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Contents

Identifying The Ways of Camouflaging the Truth in the Modern Discourse

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Abstract: The article aims considering linguistic means used to influence the addressee's perception of information, to form a certain picture of the world and to make the decisions important for the addresser. The linguistic tools applied in special (marketing, advertising) discourse are examined. The main results of the project group with the participation of MA students at St. Petersburg State University of Economics are presented. The task was to analyze the most popular Russian commercials for the use of linguistic and stylistic devices, which, on the one hand, hide basic information about a product or service, camouflaging the truth about possible consequences of their exploitation, their drawbacks as compared to similar products, and, on the other hand, affect the potential consumer. The article also considers the examples of camouflaging the truth in everyday discourse depicted in the literature, through the prism of Grice' maxims.

Key words: stylistic devices of camouflaging the truth, marketing discourse, Grice' maxims in everyday discourse.

1. Introduction

The problem of avoiding the truth in communication remains one of the most topical for a modern linguist. We come across it both in every-day speech and when learning the language of professional communication. Thus, a business partner may miss a very important meeting and excuse: "It happened because of my temperature", (though he or she was quite well). Though it is not true referentially, formally it is not a lie: every healthy living creature has temperature (normal).

A lot of linguistic means to avoid, hide or "camouflage" the truth can be found not only in everyday language, but in professional communication as well, in marketing, particularly. Sellers and buyers are direct participants of the advertising discourse, since any advertising aims selling a product or paid service. Smart advertising is based on explicit or implicit lie about the product or service: it always has some additional subtext. PR-specialists can use a wide range of strategies and methods that affect biological, mental and sensory switchers of a person. Advertising causes some planned impact on the audience, thus, it should prove maximum efficiency and contribute to the sales growth and marketing distribution. All the hidden "small lies" that we can see in commercials, advertising magazine spreads, and advertising posters are simply manipulation of human consciousness.

Usually we speak about six methods of manipulation in marketing discourse:

1) Emotions and feelings of a target group;

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2) Symbolic manipulation (using meaningful for a certain groups of recipients symbols);

3) Intellectual manipulation (imposing a manufacturer's point of view on the good or service);

4) Consumers' needs and demands manipulation;

5) Comparative manipulation;

6) "Spiritual" manipulation (by forming another axiology).

In these texts the most information about goods is hidden from the recipient. Not all the truth is revealed. And, of course, nothing is said about drawbacks, possible consequences or other negative sides of the product.

2. Research Methods

My post-graduate students were asked to watch Russian TV commercials (immediate observation, quantitative analysis), analyze them and identify some linguistic means of manipulating potential consumers. After receiving the brightest samples which appeared on TV more frequent than the others, stylistic analysis was made.

3. Results

The research has showed that the most productive device in manipulating "truth-hiding" discourse is comparison. In the case of *narrow comparison* goods of one producing company are put together, e.g., "Erius", a medicine for allergic people: "It seemed to me that there was no better remedy for allergy symptoms, than Erius. But there is! New Erius! Remedy of the new generation differs by a triple-action formula: antigistamine, antiallergy and antiphlogistic!"

1) Another example is *broader comparison*, where similar goods produced by different companies, are compared. Thus, in the nappies commercials of "Libero Up& Go", there are two babies — Masha and Dasha: "Masha is wearing new nappies 'Libero Up& Go' for active kids, Dasha is wearing the ordinary ones. Masha can do whatever she wants, because her panties have a soft elastic waistband and a super absorbent layer DRYTECH. Besides, they are made of breathable materials". Such comparison is implicitly reached through the adjective "ordinary", the nappies "Libero" are compared with the ones of other brands that cannot give one's baby such freedom of movement;

2) *Interrogative/negative sentences* containing implicit comparison. An example of negative proposal can be seen in the advertising of a make-up foundation: "Such a shining healthy skin is made possible only by L'Oreal 'Alliance Perfect'. Other foundations cannot do this". A striking example of questioning advertising which implies comparison is a shampoo advertising of the same brand: "What could be better than healthy and shiny hair without split ends? This is the effect you will get by using 'Elseve Full Recovery' of L'Oreal Paris". The question in this ad requires the only answer — nothing — so it follows that "Elseve" is the best shampoo of all possible;

3) *Vague comparison*, when one cannot clearly understand, what is compared to the advertised product. This type of comparison can be best of all demonstrated by Megafon mobile operator advertising: "What can be more affordable than low prices for calls, SMS and Internet of Megafon?";

4) In *derived comparison* PR-specialists involves some numerical, e.g., "first", adjectives "only", "best", "revolutionary": "Vichy Dercos — dandruff remedy #1 in Europe", "The only toothpaste that really does not damage the gums! 'Colgate' — the choice of dentists #1!".

It should be mentioned that most cases one may sense that it is not a physical product per se, but something intangible: emotions, health, happiness, beauty, and success: "How is it possible to keep lightness and good mood? It is, since there is 'Thermostatic Activia' — a charge of prebiotics for your active life style!". The same is shown in the Nissan car advertisement: "In the center of life. In the loop. In the spotlight. New Nissan Sentra."

Another way of concealing the truth and manipulating the audience is by using tropes, expressive means and figures of speech. They not only make the text more memorable, more sophisticated, but also help to correctly rebalance the utterance and influence the consumer (Arutyunova, 1991, p. 103).

Some examples of the most frequently used means in advertising discourse are:

1) Metaphor/metonymy. Metaphor is a substitution of words based on their similarity in characteristics (shape, color, number, sound, etc.), whereas metonymy — the one based on contiguity between the words. For example, the use of metaphor in advertising can be found in: "Dive into the cool of Lipton Ice Tea!", "Vichy is the source of health for your skin". In contrary, the example metonymy is Land Rover advertisement, the slogan of which is "Enjoy the journey". There is nothing said about the character of the car, but it is clear that the owner will forget about all the problems and obstacles during their journey;

2) Allusion/citation. Allusion is a reference to particular facts, book or movie titles, etc. Citation suggests mentioning of some catchphrases or words from a book, film, TV series, etc. A good example of this may be the slogan of an Italian furniture store in St. Petersburg: "Unbelievable offer of Italians in Russia". This is a clear reference to the soviet comedy "Unbelievable Adventures of Italians in Russia";

3) Repetition gives the text rhythm and dynamics, making the advertising message easily caught by the consumer. There are several types of repetitions. *Anaphora* is a repetition of words or phrases in the beginning of sentences or paragraphs, e.g., in Gloss beauty salon: "Your personality. Your beauty. Your health". Quite opposite *epiphora* means repeated words or phrases in the end of sentences or paragraphs, e.g., as in the advertisement of turkey meat "PAVA-PAVA": "What will help to build muscle mass? — "PAVA-PAVA"; What is hypoallergenic? — "PAVA-PAVA"; What is healthy for children? — "PAVA-PAVA";

4) Word plays are usually used when the name of the product should be used to the best effect, and sometimes — its characteristics and properties. Such type of advertising is often created by a well-known Swedish company IKEA: "The family has someone to rely on" (pillows advertising), "Deals/unfolds with the arrival of the mother-in-law" (bed advertising);

5) Hyperbole, i.e., exaggeration of the properties, can be found in cosmetic products advertising: "Admire by the lush waver of eyelashes with Maybelline Mascara".

6) Litotes is a figure of speech where understatement of the properties is the main point. In advertising it can be seen through the example of Eldorado's slogan — "You can afford more with us. We give a loan for a penny".

7) Being regarded as opposition of concepts or phenomena, *antithesis* can also contribute to advertising, like in the example of Indesit equipment: "We work, you have a rest."

8) Parceling, or splitting the text into several parts, makes the advertising message more dynamic: "Bright color. Rich texture. Brand-new Clarins — matte lipstick Joli Rouge";

9) Segmented structure, or two-part structure, where in the first part the advertised object is indicated in the nominative case, in the second part — in the form of a synonym or pronoun can be exemplified through

Ariel washing powder advertising: "Ariel washing powder. Will it be able to wash away stubborn stains?" (Strelnikova, 2019).

Thus, advertising is not merely bright commercials which fill the gaps between our favorite programs, colorful magazine spreads or memorable melodies on the radio. It is nothing but manipulation of a person's consciousness, an impact on his psychology. It is necessary to understand that behind any catchy phrase there is a lie and be able to resist PR-specialists' skills.

Hiding the truth in direct communication is a process that requires maximum concentration from a person: the communicant feels tension and has to restrain emotions. The specifics of speech production in a state of emotional instability were detailed by E. L. Nosenko (Nosenko, 1975):

1) changes in phonetic sounding (increase or decrease in the volume of voice or speech rate, etc.);
2) changes in grammatical structure of phrases (increasing number of verbs and nouns, which makes the speech more dynamic);
3) multiplication of pauses and hesitations, followed by non-phonological vocal formations (*hum, hmm*). Importantly, the number of non-phonological vocal formations in the communicants under pressure is 50% more than in a normal state;
4) incompleteness of speech (full or partial word omission);
5) lexical simplification (use of high-frequency words, junk words, etc.);
6) paraphrases (words which are inappropriate in the context).

A person learns to hide his or her real feelings and emotions throughout all the life, but some of them, such as fright, anger or disgust, are simply impossible to be covered from others (Nazaikin, 2007).

The information above may be useful in case of everyday communication. But the most universal means of revealing the linguistic tools that hide the truth are Grice's maxims: the maxim of quantity, the maxim of manner, the maxim of quality and the maxim of relation (Grice, 1985).

Thus, violation of the maxim of quantity can be manifested in speech redundancy. Let us exemplify this case through the course work presentation, when the student was asked to defend the results of the research: "I have received the results similar to the results of my own research conducted the last year — they are the same as the ones of the last year" (Strelnikova, 2019). In this case, slurred speech and tautology demonstrate that the student is not ready to present the findings. We asked students to choose similar examples from the works of Russian and world literature.

The maxim of quantity regulates the amount of information in the communication process. The statement should contain enough information to translate the idea to the addressee, but not more than the situation requires. We can encounter the omission of important information for successful communication in one of the episodes of the "1980s" series. The main character, Ivan, proposes marriage to his close friend — Kate, and she agrees. The young couple hurriedly tells this news to their parents, but after that they realize that their relationship is not yet strong enough and decide to postpone the marriage for an indefinite period. Ivan is afraid to be misunderstood by Kate's father, so he keeps the cancellation silent. This example perfectly illustrates betrayal of the recipient's trust by the sender.

The maxim of relation controls the logic of the conversation. Let us take an example from Bulgakov's novel "The Master and Margarita" (Bulgakov, 2016, p. 256): "Excuse me, who you are? Are you an official? ... Who are you? What's your surname? — My surname is, well, let's say, Koroviev. Would you like a snack, Nikanor Ivanovich? Without any ceremonies! Huh?". Koroviev shifts the subject of conversation, not willing to dig down

his biography, thus, violating the maxim of relation.

The maxim of manner implies the following postulates: lexical clarity, its unambiguity, laconism, good organization. For example, the speech of one of characters of the "The White Guard" by M. A. Bulgakov (Bulgakov, 2016, p. 253): "Just think ... is it possible that Germans let this scoundrel close to the city? Huh? Personally I simply can't imagine how they can live with him at least for one minute. Nonsense! The Germans and Petliura. They call him any otherwise than a thug. It is ridiculous!" This quote is incredibly difficult, the words of the character get confused with each other.

The maxim of quality adjusts the verity of utterance. The speech message must be truthful and must be supported by facts. The first principle may be violated through the use of irony, hyperbole or litotes (Grice, 1985). Let's take a simple example: the main character in the stories by the Soviet writer V.Yu. Dragunsky, Denis, says to one of his friends: "What a good friend you are, Mishka! I would have definitely helped you!" (Dragunskiy, 2019, p. 76). This sentence clearly demonstrates a pushback to Mishka. The other principle can be damaged as in the dialogue from the novel by F. Kafka "The Process" (Kafka, 2017, p. 133): "Is Fraulein Bürstner at home? — No, ….unfortunately, I don't know when she's back. She usually comes back from theatre quite late - the young lady often comes late...it can go too far — Oh yes, of course!" Frau Grubach said: "You are absolutely right, Mr. K. Maybe in this case you are also right. I don't want to gossip about Fraulein Bürstner, but she needs more pride, more restraint. And this month I have already seen her twice in the back alleys, and each time with a different gentleman...". Frau Grubach's proposition is that fräulein Bürstner is a girl of easy virtue. Such false statement is justified by the opinion of the interlocutor, not supported by the facts.

Thus, it can be concluded that a "little lie" is one of many variations of hoe the addressee influences the recipient. The information presented above can be successfully applied both in linguistic and psychological studies, and in everyday life: for maximum defense of one's mind from implicit outside influence.

Advertising discourse is based on lies and manipulation over potential consumers. A favorite technique of PR-specialists is camouflaging the truth through different types of comparison. Advertising discourse as a whole is characterized by an abundance of trails, means of expression and speech figures (anaphora, hyperbole, parceling, etc.). They make advertising messages lively and expressive as they can be.

Avoiding the truth in everyday discourse is closely related to people's emotional background, which remains the main difficulty for the researchers. However, a number of linguistic tools of concealing the truth are subjected to be controlled. The hidden truth may be identified by breaking Grice's maxims of communication, as well as using various strategies and techniques.

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Educational Policies and Institutional Daily Practices in Secondary School:

A Study of the Case of Secondary School from Rio Negro*

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Abstract: The aim of this research is to analyse the relationship (approaches, semblances, differences) between educational policies set by policymakers on Secondary School (focusing on new curriculum design for Rio Negro Secondary School system), and senses and meanings given in daily practices by institutions and their actors (teachers and directors), to those orders. This research is carried out from a qualitative-interpretative perspective, and the methodology is the case study. Methodological resources used in this research process are: deep and open interviews with several institutional actors, lesson observations and official and governmental agencies files analysis. Analysis of collected data shows important points on which the new curriculum proposal is focused, such as post structure, inter and multidisciplinary work, working in learning pathways and cuatrimestralization of subjects. We make reference to important points in order to give an account of the significance reached by these aspects in the educational policies area, after considering that they will influence as a performative modification (Austin, 1962) of the traditional school format.

We believe that these points do not succeed in becoming a force for change in educational institutions but, on the contrary, become a point of complexity/critical issue in daily work at schools, manifesting as obstacles faced by teachers during their daily practices. In this tension, the complex truss of logics of significance and laws of functioning of social fields (Bourdieu, 1990) historically established takes action, with its specific institutions. A complex truss of disputes and negotiations started between the curricular field and the realization field of those policies which are schools, and inside of them, classrooms.

Key words: curricular policy, daily teaching practice, social fields.

1. Introduction

This work gives an account of the progress reached by the Research Project called "Teaching practice in vulnerable contexts: Teaching today in public schools in Bariloche", which is focused on investigating daily teaching practices inside secondary schools in the city of San Carlos de Bariloche, in Río Negro (Argentina), in Rio Negro province (Argentina), passed through and regulated   by provincial educative policies.

The aim of this research is to analyse the educational policy on secondary education   formulated by provincial government agencies, focusing on the new curriculum design of Rio Negro Secondary School (Escuela

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Secundaria de Rio Negro — ESRN), investigating the senses and meanings given by institutions and their actors (teachers and directors) to those orders (curricular design and rules and regulations). Directive questions in this work are, among others: which is the logic behind operations in the sphere of educational policies? Which is the logic behind its actions? How are rules and regulations resignified in schools by teachers and directors? How are educational policies proposals recreated in daily work at school?

We maintain the need of contextualizing daily processes in educational institutions contributing a co-constructing point of view, analyzing related different levels: macroeducational (rules and regulations of educational policies), their resignification and appropriation in mesoeducational (school) and microeducational (classrooms) levels, influenced by specific social processes.

The concept of social fields (Bourdieu, 1990) as historically established playgrounds, with specific institutions and laws of functioning, is propitious for analyzing force and power relationships developed between the curricular field and the realization field, which are schools and inside of them, classrooms.

2. Methodology

We consider that theoretical, epistemological and methodological constructions go hand in hand with the search of the complexity of the Real. It's a concrete reality of institutions the constant reference and basis of this field, because it's on them where educational policies take shape. Thus, in our analysis we look for contextualizing teacher practices in historical, social and political dimensions, which affect them and influence them.

From this methodological point of view, we are working from a qualitative viewpoint, emphasizing on anthropological perspective and ethnographic resources (Rockwell, 2009). The instruments used are observations on classrooms and in-depth interviews, as well as document quests. This ethnographic clipping about daily life inside educational institutions are compared and contrasted to theoretical definitions, which guide our analysis in a continuous reflexivity process (Rockwell, 2009; Guber, 2001). In addition, we use quantitative contributions for the treatment of some dimensions of the research. We agree with the approval of the complementarity of both qualitative and quantitative points of view, for approaching a complex reality.

Qualitative methodological resources used in this research process are open and semi-structured in-depth interviews, and lessons observations with written record. Field work was carried out in three middle-school institutions in Bariloche. Interviews were done to several institutional actors: headmasters, deputy headmasters, area coordinators and teachers. In addition, information from several meetings with Middle-School Director and some assistants was compiled, and members of the Commision on Curriculum and consultants and advisers on disciplinary didactics were interviewed. Also analysis of the national and provincial government agencies corpus about educational policies (laws, decrees, rules and regulations, curriculum designs) was conducted.

Regarding quantitative methodological resources, these refer fundamentally to the employment of instruments as researcher-administered surveys (in order to inquire into some specific themes), which were conducted at the end of the year 2016 (when the implementation of the new curriculum design was imminent) to teachers in a number of schools, which was higher than the number of schools the fieldwork focused on, in 2017.

3. Considerations about the Curriculum

The curriculum supposes a socio-political-cultural project that guides or directs a school teaching practice.

Thus, it has to do with the decisions on what must happen in the education sphere, when it includes those cultural elements — knowledge, abilities, values, among others — which are considered relevant by certain social groups and legitimate to be transmitted by educational system. However, it is necessary to incorporate curricular processes in our analysis, which include acceptance, rejection, and redefinition by those who carry out the daily task of teaching in educational institutions. Litwin (1997) proposes in the new didactic agenda, among other aspects, inquiring into real senses and meanings of curriculum model for social actors and their actions. In this direction, the role of teachers is centrally claimed as curricular agents with the ability to actively take part in defining what, how, why and what are their works and the institutions — where they work — for, as subjects who can contribute to the generation of new knowledge about teaching.

Although in aplicationist approaches to curriculum, teaching content should be those stipulated in official document, where what to teach is prescribed, recent suggestions about curriculum processes emphasize that teachers do not act as executors of curriculum norms, but as performers or interpreters who select, modify, delete, reinterpret the curriculum proposal, while combining it with judgement formed by professional experience or pedagogical traditions of the institution where they work (Terigi, 1999).

4. Educational Policies: The Curriculum Proposal of Rio Negro Secondary School

Secondary education is one of the most critical aspects in current Latin American government agendas. This is evinced by the proposal "Goals for 2021: The education we want for the Bicentennials generation", approved in 2009 by Ibero-American education ministers since a project done by the Organization of Ibero-American States (OEI) and the United Nations Economic Commission for Latin America and the Caribbean (CEPAL). This consists of a memorandum of agreement which seeks to organize the efforts with the purpose of improving the education in our region, being secondary school one of the level that concentrates the major challenges around education improvements, guaranteeing a quality education.

In the case of Argentina, secondary school is an educational level whose obligatory nature was recently imposed (National Law on Education n. 26206, from year 2006), increasing its coverage since educational policies which sought inclusion as a goal.

Going round the critical points of Secondary Level Education during the last decades, we can see the deficiency condition in provincial school administrations which was worsened since 1992 (Educational Transfer Law 24.049/92), with the education services being transfered from national level to provincial level, but without the necessary budget for its support and maintenance.

In the case of Río Negro, according to official data of the last years, repeating and dropout standards registered in secondary school did not show any substantial improvements. Within the framework of this diagnostic made by provincial administration, in 2015 the Curricular Jurisdictional Comission (Comision Jurisdiccional Curricular) was created to work on the production of the Curriculum Design for the "New School" (thus called by provincial education administration), attending to the National Education Law. Previously, in 2012 the provincial government had passed the Organic Law of Education n° 4819.

One the main purposes of the new design is "To consider school   as a practice of denaturalizing conceptions which are settled in discourses, the school mechanism, in the ways of time and space organization, in the way students are looked upon". Thus, among the questionable features of the "traditional" secondary school organization, the new design mentions: "graded structure, 'classic' periodization, same groupings, curriculum

organized with dissimilar intentions of overcoming the disconnected disciplines/subjects which leave "life" outside, teachers appointed according to their "disciplinary specificity" and under an administrative procedure that infringes upon labor conditions (grid), with a time organization that most of the times does not allow interaction between fields of knowledge, traditional teaching formats, normative examinations about the results, which at the same time are averageable, workspaces that do not always achieve a production of institutional and pedagogical — didactical knowledge" (Diseno curricular Escuela Secundaria, Ministerio de Educacion y Derechos Humanos Rio Negro, 2017).

The new Curriculum Design for Rio Negro New Secondary School, came into effect from March, 2017, in 58 of the 93 public middle-schools (CEM, Centro de Educación Media) in the province. Technical and private schools did not join to the reforms, and some towns (Cipolletti, Lamarque, Darwin, entre otras) joined later. Schools where the reforms were implemented changed their name from Middle Education Centers (CEM, Centros de Educacion Media) to Rio Negro Secondary School (ESRN, Escuela Secundaria de Rio Negro).

The new school is organized into two levels: a Basic Level (CB, Ciclo Basico) of two years common to all schools, and an orientation level (CO, Ciclo Orientado) of three years diversified in character according to the different fields of knowledge, social and work world, local and provincial reality, and regional demands.

Every level is organized into seven Areas of Knowledge: Mathematical Education; Language and Literature Education; Social Sciences and Humanistic Studies; Scientifical and Technological Education; Second Languages; Artistic Education, and Physical Education. At the same time, every area includes different subjects and workshops.

New subjects such as Theater, Social Sciences and Visual Arts are included in Basic Level; apart from several workshops such as Scientific Research Workshops, Economics and Society Workshop, Political and Civic Education Workshop, and Artistic Languages Workshops. Interdisciplinary, multidisciplinary and disciplinary interaction workshops were also included, and subjects from the former design are kept, such as History, Biology, and Geography.

In the case of Bariloche, this new curricular design was implemented in fifteen schools. Most of them also modified its orientation. Thus former orientations were kept, such as Turism and Musical Art, and new ones were included such as Audiovisual Art, Social and Human Studies, Physical Education, Language, Physical and Mathematical Sciences.

The academic year is divided into two quadrimesters; work duration in the class is measured in clock hours. Academic year curricular formats, course modality, and examination, accreditation and promotion modes, seek a response to the school learning in an attempt to favor the entry, re-entry, presence, continuation and finalization of students academic career.

Regarding teacher posts, there are three possibilities: 9, 16 and 25 weekly hours. Every one of them, specially the last one, has available hours inside the institution, to cover possible absences of other teachers all along the academic year. This would allow to eliminate free periods for pupils, thus helping to keep the school study rhythm.

In our data analysis we will mark some crucial points on which the new curriculum proposal focuses. We refer to crucial points to give an account on the significance these aspects assume in the educational policies field, after considering that these aspects (structure of posts, inter and multidisciplinary work) are central and its effective implementation would influence on other aspects of practices in institutions.

5. Implementacion of the Proposal

From the beginning the implementation of the ESRN design faced fierce resistance among teachers' labour unions: Union de Trabajadores de la Educacion de Rio Negro (UnTER). This was part of the Curricular Jurisdictional Comission (Comision Jurisdiccional Curricular) until the middle of 2016, when the union started to criticize the new design, focusing critics on the substantial changes it presented, which had not been worked or debated over properly with teachers and inside educational institutions (working on debates between students, workers and educational communities). So, in the beginning of 2017, UnTER tried to stop the assignment of posts by setting up Assemblies. So Middle School Level Direction started to provide alternative mechanisms for inscription to posts, such as online inscription, which created havoc and discontent among teachers.

Despite this situation, authorities continued to implement the new design. This generated one of the main critiques released by interviewed directors and teachers: its compulsive implementation. Although several teachers expressed disagreement with the actions taken by the labour union, a vast majority pointed out that they were not given enough time for discussion and debate about the ESRN design, in terms of appropriation and resignificance in educational institutions.

Enquiries (in due time and proper form) which would allow teachers to have a leading role in the new design, were not carried out. Furthermore, strategies adopted by the Education Ministry and the Middle School Level Direction are restricted to "classic" training regarding specific topics (for example, Evaluation) where teachers do not feel that their quotidian demands are heard.

We consider ourselves to be part of the scope of political decisions operating in a logic that responds, in a great sense, to what Terigi (1999) calls "aplicationist logic" of the curriculum, in which there is a vision of teachers as technicians who only execute decisions taken by others who thus assume positions of authority. Positions linked to forms of international division of labour, which assign a central role in idea generation, regarding education, supported by conceptions of reforms carried out from above to below, which limit teachers to a passive role of mere executors.

We are thus facing a dominant way of understanding educational policies, which identifies the problems of planning with the definition of big purposes, the making of rules and regulations, and the setting up of a organizational structure. This paradigm ignores and is out of touch with the way teaching will be finally carried out. "Politics in a macro level are planned as if pedagogical definitions taken in this level could be independent from the pedagogical definitions that will be taken in those levels which are closer to teaching" (Terigi, 2004, p. 194).

In schools, institutional actors point out that during the implementation of the ESRN proposal, crucial points became key problems owing to the fact that they manifest as obstacles faced by teachers during their daily practices. In this sense, the organization of teaching posts is pointed out as a problem, as teachers who work for 25 or 16 hours cannot apply for another post in the same shift. This creates an important amount of free spaces which are left unfilled due to teachers' shortage. For this same reason, vacants produced by sick leaves cannot be filled. This demand is met by professionals without teacher training, primary school teachers, undergraduated students or people considered suitable for the post. Facing this situation, directors' central concern is managing to fill all those free spaces, before thinking about how to boost the implementation of the proposal beneficially:

> "Who can fill those hours without lessons? Because when a teacher gets a sick leave, filling that empty space
> is very complicated: the Assembly does not take those hours. In my administrative point of view, it's a

headache" (ESRN Director).

"It's not the same having a lesson of 40 or 80 minutes than working 3-hours blocks. If you hold a 25 hours post, you need a person to take the whole block and that is not taking place, those posts are not taken up in assemblies. A person with 25 or 16 hours in the morning or in the afternoon cannot work in any other thing, and that restricts the amount of people. With a 9 hours post, theory dictates that you could hold two posts in the same shift and we see that, in practice it is unrealistic" (ESRN Director).

Inter and multidisciplinary work, is pointed out as positive by teachers. All of them agree that working in the classroom with other teachers is a correct aspect of the new design. However, they note that not having the necessary time to plan lessons as a group, is a problem, as they cannot make a work effective aiming this sense. In school organization, a teacher can be part of several workshops and has to work in every one of them with different teachers, but has only 2 credit hours per week for planning. This a new activity for teachers that makes their duties more complex, as they previously worked only on their subject:

"…I'm working on 4 workshops with 4 different teachers and I don't have any available hours, as my post is for 16 hours. All my work hours are in front of a class. I plan 2 of the workshops and the other teacher expresses his point of view about it by E-mail, but we cannot gather to plan them together. I work with two geography teachers, a biology teacher and a philosophy teacher. The spaces are a good idea, but we need more time to plan them…" (ESRN Teacher).

We ask ourselves: How to break the disciplinary structure - purpose expected by educational policies — if the necessary conditions for achieving it, are not provided?

Regarding school careers, these are defined as:

"…the several paths, in educational experience, in which students build and appropriate equivalente knowledge from a corpus of knowledge (…) Secondary school will deal with not only students psycho-socio-familiar situations but also with the fact that every student has gone through his own training career, which must be considered when proposing teaching situations for building knowledge, suggesting and displaying alternatives for enabling learning. From that point on, school will accompany and support students' career" (ESRN Academic System Rules, ESRN Regimen Academico, 2017, p. 6).

Thus, within the scope of educational policies, accompanying of every student school career is expected, by contemplating different ways of going through secondary school. Although from the theoretical and discursive aspect teachers agree with the proposal, interviews conducted to teachers showed that its effective implementation creates a great uncertainty, as it is not clear how the work about careers will be carried out and made effective, given the conditions of the proposal implementation and with groups of more than 20 pupils. The work proposal attending to the rhythm heterogeneity in the group is considered very accurate but not much implementable with large groups (25/30 pupils): "The path is good from a theoretical point of view, but it's quiet complicated, going to every pupil's rhythm is very difficult with too many pupils, we teachers get lost" (ESRN Teacher).

Directors and teachers point out that, apart from problems that we could term as structural in public educational institutions (especially those attended by vulnerable groups), such as familiar and social problems (early adult responsibilities, underemployment, unemployment, among others), there are other relevant problems emerging from the new proposal as: filling posts and sick leaves in the institutions, an effective realization of the paths, inter and multidisciplinary work".

6. First Analythical Interpretations

When approaching daily practices in the studied educational institutions, we have been able to survey the complex structural framework of disputes and negotiations established between the curricular scope and the scope of realization of those policies. When we refer to the concept of social fields (Bordieu, 1990), we make reference to the play area historically constituted with their specific institutions and their own operating rules, taking into account a set of complex force relationships established between agents or institutions.

Thus, we found a position in which the crucial points would be considered by curricular policy as performative[1] (Austin, 1962) after showing a logic where the provisions of the New ESRN Design would constitute the necessary force for guaranteeing an action: modification of daily practices inside educational institutions. We are attending a conception where what is prescripted would be established after its definition in the field of design. From our analysis, this is evinced in the unawareness of institutional and work times to tackle a joint planning by teachers, which would close the possibility of generating the necessary processes for apropiating the new proposal.

So, this points do not achieve to gain the strength to become a force of change in educational institutions but, on the contrary, they become key problems in daily work at schools, showing themselves as obstacles faced by teacher in their daily practices.

A problem of didactical accessibility (Terigi, 2004) is shown up in the implementation of the ESRN. We are making reference to the degree to which the educational policy measures are made accessible to teachers, according to their real possibilities and their didactical knowledge. Bearing in mind that the new orders from the scope of educational policies considering the didactical accessibility, implies suggesting an "adequate imbalance" in relation to the new proposals and the effective abilities of teachers to be able to carry them out.

Thus, being able to start a dialog between macro, meso and micro educative levels is an essential point, because teachers, as knowledge producers about their own practice, need to be heard about they consider the new proposal.

7. Final Considerations

In this first analytical insight, we seek an approach to the relationships between educational policies in the framework of the Rio Negro Secondary School (ESRN) design and the practices inside those schools which are carrying out that proposal. We seek to focus on the senses and meanings given by institutions actors (directors and teachers), in their daily practices, to curricular prescriptions.

The relationships built until now evince tensions, approaches and distances that we need to continue researching on their next steps to be able to go in depth into this problem.

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[1] According to Austin (1962), performative acts make reference to the ability of some expressions to become actions and transforming reality or the environment.

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Evaluation as Instrument for Improvement of Teachers to Provide Qualitative Training: Teachers' Perceptions

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Abstract: In the context of human resources management in education, the evaluation of teachers, is not only a process that provides professional development opportunities for teachers and enhances accountability in the education system, but a process that contributes to improving the quality, efficiency and effectiveness of the education project, the schools and the educational system in General (Matsopoulos et al., 2018).

However, the latest developments in Greece on the implementation of educational reforms for the evaluation of education, was a process which created strong reactions from teachers who have developed negative attitudes and feelings on how the evaluation was applied, compounding the school climate and eventually leading to the Elimination of the system of assessment (Anastasiou, 2014).

In the context of the developments of recent years, the purpose of this paper is to investigate both at theoretical and empirical level, how the educational evaluation contributes to improving the quality of education provided, but the opinions and attitudes of Greek teachers of primary and secondary education towards process and in different evaluation systems, as well as to the extent to which the training evaluation helps improving the quality of educational work (Anastasiou, 2014).

Key words: evaluation, educators, quality, training, human resources management

1. Attracting Human Resources

Selection & recruitment and selection of personnel are a vital component of human resources planning within the GOP. The recruitment process lies in finding and inclusion in the body of the candidate with the best qualifications and appropriate, in a timely and cost-effective manner. The recruitment process includes analysis of the requirements of the job, attracting workers to the Agency, the identification and selection of applicants and finally the recruitment and integration of a new employee in the Organization (Taylor &Armstrong, 2015).

The search for recruiting workers, can be performed either internally or externally of an organization. Indoor fountains consist on transfers, promotions and the Press Association former officials. Although it is affordable, may not meet all the requirements for human resources through internal recruitment and thus attracting personnel from external sources are necessary. Employers, in order to attract personnel from external sources, notify their need this in various ways, usually with announcements or ads in physical or electronic means. In addition, it can

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turn to employment agencies, educational institutions, to receive recommendations from other businesses, etc. (Armstrong & Taylor, 2015).

The selection of workers, then, is the process of finding the right employee for appropriate coverage of a particular job. It is a process of mapping the organizational requirements with the skills and qualifications of people. The effective choice can only be made when there is effective matching. Choosing the best candidate for a job, there will be greater efficiency in terms of both the employee and the Agency. In order to begin the selection process, it may take a series of processes, e.g., interviews, forms, contests, test, or even medical tests, the results of which will help developers to choose the right person for a job (Schuler et al., 2013).

In the modern digital age, most organizations use some form of recruitment via the Internet to provide information to potential candidates, as well as to acquire a collection of human capital, allowing applicants to apply for positions through the Internet. Attracting human resources over the Internet is considered superior to traditional methods of attracting candidates, because it can be faster and more economical for organizations, while a job ad or search announcement staff on the Internet, can be seen by more people. Apart from the obvious benefits of reducing costs associated with overhead storage, management and access to written records, the electronic forms over the Internet provide a means of standardization and common structure, thereby facilitating the personnel evaluation and selection procedure. The recruitment and selection of personnel via the Internet has been widely adopted in many countries, and in Greece, due to standardized procedures that provide (Keenan, 2015).

2. Education and Training of Human Resources

Training is the use of systematic and planned teaching and development activities to promote the learning of human resources. It is in essence a systematic learning process within the Organization, on the subject of work and is offered to all employees equally, regardless of their grades or their level of the corporate hierarchy (Garavan, 1997; Armstrong & Taylor, 2015).

Training, on the other, entails the granting of special skills or behaviors in a person and is usually provided to employees the operational level. The training is nothing but learning by doing. This is a well organized program aimed at developing specific skills and knowledge of the workforce. Regard to human resources development where an attempt is made to improve the efficiency, productivity and capacity of existing and potential employees through learning. The training helps acquire skills related to work, that workers can carry out their employment duties efficiently and effectively (Rafiei & Davari, 2015).

Training opportunities enhance staff commitment and, if based on an objective assessment of needs, leading to increased efficiency and effectiveness of the organization. Education and training falls under the broader elements of learning and human resource development (Armstrong & Taylor, 2015).

Learning and development is defined as the process of ensuring that the Organization has the trained, skilled and loyal workforce is needed. The basics of learning and development in the context of the GOP are: (1) learning, i.e., the process by which an individual acquires and develops knowledge, skills, abilities and behaviors and includes behavior modification through experience as well as more formal methods that help people to learn inside or outside the workplace; (2) the development, which refers to the enlargement of the capacity and potential of an individual, through the provision of learning and educational experiences; (3) education, which refers to the systematic implementation of official procedures for the dissemination of knowledge and helping people to

acquire the skills needed to fulfill satisfactorily their work; and (4) training, namely the development of the knowledge, values and understanding needed in all aspects of life, and not just for the knowledge and skills related to specific areas of activity (Swart et al., 2012).

Learning inside the body is a complex process that covers the knowledge, skills, knowledge, beliefs, values, attitudes and habits of employees. People learn for themselves and learn from other people. Learn as team members and interact with managers, colleagues and people outside the Organization (Armstrong & Taylor, 2015). The aim of all the above activities within the GOP is making a coherent and comprehensive framework for the development of people through the creation of a culture of learning and the formulation of organizational and individual learning strategies. There is the strengthening of the capacity of resources in accordance with the belief that a company's human resources are an important source of competitive advantage. It is, therefore, for the development of intellectual capital, and to ensure that people with the necessary characteristics, knowledge, qualifications and skills are available to meet your current and future needs.

3. The Educational Work

According to Papaconstantinou (1993), the educational work is perceived through three different levels of the education system, the school and the classroom. From the perspective of education system understood as the result of overall function, as institutional educational activity, while on the side of the school is the result of the organized and planned learning activities taking place in a school. End at classroom level, understood as the result of coordinated educational activities (Papaconstantinou, 1993).

3.1 Evaluate Educational Work

In general, the evaluation of education refers to the formal process that uses a school to review and evaluate the efficiency and the effectiveness of teachers in the classroom, with the aim of its contribution, to improve learning outcomes through improved educational performance and improved teaching practices. Although the purpose of the evaluation is the teacher, the evaluation of the educational project is analyzed as part of an evaluation framework that includes other elements, such as evaluation of pupils, school evaluation and the evaluation of educational system (Hallinger et al., 2014).

The procedures governing the assessment of teachers focus on the core business of teaching, which typically cover areas such as planning and preparation, the classroom environment and instruction. Other areas also cover the remaining responsibilities of teachers, as their contribution to the development of the school, the interfaces with the surrounding communities and the professional development activities (Shinkfield & Stufflebeam, 2012). Secondly, the purpose of a system of evaluation of educational work, is to promote the positive professional development of teachers to achieve professional development and to improve the objectives of teaching and learning.

3.2 The Related International Organizations Towards Greece

Planning and policy formulation, not only in education but in other areas, in Greece, influenced by the forces of globalization of education, in which an important role played by some international organizations, such as for example the OECD.

These organizations, such as the Organisation for economic co-operation and development (OECD) and the European Union (EU), have shown a growing interest and for their policies regarding education policy and the

importance of human capital (Rinne, 2008).

Greece is actually affected by the recommendations introduced the DPR 152/2013, and self-evaluation in schools, regardless of the developments to date, which eventually showed that the implementation of any recommendation by national bodies, should not simply leads to implementation of recommendations, following examples from other countries, but during this transition should take into account socio-economic factors in each country.

So, the tensions around the evaluation of education policy in Greece can be traced back to a historical background of non-democratic practices, as well as a gap between government policies resulting from international influences and beliefs and interests of the education community. On the one hand, the political efforts of the various Governments, after 1981, enter evaluation in education seems to reflect the wider public concern about the quality of education offered in public schools and demonstrate the response of the political system in this public concern (Dimitropoulos & Kindi, 2017).

This kind of politicizing tends to undermine the confidence that is needed in the educational system and the development of an effective strategy for overcoming the resistance of teachers. On the other hand, however, none of these State efforts it was not possible to apply, against the wishes of teachers and their unions (Matsopoulos et al., 2018).

4. Research Methodology

In this work, originally held secondary research, i.e. collected, recorded and analyzed the main points around the evaluation of education and its contribution to the quality of the education provided, which were created by other researchers. The review of the Greek and international literature contributed to record the most important points of the topic. Secondary research is the essential basis for conducting primary research, which will take place in the second phase (Halikias et al., 2015). The primary research is a research done for the first time and the basic procedure is to gather data to cover the specific purpose of the investigation.

Existing research has studied primarily the opinions and attitudes of educators about the evaluation generally (Ghoula, 2006; Anastasiou, 2014), and its contribution to professional development in particular (Matsopoulos et al, 2018), the reasons for the introduction of the evaluation failed (Anastasiou, 2014), as well as the characteristics of teachers who are positive or negative towards the evaluation of the educational project (Mavromatidis, 2016).

In primary research, there are two types of research, qualitative and quantitative. The quantitative research is based on quantitative measurements of some characteristics and applies to phenomena that can be expressed in terms of quantities while the qualitative research, discusses a quantum phenomenon. The quantitative research is a formal, objective, and systematic process whereby collected figures that can be used to obtain information about the world. Used to describe the variables, to examine possible relationships between variables but also for identifying cause-effect interactions between variables (Halikias et al., 2015).

In this paper, used quantitative research data collection. Among the various tools used for the collection of data in quantitative research (observation, questionnaires, physiological measurements, etc.) (Halikias et al., 2015), selected the questionnaire.

4.1 Population

The populations of the survey Sample is teachers, managers and co-managers of primary and secondary education. However because the entire study population is impractical, was chosen a representative sample.

Specifically, the sample of the survey consists of 115 teachers, head teachers and school heads in primary and secondary education of West Thessaloniki. Specifically collected evidence from two elementary schools, two middle schools and a high school in western Thessaloniki. Additionally collected a few questionnaires and from teachers serving in schools in the region of Thessaloniki and Northern Greece (sent by email).

4.2 Data Collection

Instrument for data collection, used a correctly structured questionnaire, which was designed specifically for the purpose of this investigation. The questionnaire was drawn up after the study of the relevant literature. It consists in the total of 34 closed-ended questions. The questionnaire consists of two main parts: the first part which consists of 7 questions and purpose through this is the collection of demographic data of the sample. The second part consists of 17 total questions, and the aim is to collect data for the opinions of teachers and answering research questions raised. On the questions of the second part used the Liker scale (from 1 to 4, or from 1 to 5, depending on the question), which is a reliable scale used to represent the attitudes of people in a theme; in different ratings (strongly agree to strongly disagree). The questionnaire is anonymous.

4.3 Research Processes

The questionnaire given in person by the same researcher teachers in educational units in western Thessaloniki. Some questionnaires also were sent electronically, via email (e - mail) to teachers in the region of Thessaloniki and Northern Greece. All participants explained the purpose of the investigation and stressed that participation is voluntary. The participants also affirmed that it will be kept anonymous, while at no point of the questionnaire respondents were asked not to fill out their personal information. To all teachers was given a sufficient time for completing them and after a few days the questionnaires collected again by the researcher. All participants were encouraged to express their queries to the researcher, in case you were, either by phone or through e-mail, either from close in the distribution and collection of questionnaires.

4.4 Statistical Analysis of Results

All questionnaires collected were sufficiently filled. And there were no absent values. The methodology followed for the answers to the research questions was conducted with the help of exclusively qualitative descriptive statistics (frequency tables and bar graphs) for the numerical description of the sample and non-parametric processes. These methods were applied to the total of examined variables (questions) and their results are presented in the continuation of the work while the conclusions of these results in the latter part of. The analysis methods in each case were executed with the help of the statistical package SPSSV23 and 2016, Excel in specific cases. These analyses were conducted in accordance with the recommendations of the Field (2016) and Quirk and Cummings, (2016).

4.5 Description of Variables

For the needs of research completed 115 questionnaires. All of the variables is 46, including demographic variables. The set of initial demographic characteristics described by 7 variables and questions that answer the research questions is 39.

4.6 Reliability in a Reliable Questionnaire

The answers given by a person and lead us to a result, should be similar, if this person asked with the same questionnaire after a short period of time. The implementation of control reliability ensures both the reliability of the data, as well as the reliability of measurements. The control was via the "rate" of Cronbach that measures the

internal stability of a tool.

5. Results

5.1 Sample Demographics

The description of the demographics of the sample starts from the description of sex and showed that the sample includes more women (n = 65, n% = 56.50%) from men (n = 50, n% = 43.50%). The description of the age categories of the sample showed that the bulk of the sample is described by the 45-54 bracket (n = 75, n% = 65.20%) While there have been only two observations in age category 25-34 (n% = 1.70%). In similar proportion to the previous question is the working place of the majority of the sample and type of secondary education Teachers (n = 72 n % = 62.60%) While together with teachers of a secondary form the 91.30% of the sample.

In this sample the categories that have the highest incidence showed that the sample described mainly by females, aged 45-54 years, working as a secondary school teachers with significant work experience, at least 10 years.

5.2 Research Questions

Concern the first question of the questionnaire examines the deal or not of the sample in relation to specific types of assessment. The results showed strong agreement and at 4 sub-questions of this question. More specifically, the sample showed little disagreement on questions relating to the evaluation of the educational system and the educational 2:1 while executives on questions concerning the evaluation of school and education were most cases of dissidents

Table 1   To What Extent Do You Think The Following Should Be Assessed?

	No	A little	Pretty enough	Pretty much
8.1 Evaluation of the education system	4	7	28	76
8.2 Evaluation of educational staff	5	5	37	68
8.3 The evaluation of the school unit	11	11	56	36
8.4 Evaluation of educational staff	15	14	50	35

According to the results of table 2, 65.20% of the sample responded that it agrees or strongly agrees with the assessment of teachers while the 19.2% responded instead, a little.

Table 2   To What Extent Do You Agree With The View That Teachers Should Be Evaluated?

	Frequency	Rate
I totally disagree	10	8.7
Disagree	12	10.4
Neither agree nor disagree	18	15.7
Agree	39	33.9
I totally agree	36	31.3
Total	115	100.0

Table 3   To What Extent Do You Consider Necessary the Following Forms of Evaluation of Educational Work?

	No	A little	Pretty enough	Pretty much
10.1 Externalevaluation	30	35	24	17
10.2 Internalevaluation	13	18	49	28
10.3 Selfevaluation	9	9	40	50
10.4 Mixed use of the previous forms	22	15	39	36

The question 10 contains 4 sub-questions and shows sample's views on the need for evaluation of specific forms of educational work. The results showed strong agreements and disagreements with the biggest deal to occur in question on self-evaluation forms (in the ratio of 5:1 in favor of approving) and greater disagreement on external evaluation (in formats ratio of 1.8:1 in favor of dissenting).

The question about internal assessment formats won the category "enough" while at extreme choices "at all" and "a lot" there were more options category "Very" but the proportion remained at 2.1:1. To question the need for 10.4 evaluation of total at 10.1 to 10.3, opinions and agreement on the need for the evaluation was more from the opposing views but to a small extent, with a ratio of about 1.5:1.

Questions 11 to 33 deal with the sample's views on the contribution of the evaluation of teachers in the quality of their work and in their professional development. The results of the responses from the sample are shown in table 4 and showed that:

Table 4   Mean and Standard Deviation of the Scores of Questions 11–33

11. Teacher assessment contributes to improving the quality of the education provided	3.60	1,302
12. Improving the quality of the educational project	3.66	1,225
13. Improving teaching methods and teaching in general	3.51	1,218
14. Improving student achievements	3.12	1,321
15. Improving the education system	3.27	1,308
16. To highlight teachers' good practices	3.45	1,263
17. To improve Educational' knowledge	3.50	1,204
18. The professional development of teachers	2.95	1,254
19. The wage development of teachers	2.66	1,225
20. Improving the effectiveness of teachers	3.32	1,271
21. Teacher assessment helps identify weaknesses in the skills and competencies of the teaching staff	3.48	1,298
22. Teacher assessment helps to improve teachers' skills and competences	3.25	1,327
23. Teacher assessment is useful in informing parents about the quality of the education provided	2.61	1,259
24. It is useful in developing an individual and collective sense of responsibility for the quality of the learning process	3.11	1,366
25. Teacher assessment contributes to the cultivation of teachers' responsibility and cooperation	2.95	1,309
26. Teacher assessment contributes to improving their quality of life	2.37	1,271
27. The absence of an educational evaluation in the past has inhibited the improvement of the quality of the educational project	3.13	1,373
28. The evaluation of teachers contributes to the achievement of the missions of the educational institutions	3.10	1,234
29. Teacher assessment contributes to the achievement of the strategic objectives of educational institutions	3.12	1,235
30. Teacher assessment reinforces accountability in the education system	3.29	1,139
31. Teachers should be involved in the process of planning their assessment	3.95	1,063
32. Teacher assessment reduces teachers' autonomy and contributes to the limitation of pedagogical freedom	3.06	1,320
33. Teacher assessment leads to passive compliance by teachers	3.01	1,405

Table 5   To What Extent Do You Consider that the Following Criteria Should Be Taken into Account in the Evaluation of Education And His Work?

	No	A little	Pretty enough	Pretty much
Not at all Slightly enough	9	9	45	50
34.1 Scientific training	5	4	20	83
34.2 Capacity	5	6	22	79
34.3 Ability	5	12	49	47
34.4 Cooperation with colleagues	6	14	52	39
34.5 Cooperation with the school head	8	17	46	42
34.6 Cooperation on student guardians	4	6	25	78

The last category of questions of the questionnaire deals with the degree of acceptance of the evaluation by teachers and which specifically examines the acceptance or non-specific criteria for assessing the larger absolute dissent observed in questions, 34.4 34.1, 34.5 and 34.6 showing skepticism about scientific training, collaboration with colleagues, the Director of the school and parents of pupils, as criteria that should be taken into account for the evaluation of educational project.

6. Limitations and Suggestions for Future Research

This research and findings, it is useful to be assessed in the light of their limitations. The small size of the sample and the selection of a specific site (Western Thessaloniki) is the major limitation of this research. The relatively small number of teachers who took part in the survey, does not allow generalization of results to the wider population of teachers and possibly not enabled highlighting correlations between specific variables that studied, as was the correlation of the views of teachers and their demographic characteristics. On the other hand, it is to be a sample of the views and attitudes of the Greek teachers towards the evaluation of education systems but also in particular their educational project.

Therefore, it is necessary for future research, to explore the same research questions, in a larger sample of teachers and with greater geographical distribution, in order to allow for the safe extraction of conclusions about the extent to which the educational evaluation can contribute to improving the quality of the supplied educational project, as well as about the extent to which the demographics of participants affect the relevant opinions.

In addition, given recent developments in the country about the educational assessment, future research, it is necessary to consider what would be optimal for those characteristics of teacher evaluation systems or the best kinds evaluation systems, which will lead to higher levels of acceptance from their teachers. Finally other themes which would be interesting to explore in the context of human resources management at school, is the extent to which the educational evaluation contributes to job satisfaction and professional development of Greek teachers.

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More or Less Powerful Ideas of Fifteen-Year-Old Greek Students About

Accounts and Empathy During the Teaching of a

Controversial Historical Issue

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Abstract: The use of controversial issues in education and particularly in history teaching has intensified in the last decades. This research belongs to an increasing body of literature on the limitations and auspicious perspectives of exploiting controversial aspects of the past. Furthermore, it associates controversial issues with the enhancement of the procedural concepts of history. The research was conducted in three middle schools of the Xanthi Prefecture, northern Greece, in 2017 and 2018. During a teaching of the Greek civil war, which consisted of role-playing activities promoting historical competencies, the 15-year-old students of the experimental groups expressed a variety of ideas about the differing narratives of a controversial issue and showed different levels of historical empathy. The findings of the lesson recordings indicate that teaching grounded in the disciplinary nature of history could facilitate the emergence of students' tacit ideas, compared to a traditional instruction based only on declarative knowledge.

Key words: controversial issues, different accounts, Greek civil war, historical empathy, multi-perspectivity, role-playing activities

1. Introduction Controversial Issues in Education

In the last decades, many educators have put particular emphasis on the use of controversial issues in education. After being introduced to the USA (Krey, 1933) and systematized in the UK (Stenhouse, 1971), the study of controversial issues broke the barrier of the Anglo-Saxon world and expanded to Eastern Europe (Misco, 2007), Asia (Baildon, Seng, Lim, İnanç & Jaffar, 2014) and Africa (Asimeng-Boahene, 2007).Although there is no broad agreement on their definition and the way of tackling them (Cooling, 2012; Hand, 2008; Nocera, 2013; Tillson, 2017; Warnick & Spencer, 2014; Yasek, 2016), most practitioners contend that it is worth importing them into curricula and the daily classroom practice. The reason is that controversial issues are considered to be suitable frameworks for students to broaden their cognitive horizons, to develop critical, social and emotional skills, to become familiar with the ambiguous nature of knowledge, and ultimately to evolve into conscientious citizens (Hahn, 1994; Hess, 2009; McLaughlin, 2003). However, there are many restraints on the introduction of controversial issues into school practice. Various obstacles within an educational system, students' and teachers'

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biases, and stereotypes of society could confine the teaching of a contentious matter. Finally, the use of controversial issues has been proposed in teaching a variety of subjects, including social studies or sciences (Kolstø, 2001; Levinson, 2006; Stradling, Noctor & Baines, 1984; Wellington, 1986).

2. Controversial Issues in History Teaching

In history teaching, controversial issues are utilized for three purposes, which are usually interrelated. First, in divided societies, educators exploit contentious aspects of the past with certain teaching methods in order to manage the tension between conflicting parties and create conditions for peaceful coexistence. The teaching of the conflict in Northern Ireland, for example, can be enlisted in this category (Barton & McCully, 2007). Second, in many cases, teachers use controversial issues to ingrain universal, humanitarian values in students. A typical example is the teaching of the Holocaust (Schweber, 2004) or the civil rights movement in the USA (Saye & Brush, 1999). Third, the study of controversial issues often acquaints students with the disciplinary nature of history. Specifically, they become familiar with certain aspects of historical thinking, such as the notion of multi-perspectivity and historical empathy, the status of historical accounts, the nature of evidence. Teaching about the use of the atomic bomb in the Second World War (Doppen, 2000) or the case of Operation Coldstore in Singapore (Baildon, Afandi, Bott & Rajah, 2018), for instance, serve the aforementioned goal.

This study falls into the last category of treatment of controversial historical issues. Specifically, we aimed to familiarize students with the multidimensional approach to an historical event and the complex role of historian. Moreover, we investigated how students might perceive history through conflicting or different accounts of the same issue.

3. Empirical Framework

The part of the study concerning the teaching design was based on previous explorative and applied research. On the one hand, there is a vast body of literature on students' ideas about different historical accounts and historical empathy. On the other hand, many researchers practically explored how students manage conflicting primary and secondary sources.

4. Historical Accounts

Studies on ideas about different accounts were mainly descriptive and addressed to primary, secondary and higher education students, teachers, and prospective teachers. Different accounts of historians were presented to subjects who tried to explain the variation. Researchers found a series of levels of historical thinking, which is partly related to the subjects' ages. The team of the Concepts of History and Teaching Approaches (CHATA) project in Britain proposed a six-stage progression model of 7-year-old to 14-year-old students' ideas (Lee, 1998, 2001, 2004; Lee & Shemilt, 2004). Some did not discern the differences in the accounts and others claimed that the variation is due to our inability to witness the past. According to Level 1 and 2 students, therefore, accounts lack their epistemological status. At the next level, some argued that historians have either deficient knowledge, gaps in their information, or access to different sources. Others maintained that historians deliberately distort reality for ulterior motives. Thus, Level 3 and 4 students believed in a solid, objective past, which could be misrepresented due to archival gaps or biases. For Level 5 and 6 students, accounts are seen as constructions,

rather than as copies of the past. They attributed the divergence of accounts either to legitimate point of view, to different questions, or to different criteria of historians. Similar models, consistent with the findings of the CHATA project, have been produced by research across diverse settings, such as Portugal (Barca, 2005; Gago, 2005), Taiwan (Hsiao, 2005), South Korea (Park, 2008), Singapore (Afandi, 2012; Afandi & Baildon, 2015), Germany (Martens, 2015), the USA (VanSledright & Afflerbach, 2005) and the UK (Chapman, 2009; Chapman & Goldsmith, 2015).

5. Historical Empathy

Another category of research concerns the much discussed term of empathy. In the 1980s and 1990s, researchers focused solely on the cognitive dimension of the term, namely the successful, evidence-based approach to beliefs, values, emotions and views of people of the past. According to the British Schools Council History Project (SCHP) 13-16, the empathetic understanding of adolescents was divided into four levels (Shemilt, 1984). At Level 1, people of the past were considered to be stupid, whereas at Level 2 their actions were viewed through the prism of present values. In order to judge the actions of the past, Level 3 students used contemporary criteria, yet applicable to all people. Finally, Level 4 students realized that people of the past acted in a different context and held different views and values. Similar results emerged from the research of Ashby and Lee (1987) concerning students aged from 11 to 18 years. For Level 1 students, the people of the past were seen as "divi". Level 2 students explained the past actions in terms of generalized, atemporal stereotypes, while Level 3 students used an everyday empathy. Finally, at Level 4 and 5, students displayed a historically empathetic understanding of the past either in a restricted way, recognizing the different knowledge, beliefs and values of past agents, or in a contextual way, acknowledging the peculiarities of space-time conditions. A few years later, the team of the CHATA project (Lee, Dickinson & Ashby, 1997, 2001) proposed a slightly modified taxonomy of "rational understanding"- an interchangeable term for empathy.

Since the 2000s, researchers have added an affective dimension to the notion of empathy and rendered it more complex. Barton and Levstik (2004) discerned five components of historical empathy as intellectual tool and four types of empathy as care. In addition, Endacott and Brooks (2013) defined historical empathy as dual-dimensional — cognitive and affective — construct and claimed that it entails three interrelated endeavours: historical contextualization, perspective taking and affective connection. Moreover, they suggested a four-phase instructional model for the promotion of historical empathy.

Several empirical studies have been conducted to thoroughly examine the various aspects of empathy. Concerning the cognitive side, Downey (1995) performed three perspective taking activities about American Revolution in a fifth grade classroom and ascertained that empathy is difficult, yet fruitful task for elementary pupils. In an action research, Jensen (2008) observed that the debate method helped fifth graders to consider different perspectives of Westward Expansion, although they didn't manage to transcend the barrier of presentism. In addition, Hartmann and Hasselhorn (2008) suggested a standardized measure for historical perspective taking. They applied the measure to tenth graders and noted that the majority showed more or less contextualized historical thinking about Weimar Republic. On the other hand, implementing a simulation activity about the Finnish civil war of 1918, Rantala, Manninen and van den Berf (2015) found that only a small minority of high-school students reached at Level 4 and 5 of the CHATA project and ascribed the weak performance of the most students to the traditional history teaching.

Apart from the cognitive dimension, other studies also examined affective components of empathy. In an ethnographic research, Dulberg (2002) stressed the influence of the fifth graders' personal connection to a historical issue on their perspective taking ability. Signs of adequate empathy as both perspective recognition and care were traced in case studies concerning high-school students (Brooks, 2011; Kohlmeier, 2006). Engaging middle-school students in three historical paradoxes, Endacott (2010) noted that they demonstrated an affective connection to historical figures in an effort to comprehend the complex tasks. A few years later, the researcher implemented his four-phase instructional model to high-school students (Endacott, 2014). Using the case of Truman's decision to deploy the atomic bomb, he found that eleventh graders' empathy was influenced by factors such as identification, modern perspectives, shared human experience and affective connections.

6. Handling Different Narratives

Several explorative, experimental and case studies have investigated how students in secondary and higher education manage conflicting primary and secondary sources. A pivotal research was that of Wineburg (1991a, 1991b). After providing different written and pictorial sources about the battle of Lexington to professional historians and high-school students, he juxtaposed the modes of thought of the two groups. According to his findings, the historians had demonstrated three skills ("heuristics") that the students lacked: (1) paying attention to the narrator ("sourcing"); (2) referring to evidences of the sources ("corroborating"); and (3) placing the sources in the space-time context of their production ("contextualizing"). Leinhardt and Young (1996) confirmed the previous findings to a large extent and highlighted the positive impact of teaching on high-school students' historical reasoning and writing in later study (Young & Leinhardt, 1998).

Other researchers noted that certain teaching methods and tools could enhance students' ability to work with different or conflicting sources to some degree. For instance, studying a controversial issue in a structured, digital environment with multiple sources affected college students' reasoning with and about documentary evidence (Rouet, Britt, Mason & Perfetti, 1996; Rouet, Favart, Britt & Perfetti, 1997). In addition, researchers ascertained that the essays of high-school and college students of the pilot groups who had used the "Sourcer's Apprentice", a computer-based tutorial and practice environment, inspired by the problem-solving method, were more integrated, informative, and cited more sources than those of the comparison groups (Britt & Aglinskas, 2002; Britt, Perfetti, VanDyke & Gabris, 2000; Wiley & Voss, 1999).

Adopting an investigative, inquiry-based approach, VanSledright (2002) implemented a four-month instruction, which included controversial aspects of American history, in an elementary classroom. He revealed that novices have the intellectual capacity of handling different historical documents and images. Apart from the previous action research, several studies with experimental features have investigated the influence of disciplinary teaching of controversial topics. For example, thanks to systematized, literacy instruction that included conflicting accounts, college students changed their epistemological stance towards history (Hynd, Holschuh, & Hubbard, 2004). In addition, scaffolded instruction helped middle- and high-school students to write argumentative essays about controversial issues of American history that were longer, more accurate, persuasive and elaborated than those of their peers in control groups (De La Paz & Felton, 2010; De La Paz, Felton et al., 2014; De La Paz, Monte-Sano et al., 2016). Finally, applying "Reading like a Historian" — a document-based history curriculum intervention — in high schools, Reisman (2012) found that the students of the pilot groups differed in various dimensions and improved the competences of sourcing and close reading.

7. The Research

7.1 Sample and Tools

The empirical part of the research was conducted in three middle schools of the Xanthi Prefecture, northern Greece, in the spring of 2017 and 2018. Each school belonged to a rural, a semi-urban and an urban area of the prefecture. Ninety four 15-year-old students of the third grade (N = 94), which were divided into experimental and control groups, participated in the research. We maintained respondent anonymity by giving each student a code, which consisted of the year of the survey, the initials of the school and the class, and a serial number. In order to capture students' ideas, we mainly used three tools: (1) recordings of the teaching; (2) written tests before and after teaching (Kosmas, 2019); and (3) recorded interviews with selected participants.

Data analysis was both qualitative and quantitative. In this paper, we present a part of the qualitative analysis, namely the findings of the recordings of the teaching. Specifically, we used the inductive coding of grounded theory (Glaser & Strauss, 1967), which produces categories of responses with common features.

7.2 Research Questions

Concerning the instruction, we looked into the impact of the teaching of a controversial issue using a certain method, namely role-playing activities in connection with historical skills, on certain aspects of students' historical thinking. In particular, we examined: (1) how the students could explain the conflicting or different accounts of the same controversial issue; (2) to what extent they could exhibit historical empathy, namely approach the complex event in terms of the particular context of the past.

7.3 Thematic Field

In order to explore students' ideas about different narratives in history, we chose a controversial topic deriving from the context of the Greek civil war of the 1940s, which is taught in the third grade of middle school. That period has been intensely concerned the Greek scholarship over the last decades (Kalyvas & Marantzidis, 2015; Voglis, 2014). An aspect of the war, the removal of children from northern Greece, was selected as one of the most contentious issues of the period. Specifically, the two opposing groups, the left-wing insurgents and the centre-right government, carried out massive relocations of children during wartime. On the one hand, the Democratic Army sent them to Eastern European countries. On the other hand, the National Army, in cooperation with Eranos ("The Fund"), a welfare organization of Queen Frederica, transferred children to special camps in Greece, called paidopoleis ("childtowns") (Bærentzen, 1987; Danforth & Boeschoten, 2012). Two main questions arise concerning the purpose of both sides and the way of conducting the removal: (1) did both rival groups act for military and political purposes or on humanitarian grounds? (2) Did they remove the children with parental consent or abduct them in a violent way?

The literature provides three types of account in relation to these questions: (1) the narratives of simple, everyday people who variously experienced the removal; (2) the narratives of politicians and military officers, who represented the conflicting parties; and (3) the narratives of researchers (historians, political scientists and social anthropologists).

7.4 Features of Teaching

For the students in experimental groups we designed a three-stages teaching about the controversial issue of the removal of children. One of the main pillars of the teaching was the concept of multi-perspectivity, namely

engaging with various aspects of a historical phenomenon (Stradling, 2003). Hence, each stage of the intervention corresponded to each of the three levels of different accounts: the micro-historical, the political and military, and the historiographical one, respectively. In addition, one of our goals was to familiarize the students with the way historians perceive and construct history. We therefore related each stage of the teaching to each of the three heuristics of Wineburg's research. We also attached importance to the notion of historical empathy based on role-playing activities, which were adopted unaltered or modified from guides on tackling controversial issues (Council for the Curriculum, Examinations and Assessment [CCEA], 2015; Emerson, Gannon, Harrison, Lewis, &Poynor, 2012). Table1 presents the characteristics of each stage.

Table 1   The Features of the Three-stages Teaching

Stage	Narrators	Activity	Heuristic
1	Ordinary people	Hot seat	Sourcing
2	Politicians and military officers	Debate	Corroborating
3	Researchers	Historiographical continuum	Contextualizing

As for the practical side, before the intervention, the students attended a traditional one-hour lesson on the Greek civil war to acquaint themselves with the historical context of the issue. In particular, they learned about the factors that contributed to the conflict, the opposing groups, the leading figures and their international supporters. In addition, some students were familiar with role-playing activities and others didn't have a similar experience in the past. Nevertheless, given the circumstances, several responded relatively well, perhaps because the unprecedented procedure captured their interest. Finally, we put substantial effort into collecting, organizing and reforming the historical material — written and pictorial sources — according to the needs of the intervention and to the level of the students. For this reason the written sources were properly adapted in terms of length, language style and presentation (Wineburg & Martin, 2009).

8. Findings

8.1 First Stage

The first stage concerned the micro-historical level of the issue. The sources represented various testimonies of unknown persons, such as parents, children and children's escorts, who came from different regions of northern Greece. The aim of the stage was to engage students in the heuristic of sourcing, namely focusing on the qualities and possible biases of narrators. Each student read a source for a few minutes, then sat on a chair in front of a semicircular seating arrangement and told the story of the removal from narrator's point of view. At the same time, the place of origin of the witness was presented on a digital map with the help of new technology. In addition, the researcher put questions to help student narrate fluently, and to underscore the diversity of testimonies. After each presentation had ended, the students decided whether the narrative either referred to a volitional removal, a cruel kidnapping, or belonged to a grey zone, where the boundaries of free will and coercion are vague. Finally, the students participated in a plenary discussion about the differences in the narratives and the possible reasons for the variation.

At the beginning of the teaching, the researcher introduced the students to the disputed matter. Specifically, he informed them about the removal, the emerging questions and the types of narrative. He also noted that history is constructed by systematic effort of historians to raise and answer questions. After that, he explicated the process

and distributed role cards to the students. Apart from a source, each card included sourcing questions, which helped students to focus on specific features of the narrative. Students' reactions varied. Some smiled, others felt surprised by the seating arrangement and several asked for elucidation. In order to make the technique of hot seat clear, the researcher gave the students a demonstration of how to play a role. While they were studying the sources, the researcher was providing the students with clarifications and essential guidance. During the presentation of their roles, some seemed quite comfortable and avoided reproducing the sources verbatim. Others, in contrast, were taciturn and preferred the safety of reading the source.

Concerning the variation of the narratives, the students approached the uncertain image of historical reality and managed to identify several differences. First, some mentioned the factor of violence or free will, as the following excerpts show:

> Some claim that they have been forcibly removed and some don't (2017-GG-G1-03).

> In some stories children were sent by their parents, whereas in other stories they left of their own free will. (2018-GA-G1-19).

In addition, some focused on the convocation of a decision making meeting before the removal. Finally, others noted that the sources tended to favor or censure one of the two rival groups. These are two indicative answers:

> In some villages they [the witnesses] said that they had held a meeting, while in other villages they hadn't (2017-GG-G1-11).

> Some were on the side of the rebels and others weren't (2017-GG-G1-09).

Regarding the way the students explained the existence of different narratives, a variety of ideas also emerged. The explanations concerned the narrators, which was the main goal of the stage from the beginning. First, some students pointed out the origin of the witnesses and came up with the idea of a complex, multiple past. In other words, they realized that a historical phenomenon could have diverse aspects depending on space-time conditions. For example, a student answered:

> Because they [the narrators] come from different regions (2017-5G-G2-20).

Second, several students attributed the variation of accounts to different features of the narrators or their possible ideological bias. Two typical excerpts follow:

> Because they [the narrators] are different people, children, mothers… (2017-5G-G2-04).

> Because they [the narrators] have different ideology, some of them support the guerillas, while others the government (2017-5G-G2-09).

The first stage of the teaching was completed after a recapitulation of the main points of sourcing heuristic.

8.2 Second Stage

The second stage focused on the accounts of politicians and military officers, and had two phases. The first phase concerned a debate that was supposedly held at the UN headquarters in the winter of 1948. After studying relevant sources, two students impersonated the insurgents' representatives and two others acted as delegates of the official Greek government. At the same time, the researcher and a student regulated the debate in the role of

the UN officials and finally announced the findings of the actual UN report on the removal. Both rival groups intended to present their views supporting them with evidence from authentic sources, such as a video excerpt of the removal and applications of parents who had requested either the relocation or the return of their children. In the second phase of the stage, the rest of the students acted as researchers and tried to put the corroborating heuristic into practice. Specifically, they contrasted the assertions of both sides with the evidence of written and visual sources, and assessed their arguments. All the historical material was being projected onto the board during the two phases.

After explaining the plan of the second stage, the researcher assigned the tasks to the students. As in the first stage, the material consisted of sources accompanied by guiding questions according to each task. Students exhibited various sentiments. Some were surprised by the element of the debate, others teased their classmates about their roles and a few felt reluctant to participate, perhaps because of the tiredness at the end of the school year. Before the debate, the researcher acted as motivator, facilitator or guide depending on the instance. During the second stage, interesting findings emerged concerning the explanation of the conflicting narratives and the degree of the contextual approach to the past.

As for the variation of the narratives, most students ascribed it to the competing interests of historical agents. This is a typical excerpt:

> Researcher: Why do the two sides [rebels and government] say different things?
>
> 2017-5G-G2-04: Because they are rivals, they cannot say the same thing.
>
> Researcher: So, for what reason might we narrate an event differently?
>
> 2017-5G-G2-13: Because some things either benefit us or not.

In addition, we recorded contradictory indications of students' historical empathy. On the one hand, some students successfully used historical catchwords during their speech as representatives of the conflicting parties. For example, the following student, as delegate of the Greek government, called his opponents *symmorites* ("bandits"), a stereotyped, pejorative term of that period:

> Yes… they [the rebels] want to render children bandits and their parents psychologically slaves. (2017-5G-G2-21).

Furthermore, the debate was occasionally intense, fast-paced with frequent interruptions. This implies that the students were fairly familiarized with the current instance and zealously defended their views. In the following indicative excerpt, the participants used short rebuttals, since the representatives of the Democratic Army entangled the irritated government delegates in their own accusations:

> 2017-GG-G1-06 (rebels' representative): Your queen…
>
> 2017-GG-G1-09 (government representative): Oh…
>
> 2017-GG-G1-10 (government representative): What did she do again?
>
> 2017-GG-G1-08 (rebels' representative): Frederica. She gave the order to gather all the children and force them into Nazi organizations.
>
> 2017-GG-G1-10: Oh… What are you talking about?
>
> 2017-GG-G1-06: No, what are you talking about?

2017-GG-G1-10: How could we take the children, since you gathered them?

Researcher (UN representative): So, you accuse them that…

2017-GG-G1-08: Look… they are also lying!

2017-GG-G1-09: Ah…

2017-GG-G1-06: You destroy villages…

2017-GG-G1-08: They [the government] bomb the villages of Free Greece with American planes and kill women and children.

2017-GG-G1-06: Yeah…

2017-GG-G1-10: We kill them [the rebels], not women!

During the debate, students made arguments that were either based on evidence or in accordance with the historical context. In the following case, the representatives of the Democratic Army presented a written statement of a mother who affirmed that she had sent her children abroad of her own free will. The government delegate claimed that the parental consent was derived from intimidation, an allegation that seems plausible given the extreme conditions in the villages of the warzone. The rebels' representative, in contrast, invoked the mother's signature to prove the authenticity of the document and the validity of his assertion:

Researcher (UN representative): So, if I am not mistaken, it' about a mother who sent her children without being forced, without violence…

2017-GG-G1-08 (rebels' representative): Of her own free will… In order to save her children…

2017-GG-G1-10 (government representative): Because she was afraid!

2017-GG-G1-08: No. In order to save her children from… to escape the monarchofascist terrorism and the airstrikes.

2017-GG-G1-06 (rebels' representative): See? We also have a signature!

The next example of a student who accused her opponents of falsifying evidence also denotes a reasonable apperception of the tense atmosphere of that period:

2017-GG-G1-10 (government representative): What do you say about this [a document]?

2017-GG-G1-06 (rebels' representative): You have made it…

2017-GG-G1-09 (government representative): Ah… we committed forgery?

2017-GG-G1-06: Yes.

During the debate, participants commented on the rivals' rhetoric. After an excerpt of a propaganda film of the Democratic Army was projected, a student insightfully remarked the emotionally charged words that the insurgents used:

2017-5G-G2-07 (government representative): And also… could I say something more?

Researcher (UN representative): Whatever you want…

2017-5G-G2-07: They say… they used words such as "poor" and "favorite" in a phrase…

Researcher (UN representative): Yes…

2017-5G-G2-07: They want to… approach people sentimentally, not with tangible evidence.

During the discussion after the debate, several students assessed the assertions of the two conflicting parties mostly in a sensible way, contrasting the sources and relying on evidence. First, some utilized their prior knowledge of the first stage. In the following case, students invoked the narratives of the previous stage and considered a rebels' argument to be valid:

Researcher: The rebels claimed that they took the children because the National Army dropped bombs and the children were starving. What do you think? Is this true?

2018-GA-G1-11: Yes, right. In testimonies it was said that they dropped bombs and there was a great hunger.

Researcher: Right…

2018-GA-G1-11: Also in the film…

2018-GA-G1-13: We also saw many historical sources… testimonies.

In addition, the issue of the narrators' reliability came to the surface many times. For instance, two students regarded the UN view as more reliable since they considered that UN representatives presented a balanced report and had not ulterior motives:

UN [has right]. Because these two [rebels and government] have a motive for not telling the whole truth. (2017-5G-G2-06)

Because UN didn't seem to support any side… and said positive and negative things about both sides. (2018-GA-G1-20)

A similar juxtaposition of different narratives and an evaluation of their reliability follow:

Researcher: Now, try to compare the sources. In other words, act like historians. The government claimed that the rebels wanted to alienate the children. Children, in contrast, said that they learned Greek and heard about Greece [in Eastern European countries]. Whom do you believe?

2017-5G-G2-04: I believe the children, because they know what they experienced, that's why.

Researcher: Right. Anyone else?

2017-5G-G2-09: The children have no reason to lie.

Researcher: In contrast, the government…?

2017-5G-G2-06: Yes, since it is rebels' opponent.

On the other hand, we also recorded indications of deficient historical empathy. Students had difficulty adjusting to the conditions of a distant and unfamiliar past. In trying to handle their role, some approached the situation from the perspective of the present. The case of the rebels' representative who had ably demonstrated the mother's signature is indicative of regression between adequate and flawed empathy. A few seconds later, she also invoked the age of the document, an argument that could not have been made at that time, since the document is contemporary of the civil war:

Did you see the old document we have? (2017-GG-G1-06).

Presentism was also evident in the process of evaluating the contentions of each side. In the following case, a student regarded the government's narrative as more reliable, taking only his current Greek citizenship into account. Moreover, his classmate used an a-historical argument, since he vaguely stated that the government's claim sounded more persuasive without providing further explanation or referring to evidence:

> Researcher: Whom do you believe the most? The government, the UN or the rebels?
>
> 2017-5G-G2-15: The government.
>
> Researcher: Why?
>
> 2017-5G-G2-15: Eh… because its words convinced me more…than the others.
>
> Researcher: Fine. Anyone else?
>
> 2017-5G-G2-18: Eh… this is the Greek government and… I am a Greek citizen...

Finally, some students made historically unsubstantiated claims during the debate. They tried to conceal the gaps in their historical knowledge with fanciful arguments. Specifically, in an attempt to rebut the rebels' allegation that children were removed to escape from the air raids of the National Army, the government delegates falsely claimed either that insurgents had stolen National Army's planes or that the planes transferred humanitarian aid to the suffering people of northern provinces:

> 2017-GG-G1-09 (government representative): The plane is ours, but maybe the pilots… are rebels.
>
> 2017-GG-G1-08 (rebels' representative): But how…? We don't have American planes, we don't even have planes.
>
> 2017-GG-G1-09: However, you have stolen ours.
>
> 2017-5G-G2-21 (government representative): First of all, Greek families are starving in the villages. These planes convey food so that they won't be hungry.

The second stage of the teaching ended with a summary of corroborating heuristic.

8.3 Third Stage

During the third stage, the students considered the issue from the perspective of historiography. Specifically, five students acted as well-known scholars and presented their views about the removal in the plenary. The activity was also designated to familiarize students with the heuristic of contextualizing by exploiting narratives related to the perspectives of the right and the left on the issue in different time periods. After each student/historian had concluded, his classmates discussed on which chair in a row of five seats he should sit. The row represented a historiographical continuum of which one end symbolized the military reasons for the removal, whereas the other end symbolized the humanitarian reasons. The students/historians who had invoked both military and humanitarian reasons were placed close to the middle of the row, according to the importance that they had attached to each factor. During the presentation of each account and the discussion, the text was projected onto the board. Finally, the plenary deliberated on the possible reasons for the variation of accounts even in the academic community.

Having previously done the necessary modifications to the classroom arrangement, the researcher explained the process, distributed the roles to five students and gave them five minutes to prepare. The material consisted of cards-copies of the historians' books and conference cards, which were pinned to the chest of the participants.

Students' reactions varied. Some had questions, while the material, especially the conference cards, attracted the interest of others. In order to show that historians' views derive from evidence-based research, the researcher drew students' attention to sources that the historians invoked. In addition, several students faced more difficulties in reading and comprehending the narratives during this stage than during previous stages, particularly the narratives that referred to a mixture of military and humanitarian reasons. This was probably due to the complex and abstruse academic writing, despite the fact that the sources had been adapted. Those difficulties were also confirmed in written tests. Furthermore, some attempted a hasty, fragmentary reading of the sources and as a result they reached erroneous conclusions.

The discussion became remarkably interesting when students dithered over where they should place a scholar in relation to his colleagues who were already seated. In that case, the necessity of careful reading of sources as well as the relativity of historians' views, particularly those who were placed in the middle seats, were apparent. In the following example, puzzled students finally decided to change the position of a misplaced historian with the researcher's guidance in the light of new evidence.

> Researcher: Well, look again the text of Voglis [a historian]… and tell me where we could place him.
>
> Students: …
>
> Researcher: Does he talk about military or humanitarian reasons? Or about both of these?
>
> 2018-GA-G1-16: About both of these. But mostly about the army…
>
> 2018-GA-G1-08: About military reasons…
>
> Researcher: Which source does he use? Have a look… which source does this historian invoke?
>
> 2018-GA-G1-04: The… the Democratic Army.
>
> Researcher: He invokes a statement of the General Headquarters of the Democratic Army, which refers to famine…
>
> 2018-GA-G1-04: Can I suggest where to place him? He shall sit there.
>
> Researcher: Here. So, you mean mostly humanitarian reasons. Others say mostly military reasons.
>
> 2018-GA-G1-04: Why mostly military reasons?
>
> 2018-GA-G1-08: Both of them, sir. He mentions… both humanitarian and military reasons.
>
> Researcher: So, in the middle…
>
> 2018-GA-G1-13: Next to Vournas [a historian], since… the order was given on humanitarian grounds. He normally belongs there…
>
> Researcher: You mean this seat [pointing next to Vournas]?
>
> 2018-GA-G1-13: Yes.
>
> 2018-GA-G1-16: I'm glad we agree.
>
> Researcher: Let's return to Michailides, the previous historian, and carefully see what he mentions. Because the wording of historical texts is also significant.
>
> 2018-GA-G1-08: He says that the humanitarian reasons are more important than the military... Therefore, Michailides shall be placed next to Vournas, and Voglis in the middle.

Concerning the variation of the historians' accounts, the students attempted to explain it in various ways. First, some contended that the differences exist because historians have access to different sources. Others claimed that historians are influenced by different colleagues. A student gave two indicative answers:

> They select different sources… depending on the place they live. For example, one of them was professor in the USA; he could have different sources in his hands (2017-5G-G2-09)

> They might have been influenced by the previous two historians (2017-5G-G2-09).

The previous explanations could be classified into a distinct level, since they relegate historians to a secondary role, putting them to the margin of interpretative process. In contrast, other students considered historians to be essential producers of historical meaning one way or another. First, some vaguely argued that historians disagree because they serve different interests.

> They look after their own interest, sir (2017-GG-G1-10).

Furthermore, this category of responses includes an interesting subcategory, which was also confirmed in written tests and interviews. Specifically, a few students claimed that scholars support different views to innovate and avoid being accused of plagiarism. Perhaps this idea originates from the daily school experience of the students, since they are often advised not to copy their classmates' answers.

> They write different views… because… so that Michailides [a historian], for example, won't say… ah… he took this idea from me… he stole it (2017-GG-G1-03).

In addition, some students ascribed the differences in the accounts to possible personal connections of historians to the matter, or to their alleged ideological orientation, as stated in the following cases:

> Their grandfathers could be… on that side (2017-GG-G1-09).

> Maybe someone [a historian] was a communist or supported the other side (2018-GA-G1-04).

Finally, others explained the variation of accounts in terms of the different perspective or worldview of historians. Thus, they regarded differences as anticipated and normal features of narratives. For instance, two students answered:

> Maybe they write something related to their view. Because Koliopoulos [a historian] could attach more importance to military reasons and I could consider humanitarian reasons to be more important (2017-GG-G1-11).

> They view the matter from different perspective (2018-GA-G1-08).

After a summary of corroborating heuristic, the third stage was completed.

9. Discussion

9.1 Limitations and Question Marks

Regarding certain features of the teaching of this controversial issue, there are some constraints and relevant questions arise. First, despite the admittedly controversial nature of the Greek civil war, the emotional impact of the war does not burden the youth of today. According to the findings of a preliminary questionnaire, the sample lacked essential knowledge of the war and seemed not to have inherited some sort of cultural trauma. Perhaps the

way the students confronted the matter would be different if they were emotionally attached to the issue and their thinking was governed by stereotypes.

Second, the limited duration of the teaching in the inflexible context of the Greek history education should be also taken into account. Long-term teaching of controversial historical issues might have generated different results. How would the students deal with the matter, if they were more proficient in multi-perspectivity, different accounts, empathy, in other words the disciplinary form of history? Would they express more elaborated ideas about different accounts? Would the traces of deficient empathy be scanter?

Third, the study's design didn't focus on particular features of the teacher, since all the interventions were performed by the researcher himself. For this reason, it wasn't possible to examine how the educational activities carried out by teachers of various specialties and skills could probably impact on students' ideas. Furthermore, how did the researcher's fidelity to the intervention affect the final result?

Concerning students' historical thinking, the qualitative analysis of the recordings of the teaching reveal a variation in students' ideas but not the representativeness of ideas across the sample. Therefore, whether a specific notion of historical accounts or empathy was espoused by the majority of the students is tentative. It might be detected intuitively by the researcher who experienced the classroom climate, though the data cannot lead to conclusive results. Finally, the generalizability of the findings is limited to the sample population and the conclusions are therefore provisional.

10. Contribution and Results

This study contributes to the existing literature on students' ideas about different accounts and historical empathy in daily classroom practice. Figure 1 tabulates the findings of the study for each stage and concept, which can be partly correlated with those of other studies.

	Students' ideas	
	Accounts	**Empathy**
Stage 1	a. Different origin of narrators (multiple past) b. Different features of narrators (criterial past) c. Different ideology of narrators (criterial past)	-
Stage 2	a. Different interests of narrators (criterial past)	a. Use of historical stereotyped phrases (efficient empathy) b. Intense, fast-paced dialogue (efficient empathy) c. Use of arguments based on evidence (efficient empathy) d. Use of plausible arguments according to the historical context (efficient empathy) e. Comments on rhetoric (efficient empathy) f. Use of present criteria (deficient empathy) g. Use of a-historical arguments (deficient empathy) h. Use of unsubstantiated claims (deficient empathy)
Stage 3	a. Access to different sources (fixed past) b. Influence of other historians (fixed past) c. Different interests of historians (criterial past) d. Different personal involvement of historians (criterial past) e. Different ideological bias of historians (criterial past) f. Different perspective (criterial past)	-

Figure 1   Students' ideas about Historical Accounts and Empathy during the Three-stages Teaching

Concerning the different accounts, students' ideas seem compatible with the three-level model of the "factual", "multiple" and "criterial" past (Afandi & Baildon, 2015; Lee, 2001). First, some regarded the accounts as images of a fixed past without considering the substantial involvement of narrators. Second, others viewed the

past as multifaceted, particularly in the first stage. In that case it was the different origin of witnesses that stimulated some students to explain the divergence in terms of a manifold past. Put differently, the peculiarity of the issue, namely the different local aspects of the removal, and the display of the map obviously incited the students to generate the idea of a past with various, ostensibly contradictory but essentially sensible, dimensions. Finally, several approached the narratives in terms of their narrators. Nevertheless, it is worth noting that the category of criterial past is not a priori flawless, since it includes a range of more or less elaborated ideas. The variation of accounts was construed either as deliberated distortion, as outcome of a conscious choice or as natural and inevitable feature of narration. Even the latter case could be problematic as far as some students vaguely invoked the personal viewpoint of a narrator without paying attention to supporting evidence. Regarding the different accounts of historians in particular, the explanations are reminiscent of Levels 2 to 5 of the model of CHATA (Lee & Shemilt, 2004). Only one student, in contrast, ascribed the variation to different criteria and none of them to different questions (Level 6).

Concerning the notion of historical empathy, the results are also aligned with those of other studies to some degree. On the one hand, the present and a-historical criteria that students used resemble with Level 2 and 3 ideas of the project of CHATA. On the other hand, the comprehension of past agents' thoughts and motives, the use of evidenced-based and plausible arguments could be assigned to the restricted or contextual empathy of Level 4 and 5 respectively (Ashby & Lee, 1987). Apart from the cognitive aspect, there were signs of an affective connection of some students to the issue. Among other features of the teaching, the selection of an issue that differs from the common curriculum choices and derives from the history of below and childhood captured the attention of several students. The zest of students as they played their roles and handled the matter was indicative of their interest. In addition, interviews revealed that students showed compassion to an extent, as some of the main historical agents were their peers at that time. However, on some occasions, the compassion was accompanied by a generalized moralization that seemed timelessly applicable to any unpleasant circumstance, without taking the specific conditions of the context of the Greek civil war into consideration. In other words, students displayed empathy as care about an historical issue that was close to their interest, and as care for people in history who suffered (Barton & Levstik, 2004).

Finally, students' ideas about historical accounts and empathy were not always clear-cut or predetermined by their age, as other studies have also shown (Afandi, 2012; Chapman, 2009; Rantala et al., 2015). First, some students exhibited hybrid historical thinking, which contained elements of different levels. Furthermore, the ideas didn't develop evenly across both concepts of accounts and empathy. Put simply, a student could express the idea of criterial past without avoiding presentism at the same time. Therefore, a range of various notions was recorded within a single age group. The historical thinking of students was characterized by flexibility to some extent, which was facilitated by two factors. The special features of the teaching, namely the variety of accounts and the role playing activities, helped students to think in multiple and alternative ways. Moreover, the interaction among the students incited some to adapt their ideas to the challenges that the educational context brought forth.

Concerning the impact of the intervention, the findings of the study are also consistent with those resulting from other studies, which underscore the benefits of structured instruction in disciplinary literacy. In particular, the focus on historians' skills and the role-playing activities facilitated the expression of students' implicit notions about history. The effort to enhance historical thinking was facilitated both by fallacious ideas, which triggered further deliberation, and by refined ideas, which revealed new plausible perspectives.

11. Implications and Conclusion

In summary, the study highlights the complexity of students' ideas about historical accounts and empathy and the need of using the suggested models of historical thinking in a flexible way. Furthermore, it can be reasonably assumed that long-lasting, student-centred teaching of controversial issues, which intends not only to impart historical knowledge to students but also to involve them in the construction of it, could be remarkably fruitful.

Particularly in countries like Greece, where history teaching maintains a traditional orientation as transmitter of declarative knowledge, a structured, disciplinary approach seems much more essential. According to a preliminary questionnaire and interviews, many students mentioned the predominant role of the narratives of the teacher and the textbook during ordinary history lessons. The lack of systematic promotion of second-order concepts in Greek historical education necessitates a better structured national curriculum, which will be meticulously focused on the discipline of history, and systematic teacher training in fostering procedural knowledge, among other things. Under certain conditions, disciplinary teaching of controversial issues could have beneficial effects. It could prompt students to reflect on the ambiguous, multidimensional image of past and empathize with historical agents, in other words learn history in a meaningful way.

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Skills Acquired by Primary School Teachers When They Are Trained in Higher Education

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Abstract: This presentation is a synthesis of the field contact made with a group of primary school teachers who attend the licenciatura/honours course in Portuguese language teaching at the Catholic University of Mozambique at the Center for Distance Learning. For the research we came up with the following theme: "Competences/Skills acquired by teachers of basic education at the time of their training in higher education".

Our research was aimed at: verifying the competences that are foreseen in the licenciatura/honours course in Portuguese language teaching; to assess whether the elementary school teachers attending the licenciatura/honours course in Portuguese language teaching at the end of the course develop new skills at a personal, interpersonal, professional, scientific and pedagogical level and if the skills that primary school teachers develop respond to their expectations and professional needs and to see if the modality of distance learning is effective in the formation and promotion of new skills of primary school teachers.

Throughout our work we reflect on the main issues, trying to highlight the main theories or ideas that allowed a constructive reflection on teacher competence; training models, and the development of competencies of teachers in basic education in higher education.

After the theoretical foundation was established, we tried to give voice to the interviewees, that in the perspective of Boaventura Sousa Santos (s/d), Harding and Haraway, 2003, it was intended to give voice to the subject of study (trainees), giving them not only the possibility of sharing their experience but also to give chance to individual to speak openly, using words s/he wishes and in the order that suits her/him" (Quivy & Campenhoudt, 1995, pp. 92–93).

In this sense, taking into account the context and the theme of the research, a semi-structured narrative interview was used as an information gathering tool, which allowed and facilitated the reflection on the reality using the theoretical aspects that underlie this article/presentation and obtaining themes to from interview registration. Ten (10) student teachers participated in the research.

The teachers' discussions allowed us to identify some recurrent themes that are: acquired competences, continuous training, experience and professional development, reflection on practices and attitude change in teaching practice

Key words: competences, training, teacher training

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1. A look at Competences

The concept of competences, also referred to as skills in this article, is not new. The presence of the term competence in training and employment, as Alaluf (1994) says, appears from the 1980s onwards, and is becoming more and more frequent so that today it has become a commonplace that tends to take over not only the field of professional activity, but also in the field of training, such as, still more recently the school. Already Mesquita (2013) makes a reflection of the concept of competencies citing some authors such as: Jonnaert (2000); Perrenoud (2000).

Le Boterf (1994, 1997, 2000 quoted by Mesquita, 2013, p. 36) defines competence "as knowing how to act pertinent to a concrete situation, which allows mobilizing all knowledge and not applying it in isolation". Allessandrini (2002) stresses that "competence relates toknowing how to do something, which in turn involves a series of skills" (p. 164). For the author, series of skills manifest themselves in the following aspects: "general intellectual ability, specific aptitude, creative and productive thinking, leadership ability, talents." Allessandrini (2002) and other aspects. Skills also consist of how each person expresses their ability to solve problems in their working lives. For Laita (2015) the competences "are understood like descriptions of the knowledge, abilities and attitudes that the students must develop" (p. 60).

2. A Look at Training

The notion of training can be seen in terms of life experience, reflection, the ability to tell its reality; the person throughout his training finds a space to reproduce his knowledge. The meaning produced in the act of training must become manifest, attributing the experience of training in the personal, interpersonal, professional, scientific and pedagogical life. Nowadays training is associated, that is, we have the idea of the existence of types of training. In this context we are interested in addressing the types of training in the professional field: the specific professional training that we can also call initial training and continuing vocational training. The first is sought after by the students who decide to start life and the second one is more sought after by teachers or practicing professionals who are supposed to acquire new skills, upgrade their own, increase possibilities for succession of the career, etc.

Reflecting on different types of training also leads us to develop ideals and seek to understand essential aspects that directly influence the formative course of the teacher. These aspects are: "scientific knowledge, pedagogical knowledge, processes of inter and transdisciplinary learning, training course, construction, production of knowledge" (Tavares, 1997, p. 61). According to the same author, the person in training within his / her abilities, and what is expected is that "attain competences in order to exercise a profession", and within "the conceptions of formation and competences that a good professional is expected to acquire, that people construct, produce scientific and pedagogical knowledge" (p. 66).

In this sense, training must be conceived, not only in a forecasting logic, but also in a construction logic, that is to say, "the skills to be developed , in any training system, naturally connect with different conceptions of training and has to do with the professional objectives to be attained" (Tavares, 1997, p. 67). This same author approaches in detail the types of competences that are acquired along the training course:

- **Scientific skills**: it implies the knowledge and mastery of the contents related to the subjects of a specific area of expertise, such as Portuguese, literature, philosophy, computer science, etc. It is a type of

competence that reflects on an area of knowledge.

- **Pedagogical skills**: this competence is associated with "know-how, listening, communicating the knowledge of different areas", trying to adapt to different realities and receptors: the trainees, students, etc. In this type of competence professionals should seek to master the concepts of the areas (specialties), they must also master scientific competence.
- **Personal skills**: as its name indicates, it is the effort that each professional must make individually, that is, "personal development is the fundamental competence of every educational professional" (Tavares, 1997, p. 69).

According to the author this is a mother competence, that is, if the personal competence of each person is well sustained, it will serve as a mirror for the other competencies.

3. Training Models for Teachers of Basic Education in Higher Education

Throughout the history of teacher training various programs and models have emerged that reflect different forms and understandings about the teacher and his/her role of professional practices. However, several authors have placed the centrality of the reflection in the professional formation of teaching, as for example: Demailly (1992), Marcel Lesne (1977), Zeichner (1993), Canário (1999), and others.

According to Demailly (1992), "thinking about training strategies and processes of professional socialization of primary school teachers' implies decoding a certain number of concepts" (p. 142). In this scenario, when a primary school teacher continues his education, he hopes to improve the quality of the education system, create initiatives or have training incentives linked to "solving real problems, problem solving skills mutual recognition of trainees and a situation to the work situation" (p. 144).

When the teacher-in-training is looking for training or is in training in Demailly's (1992) approach "it is in any case a learning in situ, but with a spatio-temporal decoupling of moments of action and moments of constitution of new competences , accompanied by a reflexive and theoretical activity supported by foreign aid" (p. 145).

The training models (university form, school form, contractual formative model and interactive-reflective form) enunciated by the author Demailly (1992), the teacher trainers in their training practice apply one and the other, which can be applied, that is, the teachers' tutors in their sessions apply both in the field of in-service teacher training so that they can develop their skills. The curricular plan of the courses and the way they work, in the Distance Learning Center, to which the teachers of the basic education are applying, considering the author mentioned above "formally presents the whole of its development and the training actions under the same contractual form". The tutors teachers "must teach knowledge that is defined externally in an official program" (p. 145). In this sense, the objectives of training in this form of transmission of knowledge are not the responsibility of the tutors, but of the teachers themselves in training for their own professional development and acquisition of skills.

Zeichner (1993) pointed to the North American reality, four traditions of teacher training (academic tradition, tradition of social efficiency, developmental tradition and tradition of social reconstruction), indicating priorities and meaning of each one. Each tradition presents a conception of school and society that emerges from the historical, social and educational context...the various existing training programs reflect with greater or lesser focus the elements present in each tradition. The analysis of the traditions allows the compression of several

factors present in each training program in the Mozambican reality as in any other territory. These four traditions of teacher training are a useful tool for thinking about professional development and the acquisition of new skills for teachers today.

3.1 Elementary School Teacher Skills Development

The development of professional skills of the teacher is one of the important aspects that is verified in our daily life. Professional skills are understood as "attitudes neces the exercise of the teacher's profession" (Altet, 2001). According to the author, these competences are "cognitive, affective, conative and practical" and each order has its effect on teaching and learning, for example the cognitive order "allowed to develop a current research on teacher thinking" (p. 28).

Thus, by examining today's society which brings so many and many challenges, the role of school and teachers must be an agent of change and transformation. Teachers should have an active and relevant role in the organization and curriculum development taking into account the different contexts in which students are found, creating spaces for reflection on the values and beliefs existing in society. This type of form of the teacher to develop his/her professional activity is presumed that it will allow a contribution, an aid in the reconstruction of the society thus promoting its own personal and professional development and a more dynamic and participative character of the students Cosme (2009), says that the school should fundamentally a matter of understanding that teachers should have a strong critical vision to ask relevant questions about what they teach, how they should teach and what objectives to pursue, making critical reflection and action a social project.

In this perspective and in the view of Baptista (2005), teachers have an obligation to think, that is, they should not be limited, only, to comply with the regulations imposed on them. An attentive teacher should be constantly in the process of equating their practices according and collectively for a more just society. Therefore, it is at school that social and human rights must be consolidated.

Speaking of professional development according to Sa-Chaves (1997), refers specifically to the domain of knowledge about teaching, attitudes towards the educational act, the role of the teacher and the student, their interpersonal relationships, the competences involved in the pedagogical process and the reflexive process about the teacher's practices.

In contrast, Rocha (2016) says that the "concept of professional teacher development is based on the assumption that changing the way of teaching is a learning process that involves, in part, the reconstruction of beliefs and actions on education" (p. 221). The professional development of the teacher can also be understood as a continuous process involving some fundamental aspects that can be articulated in the improvement of teaching and learning. As for example the aspect of knowledge, knowing - doing, knowing – how to be.

In this sense, the branch of knowledge in the teacher and according to Sá-Chaves (1997) is associated to three aspects:

> the acquisition and organization of specific knowledge of the area of education sciences and specialty of teaching; to their own professional performance and that has to do with the attitudes towards the educational act, the role of the teacher and the student implemented the activities and strategies of the teaching and finally the knowledge/being dimension that is a dimension that encompasses the perceptions about the and their professional performance, involving the interpersonal relations component, as well as their expectations and motivations always associated with the performance of their teaching duties and their training (p. 96).

4. Methodology

The study fits the interpretative paradigm. We considered it important to use this paradigm during the investigation, because this consisted in establishing an understanding of intentions, meanings, approximation, empathy, opinions, perceptions, representations and a commitment, an analogy of experiences among the students participating in the research at Catholic University of Mozambique. There was, therefore, a relationship among all.

Our research is exploratory. We decided to engage an exploratory study in order to provide greater proximity to the problem.

It should also be mentioned that in the epistemological pole, we opted for the qualitative approach and we also resort to the case study, since we understand that it was the most adequate to understand the reality under study in the context of the Catholic University of Mozambique, in the Centre for Distance Learning and in particular in the honours program in teaching of the Portuguese language. The research work was done in such a way as to "better understand the meanings of an event, to capture with greater insight the logics of an organization's operation" (Quivy, 2008, p. 19).

4.1 Number of Participants

They were ten (10) participants. These ten are teachers who teach in some elementary schools. It should be noted that in the case of a qualitative study, the number of participants responds to our concerns because the data and information that has been collected have provided a detailed description of events that have helped us to build knowledge about a given context. It was intended to understand realities, sought meanings that could underlie certain phenomena, thus constructing a critical reflection.

4.1.1 Instruments for Gathering Information

For our research, primary and secondary sources were chosen as instruments for collecting information. The use of the primary source consisted of gathering the information through the semi-structured interview and the secondary source that consisted of the analysis of files and reports. Content analysis was also an instrument for data processing.

5. Discussion of Results

From the transcription of the semi-structured interview, a reading was made that made it possible to obtain a global idea of its content and to know the themes around which the interviewees' discourse was articulated and also from the information provided by the interview that allowed to identify some recurrent themes of teachers' discourses that are: acquired competences, continuous training, experience and professional development, reflection on the practices and change of attitude in the teaching practice that are presented next.

5.1 Skills Acquired

One of the themes that emphasizes the teachers' discourse, focusing mainly on the dimension of acquired competences expressing themselves in a positive vision when they say:

> "... during my attendance at higher education I acquired social skills ... because I socialized with people I did
> not know and I ended up creating familiarity from this training in higher education" (teachers' opinion).

"... I am developing pedagogical, scientific, personal, interpersonal, professional skills, I understand that all are interconnected" (teacher's opinion).

And yet one of the teachers defines skills as something:

"... to know how to be, to know how to be and to know how to do ... how to know how to transmit to the students and this develops in higher education" (professor's opinion).

In addition to what we have just mentioned competences are classified in some types that are: personal, interpersonal, scientific, pedagogical, professional and others, respondents say that with the higher level they acquire scientific competence and one of the teachers understands it to be:

"... investigations that you do ... works that I investigate and I look for more information, I look for to investigate more ..." (teacher's opinion).

As regards professional skills:

"... we acquire through others who teach us ... to acquire this knowledge, for example if someone teaches us that it is done so, then we acquire from others that teach us to know these things ..." (teacher's opinion)

Pedagogical skills:

"... it has to do with education, you consume the pedagogical matter which is also to give to others who are still behind to consume the same matter ..." (teacher's opinion).

Experience and professional development:

The interviewees point out that the experience they have at school where they teach with the frequency of higher education look at professional development as a difficult task which is a great challenge in professional practice:

"... By attending higher education professional development, language changes, the way of dealing with colleagues also changes, the vision in things changes, I know how to control my nerves ... you know how to control your own students, you can see that this student today is not prepared for me to be screaming at him, knows how to control each child from higher education ... for example, the relationship between colleagues, friends, students that you did not even know...so I say that it is possible to attend higher education while teaching my students" (teacher's opinion).

Speaking of the teacher's professional development according to Day (2001) "are psychological and social dispositions that can encourage or discourage their learning, there are a series of theories about professional know-how that describe and explain differences between teachers" (pp. 87–88), as the teachers interviewed say when they say:

"Today, being a teacher is being a professional with great challenges especially that of educating children in matters that affect the life of the community" (teacher's opinion).

"The relationship of the student/teacher ... the teacher should motivate the student, laugh with the student, talk with the student" (teacher's opinion).

Reflection on practices:

Interviewees recognize that with the frequency of higher education gives us an open mind so as to look at the reflective process as a contribution to their professional development insofar as it allows the perception, vision of the problems encountered.

"... in the process of teaching-learning we make use alphabet charts, use of verbs and giving practical examples of day-to-day dialogue with the student ... as for example when speaking of the verb 'give', I tell the student to conjugate the verb 'give', what is 'give'? Ex: the person takes something out of a bowl and hands it over to another person ... when doing it at that present moment, they are using the present tense ... we can also conjugate the verb in the past giving the practical example: student yesterday you washed the plate ... It was yesterday it has already happened that is why we say you washed the plate ... posters with images that illustrate what we want to achieve ... we send the student to the board to see if the student can remove fear from the teacher and write what he knows about the subject that we are going to address ..." (teacher's opinion).

It is necessary for the school to fulfill its mission, in order to motivate the students, going against what each one brings as cultural capital and deepening these experiences ... to create meaningful learning ... besides this ideas, still according to the type of challenge maybe it's different; there are life lessons that, in this case, make us better professionals, more sensitive beings, able to understand each student as a singular being, with duties, but also with rights, and above all to understand that the mission of the public school is to give to each one what each one needs, not to treat everyone as if it were one, to consider a student as a whole and not only in the aspect of school success.

5.2 Changes of Attitude in Teaching Practice

Of the teachers interviewed affirm that with the frequency of higher education they changed the way of teaching:

"Students come from different types of family in harmony, in conflict, unstructured, tend to present behaviors and different behaviors, what I as a teacher do in the classroom is how I teach (language, conversion of dialogue in practice ...). We have changed above all in our relationship with our students in the pedagogical relationship ..." (teacher's opinion).

"... the use of technologies in order to prepare students for life, to encourage them to review the subject, to do their homework, to study in groups, to better explain the students to understand the subject with practical daily examples ..." (teacher's opinion).

"... to plan the classes ... to avoid lectures, higher education helped me to open my mind and change the way I have been working and the way of thinking and I saw this usefulness of having a work plan" (teacher's opinion).

We can also try to change our relationship with the students, namely the teacher/student pedagogical relationship. Regarding part of the professional performance as a teacher, I consider that:

"... the mission of the public school is to give each one what each one needs, not treat everyone as if it were one, consider a student as a whole and not only the aspect of school success. Today knowledge is ephemeral, sometimes obsolete, it is important to develop skills, prepare them for life, not require them to know the information that is available on everything that is site, Net, social networks, anyway ... " (teacher's opinion).

In this perspective and in the wake of Baptista (2005) an attentive teacher should constantly be in a position to consider their practices according to the diversity of the students, trying to prepare them to think critically, to fight individually and collectively for a more fair.

6. Final Considerations

The final considerations of this paper do not refer only to a conclusion, but also to a (re)starting of research

and considerations about experiences and needs that motivate me and challenge me to reflect, acting on professional competence, after completing the program. This reflection is, in my opinion, urgent in the current context of societies and will allow me a methodical analysis on the experiences of training of teachers of basic education who attend higher education in the honours degree in teaching of Portuguese language.

At the final moment of this reflection, it is opportune to return some aspects that seem to me more pertinent, regarding the teaching function; the way in which teachers participate in the construction of their knowledge, especially with regard to professional rationality. Therefore, in view of the call for lifelong education and training, the configurations of the teaching profession require urgent responses to the school system. The text of Cosme (2009) makes an approach to the question of rationality under two strands:

1) The rationality that understands that the knowledge and the experiences of the teachers must be dominated by the scientific knowledge that the specialists produce;

2) Another rationality from the produced knowledge establishes laws or norms between facts that are interpreted as being cause and effect. These norms have a predictive character which for the technical-scientific rationality is advantageous at a time when the teacher can anticipate the situations and consequences of these.

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Using Mobile Technology to Help Visual Impairment Students

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Abstract: The aim of this study is to examine the use of mobile technology for supporting E-Learning of visual impairment students in the governmental schools, primary stage. For this purpose; certain APPS were adapted, other was created to help such students. 14 students were selected randomly and applied upon. The findings of the study revealed that using Mobile Technology raised the students listening and reading skills achievements also raised their self-esteem.

Key words: mobile technology, APPS, E-Learning, visual impairment students

1. Introduction

The Importance of using technology in the educational process of students with disabilities was discussed throughout many articles around the world. Nowadays, Egypt started to focus on such topic and take into account such students after long neglecting. Supporting E-learning for visual impaired students has become life time opportunities to the most neglected students in classrooms in Egypt in order to raise their self-esteem and start living normally also learning a new language with its skills.

Researches show that the same principles of teaching English to normal students that appear in curriculum are valid for teaching students with disabilities; yet, language instruction to the disabled students is more effective when teachers start to:

1) Create a language-rich environment
2) Adjust teaching to the individual pace of each student
3) Break down the learning into sub-tasks in keeping with students needs
4) Provide extensive drilling, memorization and repetition of the learning material

From such principles came the idea of using Mobile Technology. To motivate students, teachers and parents use the apps created; apps needed to be simple, clear, and most of all free to download, also, available to the students at schools and homes offline. For such reasons, the researcher integrated it into the students' individual education plan at every stage, presentation, assessment, implementation and evaluation.

The importance of using educational computer software to teach Visual disabled children can be attributed to a number of reasons, including:

1) Educational computer software offers a feature of interaction that provides better educational experiences and more activities; they minimize the effect of isolation of which the visual impairment students suffer. As a result, such software creates opportunities for interaction between the learner and the software.

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2) Educational software, especially individualized instruction, considers individual differences among the learners so that each student will master the material, as the software designed for the Visual impairment students (in terms of self-learning) provides them with an opportunity to control and follow up the presentation time and to repeat it according to their needs

3) Educational software offers the feature of variation since they are composed of various elements such as sound, animation, pictures etc. which will increase the visual impairment students' ability to deal with them.

4) Educational computerized software addresses the visual senses due to containing pictures, drawings and texts. In addition, they address the sense of sight, touch and smell by using the virtual status technology, then making use of the other senses to learn the material.

As a result for the various uses and benefits of computers, Mobiles and technology, the researchers sought to teach English to visual impairment students in the elementary stage through technology software in an attempt to improve learning the skills of reading and listening in English at the beginning of their education.

2. Problem of the Study

Visual Impairment students communicate with the others normally as if they were normal through they need a lot of attention and special and various methods to be taught with. Such methods requires a specialized, patient and a capable teacher who can teach Visual Impairment children according to their pace and needs

In this regard, the importance of this study stems from our attempt to search for new and developed means to teach disabled children in such a way that helps in improving their quality of learning and raising its efficacy. It also updates this group of children with the current rapid developments that may help make them more knowledgeable about the community and allow them to enjoy the latest developments.

All of the above has urged the researchers to implement this research on the efficiency of Mobile and computer software in teaching visual impairment children the skills of reading and listening in English — an experimental study for the elementary stage in the Tanta, Egypt. This method relies on using Mobile app as software to learn reading and listening in order to save effort and time.

3. Hypothesis of the Study

The study set out a group of hypotheses that are relevant to the nature of the research. It uses the experimental methodology based on an experimental group to measure the efficiency of using Mobile app in teaching visual impairment students the skills of reading and listening in English. The hypotheses are as follows:

1) There are no significant statistical differences between the means of the scores of both pre-post tests in the reading achievement test.

2) There are no significant statistical differences between the means of the scores of both pre- post tests in the listening achievement test.

3) There are no significant statistical differences between the means of the scores of both pre- post scales in the self-esteem scale.

4. Methodology and Procedures

4.1 Sample of the Study

The sample was chosen from Ali Mobark primary school, Tanta, Egypt. Then the program was applied to a sample consisting of 19 Visual impairment students of the second grade, five of them were excluded as they didn't want to complete using the app, who were studying the English language course during the First month of the second academic semester of the academic year 2018-2019.

4.2 Instruments of the Study

1) The Mobile app, software and books of the academic year so as to become compatible with self-learning.
2) Mobile educational software that was prepared and developed by the researcher and an It designer and other computer programs to make use of them in teaching the Visual impairment students.
3) The achievement tests that were prepared by the researcher to measure achievement in the skills of English reading and Listening.
4) Self- esteem scale that were prepared and developed by the researcher to measure the improvement of the Visual impairment students' self-esteem.

The results showed that the abilities of visual impairment students who learn by Mobile app are better than learn by the traditional method. In addition, the results showed that using Mobiles in the tests helps to minimize worries and concerns from the tests that take a traditional form.

Moreover, the results confirmed improvement for the benefit of Visual impairment students who learn by Mobile app and due to the visual feedback, which plays a significant role in such improvement in learning and raising their self- esteem. This was noted by the researcher and was mentioned in the results, as this study confirmed raising the efficiency of learning and training by Mobile Technology.

5. Results of the First Hypothesis

In testing the first research hypothesis that states: there are no significant statistical differences between the means of the scores of both pre- post tests in the reading achievement test. By referring to Table 1 and 2, the researcher obtained the following results as shown in the table from the statistical tests.

Table 1   Results of T-test for the First Hypothesis

Group	No. of Participants	Means	SD	t. value	Sig	Sig. (2. tailed)
Experimental	14	8.79	.893	15.74	0.276	0.00
Control	14	15.57	1.342			

Table 2   Results of T-test for the First Hypothesis

Group	No. of Participants	Means	SD	t. value	Sig	Sig. (2. tailed)
Experimental pre	14	10.00	1.284	16.237	0.034	0.00
Experimental post	14	15.57				

Table 1 confirms that there is a significant statistical difference between the two groups (Control and Experimental) in the post test due to the progress of the participants from the experimental group who learned by using the Mobile Technology and computers software compared with the control group who learned by the

traditional method.

Table 2 confirms that there is a significant statistical difference between the (pre and post) in the post test due to the progress of the participants from the experimental group who learned by using the Mobile Technology and computers software compared with the control group who learned by the traditional method.

6. Results of the Second Hypothesis

In testing the first research hypothesis that states: There are no significant statistical differences between the means of the scores of both pre-post tests in the listening achievement test. By referring to Table 3 and 4, the researcher obtained the following results as shown in the table from the statistical tests.

Table 3   Results of T-test for the Second Hypothesis

Group	No. of Participants	Means	SD	Freedom Degree	t. value	Sig	Sig.(2.tailed)
Experimental	14	8.50	1.95	26	11.574	0.308	0.00
Control	14	16.29	1.59	24.98			

Table 4   Results of T-test for the Second Hypothesis

Group	No. of Participants	Means	SD	t. value	Sig	Sig.(2.tailed)
Experimental pre	14	9.50	1.562	16.427	0.059	0.00
Experimental post	14	16.36				

Table 3 confirms that there is a significant statistical difference between the two groups (Control and Experimental) in the post test due to the progress of the participants from the experimental group who learned by using the Mobile Technology and computers software compared with the control group who learned by the traditional method.

Table 4 confirms that there is a significant statistical difference between the (pre and post) in the post test due to the progress of the participants from the experimental group who learned by using the Mobile Technology and computers software compared with the control group who learned by the traditional method.

7. Results of the Third Hypothesis

In testing the first research hypothesis that states, there are no significant statistical differences between the means of the scores of both pre- post scales in the self-esteem scale. By referring to Table 5 and 6, the researcher obtained the following results as shown in the table from the statistical tests.

Table 5   Results of T-test for the Third Hypothesis

Group	No. of Participants	Means	SD	t. value	Sig	Sig.(2.tailed)
Experimental	14	9.93	1.81	11.462	0.133	0.00
Control	14	16.71	1.26			

Table 6   Results of T-test for the Third Hypothesis

Group	No. of Participants	Means	SD	t. value	Sig	Sig.(2.tailed)
Experimental pre	14	8.64	1.385	21.809	0.422	0.00
Experimental post	14	16.71				

Table 5 confirms that there is a significant statistical difference between the two groups (Control and Experimental) in the post test due to the progress of the participants from the experimental group who learned by using the Mobile Technology and computers software compared with the control group who learned by the traditional method.

Table 6 confirms that there is a significant statistical difference between the (pre and post) in the post test due to the progress of the participants from the experimental group who learned by using the Mobile Technology and computers software compared with the control group who learned by the traditional method.

8. Summary and Discussion

The results showed that the abilities of Visual impairment students who learn by computer are better than the Visual impairment students who learn by the traditional method. In addition, the results showed that using computers in the tests helps to minimize worries and concerns from the tests that take a traditional form. Moreover, the results confirmed improvement for the benefit of Visual impairment students who learn by computer software and due to the visual feedback, which plays a significant role in such improvement in learning. This study confirmed raising the efficiency of learning and training by computer software.

9. Recommendations

1) Have access to the international trends and recommendations regarding the dual language instruction.
2) Prepare and qualify specialized teachers in English for the Visual impairment and expose them to training courses in using Mobiles technology and computers in the English curriculum.
3) Due to the spread of computers and multimedia software in large quantities, the researcher would suggest encouraging and developing self-learning by using computers through adopting appropriate computer software that is specially designed for the Visual impairment students and extend them to the audio impairment students by the educational institutions. This will enable the special disabled students to use them in self-learning and practice it at home.
4) Among the most important motivations of this research is extending teaching the use of the technology to the deaf students, as that will open various fields for them in continuing education and self-learning. Currently, English is the universal language for communication and self-learning through the world web.
5) To apply the same research on other syllabuses and curriculums to examine the efficiency of learning with the help of computers.

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