all the time, non-stressful, nor do you look that you are neither too excited nor too desperate, and especially important, the children are not getting any stress. R4

Ivan also notes the atmosphere in the classroom in her diary. She evaluates the lesson of art education, which she had the opportunity to see in contrast with the teaching of Czech, she participated in both in the beginning of her pedagogical practice. The researcher, in interview R1, is asking about the atmosphere in the classroom.

Researcher: Here you write about the atmosphere of the art lesson. The atmosphere was relaxed, the pupils listened to music, the pupils were working or talking. What is atmosphere for you?

Student: Well, the atmosphere is sort of how everything is going, how the pupils feel there, and whether they feel some pressure on the part of the teacher, it will be transferred to them as well. E.g. they will not work if the Czech language teacher is predominantly aggressive, so they will not work. When the teacher has a kind approach to them, pupils do not feel under pressure, and I think pupils work better. R1

It is clear from the excerpt that there are two different experiences, both of which are conceptualized towards educational goals. The student notices the uncooperative behaviour of the pupils, which is caused by the inappropriate behaviour of the teacher (cf. Cangelosi, 1994) and thus the process of learning was conducted.

In another example, the teacher trainer highlights and commends the empathy among the pupils and Ivana, explaining the implications for their reaction.

Teacher trainer: First of all, it is her nature that she is really calm. And she does not seem to offer the situations they (pupils) would have to deal with by some emotional speeches. I'm glad to be their class head teacher, really ... discipline with no problems. In any lesson there was not a situation that it would be out of the hands. I think even the feeling that you are basically the pupil, even for me, they know I'm sitting there, making some notes, so I think there's that empathy ... I think a lot of the nature of Ivana, because they know her from art, if they do not mislead and do not feel like she ever embarrassed anyone. She did not even mark something negatively, the signs were more motivational, never harmful, instead she behaves kindly. So they (pupils) feel like she is a person who does not deserve ill-treatment. R4

The teacher trainer positively reflects Ivana's behaviour in teaching pupils, she is able to read the student's concept of learning with her attitudes and direct her explanations

and comments with respect to her needs, thus opening up space for grasping new knowledge and including these in the knowledge base.

Later in the interview R4 Ivana herself elaborated on the topic that “children are sensitive and receptive”. The reaction has prompted the researcher’s question of the veracity of man.

Student: The child is generally very receptive to such stimuli, a child can feel like a lot. There is an important fairness and certain rules given, but I think the child perceives the person as a person. Those rules, if I agree with them, I have to adhere to them, if I say something once, so it must be true. I can not approve of someone else and do it in some other way. R4

The teacher trainer evaluates Ivana’s fair and empathic attitudes towards the pupils and the evaluation of the teacher trainer by Ivana is fair and empathic as well. Even this concept of teaching is evident in her behaviour. In the next chapter we will attempt to summarize the results of the research.

## 5 Summary of results and conclusion

During teaching practice, both Ivana and the experienced teacher trainer shared their pedagogical knowledge, in particular, practical pedagogical knowledge. The research survey was focused on sharing, which was based on mutual observation of lessons and their subsequent reflection. To the observation of Ivana’s lesson the teacher trainer responded with her commentary or recommendations. Ivana looked at her teacher trainer’s teaching (lessons) using her own views of perceiving teaching process. Ivana reflected her attitudes to these topics, based on her previous experiences of her first order experience, when she was engaged in free time activities and conceptualized them in the context of updates with second-order experience (Shulman, 1996). The teacher trainer made recommendations for those situations that appeared to be problematic or those that were positive to Ivana’s further professional development. These recommendations or comments addressed to Ivana, she formulated based on her many years of experience with respect to Ivana’s concept of teaching (Shulman & Shulman, 2004).

In the following part, we will try to answer the above-mentioned research question.

The form of her (trainee) desired teaching self is based on the help of sharing with the teacher trainer (cf. Pravdová, 2014, pp. 119–135), in other words, how to behave in the role of the teacher. She would like to create a good relationship with pupils, i.e be a natural authority, because it gives prerequisites to motivate them to the subject interest and it affects the learning of the curriculum. It was interesting to find out that the student may not even realize that what she would like to achieve in her future teaching is already reflected in her behaviour. This claim is based on the fact that it spontaneously emerged from the observation of the student’s teaching and was highlighted by

a teacher trainer who was not in any way encouraged to do so, and which confirms that the concept of teaching is reflected in the action (Mareš, 2013).

### **How is the sharing of pedagogical knowledge shared between the teacher trainee and his/her teacher trainer?**

When sharing the behaviour of the teacher trainer becomes an incentive to be aware of, the experience one (trainee) comes to practice. These the trainee reflects and thus modifies, if necessary, in accordance with his/her teaching. This is followed by a phase of cooperation in which, based on his/her long experience, the teacher trainer comments on the student's teaching or recommends her/him the direction of her/his positive career development. The teacher trainer identifies the situation, details it and analyzes it in relation to their further development. It is this description and its analysis that contributes to the student's deeper reflection, the awareness of past experience and connection to the present, all contributing to the approximation of practice and theory. A detailed description of the pedagogical situation brings the student new knowledge or modifies the existing one if he/she finds a link to past experience. This situation is a reference point, therefore a higher level of abstraction (schematization of the situation) and possible integration into his/her knowledge base (Korthagen, 2011).

During pedagogical practice, both the student and the teacher trainer respected each other and aligned each other with the other's goals and needs. The teacher trainer provided the student with a detailed analysis of the situations, anticipated the development of the situation on the basis of her teaching. This mutual respect and support has become a prerequisite for sharing current experiences and has opened up scope for eventual modification in the concept of teaching.

The described qualitative research was focused on sharing the pedagogical knowledge of the teaching of a teacher trainee and her teacher trainer. Sharing can be considered as one of the main activities carried out in the course of teacher training. Typically, what was shared was what and took place in the classroom of a student and a teacher trainer and how this worked. So, what the teacher trainer observes at the student's classes and what the student sees in the classes of the teacher trainer. The difference lies in the fact that the teacher's experience is greater than the experience of the student in practice. Therefore, the purpose of sharing is not just to describe what is happening in the lessons, but especially to understand what is behind the observed behaviour. Our research probe has shown that sharing with a detailed analysis of pedagogical situations by a teacher trainer enabled the student to modify existing or accept new elements of practical knowledge into his knowledge base and to help bring practice and theory closer together.



## Acknowledgment

*The study was supported by the Specific Research Project IGA\_PdF\_2018\_016. The process of designing a teacher's professional identity. The author is very grateful to Mgr. Kateřina Lojdová, Ph.D., for the support and valuable remarks that helped to create this study.*

## References

- Cangelosi, J. S. (1994). *Strategie řízení třídy*. Praha: Portál.
- Čásková, K. (2014). Sharing tacit knowledge among teacher students and their educators during pedagogical practice. In Švec, V. (Ed.), *Knowledge Base of Teaching*, p. 97–115. Brno: Masaryk University.
- Čásková, Kateřina (2015). Sharing tacit knowledge between a student teacher and a teacher trainer. In *2nd International Multidisciplinary Scientific Conference on Social Science and Arts SGEM 2015*. Volume II, Education and Educational Research. with. 893–900. Sofia: STEF92.
- Collins, A., Holum, A., & Brown, JS, (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, Winter. Available from [http://www.21learn.org/arch/articles/brown\\_seely.html](http://www.21learn.org/arch/articles/brown_seely.html).
- Čáp, J. & Mareš, J. (2001). *Psychologie pro učitele*. Praha: Portál.
- Elliott, B. & Calderhead, J. (1994). Mentoring for teacher development: Possibilities and caveats. In McIntyre, D., Hagger, H. & Wilkin, M. (Eds.), *Mentoring: perspectives on school-based teacher education*, p. 169–189, London: Kogan Page.
- Eraut, M. (1994). *Developing professional knowledge and competence*. London: The Falmer Press.
- Glazer, E., M., & Hannafin, M., J. (2006). The collaborative apprenticeship model: Situated in school settings. *Teaching and Teacher Education*, 22, 179–193.
- Janík T. (2005). *Znalost jako klíčová kategorie učitelského vzdělávání*. Brno: Paido.
- Korthagen, F. et al. (2011). *Jak spojit praxi s teorií: didaktika realistického vzdělávání učitelů*. Brno: Paido.
- Lawley, J., & Tompkins, P. (2000). *Methaphor in Mind: Transformation through Symbolic Modeling*. The Developing Company Press.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Mareš, J. (2013). *Pedagogická psychologie*. Praha: Portál.
- Mareš, J., Slavík, J., Svatoš, T., & Švec, V. (1996). *Učitelovo pojetí výuky*. Brno: Masarykova univerzita.
- Minaříková, E., & Pravdová, B. (2017). Pojetí výuky studentů učitelství. Společná témata a individuální výzvy. In Švec, V. et al. *Studenti učitelství mezi tacitními a explicitními znalostmi*. Brno: Masarykova univerzita.
- Pířová, M. (2005). *Klinický rok: procesy profesního rozvoje studentů učitelství a jejich podpora*. Pardubice: Univerzita Pardubice.
- Pravdová, B. (2014). *Já jako učitel: profesní sebezpojetí studenta učitelství*. Brno: Munipress.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In Sikula, J. (Ed.) *Handbook of research on teacher education*. New York: Macmillan.
- Rimmele, R. (2002). *Videograph*. Multimedia Player zur Kodierung von Videos. Kiel: IPN.
- Shulman, L., S. (1996). Just in case ...: Reflections on learning from experience. In Colbert, J. A., Desberg, P., & Trimble, K. D. (1996). *The case for education: Contemporary approaches for using case methods*. Boston: Allyn and Bacon.
- Shulman L., S. & Shulman J., H. (2004). How and what teachers learn: a shifting perspective. *Journal of Curriculum Studies*, 36(2), 257–271.

- Švaříček, R., Šedová, K. et al. (2007). *Kvalitativní výzkum v pedagogických vědách*. Praha: Portál.
- Švec, V. (1999). *Pedagogická příprava budoucích učitelů: problémy a inspirace*. Brno: Paido.
- Tosey P. C., Lawley, J. & Meese, R. (2014). Metaphor through Clean Language: An innovation in qualitative research. *British Journal of Management*, 25(3): 629–646.
- Varela, F. J., Thompson, E., & Rosch, E. (1993). *The embodied mind: Cognitive science and human experience*. Cambridge, Mass: MIT Press.
- Velzen, C., Volman, M., Brekelmans, M., White, S. (2012). Guided work-based learning: Sharing practical teaching knowledge with student teachers. *Teaching and Teacher Education*, 28, 229–239.

**Contact:**

doc. Mgr. Štefan Chudý, Ph.D.

Mgr. Kateřina Čásková

Institute of Education and Social Studies

Faculty of Education, Palacký University in Olomouc

Žižkovo náměstí 5, 771 40 Olomouc, Czech Republic

**Doc. Mgr. Štefan Chudý, Ph.D.**, head of the Institute of Education and Social Studies, Faculty of Education of the Palacký University in Olomouc guarantees subjects such as theory of educations, philosophy of education and social pedagogy. He is oriented on research into the development of the key competencies of social pedagogues, the preparation of students (i.e. future teachers) and on the resolution of remedial behavioral situations. The field of his scientific research is decision competences, school discipline.

**Mgr. Kateřina Čásková** is a student of Education doctoral study programme at the Faculty of Education at Palacký University in Olomouc. She currently works as a secondary school teacher. As part of her professional and publishing activities, she specializes in sharing teaching skills between future teachers and teaching staff.

# Results of a questionnaire survey focused on gender issues in the literature for children and youth and its reflection in pedagogical practice

Veronika Švecová, Vlasta Řeřichová

## Abstract

The paper presents selected results of a research focused on Czech language teachers at lower secondary schools, its main aim is to describe the current state and possibilities of the reflection of gender issues in literary education. By evaluating the results from a non-standardized questionnaire, we obtained answers to five identified research problems. The research is focused on the factors influencing the use of the literary text as a media reflecting the gender order of the society in literary education and the factors related to the formation of teachers' views on gender stereotypes in the current literature for children and youth.

**Key words:** literary education, teachers, gender, literature for children and youth, research.

# Výsledky dotazníkového šetření zaměřeného na genderovou problematiku v literatuře pro děti a mládež a její reflexi v pedagogické praxi

## Abstrakt

Príspevok prezentuje vybrané výsledky výzkumu zaměřeného na učitele českého jazyka na 2. stupni základních škol, jehož hlavním cílem bylo popsat aktuální stav a možnosti reflexe genderové problematiky v hodinách literární výchovy. Vyhodnocením výsledků získaných z nestandardizovaného dotazníku jsme získali odpovědi na pět stanovených výzkumných problémů. Výzkum se orientoval na faktory, které ovlivňují využití literárního textu jakožto média odrážejícího genderový řád společnosti v hodinách literární výchovy, a na faktory související s utvářením názorů vyučujících na genderové stereotypy v současné literatuře pro děti a mládež.

**Klíčová slova:** literární výchova, učitelé, gender, literatura pro děti a mládež, výzkum.

## Introduction to the topic

The interest in examining gender issues in various levels of society and individual lives is increasing and this fact is more and more reflected in education. The reflections on the possibilities of applying gender issues in the process of school education are based on the premise that the task of school education is also the formation of pupils' values and attitudes, in this case the values and attitudes corresponding to the definition of the so-called social sex, i.e. gender (Průcha, 2009; , 2001; Smetáčková, 2005). The gender issues in this paper are understood as the issues related to displaying a set of properties and behaviour that are formed by culture and associated with the image of man and woman (Linhart, 1996). In connection with fiction, the image of man and woman is usually presented to the reader through male / boy and female / girl characters. The examination of the gender aspect in the literature for children and youth presents a new challenge not only in the field of literature but also in didactics. The teachers who are qualified to engage in gender topics in literary education are the teachers familiar with the aims, methods and organizational forms of the lesson (Průcha, Walterová & Mareš, 2003) as well as with specific literature suitable for working in this subject.

The term "gender" is not mentioned in the Framework Educational Program for Basic Education (RVP ZV). However, the term covers several sub-themes which are the subject of the RVP ZV, especially in the areas of social and scientific nature. These include, for example, Human Being and Society, where one of the goals is "to create positive relationships to the opposite sex in the school environment and outside school, to

recognize stereotypical views of the position of men and women in family, work and political life, the perceptions of prejudices concerning the role of women in society“ (RVP ZV, 2016, p. 52).

By combining the objectives of literary education with the objectives of other educational fields, a variety of topical issues, including gender issues, can be incorporated into literary education. The essence of its reflection through literary texts is the motivation of adolescents to critically assess the role of men and women in society and related gender stereotypes and to help girls and boys develop their own identity.

## 1 Research tasks

Our research responds to the absence of knowledge demonstrating the current state and possibilities of incorporation of gender issues into literary education classes in the Czech basic school environment. When defining the research tasks, we have also taken into account the results of foreign research according to which books are “structured in the spirit of culturally-based expectations of gender-appropriate behavior” (Renzetti & Curran, 2003, p. 120). Experts focus mainly on gender stereotypes at different levels in fiction. They analyse the frequencies and ways of portraying male and female characters in picture books for the youngest (Williams, Vernon, Williams & Malech, 1987), in fairy tales as well as in stories for adolescents, and assess the progress achieved by children and youth literature in this regard (Jacobs, 2004). Numerous foreign studies also deal with gender analyses of textbooks (Sovič & Hus, 2015).

Taking into account the acquired theoretical knowledge, the main goal of the research was to describe the current state and possibilities of reflection of gender issues in the classes of literary education at lower secondary schools. A partial goal was to find out whether the teachers’ other field of study had an impact on the inclusion/exclusion of gender issues in literary education classes. Another partial goal was to find out whether factors such as an interest in gender issues outside school and the didactic skills of teachers influence / do not influence their opinion on the use of literature for children and youth as a tool for reflection on gender issues. The last partial goal was to find out if teachers are familiar with specific fiction with a non-stereotyped heroine and whether they consider the number of such heroines in literature for children and teenagers to be sufficient. Based on these goals, we have identified specific research issues and hypotheses.

## 2 Description of the research

### 2.1 Research topics and hypotheses

1. What is the relationship between the other field of study of Czech language teachers and the inclusion of gender issues in literary education?
2. What is the relationship between the declared level of didactic skills of teachers to reflect gender issues in literary education and pupils' interest in gender issues?
3. What is the relationship between the declared level of didactic skills of teachers to reflect gender issues in literary education and their view that literature for children and youth offers many opportunities to consider gender issues?
4. What is the relationship between the teachers' interest in gender issues outside school and their view that the current literature for children and youth does not offer enough literary texts avoiding gender stereotypes?
5. What is the relationship between the opinion of teachers that literature offers enough female figures avoiding gender stereotypes and their knowledge of specific books with such characters?

Following the research topics we have determined the following hypotheses:

- H1: The teachers with the other field of study in humanities include gender issues in literary education more often than other teachers.
- H2: The teachers who judged themselves to be sufficiently prepared to reflect gender issues in literary education have pupils more interested in gender issues than the teachers who do not consider themselves sufficiently prepared.
- H3: The teachers who judge themselves to be sufficiently prepared didactically to reflect gender issues are of the opinion that the literature for children and youth offers many gender issues opportunities more often than the teachers who do not consider themselves to be sufficiently prepared to consider the issues.
- H4: The teachers interested in gender issues outside school find the amount of contemporary literature avoiding gender stereotypes smaller than the teachers without this interest.
- H5: The teachers who believe that contemporary literature depicts plenty of female characters that go beyond gender stereotypes know more specific titles with such characters than the teachers with a different opinion.

### 2.2 Research tool

A non-standardized questionnaire was used as a research tool. Based on the data obtained from the pre-survey (the electronic questionnaire was filled in by 20 teachers of the Czech language), we adjusted the wording of some items and reduced their

number. The final version of the questionnaire contained 34 items. The questionnaire was divided into four parts. The first two parts of the questionnaire surveyed the views of Czech language teachers on how to integrate gender issues into literary education (the last part was a filter); the third part was filled in only by the teachers experienced with the topic in the classroom. The fourth part concerned the demographics of teachers. In twelve Likert-type scales, teachers expressed the degree of their agreement with the statements on the scale 1 to 5 (1 – I totally agree, 2 – I more agree than disagree, 3 – I have no clear opinion, 4 – I more disagree than agree, 5 – I totally disagree). The remaining items were closed (12), semi-closed (4) and open (6). Some items were also control items. Only some of the scaled and closed items served to verify the research hypotheses; the other items provided answers to supplementary research questions which are not discussed in more detail in this paper.

### 2.3 Research sample and data collection

Through e-mail, we contacted a total of 516 male and female directors of primary schools in four randomly drawn regions (South Moravian Region, Liberec Region, Vysočina Region and Pilsen Region) and asked them to distribute the electronic version of the questionnaire among Czech language teachers at lower secondary school. The complete research sample consisted of 121 teachers of elementary schools in four Czech regions who taught Czech language and literature at lower secondary level in the school year 2017/2018. The breakdown of the respondents by region is, along with other demographic data, recorded in Table 1.

Table 1  
*Distribution of respondents by demographic items*

Gender	Frequency	2nd field of study	Frequency	Years as a teacher	Frequency
Men	8	Humanities	63	Less than 10 years	26
Women	113	Other	58	More than 11 years	95
Σ	121	Σ	121	Σ	121
Region					
South Moravia		Liberecký	Vysočina	Plzeňský	Σ
48		27	25	21	121

### 2.4 Verification of hypotheses and discussion

We validated H1–H5 hypotheses using the chi-square statistical test for the Pivot Table. For each hypothesis we have formulated two statistical hypotheses, the zero one

(the assumption that there is no relation between the observed phenomena) and the alternative (the assumption being that there is a relationship between the observed phenomena). We have decided to accept or reject hypotheses by testing the zero hypothesis (Chráska, 2016).

For hypotheses H1, H2 and H4, the significance level was set at 0.05, for the hypothesis H3 to 0.01 (the risk of unauthorized rejection of the zero hypothesis and incorrect acceptance of the alternative hypothesis (Chráska, 2016) when the required value was lower than 0.05 (0.01) we rejected the zero hypothesis and accepted the alternative hypothesis.

The numbers in the Pivot Tables (Tables 2–6) express the number of teachers who responded in a certain way to the first question and at the same time in a certain way to the second question. The numbers in brackets are the expected frequencies that correspond to the validity of the zero hypothesis (Chráska, 2016). For all scale items, very small frequencies were found at the extreme values (1 and 5), only the scale values of 2, 3 and 4 were used in the compilation of the Pivot Tables.

Gender issues (behaviour, characteristics or the social roles of literary characters with respect to their gender) concerned 95 (78.5%) teachers when working with the literary text. On the basis of this high frequency, it can be stated that the literary text can become a tool for the reflection of the issues, but the question remains how, in what context and with what purpose the teachers work with gender aspects of specific texts.

When formulating the H1 hypothesis, we assumed that the gender aspects of the texts is more frequent in the classes taught by the teachers with a higher interest in social and scientific topics, who had studied humanities (the respondents had degrees in history, civics, pedagogy and special pedagogy). The distribution of the respondents according to their professional orientation is shown in Table 1.

However, the hypothesis H1 did not show a significant level of 0.05 (Pearson's chi-square: 0.057, d.f. = 1, p. = 0.812). The fact that the teachers of literary education include/exclude gender issues in their teaching is influenced by other factors than is the focus of their fields of study.

Table 2

*Pivot Table for H1 Verification*

Teacher's experience with gender issues in literary education	The 2nd field of study		
	Other	Humanities	$\Sigma$
Ne	13 (12,46)	13 (13,54)	26
Ano	45 (45,54)	50 (49,46)	95
$\Sigma$	58	63	121



We also examined what were the most frequent responses the teachers encountered when dealing with these topics. 54 teachers out of 95 checked the answer “there was an evident interest and activity”. For the hypothesis H2, we verified the relationship between this response and the evaluation of the teachers’ own didactic skills concerning gender topics in literary education. Of the 121 respondents, only 36 of them felt they had the skills. A great number (50) chose the option “do not know”. This option has not been flagged in the Pivot Table, but it probably suggests that the teachers have no clear idea of their role when working with this topic.

The H2 hypothesis was demonstrated at the significance level of 0.05 (Pearson’s chi-square: 6.544, d.f. = 2, significance p. = 0.038). There is a statistically significant relationship between the declared didactic skills of the teachers and the pupils’ interest in the subject – see Table 3.

Table 3  
*Pilot Table for the verification of H2*

H2				
Didactic skills of teachers to reflect gender issues in literary education	Interest of pupils in texts on gender issues in literary education			
	Not interested	More interested than not	Interested	Σ
Yes	3 (3,76)	17 (20,08)	12 (8,16)	32
No	3 (2,24)	15 (11,928)	1 (4,48)	19
Σ	6	32	13	51

Another area of our interest was the role of the literature for children and youth in gender issues. In this context, the teachers were presented with the following scale items:

- The literature for children and youth offers many opportunities to reflect gender issues.
- The current literature for children and youth (published after 1989) does not offer enough literary texts that go beyond gender stereotypes.

For the first item, teachers most often chose option 2 “I more agree than disagree” (42 respondents), and 3 “I do not have a clear opinion” (42 respondents). Option 4 “I more disagree than agree” was chosen by 24 respondents only. Average item rating was 2, 77.

In the second item, option 2 “I agree”, 30 respondents, “I do not have a clear opinion” 57 respondents and option 4 “I more disagree than agree” 28 respondents. The average score for the item was 2, 95. Positive and negative responses are very balanced for the second item. There are very contradictory or unclear views among the teachers there.

The validity of the H3 hypothesis was demonstrated at the significance level of 0.01 (Pearson’s chi-square: 10,633 d.f. = 2, significance p. = 0,0001) – see Table 4. The teach-

ers acquainted with various didactic aspects of their work see more opportunities in the literature for children and youth to reflect gender issues than the other teachers.

Table 4

*Pivot Table for Verification H*

H3			
Evaluation of literature for children and youth with regard to its gender reflection possibilities	Didactic skills of teachers reflecting gender issues in literary education		
	Yes	No	Σ
2 – many possibilities	21 (12,90)	4 (12,10)	25
3 – no clear opinion	8 (13,42)	18 (12,58)	26
4 – less possibilities	3 (5,68)	8 (5,32)	11
Σ	32	30	62

In compiling the H4 hypothesis, we assumed that the teachers who are interested in gender issues will be more aware of the current discussion of gender stereotypes in literature and will also recognize these stereotypes in literary texts more often. Only 27 of all respondents are willing to engage in gender issues outside school (“I agree” and “I more agree than disagree”). The average rating is 2.95. The fact that these teachers evaluate the contemporary literature for children and youth as predominantly stereotypical, however, has not been proven. The validity of the H4 hypothesis was not demonstrated at the significance level of 0.05 (Pearson’s chi-square: 1.106 d.f. = 4, p. = 0.893) – see Table 5. In this case, the three-point scales were designed so that the scale value 2 agreement and the value 4 disagreement with the claim.

Table 5

*Pivot table for H4 Verification*

H4				
Teachers’ interest in gender issues outside school	Assessment of the volume of gender non-stereotyped literary texts in contemporary literature for children and youth			
	2 deficiency	3	4 sufficient	Σ
2 – interest	6 (4,63)	8 (9,27)	5 (5,10)	19
3 – no clear opinion	7 (8,78)	19 (17,56)	10 (9,66)	36
4 – no interest	7 (6,59)	13 (13,17)	7 (7,24)	27
Σ	20	40	22	82

34 of the 121 interviewed teachers assess the number of gender-based non- stereotypical female heroes in the current literature as satisfactory. A total of 31 respondents

have the opposite view and 56 respondents do not know the answer. It confirms the opinion that gender stereotypes are contradictory and unclear to the teachers. At least one work of fiction with a non-stereotyped heroine is known only to 17 respondents, the remaining 104 respondents did not mention any book. When examining the H5 hypothesis, the relationship between the opinion that the current literature (published after 1989) showed enough female figures outside gender stereotypes and knowledge of specific works with such characters was not shown at the significance level of 0.05 (Pearson's chi-square: 0.015, d.f. = 1, significance p. = 0.901) – see

Table 6  
*Pivot table for H5 Verification*

		H5		
		An example of a particular work with a non-stereotypical heroine		
The view that contemporary literature for children and youth contains enough non-stereotypical heroes		None	Yes	Σ
	Yes		27 (27,20)	7 (6,80)
No		25 (24,80)	6 (6,20)	31
Σ		52	13	65

## Conclusion

The results of the research have provided partial information which will be followed by further research of the current state and possibilities of the reflection of gender issues in the classes of literary education at the lower secondary school. The data obtained also stress the timeliness and necessity of this research which has also shown that addressed teachers mostly did not consider themselves sufficiently didactically prepared to reflect on gender topics in literary education, although in general, didactic skills of teachers are one of the decisive factors of effective fulfilment of school education objectives. The teachers also do not usually have a clear view of the presence of gender stereotypes in the literature for children and youth. They cannot judge whether the contemporary literature is rather stereotyped or vice versa or whether it offers enough female heroines in non-traditional gender roles. These facts are neither related to the field of their study, nor to their own outside school interests. There is a considerable lack of knowledge of specific non-stereotypical gender fiction. The vast majority of teachers, even those who answered that the present literature for children and youth included enough non-stereotyped female characters did not mention any specific book.

Although our research was only partial in nature and we are aware that there are differences in the knowledge of the subject and its practical (didactic) implementation

among the teachers, these findings lead us to the conclusion that Czech language teachers at lower secondary school work with the gender issues in the lessons of literary education rather randomly and intuitively, without a more pronounced support from the RVP ZV and without relevant methodological recommendations. From the point of view of the needs of a democratic society that accentuates the equality of all its members, the correction of this state is more than desirable.

This contribution is part of the project IGA\_Pdf\_2018\_013 Gender Issues in Literature for Children and Youth and its Reflection in Pedagogical Practice undertaken in Specific Research at Palacký University, Olomouc.

## Literature

- Chráška, M. (2016). *Metody pedagogického výzkumu: základy kvantitativního výzkumu*. Praha: Grada.
- Jacobs, K. (2004). Gender Issues In Young Adult Literature. *Indiana Libraries*, 23(2), 19–24. Retrieved from <https://scholarworks.iupui.edu/handle/1805/1335>
- Křížková, A. (2001). Genderová identita – základní definice, konstrukce, koncepty. *Gender a výzkum*, 2(3), 1–2. [online] Retrieved from [https://www.genderonline.cz/uploads/111c5fcf226d2ed033ab618317aed562450a0489\\_rocnik02-3-2001.pdf](https://www.genderonline.cz/uploads/111c5fcf226d2ed033ab618317aed562450a0489_rocnik02-3-2001.pdf)
- Linhart, J. (Ed.). (1996). *Velký sociologický slovník. Sv. 1, A–O*. Praha: Karolinum.
- Průcha, J. (2002). *Moderní pedagogika*. Praha: Portál.
- Průcha, J. (Ed.). (2009). *Pedagogická encyklopedie*. Praha: Portál.
- Průcha, J., Walterová, E. & Mareš, J. (2003). *Pedagogický slovník*. Praha: Portál.
- Rámcový vzdělávací program pro základní vzdělávání*. (2016). Praha: MŠMT ČR. [online] Retrieved from [http://www.nuv.cz/uploads/RVP\\_ZV\\_2016.pdf](http://www.nuv.cz/uploads/RVP_ZV_2016.pdf)
- Renzetti, C. M. & Curran, D. J. 2003. *Ženy, muži a společnost*. Praha: Karolinum.

### Contact:

Mgr. Veronika Švecová  
Katedra českého jazyka a literatury  
Pedagogická fakulta,  
Univerzita Palackého v Olomouci  
Žižkovo nám. 5, 771 40 Olomouc  
veronika.svecova04@upol.cz

Doc. PhDr. Vlasta Řeřichová, CSc.  
Katedra českého jazyka a literatury  
Pedagogická fakulta,  
Univerzita Palackého v Olomouci  
Žižkovo nám. 5, 771 40 Olomouc  
vlasta.rerichova@upol.cz

**Mgr. Veronika Švecová** graduated from the Faculty of Education, Palacký University, Olomouc. Since 2016 she has been student in the postgraduate PhD program in Didactics of Literature. She deals mainly with gender issues in the literature for children and youth and its reflection in pedagogical practice. She also participates in the development of teaching materials for elementary school pupils.

**Doc. PhDr. Vlasta Řeřichová, CSc.**, is Associate Professor in the Department of Czech Language and Literature, Palacký University, Olomouc. She has a long term interest in the history and theory of the Czech and world literature for children and youth, and in her academic work she also deals with the issues of reading literacy in basic school.

# The Development of Tourism-Aware Curriculum Based On the Cultural Values in Madura

**Suryo Tri Saksono, Sulaiman, Chairul Anam, and Mujtahidin**

## **Abstract**

The purpose of this research is to analyze Madurese's cultural values that will be served as the basic framework and content of tourism-aware curriculum development which can be implemented at school. This research uses research and development approach. The results show: first; Madura's value system is very strong with religious and magic nuance. The Madurese's cultural value which is as the resources and content (core values) of the development of a tourism-aware curriculum model in Madura consists of eight elements: religious, politeness, mutual cooperation, cleanliness, creativity, social awareness, hospitality, and environment-friendly. Second; The main factor in the development of tourism-aware curriculum in Madura is Kiai as a religious figure who is considered by the Madurese as symbols who play a role in maintaining a system of cultural values in Madurese's people. Third; The target of developing tourism in Madura through tourism-aware curriculum development is to emerge the 'Five Madura Enchantment' (Lèma' PesonaMadhurà): clean, peaceful, ordered, islamic, and memorable. Fourth; There would be a guidance book of tourism-aware curriculum which is 'very appropriate' to be used as teacher's guidance in deciding development model and material for discussion of tourism-aware curriculum at school.

**Key words:** cultural value, Kiai, religion, curriculum and tourism, Madura.

# Rozvoj výukových programů pro cestovní ruch založených na kulturních hodnotách v Maduře

## Abstrakt

Cílem tohoto výzkumu je analyzovat kulturní hodnoty Madury, které budou sloužit jako základní rámec a obsah rozvoje učebních osnov, které mohou být realizovány ve škole. Tento výzkum využívá přístup výzkumu rozvoje. Výsledky ukazují: Madurský hodnotový systém je velmi silný s náboženskou a magickou nuancí. Madurská kulturní hodnota, která je zdrojem a obsahem (základními hodnotami) vývoje modelu učebních osnov v Maduře, se skládá z osmi elementů: náboženství, zdvořilost, vzájemná spolupráce, čistota, tvořivost, sociální povědomí, pohostinnost a přátelství k životnímu prostředí. Hlavním faktorem vývoje učebních osnov v Maduře je Kiai jako náboženská osobnost, kterou Maduřané považují za symboly, které hrají roli při udržování systému kulturních hodnot v Madurském lidu. Cílem rozvoje cestovního ruchu v Maduře prostřednictvím vývoje učebních plánů, které si uvědomují cestovní ruch, je objevit „Pět kouzel Madury“ (Lèma' PesonaMadhurà): čisté, pokojné, uspořádané, islámské a památné. Byla by vypracována příručka o učebních osnovách, která by byla „velmi vhodná“ jako učitelský návod při rozhodování o modelu rozvoje a materiálu pro diskusi o učebních osnovách uvědomujících si cestovní ruch ve škole.

**Klíčová slova:** kulturní hodnota, Kiai, náboženství, kurikulum a turismus, Madura.

## 1 Introduction

The modern era of globalization demands the availability of high quality human resources in responding to the advance of science and technology and in an effort to adapt to the structural transformation in the field of manpower. Comparative excellence alone will not be enough to compete in the global arena without the support of human resource excellence. The development in the field of education should be directed into efforts to raise public awareness about tourism development in Madura, particularly through the school curriculum. This is because of the amount of tourism potential that can be a capital acceleration of development in Madura, however it is not in line with the development through education and learning programs at schools. One of the functions of education is for the inheritance of cultural values (including local cultural values) that can be used as a guide in good social life and develop themselves in society. Therefore, in order to have development in Madura running and working well, it must be harmonized with the value system that developed in the society. A positive thing and growing system of values, ethics and culture in society needs to be explored so

that it can serve as a guide in developing development priorities (both in education and in tourism) in Madura.

The results of Focused Group Discussion (FGD) Education of Science Techno Park (STP) at the University of Trunojoto Madura (UTM) with stakeholders and related institutions in Madura recommends the need for education development efforts in Madura aimed at raising awareness, participation, and community preparedness more specifically the members of the school) about the development of tourism in Madura. Based on the report of Education of STP (Saputro, 2015), several issues of education development based on identification of mapping problems and education development priorities in Madura are: (1) index of Madurese human development is still low, (2) openness to community change is still low, (3) the instrument of tourism development planning in Madura is still weak, especially in the school curriculum, and (4) the unavailability of tourism-aware curriculum in educational institution (school), either in the form of self-development curriculum (life skill and entrepreneurship), as well as local content curriculum.

The development planning that has space from the life and social setting of Madurese, will not only cause alienation, therapy will also lead to disconnected continuity and alignment, which eventually Madura island will be difficult to catch up with the other areas of development. Characteristics of the Madurese are to have a high work ethic and a strong and deeply rooted (religious) community value system. These characteristics are balanced with the potential of natural resources in the form of tourism destinations in Madura which is wide and very diverse.

The purpose of this study is to analyze the cultural values of the Madurese community that will serve as the basic framework and content of tourism-aware curriculum development that can be implemented in schools.

## 2 Methods

This research uses research and development approach. Overall, in accordance with the general purpose of the research, the type of research used is a development study that uses cycles of analysis, design, evaluation, and revision (Plomp, 2010). For research in the first phase in the first year used exploratory study method with the aim of mapping and making analysis of core values system of Madurese which will serve as the basic framework and content development of tourism aware curriculum that can be implemented in educational institutions (schools) in Madura. The types of the data collection in this study include both qualitative and quantitative data. Data collection techniques used are observation, interviews, questionnaires, field notes, document analysis, and image/video recording. Instruments are developed according to the stages of the study. The research and development stage using the adaptation of the model of development steps



proposed by Borg and Gall (2007) includes 10 (ten) stages of activity: (1) preliminary study, (2) data analysis, (3) developing research instruments, (4) field studies, (5) floating conceptual models, (6) model validation, (7) model revisions, (8) model trials, (9) model enhancements, and (9) reports and publications. The data obtained were analyzed by qualitative analysis technique with interactive analysis model by: (1) data collection, (2) data reduction, (3) display data, and the last (4) conclusion: drawing and verifying of data and information obtained (Millers and Heberman, 2009). Qualitative data collection uses saturation techniques (data coverage) and triangulation, with the aim of testing whether the proposed model is feasible and can be implemented in schools.

## 3 Results and Discussion

### 3.1 Preliminary Study Results

Madura is an island located in the west of East Sea of East Java. The length of Madura island is about 190 km and the widest distance from the north coast with the south coast of the island is about 40 km, with it's area about 5.250 km<sup>2</sup> (smaller than Bali Island). Madura administration is divided into 4 (four) districts, namely: Bangkalan, Sampang, Pamekasan, and Sumenep. While politically, Madurese for centuries has become a subordinate of power dominated in Java. Around 900–1500 AD, the island is under the influence of the Hindu Kingdom of East Java such as Kediri, Singosari, and Majapahit (Source). Between 1500 and 1624, Madurese rulers depended on the Islamic empire in the blood of north coast of Java such as Gresik, Demak and Surabaya. In 1624, Madura was conquered by Mataram. In 1882 Madura was in Dutch colonial power, first by the VOC later by the Dutch East Indies. In the 1920s Madura became part of the province of East Java. The tribe of Madura is an ethnic with a large population in Indonesia. The number is now about 20 million inhabitants. They are from the island of Madura and the surrounding small islands. The tribe of Madura is famous for his outspoken style of speech so that the temperamental nature is easily offended. Self-esteem is also important in the life of Madura, they have the proverb 'angok pote tolang, tembot pote mata' which means better to die than to bear shame. Madura value system is very strong with religious and magical nuances, has a character with a hard nature as well as some other calm. Madura can not be separated from Islam, although it is admitted that its inhabitants because of illiteracy and blind religion do not know the true nature of Islamic teachings. His soul is similar to the soul of the Bugis tribe, equally dared to seize the great ocean, pitched in between the waves and waves (Source). This character has given birth to an unyielding and consistent work ethic for an ideal, to build up the economy, to uphold and maintain honor or dignity, and to defend his religion. Not a few of those who (only) have a strong willpower, without a clear set of bikes, but they

succeed in economics, become great merchants and businessmen. Those who have a career through education, also many adorn the positions to the national level, both in the bureaucracy, politics and Armed Forces and Police. Even among them many who succeed in the academic path become lecturers, researchers, professors to university leaders, and many more stories of successful Madurese in other professions.

Economic success as well as other strategic positions for the Madurese, still boils down to one point ie Islam. The Madurese who succeed anywhere and in any position, remain inseparable with Islam, although many of them are in the level of symbolic acknowledgment, but their Islamic commitment has not faded since Islam entered this island of funds into a choice of Madurese beliefs until now. The persistence of the Madurese community of the Islamic tradition is inseparable from the role of religious figures since Islam entered the island along with the time of the entry of Islam in the archipelago, especially on the island of Java. The early scholars of Islam spread were trusted people because of the height of mind and the knowledge they possessed. His daily life is like a mirror for other members of society, a role model and an almost flawless role model, to gain a glorious place in the midst of his society. Even in its development, the cleric became the central who "defeated" the character of kings, government officials and nobles (Hamka, 1982).

Madurese has assumption that the development of tourism can influence the cultural value system that has been attached to Madurese society. The ethical system embedded in the minds of the Madurese is a strong Islamic or Eastern ethic. Changing the view (mainstream) of society can not be done as easy as turning the palm of the hand. These changes should be made through the awareness process one of them through the education process. Development in the field of education should be directed at efforts to raise public awareness about tourism development in Madura, especially through the school curriculum. This is because the amount of tourism potential that can be a capital acceleration of development in Madura but not in tune with the development through education and learning programs in schools. As far as research and identification has been done by the Research Team, there is no tourism-aware curriculum in Madura schools, whether developed in the form of local content subjects, integrated in subjects, as well as in self-development activities.

### 3.2 Field Study Results

Culture of Madurese people with religious culture and adhering to their culture and traditions can become one of the trademarks in tourism development in Madura. Tourism awareness curriculum (KSP) as one of the curriculum implementation in schools aims to increase the participation of students and school residents as members of the community in the development of tourism as an empowerment effort so that people can play a more active and optimal role as well as receive positive benefits from development

activities the field of tourism undertaken for the improvement of his welfare. The empowerment of learners and schoolchildren in the context of tourism development can be understood as an effort to strengthen and improve the capacity, roles and initiatives of school members as community members and stakeholders to participate and play an active role as subject or actor or beneficiary in sustainable tourism development.

This understanding affirms the important position of schools in development activities, namely as 'head' as well as 'tail' in community empowerment. As the 'head' means the school is expected to be a driving force that prepares innovations in various areas of life that benefit the community in the future. While as 'tail' means the changes made by the school always follow and adjust to the needs and characteristics of the community around him. This will bring benefits for the formation of learners who can play a role as a subject or development agent, can also prepare learners with competencies that meet the needs of the community as beneficiaries of development.

School residents as subjects or development actors imply that schools should be important actors who must be actively involved in the process of planning and developing tourism, along with other relevant stakeholders from both the government and the private sector. In its function as a subject or actor, the school has the roles and responsibilities to jointly promote the successful development of tourism in its territory (region) respectively. While the school community as beneficiaries implies that schools can prepare students with a set of competencies in the future that is not just 'spectators' but can become 'actors' of tourism empowerment. Thus, learners are expected to obtain significant economic benefits from the development of tourism activities to improve their quality of life and social welfare in the future.

Implementation of KSP in schools can be a cultivation of character values that support the development of tourism through curriculum and school culture in Madura. The cultural values of Madurese society which are the basic values and the value of the needs that are the core values in the development of the tourism conscious curriculum are eight: religion, politeness, mutual assistance, hygiene, creativity, social concern, hospitality and environmental care. The target of KSP development and implementation in schools is to establish learners' awareness about the importance of realizing tourism development in Madura. This targets are expected to lead to: (1) increased interest in tourist visits to tourism destinations in Madura, (2) growth of prospective tourism business climate, and (3) increased employment and income opportunities and economic impacts for Madurese. This effort is done through the formation of the character of learners in creating a conducive and ideal environment for the development of tourism in Madura through *Panca Pesona Madura (Lèma' Pesona Madhurâ)*. *Panca Pesona Madura* means five Madura charms that become the ideals and targets of tourism development that can attract tourists to visit Madura. *Panca Pesona Madura* is poured in the jargon "BATIK MADURA" which became the target of the tourism conscious formation in Madura, they are: Bersih (Clean), Aman (Safe), Tertib (Orderly), Islami (Islamic), and Kenangan (Memories).

- Clean is an environmental condition that displays a healthy atmosphere, comfortable, free of dirt, waste, disease, and pollution. If the tourist spot is clean, will certainly make tourists feel at home to enjoy it, because tourists will feel at home and comfortable when in clean and healthy places.
- Safe is a condition where tourists feel happy to visit a place or a tourist attraction because they feel safe, not afraid, peaceful, and protected. The sense of security is very beneficial to the attraction of tourists so that there is no fear of traveling, the desire to visit will be greater, and the positive image of tourism will also be maintained, as well as opportunities for development and improvement of facilities and useful service and information systems both in places of attractions and in other places will become more open. This will have an impact for the emergence of tourist attraction to the island of Madura.
- Orderly is a condition that reflects an orderly, neat and smooth atmosphere and shows high discipline in all aspects of people's lives. The benefits of the realization of an orderly atmosphere is the creation of calm, orderly conditions, the formation of dignity as a cultured society in accordance with the cultural values of Madurese society.
- Islami means Islamic or Islamic morals. Religion for the people of Madura is synonymous with Islam, because Islam has permeated and colored their social life patterns, and religion is considered a sacred thing to be defended and implemented in all the joints of life. Islamic refers to the conditions of tourism development by considering the basic values of Muslims in the presentation, ranging from accommodation, restaurant, to tourism activities that always refer to the norms of Islam.
- Memories are memories or positive impressions that are stored or attached to and strong in the memory/ mind of a person caused by experience gained. Memories can be something beautiful (fun) or unpleasant memories. The development of tourism in Madura is expected to create beautiful (pleasant) memories in the memories and the feeling of tourists from the experience of traveling in Madura. Beautiful memories will benefit the formation of respect and appreciation from others, the formation of a good image for the person and society of Madura, the creation of satisfaction for both yourself and for every visitor (tourists) who will come to Madura, and can increase the mutual trust among others.

### 3.3 KSP Implementation Model at School

The main factor in the development of The tourism-aware curriculum in Madura is Kiai as a religious figure who is considered to play a role in maintaining the cultural value system in society. That is, the development of tourism in Madura needs to get support from the figure of Kiai. Investors and the private sector can contribute in the development of tourism in Madura, but must get support and approval from Kiai first. This

factor is always a very important factor to the attention of the investors, private, and government. Tourism potential that can be developed into a tourism-aware curriculum is cultural tourism and religious tourism. The tourism-aware curriculum implementation using the concept of cultural tourism development and religion is expected to be one of the 'entrance' in order to prepare the instrument of tourism development in Madura through the school curriculum. In the future, it is expected that the development of nature tourism (beach) will also be developed more prospectively.

- The core values which are the basic values and the value of needs in realizing the *Panca Pesona Madura* through 'BATIK MADURA' in the development of The tourism-aware curriculum consist of religious values, modesty (polite), mutual cooperation, maintaining cleanliness, creativity, social, hospitality, and caring environment. KSP can be implemented through local content subjects, through personality development subjects (Religion Education, Civics, Social Studies, and Cultural Arts), and through self-development and entrepreneurship activities.
- The tourism-aware curriculum models through local content subjects are implemented through special subjects in local content subjects. The local content is the study material in the educational unit containing the content and learning process about the local potential and uniqueness that is intended to shape the learners' understanding of the potential in the area where they live.
- The tourism-aware curriculum model through personality development subjects (Religion Education, Civics, Social Studies, and Cultural Arts) implemented using integrated approach to the subjects and integrated development pattern that is by linking Basic Competence subjects with study materials contained in the tourism-aware curriculum
- The tourism-aware curriculum model through self-development activities and entrepreneurship is done through self-development activities by integrating the tourism-aware curriculum study materials in extracurricular activities. This model is implemented using a holistic and humanistic approach by providing opportunities for learners to develop and express themselves according to the needs, talents, and interests of each learner in accordance with school conditions. Self-development is done through extracurricular activities such as scouting, leadership, youth scientific groups, and career guidance. While entrepreneurship can be done through training expressing entrepreneurial ideas, choosing entrepreneurial activities, and preparing business plans.

### 3.4 Implementation of The Tourism-Aware Curriculum at School

Implementation of KSP in schools can be implemented with the following provisions (1) The tourism-aware curriculum can be implemented as a separate subject in the form of local content subjects. (2) The tourism-aware curriculum as a special subject

of local content, the time allocation is 2 hours/ week. (3) The tourism-aware curriculum as special subject matter of local content carried out for one semester or one year. Thereafter, the tourism-aware curriculum implementation can be evaluated in 3 years. (4) The tourism-aware curriculum learning assessment as a special subject of local content prioritizes performance, product, and portfolio. (5) If not as a separate subject, the tourism-aware curriculum study materials can be integrated into other subjects (Religion Education, Social Studies, Civics and Cultural Arts). (6) The tourism-aware curriculum study materials can be developed in entrepreneurship learning in schools. (7) The tourism-aware curriculum study materials can be implemented through self-development activities (extracurricular activities) in schools, such as Boy Scouts. (8) The tourism-aware curriculum can be implemented through school habituation and culture activities such as culture of good attitude and behavior, displaying slogans, examples, and some positive habituation activities for learners. (8) The tourism-aware curriculum can be taught at every level ranging from primary and secondary education level.

### 3.5 The contents of the the tourism-aware curriculum

Content include the following development outcomes: Madura tourism industry, Madura tour guide, Madura tourism promotion, Madura regional crafts, Madurese language, Madurese history, traditional ceremonies, Madurese folk games, traditional Madurese sloths and tunes, traditional music, Madura performing arts, Madurese specialties, as well as knowledge of Madurese nature and natural environment. Based on the results of the research, the The tourism-aware curriculum development guidebook was obtained with the criteria 'very feasible', which can be used as a guide for teachers in determining development model and the tourism-aware curriculum study materials in schools. This tourism-aware curriculum development guide book can be used as a guideline for teachers and schools in preparing the basic framework and content of the tourism-aware curriculum development either through special local content subjects as well as integrated through personality development and self development activities in schools.

## Conclusion

Madura value system is very strong with religious and magical nuances, has a character with a hard nature as well as some other calm. If they (Madurese) are placed in a clear position, not disturbed, treat them fairly, then they will be good to anyone even though they are new to him. The cultural values of Madurese society which are the basic values and values that are core values in the development of tourism-aware curriculum consist of eight, namely: religious, modesty, mutual assistance, maintaining hygiene, creativity, social caring, value of hospitality, environmental caring value. The

main factor in the development of the tourism-aware curriculum in Madura is Kiai as a religious figure who is considered to play a role in inheriting and maintaining a strong cultural value system inherent in community life. The target of tourism development in Madura through the development of the tourism-aware curriculum in schools is the realization of '*Panca Pesona Madura*' (*Lèma' Pesona Madhurâ*) which is poured in the jargon of "BATIK MADURA" namely: Bersih (Clean), Aman (Safe), Tertib (Orderly), Islami (Islamic), and Kenangan (Memories). The tourism-aware curriculum development needs to be implemented in curriculum development and learning at educational institutions in Madura, from elementary education to secondary education. The tourism-aware curriculum development guidebook obtained based on the results of this study has met the criteria 'very feasible' and can be used as a guide for teachers and schools in preparing the basic framework and content of the tourism-aware curriculum development in schools.

Steps and efforts are required to develop, implement and cultivate the the tourism-aware curriculum effectively and consistently through the school curriculum. Therefore, the participation of all parties, both schoolchildren, together with the government and relevant stakeholders to actively engage in the development of tourism awareness through curriculum and school culture in Madura. The tourism-aware curriculum manuals need to be complemented by the tourism-aware curriculum development guidelines either through special subjects or integrated in other subjects. Therefore, in the next stage it is necessary to study and prepare the The tourism-aware curriculum development guidebook for teachers (school) in the form of (1) The tourism-aware curriculum development guidance through local content subjects, (2) The tourism-aware curriculum development guidance through self development and entrepreneurship activities, (3) (model) syllabus and learning implementation plan of The tourism-aware curriculum through local content and entrepreneurship subjects.

## Reference

- Akhmad, Bindara. 2002. *Lintasan Sejarah Sumenep dan Asta Tinggi Beserta Tokoh Didalamnya*. Barokah: Tanpa Kota
- Akhyat, Arif, dkk. 2010. *Ensiklopedi Pamekasan: Alam, Masyarakat, dan Budaya*. Pemerintah Kabupaten Pamekasan bekerjasama dengan Fakultas Ilmu Budaya Universitas Gadjah Mada: Yogyakarta.
- Aliv, Rachmatoel. 2015. "Sulur Pesisir: Mengintip Keindahan Seni Ukir Kayu Madura". Dokumen Tidak Diterbitkan.
- Badan Penelitiandan Pengembangan Daerah Kabupaten Pamekasan. 2013. "Kerapan Sapi: Budaya, Hukum, dan Pariwisata". Dokumen Tidak Diterbitkan.
- BAPPEDA Kabupaten Sumenep, Pusat Pemanfaatan Sains AtmosfirdanIklimdan Lembaga Penembangandan Antariksa Nasional. 2006. *Penelitian Kondisi Lingkungan Pulau Giliyangsebagai Potensi Kawasan Wisata Kesehatan*. Sumenep-Indonesia.

- BBTKLPP Surabaya, 2013. *Laporan Kajian Kualitas Lingkungan dan Faktor Risiko Kesehatan di Kawasan Wisata Giliyang Kabupaten Sumenep Tanggal 1–3 Mei 2013*. Surabaya-Indonesia
- Borg, W. R and Gall, M. D. 2007. *Educational Research: An Introduction (4th Edition)*. Longman: New York-USA
- DisporabudPamekasan. 2009. "Telaah Sumber Sejarah Pamekasandalam Usianya yang Ke-479 (1530–2009)". Dokumen Tidak Diterbitkan.  
<http://terjemahan.madura.web.id/>
- Imron, Fuad Amin. 2014. *Syaikhona Kholil Bangkalan, Penentu Berdirinya Nahdlatul Ulama*. Khalista: Surabaya
- Jonge, Huub de. 2011. *Garam, Kekerasan, dan Aduan Sapi: Esai-esaitentang Orang Madura dan Kebudayaan Madura*. LkiS: Yogyakarta
- Mien, A. Rifa'i. 2007. *Manusia Madura: Pembawaan, Perilaku, Etos Kerja, Penampildandan Pandangan Hidupnya Seperti Dicitrakan Pribahasanya*. Pilar Media: Yogyakarta
- Miles, M. B dan Huberman, A. M. 2009. *Analisis Data Kualitatif: Buku Sumber tentang Metode-Metode Baru*. Diterjemahkan oleh Tjeep Rohendi Rohidi. UI Press: Jakarta
- Nurhayati, Alfisah. 2010. "Revisiting Pariwisata Madura; Studi Kebijakan Pembangunan Kepariwisata Kabupaten Sampang". *Jurnal Karsa*. XVIII (2)
- Pendit, N. S. 1999. *Ilmu Pariwisata: Sebuah Pengantar Perdana*. Pradnya Paramita: Jakarta
- Peraturan Menteri Pariwisata Republik Indonesia Nomor 14 Tahun 2016 tentang Pedoman Destinasi Pariwisata Berkelanjutan
- Peraturan Pemerintah Republik Indonesia Nomor 50 Tahun 2011 Tentang Rencana Induk Pembangunan Kepariwisata Nasional Tahun 2010–2025
- Plomp, Tjeerd. 2010. *Educational Design Research: an Introduction*. In Tjeerd Plomp and Nienke Nieveen (Ed). *An Introduction to Educational Design Research* (9–36). Netzdruk, Enschede an. Netherlands
- Rani, Deddy PM. 2014. "Pengembangan Potensi Pariwisata Kabupaten Sumenep, Madura, Jawa Timur (Studi Kasus: Pantai Lombang)". *Jurnal Politik Muda*. 3 (3): 412–421.
- RPJMD Provinsi Jawa Timur, Tahun 2015–2019
- Sadik, A. Sulaiman. 1996. "Madura dalam Sebuah Potret". Dokumen Tidak Diterbitkan.
- Saputro, Sigit Dwidkk. 2015. *Peta Permasalahandan Prioritas Pembangunan Pendidikan di Madura*. STP Pendidikan Universitas Trunojoyo Madura: Bangkalan
- Spillane, James J. 1994. *Pariwisata Indonesia: Siasat Ekonomidan Rekeyasa Kebudayaan*. Kanisius: Yogyakarta
- Tim Peneliti Sejarah. Tanpa Tahun. "Pamekasandalam Sejarah". Dokumen Tidak Diterbitkan.
- Wahab, Salah. 2003. *Manajemen Kepariwisata*. Pradnya Paramita: Jakarta.

**Contact:**

Suryo Tri Saksono, Sulaiman, Chairul Anam, and Mujtahidin  
English Study Program, Faculty of Social and Cultural Sciences,  
University of Trunojoyo Madura, Bangkalan, Indonesia,  
e-mail: suryo.saksono@trunojoyo.ac.id



# Non-linguist future teachers' translation skills of structurally different clauses

Linda Chmelařová

## Abstract

The paper deals with future teachers' (non-linguists') translation skills of chosen sentences from English to the Czech language. The chosen structures are complex sentences with a subordinate clause containing an ing-participle and these sentences are structurally different from their Czech equivalents. The theoretical part analyses Czech verbal tendencies and English nominal tendencies which result in the structural differences of both languages. The practical part describes the research and offers evaluation of the translation of particular sentences with regards to their structural character.

**Key words:** non-linguists, translation skills, subordinate non-finite clause, ing-participle, verbal and nominal tendencies.

# Dovednost budoucích učitelů nefilologických předmětů překládat strukturálně odlišné věty

## Abstrakt

Příspěvek se zabývá dovednostmi budoucích učitelů nefilologického zaměření v oblasti překladu vybraných větných celků z angličtiny do češtiny. Vybrané větné struktury jsou souvětí s vedlejší větou, která obsahuje ing příčestí a je strukturálně odlišná od svého českého ekvivalentu. Teoretická část také analyzuje verbální tendence češtiny a nominální tendence angličtiny, které mají za následek strukturální odlišnosti obou jazyků. Praktická část popisuje samotný výzkum a nabízí vyhodnocení překladu jednotlivých vět s ohledem na jejich strukturální charakter.

**Klíčová slova:** nefilologové, překladové dovednosti, vedlejší nefinitní věta, ing příčestí, verbální a nominální tendence.

## Introduction

This article is an attempt to consider the translation skills of future teachers with respect to those teachers who do not major in a foreign language but are trained for teaching other subjects at the lower secondary school level. At the beginning of their studies students choose English or alternatively German and Russian. In this article we will deal with English language development as this is by far the most common language chosen by students. The content of the English course may differ depending on the preference either to improve students' general English or develop their English for specific purposes in particular education.

To narrow the topic and have a deeper insight into the issue, we have decided to focus on their translation skills; since the translation in ELT has been disputed for the last couple of decades and it is finding its place in teaching, supporting successful acquisition of the English language. The theoretical section will present a language item which is structurally different in English and Czech.

## Structural differences between English and Czech

English and Czech are typologically different languages with differences evident in, beside others – phonological, morphological and syntactical levels. This article will focus on an example of syntactical difference, specifically "condensed clauses". To explain this diversity, firstly it is necessary to point to the nominal tendencies in English and verbal

tendencies in Czech which influence many structural aspects of both languages. The Oxford Concise dictionary (OCDL 2007) explains “nominalization” as a process in which a noun or a syntactic unit with the function of noun phrase is derived from any other kind of unit. Thus, nominal structures are either nouns, noun phrases or other language structures with the function of nouns. For instance:

I was smoking. -) I had a smoke.

They solved the problem -) their solution of the problem

Vachek (1990) paid attention to this issue having stated that English tends to use nominal structures to express the circumstances which are expressed by finite verbs in Czech. Semantically important information is expressed in the nominal part of the sentence which also has an impact on the structure. For instance:

I do the shopping every week. -) Nakupuji každý týden.

Let's have a rest. – Odpočijme si.

Nominalization is also evident in more complex structures. Vachek says that “the information which is expressed by a subordinate clause or another main clause in Czech is embodied in English sentence by the nominal element” (Vachek 1990, s. 24). As a result of this, complex structures in English are more “condensed” and shorter in a written text. Hornová (1983) points out that many linguists dealt with the sentence condensation by defining the sentence elements which cause this condensation, namely infinitive, participle and gerund. All of these forms are non-finite structures, thus they cannot serve as the root of an independent clause and are signs of nominal tendencies in English.

## Participle clauses in English and Czech

This article will primarily focus on the ing-participle, its function in the sentence and its structural manifestation in Czech equivalent sentences. When the ing-participle follows an element of substantive character, i.e. subject, object and complement, it develops this element. Frequently used sentences containing the ing-participle include subordinate clauses of circumstance, relative clauses and various types of adverbial clauses often derived from the conjunction used within the sentence. For instance:

1. *I sat on the sofa talking to my friend.* – Subordinate clause of circumstance.
2. *I visited my father living in my home town.* – Relative subordinate clause.
3. *I found the key when going home.* – Subordinate adverb time clause.

The specific feature of these sentences is that their Czech equivalents often differ structurally as the Czech language prefers finite verbs to non-finite ones. In the first case, the structurally identical Czech form is the adverbial participle (přechodník) which is an ob-

solete structure which even most Czechs cannot correctly use. For this reason it is more convenient to use the finite verb form in the subordinate clause or other main clause.

Structurally identical form: *Seděl jsem na pohovce povídaje si se svým přítelem.*

Structurally unidentical forms: *Seděl jsem na pohovce a povídal si se svým přítelem. or Seděl jsem na pohovce, když jsem si povídal se svým přítelem.*

In the second case it is also possible to use either identical (non-finite verbs) or non-identical (finite verbs) structures in the Czech translation. Compared to the previous example, the identical form does not sound so obsolete, but it is still more preferable to choose the latter in the Czech language.

Structurally identical form: *Navštívil jsem svého otce, žijícího v mém rodném městě.*

Structurally nonidentical form: *Navštívil jsem svého otce, který žije v mém rodném městě.*

In the last case the choice of finite verb form in the Czech equivalent is enhanced by the existence of the conjunction which does not allow many other possibilities.

Structurally nonidentical form: *Našel jsem ten klíč, když jsem šel domů.*

This structural disproportion was proved in the contrastive analysis which was carried out by Chmelařová (2010). The given structures were selected from fiction for adults, fiction for children and technical texts, and compared to their Czech equivalents in their published translations. This analysis confirmed that verbal tendencies represented by finite verbs in Czech are evident in comparison with nominal tendencies represented by non-finite verbs in English.

## Translation skills of future teachers

English for non-linguists which is taught in the Faculty of Education at Palacký University is primarily focused on general English using a course book common for teaching various age groups from the lower-secondary schools to adult courses. As with most of the other English course books, it is used internationally, thus the use of the mother tongue is minimized as well as using translation as one of the methods for improving language competence. Similarly at the lower educational levels it is up to the teacher whether they include translation in their teaching plan.

The practical goal of this article is to find out students' (future teachers) skills in translating structures analyzed in the previous paragraphs from English to their mother tongue. The translation from English to Czech has been chosen deliberately as minimum attention is paid to this particular skill. It demands not only knowledge of the

target language but it also demonstrates whether students are aware of specifics of their mother tongue and are able to use it naturally. At the same time this way of developing students' language skills supports cross-curricular links between English and Czech language which is emphasized in the Framework Educational Programme.

## Specification of the test used in the research

The types of sentences to be translated were chosen on the basis of the contrastive analysis (specifically fiction for adults) mentioned before, i.e. their constant ratio was maintained in this analysis. The overall number of sentences was 15; namely 7 clauses of circumstance, 5 relative clauses and 3 other adverbial clauses with a variety of conjunctions. The vocabulary selected for the test was adjusted to the level of students so as not to influence general translation skills as the focus in this test was on structural skills. Potentially difficult vocabulary was translated for the students. For the purpose of this research the same test as the one in the author's dissertation thesis was used (Chmelařová, 2010) since it fulfils all demanded requirements. The sample of the students involved is comparable and the language skills of University students in their first year are similar to those of students at grammar schools. The sentences given to the students are the following:

1. I left the school feeling a bit sick.
2. She put the silver plates on the table standing in the corner.
3. You are not allowed to enter the room if smoking.
4. John nodded, thinking about his new plan.
5. He looked through the window, sitting in his favourite sofa.
6. Staring at his new car, we walked out of the garage.
7. She couldn't find her mobile phone ringing somewhere in the room.
8. ... Peter asked, smoking his cigarette.
9. Steve didn't repeat it with the teacher standing behind him.
10. Smiling at his new colleague, he signed the paper.
11. She always sits in the garden, observing her small cats.
12. I sat there while trying to answer the questions.
13. All the boys playing in the street are my cousins.
14. Suddenly I met my friend talking to my new neighbour.
15. When leaving the church, he noticed that broken window.

When evaluating the students' translations, the focus was on the choice of the Czech structure of particular sentences, i.e., whether it structurally suits the English non-finite form and whether it is or is not used correctly; or if it contains the finite verb form in the subordinate or other main clause which sounds more natural in the Czech language.

Another option was to omit a verb completely and use a kind of prepositional phrase which in some cases is grammatically and semantically acceptable. Any structure which contradicted grammatical rules of the Czech language was considered as incorrect.

## Specification of the students tested in the research

The research sample consisted of 21 students (non-linguists) who study in the Faculty of Education, Palacky University and are not majoring in any foreign language but are future teachers being prepared for the profession in which they will specialize in other school subjects. The students were given the presented structures with a task of translating them into their mother tongue.

## Results of the research

The following chart presents all Czech structural forms chosen by the students when translating the particular English sentences. The horizontal scale shows English sentences in the order as they were written in the test and the vertical scale show the students numbered from 1 to 21. The abbreviations were used to condense the results into a clear survey presenting all translations given by the students.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	SC	SC	SC	SC	SC	X	SC	X	SC	SC	X	SC	SC	SC	SC
2	SC	NSC	SC	X	MC	X	NSC	X	NSC	X	MC	SC	SC	SC	SC
3	X	NSC	SC	X	MC	X	X	MC	NSC	X	MC	X	X	X	SC
4	MC	NSC	SC	X	SC	X	SC	X	SC	X	X	SC	NSC	NSC	SC
5	MC	SC	SC	MC	MC	MC	SC	MC	SC	MC	MC	SC	SC	NSC	SC
6	NV	NSC	SC	X	X	X	NSC	X	SC	MC	MC	SC	SC	SC	SC
7	NV	NSC	SC	X	X	X	NSC	X	NSC	X	NSC	SC	NSC	NSC	SC
8	MC	NSC	SC	X	MC	X	NSC	X	NSC	X	X	SC	SC	NSC	SC
9	SC	X	SC	SC	SC	X	SC	X	NSC	SC	MC	SC	NSC	SC	SC
10	SC	SC	SC	SC	MC	SC	SC	SC	SC	SC	MC	MC	SC	SC	SC
11	NV	NSC	SC	X	X	X	SC	SC	SC	X	NSC	SC	SC	SC	SC
12	NV	NSC	SC	X	X	X	NSC	SC	X	X	NSC	SC	NSC	SC	SC
13	NV	X	X	X	SC	X	SC	X	X	X	X	SC	SC	X	SC
14	X	NV	SC	NV	X	X	NSC	SC	NSC	X	X	SC	SC	NSC	SC
15	X	SC	SC	X	MC	SC	SC	X	SC	X	NV	SC	SC	SC	SC

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	MC	NSC	SC	X	X	X	NSC	SC	X	NSC	X	X	NSC	NSC	SC
17	SC	X	SC	SC	SC	X	SC	SC	NSC	SC	SC	SC	SC	SC	SC
18	SC	SC	X	X	X	X	SC	SC	MC	X	MC	X	SC	SC	SC
19	SC	SC	SC	X	NV	X	SC	X	SC	X	X	MC	SC	SC	SC
20	SC	NV	SC	SC	MC	MC	SC	SC	NV	MC	MC	MC	SC	SC	SC
21	NV	SC	X	X	SC	MC	NSC	SC	SC	SC	MC	X	SC	SC	SC

Legend: SC – Finite subordinate clause, NSC – Non-finite subordinate clause, MC – Main clause, NV – Non-verbal form, X – Incorrect translation

To get the partial results, it is necessary to assess the translation of English structures separately, i.e. adverbial clauses of circumstances (1, 4, 5, 6, 8, 10, 11), relative clauses (2, 7, 9, 13, 14) and other adverbial clauses (3, 12, 15).

As mentioned above, the first type of adverbial clause contains the participle which develops the subject of the main clause and its Czech equivalent form (přechodník) is considered obsolete. Out of all Czech structures used by the students (21 students × 7 sentences = 147 translations) only 4 of them were used correctly while keeping its direct equivalent. On the other hand, a large number of incorrect translations appeared (69), which is almost 47% and this result was probably caused by the fact that the students do not know how to use these Czech identical forms correctly and often use structures which do not exist or do not follow Czech grammatical rules. The insignificant number is represented by non-verbal forms (10) which shows the students' attempt to avoid using the Czech equivalent completely. The results, including use of finite subordinate clauses and main clauses are also relatively high; there are 28 main clauses and 36 finite subordinate clauses, in which the students added a conjunction of their choice to keep the semantic content of the sentence. Nevertheless, when analysing the translation of adverbial clauses of circumstance there are evident tendencies to choose identical non-finite forms which in the overwhelming majority are incorrect, meaning there is a lack of attention paid to English nominal and Czech verbal tendencies in the students' translations.

The second type of analysed sentence is relative subordinate clauses containing non-finite forms of the ing-participle; in the test 5 sentences of this type were included (in total 105). To summarise the results, the majority of the Czech structures chosen by the students for subordinate clauses in these sentences were finite subordinate clauses represented by finite verb forms (56). It is evident that translating relative clauses and respecting English and Czech structural differences is much easier for students than in the previous adverbial clauses of circumstance. A small number of incorrect translations (10) is proof of this. A tendency to keep the same structure is still quite strong as 35 translations contained Czech non-finite verb forms. Nevertheless, unlike in the

first type of sentences, Czech non-finite verb forms used for relative clauses are much more common, thus, students are used to using them correctly despite Czech verbal tendencies. Only in minimum of the translations non-verbal (3) or other main clauses (1) were used.

The last sentence type was represented by other adverbial clauses whose relation to the main clause was characterised by conjunctions (in total 63). As assumed in the theoretical part, existence of conjunctions can positively influence students' choice of appropriate finite sub-ordinate clause in their translations. A vast majority of the translations (53) were such Czech clauses. There appeared only 7 incorrect translations and 3 other main clauses.

For better illustration a chart with all results and their rounded proportions is included:

	X	SC	MC	NSC	NV
Adverbial cl. of circumstances (147)	69 (47%)	36 (24,5%)	28 (19%)	4 (2,7%)	10 (6,8%)
Relative clauses (105)	10 (9,5%)	56 (53,3%)	1 (1%)	35 (34,3%)	3 (2,9%)
Other adverbial clauses (63)	7 (11,1%)	53 (84,1%)	3 (4,8%)	0 (0%)	0 (0%)

## Conclusion

As the research has shown, students' ability to translate non-finite clauses containing the ing-participle from English into Czech with regards respecting different structural tendencies in both languages, is partly influenced by the type of clause. The most difficult for students to translate are adverbial clauses of circumstance which commonly appear in English. First, students do not respect the verbal character of the Czech language as they choose structurally identical forms but due to their lack of knowledge of these forms their translation is grammatically incorrect in most cases. Relative clauses are less difficult for students, even though they do not always respect verbal tendencies of the Czech language, their choice of form is mostly correct even though these include nominal structure which is more typical for English. The easiest clauses to translate for students are other adverbial clauses in which the conjunctions lead students to correct translations.

To sum, the results of the research given have proved students' lack of ability in translating structurally different forms from English into Czech. One of the reasons may be the fact that practising this specific translation skill is often neglected in all levels of education, as much more emphasis is placed on improving all basic skills (speaking, listening, writing, reading) and language aspects (grammar, vocabulary) with minimum attention paid to English language and mother tongue. If teachers use translation as one of the tools for achieving the expected students' language acquisition, they mostly



focus on translating from their mother tongue into English which is very useful but it does not emphasize Czech structural characteristics. Translating into the mother tongue supports cross-curricular links and prepares students for correct interpretation of the information from English into Czech whilst respecting not only grammatical accuracy but also typology of both languages.

## References

- Agnew, D. (1994). *Kondenzovanost anglických vět a jejich překlad do češtiny* (Diplomová práce). Dostupné na filozofické fakultě Univerzity Palackého v Olomouci na katedře anglistiky a amerikanistiky.
- Baranová, E. (1995–1996). Používání mateřského jazyka na hodinách cizího jazyka. *Cizí Jazyky*, 39 (7–8), 115–116.
- Duff, A. (1996). *Translation*. Oxford, England: Oxford University Press.
- Duškova, L. (1994). *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia.
- Fenclová, M. (1998–1999). Úloha mateřštiny v didaktice cizích jazyků. *Cizí jazyky*, 42 (1–2), 3–4.
- Hornová, L. (1987). České ekvivalenty některých anglických větných kondenzorů po předložkách a spojkách. *Philologica*, 57, 17–32.
- Hornová, L. (1983). Poznámka k funkci a překladu -ing tvarů jako větných kondenzorů. *Philologica*, 49, 21–32.
- Chmelařová, L. *Didaktická funkce překladu ve výuce AJ* (Dizertační práce). Dostupné z [https://theses.cz/id/ueibns/DIZERTACNI\\_PRACE.pdf](https://theses.cz/id/ueibns/DIZERTACNI_PRACE.pdf)
- Knittlová, D. (1990). *Funkční styly v angličtině a češtině*. Olomouc: Univerzita Palackého v Olomouci.
- Levý, J. (1983). *Umění překladu*. Praha: Panorama.
- Vachek, J. (1990). *A linguistic characterology of modern English*. Praha: Státní pedagogické nakladatelství.

### Contact:

Institute of Foreign Languages  
Faculty of Education, Palacký University in Olomouc  
Žižkovo nám. 5, 771 40 Olomouc, Czech Republic  
E-mail: linda.chmelarova@upol.cz

**Linda Chmelařová, Ph.D.** primarily deals with organizing English language courses for non-linguists in the Faculty of Education, i.e. students not majoring in Teaching English as a foreign language. Her research focuses on improving future lower secondary teachers' language competencies and their language needs analysis. In the research area she is also focused on the role of translation in English language teaching (especially in the context of Czech-English structural differences) and students' translation skills. In her profession she contributes to development of the international cooperation of the Institute of foreign languages with the Universities mostly from the Western Europe. She also teaches Language practice for primary students and participates in their evaluation.

# The method of situational factors analysis about problems and its teaching essentials

Xu Bo

## Abstract

The problem and the situation have close relationships, complex situational factors and their interaction relationships contain the solutions to the problems. Through the steps of defining the problems, defining the problem situations, analyzing internal and external situational factors and their interaction relationships of the problems, examining and distinguishing the factors and their relationships and so on, the method aims at helping students to understand and characterize the problems better, and then to seek solutions to problems by the clue to the situational factors of the problem. When using this method, teachers should pay attention to the combination of theoretical explanations and practical analyses, considering the characteristics of the students' thinking stage fully, and using other methods of problem analysis meantime.

**Key words:** problem, situational factor, thinking method.

# Metoda analýzy situačních faktorů o problémech a jeho učebních potřebách

## Abstrakt

Existuje blízký vztah problému a situace, komplex situačních faktorů a jejich vzájemné vztahy obsahují řešení problémů. Prostřednictvím definice problémů, problémových situací, analýzy interních a externích situačních faktorů a jejich interakčních vztahů, zkoumání a rozlišování faktorů a jejich vztahů je cílem této metody pomoci studentům porozumět a charakterizovat problémy lépe a poté hledat řešení problémů pomocí klíčových slov k situačním faktorům problému. Při použití této metody by učitelé měli věnovat pozornost kombinaci teoretických vysvětlení a praktických analýz, přičemž plně zohledňují charakteristiky studentského myšlení a využívají jiné metody analýzy problémů.

**Klíčová slova:** problém, situační faktor, metoda myšlení.

## Introduction

The method is one of the key factors to solve any problem. From different dimensions, the methods can be divided into different types. According to the universal, abstract degree, the methods can be divided into three layers: specific methods, thinking methods and philosophical methods. For solving the specific problems, it's difficult to take the Philosophical methods as the action strategies, because they are often more macro, vague. Yet the concrete methods are too meticulous, often apply to specific domains and situations. The thinking methods belong to the middle levels, they are comprehensive, but also practical. Therefore, they are very important for problem solving, We should pay more attention to them.

The cultivation of thinking abilities, training of thinking method is an important content in education and teaching. The students can only apply the knowledge and skills that have been learned to the practical life and transformations of external world unless they master the right way of thinking, form the habits and abilities of thinking independently, analyzing and solving problems (Qian Xuesen, 1986). In the processes of teaching, there are many ways to cultivate students' thinking abilities. Combined with a large number of educational practices, author finds that it's an effective way through guiding the students to analyze the internal and external situational factors directly or indirectly related to the problem and their interaction relationships, then seeking solutions to problems.

# 1 The concepts of “problem”, “situation”, and “problem situation”

General speaking, the “Problem” is the contradiction or difficulty that needs to be studied, discussed and solved. In the field of psychology, it’s often understood as an individual psychological dilemma guided by some purpose when someone intends to do something, but hasn’t found the proper means (Zhang Chunxing, 1998). According to different nature, problems can be divided into several types, but all of them contain three elements: known conditions, the known environment, objects or other information of the problem; objectives, the ultimate ideal state of problem solving; barriers, many difficulties that the individual needs to overcome in the process of reaching the target state by using known conditions (Shi Baoguo Shen Jiliang, Xu Jingjing, 2005).

“Situation” means some cases or circumstances. It contains the meaning of abstract prospect besides specific circumstances, scenes. From the point of view of problem solving, situation can be understood as the environment or background for individuals to solve problems. It is a series of stimulus events or information materials that makes the individual produce some emotional experience then induce individual analysis, solve the problem. And it is also the carrier of information transmissions (Pan Lixia, 2007). From this point of view, situational factors that affect the problem solving include both internal and external factors of the problem, as well as the external factors and their interactions which are directly or indirectly related to the problem solving. Machu J Kim, a famous psychologist, defines the “problem situation” as a form of psychological interaction between the subject and object, Its primary feature is that a psychological state of the subject when acquiring new knowledge, skills, and solving new problems (Ding Nianjin, 2005).

## 1.1 The relationship between “problem” and “situation”, and its enlightenment of “problem solving”

At present, researchers generally believe that “problem” and “situation” have a close relationship. For example, some scholars point out that the problem is a situation, the difficulty of the problem depends on the complexity of the situation, the situation is more complex, the problem more difficult (Zhang Dajun, 2004). In fact, any problem always arises in a specific situation, rather than independent existence without a basis. The problem itself contains a wealth of situational factors, at the same time, it is also restricted by external situational factors, the problem and the corresponding situational factors are inextricably linked. Therefore, the so-called “problem solving” process can often be translated into the following steps: analyzing all the sub situational factors and their interaction relationship belong to the problem itself; clarifying the external

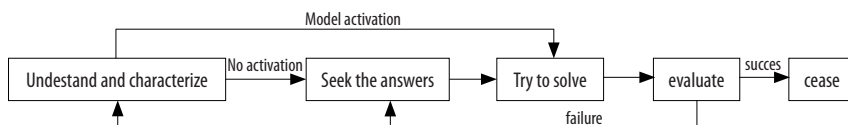
situational factors and their interaction directly or indirectly related to the problem; clarifying the interaction relationship between external or internal situational factors of the problem. In other words, the complex situational factors and their interaction relationships external or internal the problem contain the answer to the problem.

## 1.2 The appropriateness of “situational factor analysis” to “problem solving”

There are many models for problem solving. The typical model includes some steps: understanding the problem, finding a answer, trying to solve, evaluating and so on. It's first step is to understand and characterize the problem, that to say the accurate description of the problem, in order to achieve the purpose of understanding the background of the problem and understanding the existing conditions of the problem solver. The problem solving process in a typical mode can be represented by the following schematic diagram(Chen Qi, Liu Rude, 2007).

Figure 1

A pattern of problem solving process



According to the figure 1 above, “Understanding and characterizing” is the first step for this mode. In fact, regardless of any mode, an accurate description of the problem and understanding the problem itself is the primary key to solve the problem. There are many specific methods for understanding and characterizing problems based on different theories. The author suggests it's an easy important way for students to understand and master starting from the relationship between problem and situation, characterizing the problem, then to solve the problem, according to the analysis of relationship between “problem” and “situation” and it's enlightenment for “problem solving” above, and combined with a large number of educational practices.

In the process of problem solving, the students' cognition and emotion are interactive, emotion will regulate, strengthen, and power the cognitive activities. Situational analysis and thinking help to stimulate students' good emotional experience, then to enhance the effect of emotion on cognitive activities; the process of problem solving is also the process of interaction between intuitive and abstract thinking; situational analysis is helpful to make abstract thinking concrete, promote the integration of in-

tuitive and abstract thinking, and help students from intuitive perception to abstract, rational insight. Besides through the analysis of situational factors and their interaction relationship directly or indirectly related to the problem, it is also beneficial for students to be conscious of unconscious mental activities, then to enhance the consciousness and initiative of the thinking. Therefore, "situational factor analysis" has strong relevance to "problem solving". It helps students more actively, clearly and quickly seek clues to analyze and solve problems.

## **2 The teaching steps of the method of "situational factors analysis"**

In order to help students better understand the problem, analyze the relationship between problem and situation, then to find a solution to the problem, we can translate the related concept about analysis of specific situational factors into the operated thinking process and strategy from the view of point of actual teaching. On the basis of a lot of teaching experience, the author conclude the following teaching steps gradually.

### **2.1 Identifying the problem**

Identifying problem is the first step in solving problems. If the problem requires students to put forward, teachers should guide them to mind the difficulties or doubts that "only to be sensed, but not explained", and make them conscious, worded, clearly define the connotation and extension of the problem, analyze its difficulty, and use accurate words to generalize the problem refinedly; If the problem to be solved is clear, it also should make students know the elements of the problem, for example, the nature, the scope, the known conditions, the target state and the main obstacles of the problem.

In the initial stage of problem solving, it's hard for the students to define the problem clearly and accurately if the problem is difficult or unfamiliar for them. Therefore, it can help students understand and define problems better by means of situational display, practical operation, problem situation reappearance and process or paper writing thinking.

### **2.2 Defining the situation of the problem**

Although the stage of "identifying the problem" has been involved in understanding and analysis of problem situations, it is necessary to define the problem situation clearly in order to analyze the relationship between the problem and the situation deeply, and effectively seek solutions to the problem. According to different criteria, "problem situ-

ation” can be classified into different categories. For example, according to the different degrees of abstraction it can be divided into specific situations, abstract situation; according to the scope, it can be divided into macro situation, meso situation and micro situation; according to the characteristics of time and space, time and space can be divided into situational context; according to the saliency, it can be divided into explicit situation and implicit situation and so on.

When using the method of situational factors analysis, clearly defining the problems occurring in the actual operation situation, mainly means identifying the context or background of the problem from the “internal-external” dimension and other dimensions. If the problem is simple, or students are familiar with it, the problem situation can be analyzed directly; if the problem is difficult or students are unfamiliar with it, it can be combined with the specific experience of students’ study, life or practice, looking for special cases related to this problem, or similar but more familiar issues as inspiration. Through the analysis of their familiar even personal experience of special cases and problems, help them to achieve the purpose of understanding and analysis of the target problem situations. That’s to say, making the abstract situation concrete, making the unfamiliar situation familiar, making the fragmented situation correlative.

### **2.3 Analyzing the internal, external situation factors and their relationships of the problem**

In order to seek a solution to the problem better, students should be guided to analyze the situational factors in detail from the defined problem situations: analyze the situational sub factors and their relationships of the problem itself; analyze the external situational sub factors and their relationships directly or indirectly related to the problem; analyze the relationships between internal and external situational factors of the problem.

In the analysis, we should adhere to the principle of refining and deepening from macro to micro, step by step. Firstly, analyze the main situational factors which are directly or indirectly related to the problem, then analyze the secondary situational factors corresponding to each of the main factor, the steps cease until presenting the specific sub factors of the major factors related to problem solving.

In the operation, we should first analyze the situational factors of the problem, and then analyze the relationship between the different factors. In addition to analyzing the relevant factors and interaction relations of the problem horizontally, we should use the method of longitudinal analysis, and search for the situational factors related to problem solving. Through the analysis above, we can get a network about the problem related contextual factor composed of different levels of factors and their relationships. The network can be presented by the form of a tree diagram visually.

## 2.4 Judging and discriminating the situational factors and their interactional relationships

In the stage of analyzing different levels of sub situational factors related to the problem, brainstorming is the most important method, it's necessary to list the relevant sub situational factors at all levels as comprehensive, accurately as possible from the specific context dimension. However, whether the result of the analysis is comprehensive, reasonable, and whether it is beneficial to seek solutions to the problem requires further judgment and discrimination.

All of the missing important situational sub factors should be added to the corresponding levels of situation factors network of the problem; repeated or not high degree of sub factors associated with the problem should be deleted; if the relationship between the same level or different levels is contrary to the basic dimension of analysis or logical confusion, it should be adjusted and optimized.

In addition, it's necessary to carefully discriminate the appropriateness of the analysis about situational factors between internal and external or different levels. If not proper, it should be corrected. Through these optimizations, judgment and discrimination, We can get a network diagram of all levels sub situational factors and their relationship related to high degree of correlation with the problem.

## 2.5 Seeking the solution with the clue of the situational sub factors of the problem

The process of problem solving itself contains motivations, contents, methods, environments and other factors. They are relatively independent and connected with each other and reflected in the analysis of the steps above. It's always inextricably linked with these factors and their relationship to solve the problem scientifically and effectively. Therefore in the process of seeking the solution, it is necessary to refine and divide the attention into the content of the problem, that is, the analysis of the sub factors of the problem situation. Then to conclude gradually and form solutions to the problem through specific arrangements, combinations, operations, or thorough analysis about the sub situational factors and their relationship of the problem. That is to say, the solution to the problem is contained in the complicated situation factors and their interaction within the problem.

The contents above are the five steps of situational factor analysis that are relatively independent. In the practical application process, these steps are interrelated, enlightening and merging with each other. Analysis and thinking about the previous step scientifically, effectively and reasonably contains the attention and understanding of the latter step, it's the premise and basis to ensure the smooth progress of the latter steps; in the process of analysis and discussion about a latter step, the understanding



of the previous step can also be further improved and deepened; in the process of real analysis and thinking, these steps are often blended together.

In addition, whether the “solution” formed by the five steps above is feasible or not, it still needs to be tested by practice. That means guiding practice with established strategies, optimizing and improving the solution to the problem in practice, continuously promoting the common growth and progress of both teachers and students.

### **3 A teaching example for the method of situational factor analysis**

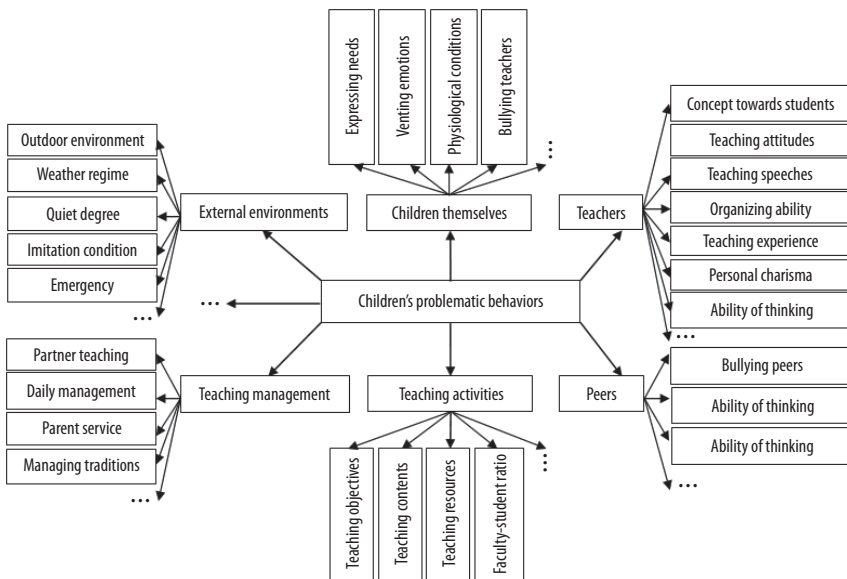
In order to illustrate the application steps of the method of “situational factors analysis”, the author takes the example of “how to deal with children’s problematic behaviors in collective teaching background”.

The first step is to define the problem: in this example, the key issue is “how to deal with children’s problematic behaviors”. Its essence is to seek methods of intervention for the children’s problematic behaviors from multiple dimensions under the special space-time background of “collective teaching”.

The second step is to define the situation of the problem: in this problem, although clearly presented the situation “collective teaching”, it is not pointed out what kind of specific situation the collective teaching is, what’s the kind of the children, what’s the kind of specific problem behavior, and what’s the type of teachers and so on. So the problem situation corresponding to this problem is a general, collective teaching situation that causes children to have problematic behaviors.

The third step is to analyze the internal and external situational factors and their relationships of the problem: in this example, the widespread situations of children’s problematic behaviors involve teachers, children themselves, peers, teaching activities, external teaching environments and other macro situational factors. Each macro factor includes several sub situational factors. Take the factor “teacher” influencing children’s problematic behaviors as an example, its sub situational factors include “concept towards students”, “teaching attitude”, “teaching language”, “teaching organizing ability”, “charisma”, “teaching experience”, “ability of thinking” and so on. After the similar multilevel analysis and decomposition to each macro factor, a diagram of situational different levels sub factors related to children’s problematic behaviors can be initially obtained. The specific contents are as shown in the following figure:

Figure 2  
Situational sub factors analysis about children’s problematic behaviors



The figure above shows the multiple situational factors associated with children’s problem behavior in general, the sub factors of internal factors, and between all levels have a direct or indirect association. The relationships between these situational sub factors restrict each other, their combined force affect the solving of the core problem.

The fourth step is to judge and identify the situational factors and their relationship: as for the analyzed all levels of situational sub factors and their relationships, they should be further optimized and discriminated, the ones that highly correlated with the problem will be reserved, perfect, related and straightened out the relationship between them. Such as dividing one of the primary situational factors “teaching activities” influencing children’s problematic behaviors into several categories: “faculty-student ratio”, “teaching resources”, “teaching contents”, “teaching objectives” and so on. Each main situational factor can be further divided into two or three lower level factors.

The fifth step is to find the solution to the problem by taking the situational sub factors of the problem as clues: after the last step of judgment, screening, optimization, the multi-level clues to solve the problem are found. So far, combined with the specific case of teaching and education in the real scene, the problem of “how to deal with the problematic behavior of individual children” is transformed into the following strategies:

“improving teachers’ view of students”, “richening teaching resources”, “establishing partner aid system”, “creating a quiet learning environment”, “improving children’s ability to express” and so on. Then to verify their effectiveness in actual teaching.

## 4 The notices in the use of the method of situational factors analysis

When using this method, teachers should not only explain the theory to students, but also need to help them master the use of the method of each link and the main points combined specific problems and through a lot of practical analysis. At the same time, they must consider the characteristics of students’ physical and mental development. For example, if the students are still in the image and intuitive thinking stage, the specific and image teaching should be paid more attention to in each link and each process. Teachers often need to resort to more material objects, models, pictures, or specific words in the process of teaching and analysis; The method of situational factor analysis itself is not complicated, if the teacher explain the core ideas and implementation methods of each operational step to the students, they can quickly understand this method theoretically. However, if the students to be trained to use this method of consciously and initiatively, even form a habit of this thinking, the teachers should set a good example and give them long-term edification in the normal learning and life. In addition, problems including various types, and there are more than one way to understand and characterize problems. It’s hard to solve the factual problems by the method of situational analysis such as “what are the educational thoughts of Confucius?”, “what day is today?”. Therefore, in the real situation of solving problems, this method is often used in conjunction with other methods, in order to understand and analyze efficiently, then solve the problem finally.

The cultivation of thinking ability is one of the eternal topics of education. Thinking skills, like motor skills, can be acquired through training. Thinking training can effectively helps students to master the skills and abilities of thinking in a certain range and under certain conditions(Wang Xiaoyan, 2004). It is an important duty for teachers to continuously improve students’ thinking quality, to help them gradually optimize and perfect their own thinking system. As long as using this method skillfully and frequently, teachers can help improve the students’ ability of understanding, analysis and problem solving.

## References

- Qian Xuesen, (1986). *About the science of thinking*. Shanghai: Shanghai people's publishing house, 23.
- Zhang Chunxing, (1998). *Educational psychology*. Hangzhou: Zhejiang education press.
- Shi Baoguo, Shen Jiliang, Xu Jingjing, (2005). On the "problems" in problem based learning. *Shanghai research on education*, (7).
- Pan Lixia, (2007). *Research on the creation of problem situation in junior high school mathematics classroom*. Nanjing: Nanjing Normal University.
- Ding Nianjin, (2005). *Problem teaching*. Fuzhou: Fujian education press.
- Zhang Dajun, (2004). *Educational psychology*. Beijing: People's education press.
- Chen Qi, Liu Rude, (2007). *Contemporary educational psychology*. Beijing: Beijing Normal University press.
- Wang Xiaoyan, (2004). *Scientific thinking and scientific methodology*. Guangzhou: South China University of Technology press.

### Contact:

Xu Bo

Faculty of Special Education, Leshan Normal University

Binhe road 778, Shizhong district, Leshan city, Sichuan province, China

E-mail: xianqingxuzhang@qq.com

**Mgr. Xu Bo** is a full-time teacher in faculty of special education of Leshan Normal University. He has long been engaged in teaching and scientific research on basic theory of special education curriculum and teaching, teachers education in special education, critical thinking and so on.

# Neurological assessment and education of learners with specific learning disabilities in Nigeria

James Bassey Ejue, Orim Samuel Orim

## Abstract

This study investigated the relationship between neurological assessment and education of learners with specific learning disabilities with particular focus on placement options and the design of instructional programme. Survey design and quantitative approach was used, 180 professionals in specific learning disabilities were purposively sampled from tertiary institutions and special education centers in Nigeria. A 21 item questionnaire with reliability coefficient of 78.6 was used as instrument for data collection and method for data analysis was Pearson product correlation. The result of the findings indicates that there is a strong positive correlation between the variables investigated and measured. Based on the result of the study it was recommended among others that, parents should be educated on relevance of neurological assessment of the children, particular attention should be given to neurological assessment of learners with specific learning disabilities as a parameter for quality education, professionals in the field should partner with Neuropsychologist to provide services in line with global best practices, template and code of conduct should be developed to guide the process in Nigeria.

**Key words:** Neurology, assessment, placement, instruction, learning disabilities.

# Neurologické hodnocení a vzdělávání osob se specifickými poruchami učení v Nigérii

## Abstrakt

Tato studie zkoumala vztah mezi neurologickým hodnocením a výukou žáků se specifickými poruchami učení se zaměřením na možnosti umístění a navrhování vzdělávacích programů. Pro výzkum bylo použito průzkumu a kvantitativního přístupu, 180 odborníků z oblasti specifických poruch učení bylo účelově vybráno z terciárních institucí a speciálních vzdělávacích center v Nigérii. Jako nástroj pro sběr dat byl použit dotazník s 21 položkami s koeficientem spolehlivosti 78,6 a metodou pro analýzu dat byl použit Pearsonův korelační koeficient. Výsledek zjištění naznačuje, že mezi zkoumanými a měřeními proměnnými existuje silná pozitivní korelace. Na základě výsledku studie bylo mimo jiné doporučeno, aby rodiče byli informováni o významu neurologického hodnocení dětí; zvláštní pozornost by měla být věnována neurologickému hodnocení studentů se specifickými poruchami učení jako parametru pro kvalitní vzdělávání; odborníci v oboru by měli spolupracovat s neuropsychology a poskytovat služby v souladu s celosvětovou osvědčenou praxí; a šablony a kodexy chování by měly být vypracovány tak, aby vedly tento proces v Nigérii.

**Klíčová slova:** neurologie, hodnocení, umístění, výuka, poruchy učení.

## 1 Introduction

Sustainable Development Goal (SDG) 4 and other global policy framework in line with the Nigerian National policy on education adjudged education as a universal potent tool for individuals including those with specific learning disabilities and societal development. Educating this category of learners is seemingly prescriptive or clinical as it relies heavily on assessment which determines other instructional variables critical to the success of the process. The uniqueness of specific learning disabilities as a category of exceptionality with the highest prevalence in the school and society requires assessment beyond the general norm in special needs education practice. This is arguably true because it implicates the state of the brain and the central nervous system more than other disabilities. This is why National Joint Committee on Learning Disabilities (NJCLD) traced the etiology to dysfunction of central nervous system. Association of Learning Disabilities of Canada (ALDC) and the neurology school of thought and theorists equally associate this disability with deficits in the ability of the brain and central nervous system to process information through the input and output mechanism. Researches such as Hinshelwood in Lerner (1997), Goldstein in Pierangelo and Giuliani (2006)), Werner

and Strauss (1940), Wong (2004) and Barbara and Cote (2012) indicate that dysfunction of the brain functions is majorly one of the causes of specific learning disabilities.

Base on the foregoing, it is obvious that assessing the functionality of central nervous system of learners with specific learning disabilities is cardinal to quality of their education. Orim (2018), asserts that providing quality pedagogical intervention for children with learning disabilities begins with general assessment and progress to more specific assessment called neurological diagnosis also known as neurological assessment. Neurological assessment in simple terms is a process of gathering verifiable information from relevant and reliable sources about the functionality or otherwise of central nervous system (CNS) primarily to enhance planning, placement, designing, implementing and perhaps evaluation of pedagogical intervention for learners with specific learning disabilities. Neurological assessment provides information on hemispheric specialization where it exists for diagnosis and interventional plans. In the foundational phase or brain research stage of the development of learning disabilities this form of assessment was done through postmortem Anatomical studies/ autopsy. With advances in science and technology there is a marked improvement as neuro-imaging techniques such as, the Computed Tomography Scan (STS), Magnetic Resonance Imaging (MRI), Functional Neuro-imaging Techniques (FNT), Brain Electrical Activity Mapping (BEAM) among others are commonly used for diagnosis (Pierangel & Giuliani, 2006). Despite the relevance of this assessment it is quite unfortunate that in Nigeria, education or instruction for learners with this disability is designed without regards to research proven relationship between assessment and teaching. This implies that the deficits in the learner's CNS that would have served as input into the educational programme is neglected consequently making instruction not prescriptive or clinical.

Neurological assessment requires collaboration with different professionals such as neuropsychologist, Educational psychologist, Pediatricians, Speech pathologists and special educationist with specialization in specific learning disabilities. Like other assessment practice, neurological diagnosis takes in consideration the following principles; comprehensive, confidential, accessible to authorized persons, participatory and dynamic.

## 2 Research hypotheses

The study is guided by two research hypotheses, framed thus:

1. There is no significant relationship between neurological assessment and placement options for learners with specific learning disabilities.
2. There is no significant relationship between neurological assessment and the design of instruction for learners with specific learning disabilities

### 3 Statement of problem

Specific learning disabilities as neurobiological or cognitive disabilities interfere with normal functions of the central nervous system as main engine room of any learning activity. It presents serious difficulties in acquiring and processing information despite normal intellectual ability of the child. This specifically impairs basic academic skills of reading, writing, speaking, ability to perform calculation, and reasoning needed for success in school and the society. This poses problems of what appropriate educational placement and the nature of instruction to be designed for the child. Professionals including the researchers have noticed that despite efforts of teachers, parents and other stakeholders in education of learners with specific learning disabilities much is yet to be desired in terms of quality education and learning outcome, even when many of the clients go through diagnostic and ecological assessment of the disability. Research indicates that children with this disability are merely enrolled in school without intervention assessment such as neurological assessment to determine the functionality of their central nervous system as one of the conditions for appropriate education of this category of learners. Teachers and parents are worried about this unprofessional practice that focuses only on a part of assessment practice. The border line problem of this study is poor quality of education and learning outcome has been associated with children with specific learning disabilities in spite of stakeholders' efforts. This study is therefore designed to find out:

- If there is any relationship between neurological assessment and education of learners with specific learning disabilities.
- If there is any relationship between neurological assessment and educational placement options for children with the disability.
- If there is any relationship between neurological assessment and instructional design for this group of learners.

### 4 Methodology

The study adopted quantitative research and survey design, 180 participants who are professionals in the field of specific learning disabilities were purposively sampled from a population of 180 lecturers in five tertiary institutions that run the programme in Nigeria. An instrument titled Questionnaire on Neurological Assessment of Specific Learning Disabilities (QNASLD) with five response scale was developed by the researchers and validated by experts in relevant areas. Split-half reliability method was used to estimate its reliability which ranged from 69.8–78.6 and it was considered good enough to use for data collection. The instrument was sent to 200 participants through their emails



and 180 were return, Pearson product moment correlation was used as method of data analysis with the help of SPSS software.

## 5 Presentation of result

Hypothesis 1: There is no significant relationship between neurological assessment and placement options for learners with specific learning disabilities.

Table 1

*Pearson Product Moment Correlation Analysis of the Relationship between neurological assessment and placement options for learners with specific learning disabilities (N = 180)*

Variables	Mean	SD	$\Sigma x^2 \Sigma y^2$	$\Sigma xy$	Sig	R
Neurological assessment	51.88	17.56	1360.13			
Placement options for learners with specific learning disabilities	55.71	19.07	1432.31	1531.33	.004	0.63

$P < 0.05$ ,  $df = 178$

The Table 1, shows that neurological assessment with a mean of 51.88 and SD of 17.56 and placement options for learners with specific learning disabilities with mean of 55.71 and SD of 19.07 and sig. of 0.004 produced a coefficient  $r = 0.63$  at degree of freedom of 178 indicates that neurological assessment is significantly related to placement options for learners with specific learning disabilities. Therefore, the null hypothesis was rejected. This indicates that neurological assessment offers very important source of information in the educational placement of learners with specific learning disabilities.

Hypothesis 2: There is no significant relationship between neurological assessment and the design of instruction for learners with specific learning disabilities.

Table 2

*Pearson Product Moment Correlation Analysis of the Relationship between neurological assessment and the design of instruction for learners with specific learning disabilities (N=180)*

Variables	Mean	SD	$\Sigma x^2 \Sigma y^2$	$\Sigma xy$	Sig	R
Neurological assessment	51.88	17.56	1360.13			
Design of instruction for learners with specific learning disabilities	57.71	19.97	1832.31	152.00	0.002	0.65

$P < 0.05$ ,  $DF = 178$

Table 2 reveals that neurological assessment has a mean and standard deviation of 51.88 and 17.56 respectively while design of instruction for learners with specific learning disabilities has a mean of 57.71 and standard deviation of 19.97. The  $r$  value is  $r = 0.65$  at degree of freedom of 178 is significant at  $p < .05$ . The result indicates that neurological assessment has a significant relationship with design of instruction for learners with specific learning disabilities. Therefore, the null hypothesis was rejected. This means that information based on the neurological assessment of a learner determines what content, instructional strategies, materials and method of evaluation to be adopted for a learner with specific learning disabilities.

## 6 Discussion of result

Result for hypothesis one which aimed to find out if there is any relationship between neurological assessment and educational placement options for learners with specific learning disabilities indicates that the variables are related. That is a decision on appropriate placement options such as inclusive classroom, resource room among others are better taken when they are based on valid neurological assessment report on the child. This result is in agreement with Ejue, Orim and Ndifon (2012) whose research on the value of early neurological assessment showed that it has inputs into preventive strategies for the disabilities and most importantly gives directions to educational placement options for the learners. Like Smith (2007), the study holds that it helps in taking decisions to move a child from one placement option to the other. In Dunn's model cascade of services, a child can be transferred from one option if there are evidence from assessment to justify the change. This implies that there is no one option that fits into the condition of all children as each child has a unique need that can be used to determine the placement that will provide the desired intervention services. It is interesting to note that Eno and Orim's (2015) study confirmed findings of this study when their research confirmed that response to instruction (RTI) as model of identification rely on report on this type of assessment to be effective. Association of Learning Disabilities of Canada, ALDC (2012) equally validates the present findings.

Findings from analysis of hypothesis two which sought to find out if the variables, neurological assessment and design of instruction for learners with specific learning disabilities, are related shows that there is significant relationship between them. The result is supported by Bartonova (2014) whose study reveals that instructional content for students with learning disorders in inclusive school is based on professional and comprehensive assessment of children. The author further explained that despite inclusive school culture, specific needs of each child are still the focus of pedagogy. As indicated by this present study, the principle of curriculum policy formulation as defined by Czech Law, Act no: 561/2004 coll as amended gives right to students to

choose instructional and educational programme based on ability as determined by neurological assessment report and other parameters. The findings of this study are consistent with that of Alfonso and Flauagan (2018) who have earlier identified positive relationship between neurological assessment and content of educational programme for this category of learners.

## Conclusion

This study appreciates the positive relationship that exists between variables investigated and based on the result, stakeholders are enjoined to go beyond ecological assessment to request for neurological assessment for learners with this disability as a basis for proper educational placement decisions and the design as well as content of educational programme. This is informed by the persistent frustration and poor learning outcome associated with the learners despite their above average intellectual ability. In view of this and result of the study it is recommended that:

- Learners with the disability should as matter of policy go through neurological assessment to determine appropriate placement option and nature of instruction to be designed and implemented.
- Parents should be educated on the value of this form of assessment when enrolling their children in school particularly in the seemingly inclusive school era.
- Teachers and support staff should be retrained on how to work with relevant professionals for this assessment.

## References

- Alfonso, V., C. & Flauagan, D., P. (2018). *Essentials of specific learning disabilities identification*. 2<sup>nd</sup> Edition. New Jersey: John Wiley & Son.
- Glaeser, B. & Cote, D. (2012). *Neurological basis of learning disabilities: Implications for educational practice*. UC Davis Mind Institute. [online]. Retrieved from <https://www.youtube.com/watch?v=gyOIViAl2sU>.
- Bartoňová, M (2014). *Approaches to students with learning disorders in inclusive schools' environment*. Brno: MuniPress.
- Ejue, J., B., Orim, S., O. & Ndifon, F., O. (2012). Early neurological assessment and prevention of learning disabilities in Nigeria. *Akamkpa Journal of Education* 2(1), 65–75.
- Eno, P., N. & Orim, S., O. (2015). Models and issues in identification of children with learning disabilities: Implication for professionals in Nigeria. In O. Akinola (Ed). *Child care & special needs education in Nigeria*. Abuja: CELDA.
- Learning Disabilities Association of Canada. (2012). *Prevalence of learning disability*. [online]. Retrieved from [www.ldac-act.ca/learn-more/ld-basics/prevalence-of-lds](http://www.ldac-act.ca/learn-more/ld-basics/prevalence-of-lds).
- Lerner, J., W. (1997). *Learning disabilities: Diagnosis and teaching strategies*. 7<sup>th</sup> edition. Boston: Houghton Mifflin Company.

- Orim, S., O. (2018). *Teachers' utilization of instructional accommodations in teaching learners with dysgraphia in Cross River and Akwa-Ibom state*. (Dissertation thesis). Olomouc: Institute of Special Education Studies, UP.
- Pierangelo, R. & Giuliani, G. (2006). *Learning disabilities: A practical approach to foundations, assessment, diagnosis and teaching*. Boston, MA: Pearson/Allyn and Bacon.
- Smith, D., D. (2007). *Introduction to special education: Making a difference*. 6<sup>th</sup> edition. Boston: Pearson/Allen and Bacon.
- Werner, H. & Strauss, A. (1990). Causal factor in low performance. *American Journal of Mental Deficiency, 45*, 213–218.
- Wong, B. & Butler, D., L. (Eds.). (2012). *Learning About Learning Disabilities*. 4th Edition. San Diego, US: Elsevier Inc.

**Contact:**

James Bassey Ejue, Ph.D.  
Federal College of Education (FCE), Obudu, Cross River State  
Email: info@fceobudu.edu.ng

Orim Samuel Orim Ph.D.  
Department of Special Education  
University of Calabar  
E-mail: samuelorim1@gmail.com

**Dr. Orim, Samuel Orim**

I am seasoned special needs education professional with specific learning disabilities as my speciality. I hold a B.Ed, M.Ed and a PhD from University of Calabar, Jos and Palacky University, Olomouc, Czech Republic.

I have published over 30 researched articles in both local and International learned Journals, five book chapters and authored a book titled *Introduction to Handwriting Disability: Types, characteristics, theories, diagnosis, technology influence and management*. (in press). I have also attended many local and international conferences.

Currently teaching in the Department of Special Education University of Calabar, Nigeria.

The editorial board thanks to reviewers 2018

doc. PhDr. Ilona Bytešnicková, Ph.D.	Masaryk University, Brno (CZ)
Mgr. Simona Cakirpaloglu, Ph.D.	Palacký University in Olomouc (CZ)
doc. PhDr. Tomáš Čech, Ph.D.	Palacký University in Olomouc (CZ)
PaedDr. Gabriela Česlová, PhD.	Life Academy, Poprad (SK)
PaedDr. Lucia Ficová, PhD.	Tomáš Baťa University in Zlín
Imron W. Harits, Ph.D.	University of Trunojoyo Madura (Indonesia)
Mgr. Michaela Hřivnová, Ph.D.	Palacký University in Olomouc (CZ)
doc. Mgr. Štefan Chudý, Ph.D.	Palacký University in Olomouc (CZ)
PaedDr. Alena Jůvová, Ph.D.	Palacký University in Olomouc (CZ)
Prof. Dr. Sufiana Khatoon Malik PhD	National University of Modern Languages Islamabad (Pakistan)
doc. PaedDr. Jiřina Klenková, Ph.D.	Charles University, Prague (CZ)
Steven J. Kohn, Ph.D.	Valdosta State University (USA)
doc. PhDr. Pavel Kolář, CSc.	Silesian University in Opava (CZ)
Dr Barbara Loranc-Paszylk	Akademia Techniczno-Humanistyczna Bielsko-Biala (PL)
doc. PhDr. Michaela Prášilová, Ph.D.	Palacký University in Olomouc (CZ)
PhDr. Libor Práger, Ph.D.	Silesian University in Opava (CZ)
Dr. Deborah Robinson	University of Derby (UK)
PaedDr. PhDr. Denisa Selická, PhD.	Constantine the Philosopher University in Nitra (SK)
PhDr. Monika Štrbová, PhD.	Constantine the Philosopher University in Nitra (SK)
doc. PhDr. Jaroslav Veteška, Ph.D.	Jan Evangelista Purkyně University in Ústí nad Labem (CZ)
doc. PaedDr. Adriana Wiegerová, Ph.D.	Tomáš Baťa University in Zlín

# e-PEDAGOGIUM

An independent scientific journal for interdisciplinary research in pedagogy

Volume 2018, issue IV

Ev. No. MK ČR E 13459

Published and printed by Palacký University, Olomouc

Křížkovského 8, 771 47 Olomouc

[www.upol.cz/vup](http://www.upol.cz/vup)

Registration number 61989592

Olomouc 2018

Editorial office:

PaedDr. Alena Jůvová, Ph.D.

Faculty of Education, Palacký University

Žižkovo náměstí 5, CZ-771 40 Olomouc

Phone: +420 585 635 144

E-mail: [e-pedagogium@upol.cz](mailto:e-pedagogium@upol.cz)

Four issues published a year

On-line journal site: <http://www.upol.cz/fakulty/pdf/e-pedagogium/>

**ISSN 1213-7758**      printed version

**ISSN 1213-7499**      electronic version

## **INSTRUCTIONS FOR AUTHORS**

Texts fulfilling criteria for theoretical, review, methodological and empirical papers are continuously received by the editorial office. All papers sent to the editorial office are double-blind peer reviewed.

What is assessed in original papers is their originality, scientific and specialist contribution, application of adequate methodology and work with both Czech and foreign literature. Authors can also contribute to the increase of the journal's citation index if they take into account works by other specialists who have already published their work in this journal.

The editorial office assumes that authors arrange proofreading of their papers before their submission; good translation in the case of papers in English.

The sizes of accepted papers are as follows:

**Theoretical, review and research papers up to 18,000 characters, APA as the only citation norm.**

- ▶ It is always necessary to give an abstract and key words both in Czech/Slovak and English at the beginning of the text, following the title and the authors' names.
- ▶ Texts have to be divided into introduction, main part with adequate hierarchy of chapters and subchapters in decimal numbering, and conclusion.

**Reviews and statements up to 5,200 characters.**

- ▶ Reviews always have to give the full citations of reviewed publications.

**Short notices up to 3,600 characters.**

- ▶ Notices and information of specialist meetings, workshops, conferences.

**It is necessary to give contact to the author/s and the leaders of the team of authors at the end.**

## **TECHNICAL INSTRUCTIONS**

- ▶ *Font: Times New Roman*
- ▶ *Main title: 16 points*
- ▶ *Title of the main chapter: 14 points; subchapters: 12 points*
- ▶ *Text: 12 points*
- ▶ *Tables, schemes, figures and charts have to be submitted in adequate quality in the xls, tiff, gif, pdf, jpg formats.*
- ▶ *Paragraph: alignment to left margin, no indentation of the first line, 1.5 spacing, no additional spacing before or after paragraphs.*
- ▶ *The editorial office thanks all the authors and reviewers participating in preparation of the journal content of the highest quality.*

**e-PEDAGOGIUM**

ISSN 1213-7758 (print)

ISSN 1213-7499 (on-line)