

ŠIAULIŲ UNIVERSITETAS
HUMANITARINIS FAKULTETAS

POWER OF EDUCATION

READER FOR STUDENTS OF ENGLISH



VšĮ Šiaulių universiteto leidykla
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UNIT 1

The Content of Education

Education is a term often used to refer to formal education. However, the word's broader meaning covers a **range** of experiences, from formal learning to the building of understanding and **knowledge** through day to day experiences. Ultimately, all that we experience serves as a form of education.

It is widely accepted that the process of education is lifelong. Studies have shown that the child is educated by the experiences it is **exposed** to in the womb even before it is born.

Individuals receive informal education from a variety of sources. Family members, **peers**, books and mass media have a strong **influence** on the informal education of the individual.

Education also refers to a discipline, a body of theoretical and applied research that draws on other disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, and anthropology.

Terminology. The word *education* is derived from the Latin *educare* (with a short *u*) meaning "to raise", "to bring up", "to train", "to rear", via "educatio/nis", bringing up, raising. In recent times, there has been a return to, an alternative assertion that education derives from a different verb: *educere* (with a long *u*), meaning "to lead out" or "to lead forth". There is an English word from this verb, "education": drawing out. This is considered by some to be a false etymology, used to bolster the theory that a function of education is to develop innate abilities and expand horizons.

TASK 1. Choose the right Lithuanian equivalent for the following:

1. Range

- a) rangas;
- b) (interesu, veiklos) sritis, sfera;
- c) veikla.

2. Knowledge

- a) praradimas;
- b) sugebėjimas;
- c) žinios.

3. Expose

- a) būti veikiamam;
- b) veikti;

c) eksponuoti.

4. Peer

a) peras, lordas;

b) tos pačios amžiaus grupės ar socialinės padėties žmogus;

c) žiūrėti, spoksoti.

5. Influence

a) parama;

b) įtaka, poveikis;

c) daryti įtaką, veikti.

6. Assertion

a) teisių gynimas;

b) tvirtinimas, teigimas, pareiškimas;

c) sprendinys.

TASK 2. True/False Statements:

1. The term “Education” refers only to formal education.

a) true; b) false

2. Education is only received at school.

a) true; b) false

3. Formal education is gained from family members, peers, books and mass media.

a) true; b) false

4. The word *education* is derived from the Latin *educare*.

a) true; b) false

5. There is no more assertion about the etymology of the word “education”.

a) true; b) false

Philosophy of Education

The philosophy of education is the study of the **purpose**, **nature** and ideal **content** of education. Related topics include knowledge itself, the nature of the knowing mind and the human subject, problems of **authority**, and the relationship between education and society. At least since Rousseau's time, the philosophy of education has been linked to theories of developmental psychology and human development.

Fundamental purposes that have been proposed for education include:

The **enterprise** of civil society depends on educating young people to become responsible, thoughtful and enterprising citizens. This is an intricate, challenging task requiring deep understanding of ethical principles, moral **values**, political theory, aesthetics, and economics, not to mention an understanding of who children are, in themselves and in society.

Progress in every practical field depends on having **capacities** that schooling can educate. Education is thus a means **to foster** the individual's, society's, and even humanity's future development and prosperity. Emphasis is often put on economic success in this regard.

One's individual development and the capacity to fulfill one's own purposes can depend on an **adequate** preparation in childhood. Education can thus attempt to give a firm foundation for the achievement of personal fulfillment. The better the foundation that is built, the more successful the child will be. Simple basics in education can carry a child far.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Purpose

- a) troškimas;
- b) galimybė;
- c) tikslas.

2. Nature

- a) prigimtis / pobūdis, esmė, svarbiausioji savybė;
- b) gamta;
- c) (žmogaus) charakteris, būdas.

3. Content

- a) pasitenkinimas;
- b) turinys;
- c) talpa.

4. Authority

- a) valdžia, įgaliojimai, kompetencijos sfera;
- b) autoritetas;
- c) autorystė.

5. Fundamental

- a) fundatorias;
- b) esminis, svarbiausias, pagrindinis;
- c) gyvybiškai svarbus.

6. Enterprise

- a) įmonė;
- b) verslas;
- c) sumanumas / iniciatyva, sumanymas.

7. Values

- a) kaina;
- b) (dvasinės, socialinės) vertybės;
- c) įvertinimas.

8. Capacities

- a) talpa, talpumas;
- b) (su) gebėjimas, gabumai;
- c) kompetencija.

9. To foster

- a) skatinti (augimą ir pan.);
- b) diegti;
- c) auginti.

10. Adequate

- a) savalaikis;
- b) labai geras;
- c) atitinkamas, atitinkantis.

TASK 2. True/False Statements:

1. The philosophy of education is the study of the purpose, nature and ideal content of education.
a) true; b) false
2. Since Rousseau's time, the philosophy of education has been linked to theories of developmental psychology and human development.
a) true; b) false
3. Educating of young people does not influence the enterprise of civil society.
a) true; b) false
4. Education is a means to improve the individual's and society's wellbeing.
a) true; b) false
5. Inadequate preparation in childhood can stop one's individual development and the capacity to fulfill one's own purposes.
a) true; b) false

The Nature, Origin and Scope of Knowledge

A central **tenet** of education typically includes “the imparting of knowledge.” At a very basic level, this purpose ultimately deals with the nature, origin and **scope** of knowledge. The branch of philosophy that addresses these and related **issues** is known as epistemology. This area of study often focuses on analyzing the nature and variety of knowledge and how it relates to similar notions such as truth and belief.

While the term, *knowledge*, is often used **to convey** this general purpose of education, it can also be viewed as part of **a continuum** of knowing that ranges from very specific data to the highest levels. Seen in this light, the continuum may be thought to consist of a general hierarchy of **overlapping** levels of knowing. Students must be able to connect new information to a piece of old information to be better able to learn, understand, and **retain** information. This continuum may include notions such as data, information, knowledge, wisdom, and realization.

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. Tenet

- a) pricipas;
- b) poveikis;
- c) įtaka.

2. Scope

- a) poveikis;
- b) turinys;
- c) apimtis.

3. Issue

- a) problema, klausimas;
- b) sprendimas;
- c) (iš) leidimas.

4. To convey

- a) palydėti;
- b) perteikti (mintį ir pan.);
- c) pervežti.

5. Continuum

- a) kontinuumas (visuma);
- b) tęstinumas;

c) eiga.

6. Overlapping

a) skirtingas;

b) panašus;

c) iš dalies sutampantis (užeinantis vienas ant kito).

7. Retain

a) išlaikyti, išsaugoti;

b) naudoti;

c) susieti.

TASK 2. True/False Statements:

1. Epistemology focuses on analyzing the nature and variety of knowledge and how it relates to similar notions such as truth and belief.

a) true; b) false

2. The term *knowledge* is used to describe the main purpose of education only.

a) true; b) false

3. Data, information, knowledge, wisdom and realization are the motions included into a continuum of knowing.

a) true; b) false

Psychology of Education

Educational psychology is the study of how humans learn in educational **settings**, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used **interchangeably**, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational **attainment** in the general population and in sub-populations such as **gifted children** and those with specific **disabilities**.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, **bearing** a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology in turn informs a wide range of specialities within educational studies, including instructional design, educational technology,

curriculum development, organizational learning, special education and **classroom management**. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually **housed** within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks (Lucas, Blazek, & Raley, 2006).

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Setting

- a) aplinka;
- b) nustatymas;
- c) skirstymas.

2. Interchangeably

- a) kintančiai;
- b) sukeičiamas, apkeičiamas (vienas vietoj kito);
- c) nuolat.

3. Attainment

- a) pasiekimas;
- b) tikslas;
- c) apimtis.

4. Gifted children

- a) apdovanoti vaikai;
- b) gabūs vaikai;
- c) mokyklinio amžiaus vaikai.

5. Disability

- a) negalia;
- b) liga;
- c) nepajėgumas.

6. Bear

- a) išlaikyti;
- b) gimdyti;
- c) meška.

7. Classroom management

- a) sugebėjimai klaseje;
- b) klasės valdymas;

c) klasės valdytojas.

8. House

- a) namas;
- b) įkurdinti;
- c) rūmai.

TASK 2. True/False Statements:

1. One of the purposes of educational psychology is to study how people learn in various situations.
a) true; b) false
2. The terms "educational psychology" and "school psychology" are often used one instead of the other.
a) true; b) false
3. Educational psychology deals with the process of education of gifted children.
a) true; b) false
4. Educational psychology has close relationships to instructional design, educational technology, curriculum development and some others.
a) true; b) false
5. You can find the department of educational psychology within the faculty of Arts in every university.
a) true; b) false

Academic Disciplines

An **academic discipline** is a branch of knowledge which is formally taught, either at the university, or via some other such method. Functionally, disciplines are usually defined and recognized by the academic journals in which **research** is published, and by the learned societies to which their practitioners belong.

Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both **arbitrary** and ambiguous. Examples of broad areas of academic disciplines include the **natural sciences**, mathematics, computer science, social sciences, humanities and **applied sciences**.

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. Academic discipline

- a) mokymo metodas;

- b) akademinė drausmė;
- c) mokymo / mokslo dalykas.

2. Research

- a) mokslo tiriamasis darbas;
- b) bandymas;
- c) rinkos tyrimas.

3. Arbitrary

- a) arbitras;
- b) mokslinis;
- c) sutartinis.

4. Natural sciences

- a) natūralūs mokslai;
- b) gamtos mokslai;
- c) įgimti mokslai.

5. Applied sciences

- a) tinkami mokslai;
- b) pritaikyti mokslai;
- c) taikomieji mokslai.

TASK 2. True/False Statements:

1. Academic disciplines are taught only at universities.
a) true; b) false
2. Disciplines are usually defined by teachers.
a) true; b) false
3. The sphere of each discipline is very clear.
a) true; b) false

Teaching

It is now widely recognized that the most important factors in any teacher's effectiveness are the **interaction** with students and the knowledge and personality of the teacher. The best teachers are able to translate information, good **judgment**, experience, and wisdom into a significant knowledge of a subject that is understood and retained by the student. Teachers need the ability to understand a subject well enough to convey its essence to a new generation of students. The **goal** is to establish a

sound knowledge base on which students will be able to build as they are exposed to different life experiences. The passing of knowledge from generation to generation allows students to grow into useful members of society.

Teachers should have a firm **grasp** of a given knowledge area so that they can pass it on to their students using whatever techniques are effective. Different people learn in different ways, and many things will have to be explained many different times in many different ways before most of the students "get it". Some students, unfortunately, never will "get it"--since they are not interested or have not learned enough of the foundation knowledge of a given subject **to advance** to a new level. The main role of a teacher is to teach the students the **core** knowledge accumulated over centuries of human experience well enough for them to understand and retain enough of this knowledge to be able to continue to build on it and, at least in part, understand how the world works.

These ideas reflect a traditional view of teaching in which the responsibility for learning is placed on the student. In **contemporary** British pedagogy particularly, the **onus** lies on the teacher to create the appropriate dynamic for effective learning by students of all abilities, backgrounds and inclinations. The teacher is more than a **repository** of knowledge: effective teaching draws on a range of skills, insights and techniques which afford access to knowledge as well as to the development of appropriate skills. Students may not 'get it' because their social backgrounds exclude them from curricula which presuppose certain cultural and social values. It is the job of teachers to understand and identify barriers to learning, to remove those barriers and to bring the best out of those they educate.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Interaction

- a) bendravimas;
- b) bendradarbiavimas;
- c) bendras interesas.

2. Judg(e)ment

- a) nuosprendis;
- b) nuomonė;
- c) sveikas protas, nuovokumas.

3. Goal

- a) įvartis;
- b) tikslas;
- c) nuobauda.

4. Sound

- a) garsas;
- b) garsus;
- c) stiprus, tvirtas.

5. Grasp

- a) supratimas, suvokimas;
- b) sugriebimas;
- c) mokėjimas.

6. To advance

- a) žengti, eiti į priekį;
- b) pakelti;
- c) mokėti avansą;

7. Core

- a) korys;
- b) pagrindinis dalykas, esminis;
- c) visas, ištisas.

8. Contemporary

- a) šiuolaikinis, dabartinis;
- b) pažangus;
- c) nuolatinis.

9. Onus

- a) reikalas;
- b) darbas;
- c) atsakomybė, pareiga.

10. Repository

- a) žinovas;
- b) saugykla, sandėlis;
- c) respiratorius.

TASK 2. True/False Statements:

1. To teach effectively the teacher only has to have the knowledge of his / her subject.
a) true; b) false
2. The teacher has to know how to pass the knowledge on to his / her students.
a) true; b) false

3. All students learn in the same way.
 - a) true; b) false
4. Nowadays only students are responsible for learning results.
 - a) true; b) false
5. Skills, insights and techniques afford access to knowledge.
 - a) true; b) false

Schooling

Schooling occurs when society or a group or an individual sets up a **curriculum** to educate people, usually the young. Schooling can become systematic and thorough. Sometimes education systems can be used to **promote** doctrines or ideals as well as knowledge, and this can sometimes lead to abuse of the system.

Life-long or adult **education** have become widespread in many countries. However, education is still seen by many as something aimed at children, and adult education is often branded as *adult learning* or *lifelong learning*.

Adult education takes on many forms, from formal **class-based learning** to self-directed learning. Lending libraries provide inexpensive informal access to books and other self-instructional materials. Many adults have also taken advantage of the rise in computer ownership and internet access to further their informal education.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Schooling

- a) mokslas, mokyklinis lavinimas;
- b) drausminė nuobauda;
- c) dresavimas.

2. Curriculum

- a) uždavinys;
- b) mokymo planas / programa;
- c) sritis.

3. Promote

- a) parenti, skatinti;
- b) mokyti;
- c) šviesti.

4. Life – long education

- a) mokymasis ilgo gyvenimo;
- b) mokymasis visą gyvenimą;
- c) ilgas mokymasis.

5. Class – based learning

- a) mokymasis klasėje;
- b) klasikinis mokymasis;
- c) savarankiškas mokymasis.

TASK 2. True/False Statements:

1. A curriculum is necessary for schooling.
a) true; b) false
2. Adult education is very popular in many countries.
a) true; b) false
3. Adult education takes place in the classroom.
a) true; b) false

Alternative Education

Alternative education, also known as *non-traditional education* or *educational alternative*, describes a number of approaches to teaching and learning other than traditional publicly- or privately-run schools. These **approaches** can be applied to all students of all ages, from **infancy** to **adulthood**, and at all levels of education.

Educational alternatives are often the result of education reform and are rooted in various philosophies that are fundamentally different from those of traditional **compulsory education**. While some have strong political, **scholarly**, or philosophical orientations, others are more informal associations of teachers and students who are somehow dissatisfied with certain aspects of traditional education.

Educational alternatives, which include charter schools, alternative schools, independent schools, and home schooling vary widely, but often emphasize the value of small class size, close relationships between students and teachers, and a sense of community. Today, especially in the United States, the term *alternative* refers to educational settings that cater to students who have **special educational needs** as well as those who would like to experience school differently.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Alternative education

- a) alternatyvusis mokymas;
- b) tradicinis mokymas;
- c) gabių mokinių mokymas.

2. Approach

- a) būdas, metodas;
- b) priėjimas;
- c) priemonė.

3. Infancy

- a) senatvė;
- b) paauglystė;
- c) kūdikystė, ankstyva vaikystė.

4. Adulthood

- a) suaugusiojo amžius, pilnametystė;
- b) senatvė;
- c) paauglystė.

5. Compulsory education

- a) pasirinktinis mokymas;
- b) privalomasis mokymas;
- c) mokymas mokykloje.

6. Scholarly

- a) mokslo, mokslinis;
- b) stipendija;
- c) mokytojų.

7. Special educational needs

- a) bendrieji poreikiai;
- b) specialistų poreikiai;
- c) specialūs poreikiai.

TASK 2. True/False Statements:

1. Alternative education, non-traditional education and educational alternative refer to the same thing.

- a) true; b) false

2. These terms refer to non-traditional teaching.

a) true; b) false

3. In the United States the term *alternative* refers to education of students with special educational needs.

a) true; b) false

Technology

Inexpensive technology is an increasingly influential factor in education. Computers and mobile phones are being widely used in developed countries to both complement established education practices and develop new ways of learning such as **online education** (a type of distance education). This gives students the opportunity to choose what they are interested in learning. The **proliferation** of computers also means the increase of programming and blogging. Technology offers powerful learning tools that demand new skills and understandings of students, including Multimedia **literacy**, and provides new ways to engage students, such as classroom management **software**. Technology is being used more not only in administrative duties in education but also in the instruction of students. The use of technologies such as PowerPoint and **interactive whiteboard** is capturing the attention of students in the classroom. Technology is also being used in the **assessment** of students. One example is the Audience Response System (ARS), which allows immediate feedback tests and classroom discussions.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Online education

- a) nuotolinis mokymas;
- b) linijinis mokymas;
- c) kompiuterinis mokymas.

2. Proliferation

- a) paplitimas;
- b) profilinis;
- c) nuoseklumas.

3. Literacy

- a) raštingumas;
- b) literatūra;
- c) kūrybių skaitymas.

4. Software

- a) įranga;
- b) programavimas;
- c) programa.

5. Interactive whiteboard

- a) tradicinė lenta;
- b) interaktyvi baltoji lenta;
- c) mokyklinė lenta.

6. Assessment

- a) vertinimas;
- b) vadovavimas;
- c) konsultavimas.

TASK 2. True /False Statements:

1. The increasing use of technology allows to develop new ways of learning.
a) true; b) false
2. Using new technologies require new skills.
a) true; b) false
3. New technologies can be used to assess students' knowledge.
a) true; b) false

Parental involvement

Parental involvement is an important element in a child's educational development. Early and **consistent** parental involvement in the child's life, for example by reading to children at an early age, teaching **patterns**, interpersonal communication skills, exposing them to **diverse** cultures and the community around them, and educating them about a healthy lifestyle, is critical. The socialization and academic education of a child are aided by the involvement of the student, parent(s), **extended family**, teachers, and others in the community. Parent involvement is more than the parent being the field trip helper, or the lunch lady. Parents need to be asked about how their child learns best. They need to share their career expertise with the children. Today's educators need to remember that parents are the child's first and **foremost** teacher; parents, too, are experts, and teachers should learn from them.

Academic achievement and parental involvement are strongly linked in the research. Many schools are now beginning parental involvement programs in a more organized fashion. In the US this has been led in part by the No Child Left Behind legislation from the US Department of Education.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Consistent

- a) svarbus;
- b) nuoseklus, pastovus;
- c) geros konsistencijos.

2. Pattern

- a) modelis, pavyzdys;
- b) metodas;
- c) naujovė

3. Diverse

- a) vienalytis;
- b) šiuolaikiškas;
- c) įvairus, skirtingas.

4. Extended family

- a) šeima ir artimieji;
- b) išplėstinė šeima;
- c) giminės.

5. Foremost

- a) artimiausias;
- b) svarbiausias;
- c) būsimas.

TASK 2. True/False Statements:

1. The role of parents is very important for their children's education.
a) true; b) false
2. Parents know best how to teach their children.
a) true; b) false
3. Schools don't try to involve parents into the programs.
a) true; b) false

UNIT 2

School Education in Lithuania

The development of **the current system of education** in the Republic of Lithuania started in the 1990s. Since 2003, the education system covers **preschool; general secondary, vocational, junior college**, higher and **adult education**. These types of education are offered at: preschool education establishments, schools of general education, institutions, enterprises of vocational education, junior colleges, higher education institutions, and institutions of complementary and non-formal education. The continuity of education in the various types (levels) of educational establishments is implemented. According to the Constitution adopted in 1992, education is compulsory until the age of 16. Education at state and municipality general education schools, vocational schools and junior colleges is free of charge. Pre-school education is not mandatory. It is for children from age 3 to 6 and its fee is partially covered by the State. Since 1986-1987, general education lasts for 12 years and is acquired in three stages: primary - 4 years (forms 1-4); lower secondary - 6 years (forms 5-10); and secondary - 2 years (forms 11-12). Each stage can be followed in a separate independent institution or in one general institution. There are also other types of establishments providing general secondary education: gymnasiums and **international baccalaureate (IB) schools**. Gymnasiums admit all applicants who have completed eight grades in a general education school. Gymnasiums have a four-year **curriculum**. The IB schools have a 2-year curriculum and English as their language of instruction. General secondary education can also be acquired at youth and vocational schools of appropriate level. Youth schools provide lower secondary education to 12- to 16- year-old pupils who have trouble in adapting to society, learning problems or those who have interrupted their studies. Adults can acquire general secondary education at **adult general education schools** and in special classes at general education schools. The school year starts on September 1st. In certain districts, where national minorities dominate, the general secondary studies can be organized in the local language but basics of the state language are still mandatory. The Lithuanian education system is still undergoing its reform which is planned to end in 2010. Its main aim is to network the different types of educational establishment and to give the opportunity to change direction of studies or re-start studying at any moment.

TASK 1. Choose the right Lithuanian equivalent for the following:

1. The current system of education

- a) ateities švietimo sistema,
- b) mokymo sistema,

c) dabartinė švietimo sistema.

2. Preschool education

a) ikimokyklinis švietimas

b) mokyklinis ugdymas

c) ikimokyklinis ugdymas

3. General secondary

a) bendrasis vidurinis

b) bendrasis antrinis

c) profesinis ugdymas

4. Vocational

a) profesinis

b) bendrasis

c) ikimokyklinis

5. Junior college

a) profesinis

b) aukštesnysis

c) aukštasis

6. Higher

a) aukštasis

b) aukštesnysis

c) profesinis

7. Adult education

a) suaugusiųjų švietimas

b) bendrasis lavinimas

c) profesinis ugdymas

8. International baccalaureate (IB) schools

a) tarptautinės bakalauro mokyklos

b) tarptautinės bakalauriatų mokyklos

c) tautinės bakalauriatų mokyklos

9. Curriculum

a) mokomieji dalykai

b) mokymo planas/programa

c) mokymo dalyviai

10. Adult general education schools

- a) suaugusiųjų mokymo centras
- b) bendrojo lavinimo mokykla
- c) spec. ugdymo centras

TASK 2. Fill in the gaps with the most suitable word:

1. The education system preschool; general secondary, vocational, junior college, higher and adult education.
a) includes; b) establishes; c) sets
2. The continuity of education in the various types (levels) of educational establishments is
a) done; b) realized; c) impinged
3. Gymnasiums all applicants who have completed eight grades in a general education school.
a) enrol; b) have; c) assume
4. General secondary education can also be at youth and vocational schools of appropriate level.
a) studied; b) gained; c) inquired
5. Youth schools lower secondary education to 12- to 16- year-old pupils who have trouble in adapting to society, learning problems or those who have interrupted their studies.
a) take; b) bring; c) give.

Higher Education in Lithuania

HIGHER EDUCATION INSTITUTIONS: There are two types of higher education institutions in Lithuania: universities and colleges. In university-type institutions (akademija; seminarija; aukštojoji mokykla), university-level studies dominate; in colleges, non-university-level studies dominate. Higher education institutions can be of two types: **state** and **non-state**. Non-state higher education institutions can carry out their practice according to a license issued by the Government.

STUDIES AT HIGHER EDUCATION INSTITUTIONS: Higher education qualifications can only be acquired at higher education institutions. Non-university-level studies are organized in **one-cycle undergraduate studies**. University-level studies are organized in three cycles: first cycle (**undergraduate**); second cycle (**graduate**); and third cycle (**post-graduate**). **Integrated studies** lead directly to a Master's Degree and/or a professional qualification, by combining the first and second cycles of university-level studies. **Professional specialization studies** are organized at the second cycle after university-level studies (Bachelor or equivalent in the field of the specialization) to acquire a professional qualification in a certain field. The third cycle trains researchers; art

teachers, artists and medical practitioners. Studies follow the programmes registered by the Ministry of Education and Science. The quality of the programmes as well as the educational and scientific activities of higher education institutions are periodically assessed by the Centre for Quality Assessment in Higher Education. The national credit system is based on an average of 1600 working hours per academic year, one credit corresponding to 40 hours or one week of work. There are three **modes of study**: daytime, evening and **extra-mural**. **ADMISSION TO HIGHER EDUCATION INSTITUTIONS**: To apply to undergraduate programmes, the student must hold a secondary or equivalent education certificate. To apply to graduate programmes, the student must hold a Bachelor or equivalent degree. To apply to post-graduate studies, the student must hold a Master or equivalent degree in the selected field. Admission to all cycles takes place on a competitive basis according to the admission rules set up by the higher education institution and validated by the Ministry of Education and Science.

TASK 1. Choose the right Lithuanian equivalent for the following:

1. State higher education institutions

- a) privačios aukštojo mokslo įstaigos;
- b) valstybinės aukštesniojo mokslo įstaigos;
- c) valstybinės aukštojo mokslo įstaigos.

2. Non-state higher education institutions

- a) nevalstybinės aukštojo mokslo įstaigos;
- b) nevalstybinės aukštesniojo mokslo įstaigos;
- c) nevalstybinės mokslo įstaigos.

3. One-cycle undergraduate studies

- a) pirmosios pakopos studijos;
- b) vienpakopės studijos;
- c) vieno ciklo studijos.

4. undergraduate

- a) siekiantis įgyti pirmą mokslo laipsnį (bakalauro)
- b) magistrantūra;
- c) doktorantūra.

5. graduate

- a) bakalauro studijos;
- b) magistrantūra;
- c) doktorantūra.

6. post-graduate

- a) magistrantūra;
- b) bakalauriatas;
- c) doktorantūra

7. Integrated studies

- a) integruotos studijos;
- b) integracijos studijos;
- c) profesinės studijos.

8. Professional specialization studies

- a) profesinės specializacijos studijos;
- b) bakalauro studijos;
- c) išplėstinės studijos.

9. modes of study

- a) studijų modeliai;
- b) studijų formos;
- c) studijų mados.

10. extra-mural

- a) nuotolinis;
- b) ilgalaikis;
- c) neakivaizdinis.

TASK 2. True/False statements:

1. In university-type institutions (akademija; seminarija; aukštojoji mokykla), university-level studies dominate; in colleges, non-university-level studies dominate.

- a) true; b) false

2. Non-state higher education institutions can carry out their practice according to a license issued by the Government

- a) true; b) false

3. **Integrated studies** lead directly to a Master's Degree and/or a professional qualification, by combining the first and second cycles of university-level studies.

- a) true; b) false

4. The third cycle trains researchers; art teachers, artists and medical practitioners.

- a) true; b) false

5. Admission to all cycles takes place on a competitive basis according to the admission rules set up

by the higher education institution and validated by the Ministry of Education and Science.

a) true; b) false

UNIT 3

Categories of schools in England

There are 4 main types of maintained school in England:

Community

Foundation

Voluntary Aided

Voluntary Controlled

In 1998 these replaced the previous categories of state school: county, voluntary controlled, special agreement, voluntary aided and grant-maintained (GM).

Schools in all the categories have a lot in common. They work in partnership with other schools and the **LEAs**, and they receive funding from **LEA** and they have to deliver the national curriculum.

Each category has its own characteristics.

Community schools. In community schools (formerly county schools), the LEA employs the schools' staff, own the schools' lands and buildings and have primary responsibility for deciding the arrangements for admitting pupils.

Foundation schools. In foundation schools the governing body employs the staff and has primary responsibility for admissions. The school land and buildings are owned by the governing body or by a charitable foundation. Many of these schools were formerly grant maintained schools. The Foundation appoints the majority of **governors**. In 2005 the Labour government proposed allowing all schools to become Foundation schools if they so wished.

Voluntary aided (VA) schools. Many voluntary aided schools are church schools. VA governing bodies employ the staff and decide admission arrangements. The schools' lands and buildings are normally owned by a charitable foundation. The governing body contributes towards the capital costs of running the school. Most aided schools are linked to either the **Church of England** or the **Roman Catholic Church**, but there are schools linked to other faith groups and a few non-denominational schools, often linked to philanthropic organisations like the **Haberdashers** and the **Drapers**.

Voluntary controlled (VC) schools. Voluntary controlled schools are almost always church schools, and the lands and buildings are often owned by a charitable foundation. However, the LEA employ the schools' staff and has primary responsibility for admission arrangements.

TASK 1. True/False statements:

1. Schools in all the categories have a lot in common.
a) true; b) false
2. These schools receive funding from LEA and they have to deliver the national curriculum.
a) true; b) false
3. In community schools (formerly county schools), the LEA employs the schools' staff, own the schools' lands and buildings and have primary responsibility for deciding the arrangements for admitting pupils.
a) true; b) false
4. In 2005 the Labour government proposed allowing all schools to become Foundation schools if they so wished.
a) true; b) false
5. VA governing bodies employ the staff and decide admission arrangements.
a) true; b) false

Grammar schools in the United Kingdom

A **Grammar school** is one of several different types of school in the history of education in Britain. Four distinct uses of the word can be noted, the first two referring to ordinary schools set up in the age before compulsory secondary education, and two referring to **selective schools** thereafter. Arguably the most famous grammar schools were those of the **Tripartite System**, also known colloquially as the grammar-school system.

Early Grammar Schools. In **medieval** times, the importance of Latin in government and religion meant there was a strong demand to learn the language. Schools were set up to teach the basis of Latin grammar, calling themselves 'grammar schools'. The first such schools appeared in **Anglo-Saxon times**, but the majority of them were founded after the fifteenth century. Significantly, these schools were often separate from the church, unlike **cathedral schools** and hence survived the **Reformation**. Pupils were usually educated up to the age of 14, after which they would look to universities and the church for further study. Some new schools were founded and other schools which were associated with the church were refounded with the proceeds of the dissolution of the monasteries by Henry VIII.

In the absence of civic authorities, grammar schools were established as acts of charity, either by private benefactors or corporate bodies such as **guilds**. Many of these are still commemorated in

annual **Founders Day** services and ceremonies at surviving schools. **Edward VI** also made an important contribution to grammar schools, founding a series of schools during his reign. In spite of these donations, the schools relied on fees paid by the students.

Teaching usually took place from dawn to dusk, and focused heavily upon the **rote learning** of Latin. In order to encourage fluency, some schoolmasters recommended punishing any pupil who spoke in English. It would be several years before pupils were able to construct a sentence, and they would be in their final years at the school when they began translating passages. By the end of their studies, they would be quite familiar with the great Latin authors, as well as the studies of drama and rhetoric.

Other skills, such as numeracy and handwriting, were neglected, being taught in odd moments or by traveling specialist teachers such as **scriveners**. Little attention was given to other classical languages, such as Greek, due in part to a shortage of non-Latin type and of teachers fluent in the language.

Victorian Grammar Schools. The revolution in civic government that took place in the late 19th century created a new breed of grammar schools. After the 1869 **Endowed Schools Act** it became markedly easier to set up a school. At the time, there was a great emphasis on the importance of self-improvement, and parents keen for their children to receive a decent education took a lead in organizing the creation of new schools. Many took the title ‘grammar school’ for historical reasons. Grammar schools thus emerged as one part of the highly varied education system of England and Wales before 1944. These newer schools tended to emulate the great **public schools**, copying their curriculum, ethos and ambitions. Many schools also adopted the idea of entrance exams and scholarship places for poorer students. This meant that they offered able children from poor backgrounds an opportunity to get a good education.

Grammar Schools in the Tripartite System. The 1944 **Butler Education Act** created the first nationwide system of secondary education in England and Wales. Three types of schools were planned, one of which was the grammar school. Intended to teach an academic curriculum to intellectually able children who did well in their **eleven plus examination**, the grammar school soon established itself as the best tier in the **Tripartite System**.

Two types of grammar school existed under the system. Most were either newly created or built since the Victorian period. They emulated the older grammar schools, with gowned teachers and cane-wielding prefects. In addition, they sought to replicate the studious, middle class atmosphere found in such establishments.

In addition to those run fully by the state, there were 179 Direct Grant Grammar schools. These took between one quarter and one half of their pupils from the state system, and the rest from fee

paying parents. They also exercised far greater freedom from local authorities, and were members of the **Headmasters' Conference**. These schools included some very old schools, encouraged to partake in the Tripartite System, and achieved the best academic results of any state schools. The most famous example of a Direct Grant Grammar was Manchester Grammar School, whose headmaster, Lord James of Rusholme, was one of the most outspoken advocates of the Tripartite System.

Pupils were given the best opportunities of any schoolchildren. They studied for the **General Certificate of Education** examination at the Ordinary Level (known as **O-level**, which existed before the introduction of the **Certificate of Secondary Education** (known as the CSE), and considered to be more valuable. Their schools possessed better facilities and received more funding than their secondary modern counterparts. Until the implementation of the **Robbins Report** in the 1960s, children from public and grammar schools effectively monopolized access to university. These schools were also the only ones that offered an extra term of school to prepare pupils for the competitive entrance exams for **Oxbridge**.

Grammar schools were largely abolished between 1965, with the issue of **Circular 10/65**, and the **1976 Education Act**. Most were amalgamated with a number of other local schools, to form neighbourhood **comprehensive schools**. Some counties resisted the change, and 164 old-style state-run grammar schools exist today. A list of the areas where this applies is provided below. Direct Grant Grammar schools almost invariably severed their ties with the state sector, and became fully independent.

Modern Grammar Schools. While many former grammar schools ceased to be selective, some of them retained the word 'grammar' in their name. Following the **1979 Education Act**, selection on ability was once more allowed in choosing pupils for state schools. Since then, this option has gradually become more widely utilised. As a result, in much of Britain a grammar school is one with a strong academic reputation and able to select up to 10% of its intake. Grammar schools often perform well in league tables, and there is a high level of competition for places.

Since the election of the **Labour** government in 1997, there has been a gradual shift towards support for selection. Before the election, David Blunkett promised that there would be no selection under a Labour government. Once in office, local communities were given the right to ballot for an end to selection at schools. To date few ballots have been held, none of them achieving a majority for abolition. This measure has been attacked by the Select Committee for Education and Skills as being deliberately weak and intended to protect grammar schools from change.

Since 1997 successive **Education Secretaries** have expressed support for an increase in selective education along the lines of old grammar schools. **Specialist schools, Advanced schools, Beacon**

schools and similar initiatives have been proposed as ways of raising standards, either offering the chance to impose selection or recognizing the achievements of selective schools. Tony Blair has talked of an “escalator” system, and government education policy appears to accept the existence of some kind of hierarchy in secondary education. In most assessments, grammar schools stand at the apex of any such structure.

TASK 1. True/False statements:

1. Four distinct uses of the word can be noted, the first two referring to ordinary schools set up in the age before compulsory secondary education, and two referring to **selective schools** thereafter.

a) true; b) false

2. Arguably the most famous grammar schools were those of the **Tripartite System**, also known colloquially as the grammar-school system.

a) true; b) false

3. Schools were set up to teach the basis of Latin grammar, calling themselves ‘grammar schools’.

a) true; b) false

4. In the absence of civic authorities, grammar schools were established as acts of charity, either by private benefactors or corporate bodies such as **guilds**.

a) true; b) false

5. In order to encourage fluency, some schoolmasters recommended punishing any pupil who spoke in English.

a) true; b) false

6. Other skills, such as numeracy and handwriting, were neglected, being taught in odd moments or by traveling specialist teachers such as **scriveners**.

a) true; b) false

7. Many schools also adopted the idea of entrance exams and scholarship places for poorer students.

a) true; b) false

8. Until the implementation of the **Robbins Report** in the 1960s, children from public and grammar schools effectively monopolized access to university.

a) true; b) false

9. While many former grammar schools ceased to be selective, some of them retained the word ‘grammar’ in their name.

a) true; b) false

10. Following the **1979 Education Act**, selection on ability was once more allowed in choosing pupils for state schools.

a) true; b) false

UNIT 4

Curriculum Change and Teacher Education in Lithuania

Vaiva Verbraite

Teacher Training in Transition

In 2002, the OECD Review of Lithuanian Education stated that ‘inadequately reformed teacher-training programmes in Lithuania are one of the greatest stumbling blocks on the way to completion of the education reform. Particular attention must be paid to this gap.’

The **unified** teacher-training programmes offered by schools of pedagogy under the soviet system have been **expanded** and now are available in various forms at a number of excellent universities and colleges. Universities in Lithuania are autonomous and **wield** total academic as well as great administrative freedoms. Teacher pre-service training is therefore not directly controlled by the government or by the pressures of competition (universities are publicly funded). Much of pre-service preparation has been remote from the cauldron of reform. Universities tend naturally to be highly conservative institutions, slow to change, and slow to engage in dialogue with ‘lesser’ actors in education—schools and governmental bodies.

With certain exceptions, the teacher pre-service training programmes are still highly subject-oriented. On-the-job practicums (four to eight weeks) are too brief. Courses in cross-subject curricula, curriculum adaptation, inclusive education and the individualization of teaching are inadequate. Training in the use of information technologies—a form of communication, after all—and in foreign languages is not yet viewed as of primary importance for teachers (although it is for students). The great majority of teachers are not trained in individual action research (the diagnosis and **application** of solutions to learning challenges within the classroom).

Regrettably, there is still no comprehensive university training offered for educational administrators at an **initial** (bachelor) level. School directors are most frequently chosen by competition from the ranks of older, more established teachers. No wonder that recent graduates and young staff members so frequently feel oppressed by entrenched, highly hierarchical and conservative attitudes in school management.

The strategy guidelines now making their way through Parliament propose certain solutions. An effectiveness audit and international analysis of programmes of study in education is on our **agenda**. We expect that this research would support the creation of a Programme of Reform of Pre-service Teacher Training, which would be **implemented** in the years 2004–07. This means that during

2003, the Ministry should have drafted standards of teacher training and a strategy for implementation of the standards. Schools of higher education would revise and renew their programmes of study in correspondence with the standards during 2004 and 2005, including programmes of study for school administrators-to-be; subsequently, accreditation of the new programmes would be carried out at national and international levels. A system of continuing professional renewal for the university and college lecturers and professors who train teachers is also **anticipated** by the strategy guidelines.

The strategy **guidelines** posit that the currently mixed spectrum of teacher pre-service training (four years: 1+3 or 2+2 years of general academic study followed by a pedagogy programme; or five years: four years of general academic studies leading to a bachelors degree followed by one year of intense teaching practice) is acceptable. However, teachers at lower and upper secondary levels must have bachelors and masters degrees. All must spend far more time in practicums and these should involve a variety of teaching situations and styles.

One of the most **controversial** proposals in the strategy guidelines is to institute an external qualifying examination for teachers after a year spent in ‘internship’ working at a school. Naturally, universities as well as teachers’ unions are sharply opposed to it and this measure did not find its way into law as yet.

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. unified

- a) suvienodino;
- b) suvienodintas;
- c) vienuodinti.

2. expanded

- a) išskaidytas;
- b) išplėtė;
- c) išplėstas.

3. wield

- a) nuomoti;
- b) įsigyti;
- c) valdyti, turėti rankose.

4. application

- a) pareiškimas;
- b) pritaikymas;

c) stropumas.

5. initial

- a) inicijuoti;
- b) inicialai;
- c) c) pirminis, pradinis.

6. agenda

- a) darbotvarkė;
- b) agentūra;
- c) tarpininkavimas.

7. implement

- a) įdiegimas;
- b) įgyvendinti, įvykdyti;
- c) aprūpinti įrankiais.

8. anticipate

- a) numatyti;
- b) užbėgti už akių;
- c) išėkvoti.

9. guidelines

- a) valdymas;
- b) žymė, ženklas;
- c) nurodymai, rekomendacijos.

10. controversial

- a) ginčytinas, diskusinis;
- b) užsispyręs;
- c) linkęs ginčytis.

TASK 2. True/False Statements:

1. Inadequately reformed teacher-training programmes in Lithuania do not allow to complete the education reform.

a) true; b) false

2. Teacher pre-service training is directly controlled by the government.

a) true; b) false

3. teachers think that teaching how to use information technologies and teaching foreign languages are of primary importance.

a) true; b) false

4. School directors are trained at universities.

a) true; b) false

5. Teachers at lower and upper secondary levels must have bachelors and masters degrees.

a) true; b) false

In-service Training

Teacher **in-service** education plays a fundamental role in countries in transition. Pre-service education can only have a slow trickle-down effect on the skills and **tenets** held by the teaching community. In order for any reform to have actual impact upon students, it must, first of all, be wielded by working teachers. Their willingness to do so, their comprehension of the true purpose and nature of the reform, and the means made available to them will determine the **consequences** of the reform for students. In-service education will make or break educational change in Lithuania.

An exuberant, joyously active network of teacher in-service centres and consultation services is indeed coming into being. One of the reasons is highly **pragmatic**: teachers' salary increases are calculated in part depending on their 'qualification category'. The system of four categories, instituted in 1993, requires teachers to participate in in-service activities, teach observation lessons, create original lesson plans and so on. There is also a parallel pay-related qualification category system for school administrators. Understandably, both teachers and administrators want to achieve higher qualification categories. A modest fifteen days of paid courses during a five-year period is guaranteed to teachers by law.

However, at first, material and intellectual resources for the courses were few. Available in-service courses were highly centralized (the Centre for Professional Development of Teachers, inherited from earlier times, was then a monopolistic supplier) and some courses were in no way **germane** to new classroom realities. Also, taking any course available resulted in the **accumulation** of 'points' towards the next higher qualification category (a system abandoned in 1997), which educators found demeaning. Demand for true relevance rose in a surge.

In part because of decisive action on the part of the ministry and its respect for the potential of international partnerships, a number of Lithuanian émigré groups (first and foremost, the American Professional Partnership for Lithuanian Education—APPLE), as well as international NGOs (first and foremost, the Open Society Fund) moved into this niche. Quickly the number and the quality of in-service offerings grew, and these created a culture of healthy **collaboration** and competition for the provision of insightful, progressive, enjoyable and effective in-service training.

Both organizations gave rise to certain ‘spin-offs’. APPLE inspired, and is still inspiring, a number of Lithuanian educators to venture into uncharted territory and found organizations and schools of their own (notably, the Lithuanian Society for Special Educators). The annual summer in-service courses staffed by American volunteers included a component on founding and running teacher centres. Lithuanian educators took up the challenge and scores of regional centres sprang up. The Open Society Fund has created in its wake the Centre for School **Improvement** and the Centre for Modern Didactics. Together with the ministry, the Open Society Fund founded the independent Fund for Educational Change.

All of these institutions, and many more, now provide a mosaic of in-service opportunities that would be hard to match anywhere. Meanwhile, the ministry and the associated Centre for Professional Development have been looking at the ‘training of trainers’, a cost-effective way of introducing reforms with confidence through the regional centres and municipal school districts.

It is important to note that the ministry, in developing a programme for school improvement to be funded in large part with a **loan** from the World Bank (the contract was signed in 2002), chose to both renovate school buildings and renew curriculum provision for lower secondary school, grades 5–10. A principal component of the funding is to be used for training the teachers and administrators of these schools in the use of modern methodologies and teaching aids. The Cabinet of Ministers took some convincing that the skills of the teachers, in the final analysis, were far more valuable than insulating the windows—but, in the end, they were convinced.

The strategy guidelines propose some future changes: the evolution, over time, of the in-service training for the individual teacher model to a ‘school as a learning community’ model, in which the school would make and implement certain decisions about needed improvements in instruction. The school would then become the ‘client’ for in-service provision. This could be funded through the student ‘money-follows-the-child’ programme. The implementation of this vision will require accreditation of in-service providers, a complex task for the future. The guidelines propose a yet more visionary leap of faith: the combined portfolio of a teacher’s university or college degree and subsequent modular studies with any accredited in-service provider, leading to greater professional mobility and **credibility**.

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. in-service

- a) tarnybinis;
- b) kvalifikacinis;
- c) atliekamas, daromas dirbant pagrindinį darbą.

2. tenets

- a) principas;
- b) nurodymas;
- c) uždavinys.

3. consequences

- a) įtakingumas;
- b) padariniai, rezultatai;
- c) vienodumas.

4. pragmatic

- a) praktiškas;
- b) įkyrus, landus;
- c) praktinis.

5. germane

- a) vokiškas;
- b) germaniškas;
- c) susijęs, tinkamas.

6. accumulation

- a) akumulatorius;
- b) kaupimas;
- c) kaupiamasis.

7. collaboration

- a) sutarimas;
- b) varžybos;
- c) bendradarbiavimas.

8. improvement

- a) pagerinimas;
- b) poslinkis, tendencija;
- c) tinkamumas.

9. a loan

- a) skola;
- b) paskola;
- c) skolos gražinimas.

10. credibility

- a) neatitikimas;

- b) patikimas;
- c) patikimumas.

TASK 2. True/False Statements:

1. In order for any reform to have actual impact upon students, it must be understood by working teachers.
 - a) true; b) false
2. Teachers' salary depends on the qualification category.
 - a) true; b) false
3. Some time ago the centre for Professional Development of teachers was the only place where in-service courses were held.
 - a) true; b) false
4. APPLE and NGOs gave rise to a number of in-service centres.
 - a) true; b) false

UNIT 5

The Young Language Learner

The British philosopher John Stuart Mill started to learn Greek at the age of three. Clearly, John Stuart Mill was not an average child. What we are talking about in this chapter is the average child. This article assumes that your pupils are between five and ten or eleven years old. This means that the article covers some of the most vital years in a child's development. All education, including learning a foreign language, should contribute to that development.

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do x , at the age of seven they can all do y , or that at the age of ten they can all do z . But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching. You, as the teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

We have divided the children into two main groups throughout the article – the five to seven year olds and the eight to ten year olds. We are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been

learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group.

What five to seven year olds can do at their own level:

They can talk about what they are doing.

They can tell you about what they have done or heard.

They can plan activities.

They can argue for something and tell you why they think what they think.

They can use logical reasoning.

They can use their vivid imaginations.

They can use a wide range of intonation patterns in their mother tongue.

They can understand direct human interaction.

Other characteristics of the young language learner:

They know that the world is governed by rules. They not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.

They understand situations more quickly than they understand the language used.

They use language skills long before they are aware of them.

Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.

They are very logical – what you say first happens first. ‘Before you turn off the light, put your book away’ can mean 1 Turn off the light and then 2 put your book away.

They have a very short attention and concentration span.

Young children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. When reading a story in a foreign language class of five year olds about a mouse that got lost, the teacher ended the story by saying, ‘But, what’s this in my pocket? I feel something warm and furry and it squeaks.’ She then took a toy mouse out of her pocket accompanied by gasps from her pupils. They had no problem in believing that the mouse had found its way out of the book and into their teacher’s pocket. They simply thought the teacher was wonderful because she had found the lost mouse!

Young children are often happy playing and working alone but in the company of others. They can be very reluctant to share. It is often said that children are very self-centred up to the age of six or seven and they cannot see things from someone else’s point of view. This may well be true, but do remember that sometimes pupils don’t want to work together because they don’t see the point. They don’t always understand what we want them to do.

The adult world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children don't always ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do.

They will seldom admit that they don't know something either. A visiting friend took a confident five year old to school one day after the child had been going to school for three weeks. It was only when they arrived at a senior boys' school after forty-five minutes that the visitor realized that the child had no idea where she was. Her mother had asked her several times before she left home if she knew the way, the visitor had asked the same question several times in the forty-five minutes. The child had answered cheerfully and confidently that she knew the way to her school very well!

Young children cannot decide for themselves what to learn.

Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work.

Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.

Language development

Eight to ten year olds have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of ten children can understand abstracts, understand symbols, generalize and systematize. This refers to children's general language development. When it comes to learning a foreign language, there is still a lot we do not know. There are many similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available. So far nobody has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child's background. What is clear here is that most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

The period from five to ten sees dramatic changes in children, but we cannot say exactly when this happens because it is different for all individuals. The magic age seems to be around seven or eight.

At around seven or eight, things seem to fall into place for most children and they begin to make sense of the adult world as we see it.

Think about young children telling jokes. Five year olds laugh because everybody else does, but they don't always understand the joke. If they are asked to re-tell the joke it will be nonsense. Seven year olds think jokes are funny and they learn them off by heart. This means that they often get the punch line wrong or have to be prompted. Ten and eleven year olds remember jokes and can work out the punch line from the situation. The system of language and the understanding of it seem to fall into place for many children in the same way.

TASK 1. True/False Statements:

1. Average children start school at the age of three.
a) true; b) false
2. All children develop in the same way, i.e. gradually.
a) true; b) false
3. The five to seven year olds can have their own opinion and use logical reason to prove it.
a) true; b) false
4. All children understand the rules and obey them.
a) true; b) false
5. The physical world is very important for young language learners.
a) true; b) false
6. It is difficult for the young language learners to decide what is real and what is unreal.
a) true; b) false
7. Young children don't ask questions because they think that they understand what adults are taking about.
a) true; b) false
8. Young children like learning and it is important to keep their enthusiasm from the beginning.
a) true; b) false
9. Eight to ten year olds know their native language quite well.
a) true; b) false
10. Teaching a foreign language is a very hard job but researchers have found the way which is suitable for everyone.
a) true; b) false

UNIT 6

Adult education

Adult education is the practice of teaching and educating adults. This is often done in the workplace, or through 'extension' or 'continuing education' courses at secondary schools, or at a College or University. The practice is also often referred to as 'Training and Development'. It has also been referred to as *andragogy* (to distinguish it from *pedagogy*).

Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experience which can either add value to a learning experience or hinder it.

Another important difference is that adults frequently must apply their knowledge in some practical fashion in order to learn effectively; there must be a goal and a reasonable expectation that the new knowledge will help them further that goal. One example, common in the 1990s, was the proliferation of computer training courses in which adults (not children or adolescents), most of whom were office workers, could enroll. These courses would teach basic use of the operating system or specific application software. Because the abstractions governing the user's interactions with a PC were so new, many people who had been working white-collar jobs for ten years or more eventually took such training courses, either at their own whim (to gain computer skills and thus earn higher pay) or at the behest of their managers.

In the United States, a more general example is that of the high-school dropout who returns to school to complete general education requirements. Most upwardly-mobile positions require at the very least a high school diploma or equivalent. A working adult is unlikely to have the freedom to simply quit their job and go "back to school" on a full-time basis. Community colleges and correspondence schools usually offer evening or weekend classes for this reason. In the USA, the equivalent of the high school diploma earned by an adult through these programs is to pass the General Education Development (GED) test.

Another fast growing sector of adult education is English for Speakers of Other Languages (ESOL), also referred to as English as a Second Language (ESL). These courses are key in assisting immigrants with not only the acquisition of the English language, but the acclimation process to the culture of the United States.

An **adult high school** is a high school facility designed for adult education. It is intended primarily for adults who have not completed high school to continue their education in a facility which offers child care for single parents, special integration programs for immigrants, career counseling and other programs and services geared toward the special needs of adult students.

A number of cities in the United States and Canada have dedicated adult high school facilities. In most other cities, adults returning to high school attend regular high schools or community colleges. Some adult high schools operate within regular high schools during off-hours. Some adult high schools may also offer general interest programs such as computer skills upgrading or other continuing education courses.

TASK 1. Choose the most suitable ending for the following:

1. Educating adults differs from educating children
 - a) because adults have knowledge and experience which they can use in their learning;
 - b) because they are not willing to learn;
 - c) because it is more difficult to teach adults than children.
2. Adults learn effectively because
 - a) very often they have to apply their knowledge in their work;
 - b) they want to know more than their children know;
 - c) they are better learners.
3. Adult education takes place
 - a) at community colleges and correspondence schools which usually offer evening or weekend classes;
 - b) at school on a full-time basis;
 - c) at only at their working places.
4. An adult high school is intended for
 - a) parents with children, immigrants and adult students who have special needs;
 - b) parents who want to learn together with their children;
 - c) only for people who come to the country and want to learn the language.

Continuing Education

Continuing education may refer to one of two types of education. The first is a type of post-secondary education in a general sense, often for its own sake rather than being designed for a particular degree or certification. The second type is education required in a licensed profession in order for the professional to maintain the license.

Continuing education generally. General continuing education is similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age. However, it is not normally considered to include basic instruction such as

literacy, English language skills, or programs such as vocational training or GED preparation. Instead, as the term suggests, it is assumed that the student already has an education and is simply continuing it.

Frequently, in the United States, continuing education involves enrollment in college/university credit-granting courses, often by students enrolled part-time, and often offered through a division or school of continuing education of a college/university known sometimes as the university extension or extension school. Also frequently in the US, it can mean enrollment in non-credit-granting courses, often taken for personal, non-vocational enrichment (although many non-credit courses can also have a vocational function). Also, in the US, many such non-credit courses are offered by community colleges.

The University of Wisconsin, in 1904, was the first academic institution in the US to offer what today would be considered an identifiable continuing education program. In 1969, Empire State College, a unit of the State University of New York, was the first institution in the US to exclusively focus on providing higher education to adult learners.

Continuing education for professionals. Licensing bodies in a number of fields have begun imposing continuing education requirements on people who hold licenses to practice a particular profession. The requirements are intended to encourage professionals to maintain their training and stay up-to-date on new developments. Depending on the field, some of these courses may be offered by regular colleges, but they are often provided by organizations that cater to a specific profession. Conferences and seminars may also be designed to satisfy professional continuing education requirements.

Method and format of continuing education. The method of delivery of continuing education can include traditional types of classroom lectures and laboratories. However, much continuing education makes heavy use of distance learning, which not only includes independent study, but which can include videotaped/CD-ROM material, broadcast programming, and online/Internet delivery. In addition to independent study, the use of conference-type group study, which can include study networks (which can, in many instances, meet together online) as well as different types of seminars/workshops, can be used to facilitate learning. A combination of traditional, distance, and conference-type study, or two of these three types, may be used for a particular continuing education course or program.

TASK 1. True/False Statements:

1. Continuing education normally include basic instruction such as literacy, English language skills, or programs such as vocational training.

a) true; b) false

2. In the United States continuing education involves enrollment in college / university credit – granting courses, non-credit-granting courses and non-credit courses offered by community colleges.

a) true; b) false

3. Continuing education requirements are intended to encourage professionals to maintain their training and stay up-to-date on new developments.

a) true; b) false

4. Continuing education include only traditional methods of teaching.

a) true; b) false

UNIT 7

Administration of Education

Major Regulatory Documents Providing for Learning and Studies

Law on Education (2003), **National Education Strategy 2003–2012** (2003), **General programmes and standards for attained education levels** (renewed every four years), **Law on Vocational Training** (1997, draft law on amendments to the law is underway), **Law on Non-formal Adult Education** (1998), **Law on Special Education** (1999), **Law on Higher Education** (2000), **Law on Science and Studies** (2002).

TASK 1. Consult a dictionary and find the Lithuanian equivalent for the following:

Law on Education;

National Education Strategy;

General programmes and standards for attained education levels;

Law on Vocational Training;

Law on Non-formal Adult Education;

Law on Special Education;

Law on Higher Education;

Law on Science and Studies.

Administration of Education

The Ministry of Education and Science formulates and **executes** the national policy in the areas of education, science and studies, drafts strategic education plans, annual programmes, submits

proposals and resolutions to the Government, organises **matura examinations**, approves the general content of teaching, training and studies under the framework of formal education (general programmes and subject programmes as well as teaching, training and study plans), national standards for attained education levels (except for higher education and PhD studies), standards for vocational training, guidelines for study areas in higher education, accreditation criteria applicable to curricula and the order of accreditation, etc.

The County Manager's Administration implements the national education policy in the county, approves strategic education plans for the county, supervises the activity of subordinate education providers, forms the network of special schools and, together with **municipal institutions**, ensures the teaching of learners with special needs in accordance with programmes of compulsory and general education, etc.

Municipalities execute the national education policy in the municipality, approve strategic education plans for the municipality as well as the general plan for restructuring of the school network, form the network of pre-schools, pre-primary schools, primary, basic and secondary schools, ensure the environment necessary to provide compulsory education to children, initiate the formation of the network of vocational training and adult education providers in line with the needs of the population, independently form the network of non-formal education providers, etc.

The school founder ensures the execution of the national education policy, as well as the execution within the school of relevant laws and other legislation providing for school activities, etc.

Usually municipalities play the role of the founder of schools of general education; however, non-governmental, confessional organisations as well as private individuals may also be the founders of such schools.

The founder of State-funded vocational schools and schools of general education that accept children from all over the country is the Ministry of Education and Science.

The founder of State-funded colleges is the Government of the Republic of Lithuania.

The founder of State universities is the Seimas of the Republic of Lithuania.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. The Ministry of Education and Sciences

- a) Švietimo ir mokslo ministras;
- b) Švietimo ir gamtos mokslų ministerija;
- c) Švietimo ir mokslo ministerija.

2. Execute

- a) vykdyti;

- b) vykdyti mirties bausmę;
- c) sukurti.

3. Matura examinations

- a) motinystės egzaminai;
- b) brandos egzaminai;
- c) brandos įrodymas.

4. The County Manager's Administration

- a) apskrities viršininko administracija;
- b) grafystės viršininko administracija;
- c) valstybės administracija.

6. Municipality

- a) seniūnija;
- b) savivaldybė;
- c) valsčius.

TASK 2. True/False Statements:

1. The Ministry of Education on Science formulates and executes the local policies in the area of education.
a) true; b) false
2. Mature examinations are organized by municipal institutions.
a) true; b) false
3. Municipalities are responsible for the network of pre-schools, pre-primary schools, primary, basic and secondary schools:
a) true; b) false
4. Most often municipalities play the role of the founder of schools of general education.
a) true; b) false
5. Municipality is the founder of State-founded vocational schools of general education that accept children from all over the country.
a) true; b) false

Financing

Education is financed in the form of **allocations** from the State budget and municipal budgets as well as other financial means. Programmes of formal education offered at State-funded, municipal

and non-State funded schools, except for higher education institutions, and programmes of non-formal education of children are financed out of the State and municipal budgets via the **student's basket**, which is a principle of allocating financial means **per learner**. The student's basket contains funds to pay salaries to teachers, buy textbooks, teaching means, **in-service training** of teachers, etc. The founders of the school (municipalities, confessional organisations, etc.) allocate funds for **school maintenance**.

Non-state funded schools of traditional religious communities or associations that implement formal education programmes are financed out of allocations from the budget for teaching funds and school maintenance in proportion to the State-funded and municipal schools of the same type, if respective international agreements signed by the Republic of Lithuania provide for that.

Vocational schools, establishments of post-secondary education and schools of non-formal adult education are financed by the founders.

Every year the Seimas allocates money from the State budget to State-funded higher education institutions. These allocations are related to respective programmes and the results of assessment of activities of a particular higher education institution.

Percentage of GDP allocated for education: 5.9% (2003).

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Allocation

- a) lėšos, asignavimai;
- b) išlaidos;
- c) paskolos.

2. Student's basket

- a) mokinių krepšinis;
- b) mokinio finansavimas;
- c) mokinio krepšelis.

3. Per learner

- a) per mokinius;
- b) per mokymąsi;
- c) vienam mokiniui.

4. In – service training

- a) vidinis mokymas;
- b) kvalifikacijos kėlimas;
- c) tarnybinis paruošimas.

5. School maintenance

- a) mokyklos remontas;
- b) mokyklos valdymas;
- c) mokyklos išlaikymas, priežiūra.

TASK 2. True/False Statements

1. Higher education institutions are financed out via the student's basket.
a) true; b) false
2. The student's basket is used for paying salaries to teachers, buying textbooks and other teaching means, in-service training of teachers.
a) true; b) false
3. Schools are responsible for their maintenance themselves.
a) true; b) false
4. Non-formal adult education gets allocations from the state budget.
a) true; b) false
5. State – founded higher education institutions get money from the State budget.
a) true; b) false

UNIT 8

Curriculum reform in Lithuania: lessons learned

Virginija Budiene

I. BACKGROUND

With an area of 65,300 km², Lithuania is a part of the economic region known as the Baltic Republics, situated along the eastern coast of the Baltic Sea. Autonomous since 1918, the Lithuanian State came under Soviet occupation in 1940. Although its independence was proclaimed on 11 March 1990, more than a year passed before the country achieved international recognition.

In 1998, the population of Lithuania was 3.7 million with a density of 56.7 inhabitants per square kilometre. The largest city is the capital, Vilnius, with a population of 578,400. Lithuania's ethnic composition is relatively homogeneous with more than 81.6% Lithuanians, 8.2% Russians and 7% Poles. The remaining 3.3% are Byelorussians (1.5%), Ukrainians (1.0%), Jews (0.1%), Tartars (0.1%) and other nationalities (0.6%).

National minorities have the right to teach their children their mother-tongue and national history, and to foster their culture. A language of instruction other than Lithuanian is used in 232 (out of almost

2,000) schools of general education located in ten towns and twenty-three municipal districts. These schools taught 69,777 pupils (12.8% of the total number). In 1996, twenty-eight textbooks were published in Polish, and sixteen in Russian. Schools with national minorities follow the common core curriculum for general education approved by the Ministry of Education and Science, but may supplement it with ethno-cultural elements.

Before 1990, the whole system of education was centralized and formal in management. Lithuanian schools (as well as all schools of the former USSR) were of an autocratic, authoritarian and uniform style. Curriculum and textbooks were written in Moscow and distributed all over the USSR. Uniform teaching and evaluation of student achievement was used for all grades without streaming. Marking was mainly a private matter reserved for the teacher and based on a subjective opinion; aggregating marks across subjects, grades and schools did not happen. National examinations (examination papers prepared centrally, but marked at schools) took place at the end of basic (grade 9) and secondary school (grade 12). The whole set of examinations was compulsory for a student (there were no elective exams). This uniform school required uniform teachers. The General Conception of Lithuanian Education (GC, 1992) put forward new requirements for the teaching profession.

During the last ten years, systemic attempts to revise the curriculum for all subjects and to propose new teaching and assessment methods were made. New curriculum standards for students' achievement have been developed, and a change initiated in teaching methods, instruction and student evaluation, together with the introduction of a teacher appraisal system.

After the restoration of statehood, the adoption of new educational legislation became a priority for the *Seimas* (the Supreme Council). The new 1991 Law on Education provided for substantial changes in aims, content and structure. The aims intended that individuals should acquire knowledge and understanding of the principles of a democratic, pluralistic society, accept humanism and tolerance as basic values, develop independent decision-making skills and acquire professional expertise. They also implied substantial changes in teaching methods, the preparation of new textbooks, and reformed structures for more flexible secondary education. In 1992, the government published a document entitled *The general concept of education in Lithuania*, stating that 'the education system is based on European cultural values: the absolute value of the individual, neighbourly love, innate equality among men, freedom of conscience, tolerance, the affirmation of democratic social relations'. The main principles of Lithuanian education expressed in this document are humanism, democracy, renewal and commitment to Lithuania's culture, together with the preservation of its identity and historic continuity.

TASK 1. True/False Statements:

1. Lithuania is an independent country and it is one of the Baltic Republics.
a) true; b) false
2. The majority of population in Lithuania is national minorities.
a) true; b) false
3. Russians and other nationalities can't teach their children their native language and national history.
a) true; b) false
4. The language of instruction in all Lithuanian schools is Lithuanian.
a) true; b) false
5. Schools with national minorities follow the curriculum for general education approved by the ministry of Education and Science.
a) true; b) false
6. Before 1990, the system of education was centralized what means that curriculum and textbooks were written in Moscow and used all over the USSR.
a) true; b) false
7. Now we have new curriculum and teachers use new methods for teaching, instruction and student assessment.
a) true; b) false
8. The 1991 Law on education didn't approve of changes in teaching aims, content and structure.
a) true; b) false

TASK 2. Choose the correct ending for the following:

1. In 1998, the population of Lithuania was
 - a) 3.7 million with a density of 56.7 inhabitants per square metre;
 - b) 3.7 million with a density of 56.7 inhabitants per square kilometre;
 - c) 3.7 million with a density of 65.7 inhabitants per square kilometre.
2. Schools with national minorities
 - a) follow the common core curriculum for general education;
 - b) have their own curriculum approved by the Ministry of Education;
 - c) have their own curriculum although the Ministry of Education does not approve them.
3. In Soviet times Lithuanian schools
 - a) were of an autocratic, authoritarian and uniform style;
 - b) were not the same as other schools in the USSR;
 - c) were democratic and humanistic.

4. After the restoration of statehood

- a) the schools in Lithuania remained the same;
- b) the aims, content and structure of education was changed;
- c) only the schools for Lithuanian children adapted new aims, content and structure.

5. The new aims intended that

- a) individuals should acquire knowledge and understanding of new principles, develop decision – making skills and acquire professional expertise;
- b) individuals should acquire greater amount of knowledge;
- c) individuals should choose what knowledge and skills they acquire.

II. LESSONS LEARNED DURING THE FIRST TEN YEARS

The lessons learned during the first ten years of the new **educational legislation** can be summarized as follows:

- Focus on the systemic reform from the very beginning.
- Decide what is your educational philosophy, design a general concept and on this basis prepare system-wide and school-specific year-by-year reform **implementation plans**.
- Establish the terms for the monitoring of access, **equity** and quality of education for all.
- Ensure that access, equity and quality **coincide** with the educational economy.
- Apply both top-down and bottom-up approaches to the reform (especially as far as middle-level management is concerned).
- Consider the possibilities for **sustainability** after international donors ‘fade-out’.
- Reform will happen only if the teachers implement it.
- Reform will happen only if the school directors support it.
- Do not isolate higher education from the reform since it is here that the new teaching force for the reformed school is being prepared.
- Employ the broad concept of curriculum reform.
- Develop the core curriculum before launching textbook development.
- Decide how textbook authors will be consulted and recruited.
- Develop and publish textbooks on a **competitive** basis.
- Standards cannot be used if they lack a normative base for the **evaluation** of student’s achievement.
- Be aware about an assessment-driven reform: the **wash-back effect**—what is assessed is what will

be taught.

- Consider the involvement of all educational **stakeholders** from the beginning—do not make enemies for the reform through **lack** of consultation.
- Consider management agents for the reform—both public administration and NGOs.
- Avoid complete dependence on donors. You will still be there when they have gone.

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. Educational legislation

- a) švietimo įstatymai;
- b) švietimo nurodymai;
- c) įstatymų mokymas.

2. Implementation plans

- a) implementuoti planai;
- b) nauji planai;
- c) įgyvendinimo planai.

3. Equity

- a) lygybė;
- b) teisingumas, nešališkumas;
- c) susitarimas.

4. Coincide

- a) prasilenkti;
- b) sutapti, atitikti;
- c) susirungti.

5. Sustainability

- a) pastovumas;
- b) sustingimas;
- c) išlaikymas, išlikimas.

6. Competitive

- a) konkurencinis;
- b) nuoseklus;
- c) pastovus.

7. Evaluation

- a) vystymasis;
- b) evoliucija;

c) įvertinimas.

8. Stakeholders

a) tarpininkas;

b) dalyvis;

c) partneris.

9. Lack

a) gausa;

b) laimingas;

c) trūkumas, nebuvimas.

III. EDUCATIONAL REFORM IN LITHUANIA AT A GLANCE

Educational reforms fall broadly into the following categories:

- reforms of the structure of the education system;
- revision of educational targets and standards and, consequently, of the curriculum, including the range of teaching methods employed to ensure that emerging individual, social and economic needs will be met;
- reform of both pre-service and in-service teacher education to equip new and existing teachers with the skills to meet these new demands;
- more systematic direction of teacher education, including the introduction of quality standards and quality assurance;
- changes in educational funding mechanisms. Systemic educational reform became a focus for public debate in Lithuania from 1990 onwards. The Law on Education was adopted in 1991 (with subsequent amendments in 1993, 1994 and 1995).

By far the most important and influential document, however, is the 1992 *General concept of education in Lithuania*, which states that ‘the result of education—not the educational process—is centrally controlled’. This philosophy has shaped Lithuania’s educational structure and its governance since 1992, and it explains both the extraordinary diversity in Lithuania’s schools and the ministry’s firm lead concerning the national curriculum, educational standards and the assessment of quality.

The general concept of education in Lithuania (1992) sets out fundamental guidelines for the reform of the education system. Following its approval by the government, it was the basis for the implementation of reform since then.

The lessons we have learned are that the focus should be on systemic reform. The design should first obtain the approval of society and its governing institutions. The education reform strategy or general concept of the reform should be accompanied by short-, medium- and long-term implementation plans in order to have a clear direction and focus. In this way it can be protected from ideological and philosophical discrepancies.

IV. CURRICULUM AND ASSESSMENT REFORMS

As with the other education systems of Central and Eastern Europe, Lithuanian education has been excellent at producing an elite of first-class mathematicians, physicists and engineers. However, it must now **re-examine** that goal in the light of the broader and more complex **demands** of modern economies and modern democracies. Present needs relate more to **adaptability** to the speed of change and lifelong learning within an often-unstable context. The new concept of an education of quality requires **redefinition** in these new and changing times. A re-focusing of goals and resources is indicated. But such a change is not necessarily attractive for all stakeholders. It is particularly difficult to move on from a system that has been successful in meeting the challenges of a former world. But the quality of one age is the **obsolescence** of the next.

Task 1. Choose the most suitable Lithuanian equivalent for the following:

1. Re – examine

- a) apžiūrėti;
- b) peržiūrėti;
- c) stebėti.

2. Demands

- a) poreikis;
- b) būdas;
- c) poveikis.

3. Adaptability

- a) poreikis;
- b) pri(si)taikymas;
- c) polinkis.

4. Redefinition

- a) peržiūrėjimas;
- b) apibrėžimas;
- c) reikalavimas.

5. Obsolescence

- a) persekiojimas;
- b) kvailumas;
- c) pasenėjimas, senas dalykas.

1. Pre-school education

The basic aim of pre-school education is to assist in the development of a child's personality and impart the fundamental skills needed for life in society. For this purpose, it follows two new national programmes: *The guidelines for pre-school education: a curriculum for teachers and parents* (1993); and the 1993 kindergarten programme *Vėrinėlis (The string)*. While both pursue the same goals, their methods differ. *The guidelines for preschool education* use integrated education, whereas *The string* is based on a creative method. Instead of a curriculum divided into separate subjects, various activities conducive to a child's development are integrated, including language, general awareness, art, music, games, crafts and acting.

Pre-school education has been supported by two international projects, namely the *Democratization of the pre-school education system* launched by the Open Society Fund-Lithuania and Egmont Peterson (Denmark) in 1992, and *Step by step*, another Open Society Fund project started in 1994. The first involves thirty-two pre-school establishments and primary-school-type kindergartens, and the second twenty-two institutions. Provision in all of them follows *The guidelines for pre-school education*, with emphasis on the principles of a humanistic education, and use of a distinctive methodology. Both projects have brought about favourable changes in teacher-training institutions and resulted in the publication of books on teaching methods.

Task 1. Choose the most suitable answer for the following questions:

1. What is the main aim of pre-school education?
 - a) to help in the development of a child's personality and instill the basic life skills;
 - b) to help in the development of a child's reading and writing skills
 - c) to prepare a child for learning at school?
2. How do new national programs differ?

- a) *the guidelines for pre-school education* use integrated education, whereas *the string* is based on a creative method;
 - b) they do not differ at all;
 - c) *the string* uses integrated education and *the guidelines* are based on a creative method.
3. How many participants are involved in two international projects?
- a) *democratization of the pre-school education system* involves thirty-two participants and *step by step* involves twenty-two participants;
 - b) both projects have the equal number of the participants;
 - c) *democratization* involves twenty-two and *step by step* – thirty two.

2. Compulsory education/training

Article 19 of the Law on Education of the Republic of Lithuania stipulates that education is compulsory for all pupils up to the age of 16 (inclusive). Article 4 of the Law (as revised), which came into force on 29 July 1998, stipulates that basic (lower secondary) school should last six years (replacing the former five-year basic school). Thus, compulsory education now involves four years of primary education followed by six years of basic (lower secondary) education (ten years in all). Compulsory education is provided not only in publicly maintained schools of general education, but in private schools that receive State support if they adopt the national curriculum. However, enrolment in the latter is still limited.

Primary schools constitute the first level of compulsory schooling made up of the first to fourth forms, and initially admit children aged between 6 and 7.

TASK 1. True /False Statements

1. In Lithuania education is compulsory for all pupils up to the age of sixteen.
 - a) true; b) false
2. Nowadays basic school lasts for five years.
 - a) true; b) false
3. Compulsory education is provided in state and private schools.
 - a) true; b) false
4. Private schools can take as many children as they like.
 - a) true; b) false
5. In Lithuania children start primary school at the age of 6 and 7.
 - a) true; b) false

3. Primary education

The general aim of primary schools is to prepare for the development of an educated, independent and active personality. It seeks to do so by the following means:

- creating conditions **conducive** to the growth of each child's individuality;
- imparting the basics of culture (intellectual, aesthetic, ethical);
- imparting knowledge and **fostering** the ability to analyse and interpret it;
- developing all ways of acquiring learning that are relevant to a person's life, and his or her relations with society at large.

Primary education is part of the **obligatory** period of education and is free. All primary schools follow a common State-approved core curriculum and plan for teaching. Pupils receive free textbooks, but have to buy their own exercise books. Teachers are provided with teaching manuals. A variety of contrasting textbooks on music have already been published, and alternative sources are being similarly prepared for mathematics. Prior to each school year, the Ministry of Education and Science presents schools with sets of recommended textbooks from which teachers are free to select those they prefer.

Provision of primary education follows the 1992 *General curriculum framework for primary school* approved by the Ministry of Education and Science. The curriculum of compulsory subjects includes **moral education** (parents may choose whether their children receive religious instruction relevant to a given denomination, or lessons in ethics), the Lithuanian language, perception and understanding of the world, mathematics, fine arts and crafts, music, physical training and one foreign language (English, German or French).

Educational provision is based on the selection by each school of one of four teaching plans proposed by the Ministry. The *Curriculum framework* does not **prescribe** the weekly number of lessons (periods) per subject, but this is listed in the plans. In the first year of primary education, lessons last thirty-five minutes. In the second to fourth forms, they may last thirty-five, forty or forty-five minutes, depending on the teaching plan chosen.

In addition to the compulsory subjects referred to above, certain others are **optional**. Both categories are allocated a given number of lessons by the ministry, whose precise **schedule** is at the **discretion** of the school. Subject to slight variations depending on the teaching plan, forms 1 to 4 are assigned one lesson each week on moral education, seven or eight for Lithuanian, two in perception and understanding of the world, four or five in mathematics, three in fine arts, crafts, music and physical education, and two or three in a foreign language.

Teachers themselves have some say in how several subjects are scheduled. The teaching plans state that the optional subject of a foreign language can only be included as early as the second form if it is to be taught intensively **in accordance with** an officially approved programme, or individual syllabus, of a school (*individualioji programa*).

Although primary school pupils do not take any examinations, their progress is assessed on a continuous basis, and reported to their parents. If marks are used, a ten-point system is employed, with a final mark at the end of every term and school year. Between one to three marks is felt to be unsatisfactory, and the pupils concerned are considered not to have passed, or to be 'non-certified'. However, primary school councils may decide that marks should not be used for pupil assessment.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Conducive

- a) prieštaraujantis;
- b) prievartinis;
- c) palankus, padedantis.

2. Foster

- a) skatinti;
- b) reikalauti;
- c) prisidėti.

3. Obligatory

- a) privalomas;
- b) fakultatyvus;
- c) savarankiškas.

4. Provision

- a) provincija;
- b) provizija;
- c) nuostata.

5. Moral education

- a) tikybos mokymas;
- b) dorovinis auklėjimas;
- c) etikos mokymas.

6. Prescribe

- a) nurodyti;
- b) reikalauti;

c) prieštarauti.

7. Optional

- a) optimalus;
- b) laisvai pasirenkamas, fakultatyvus;
- c) privalomas.

8. Schedule

- a) paskirstymas;
- b) būdas;
- c) tvarkaraštis, planas.

9. Discretion

- a) veiksmų laisvė, nuožiūra;
- b) diskretiškumas;
- c) nuoroda.

10. In accordance with

- a) neatsižvelgiant;
- b) pagal, remiantis;
- c) kartu su.

TASK 2. True /False Statements:

1. The general aim of primary schools is to develop an educated, independent and active personality.
a) true; b) false
2. Parents have to pay for primary education.
a) true; b) false
3. Pupils receive free textbooks, but have to buy their own exercise books.
a) true; b) false
4. The curriculum of compulsory subjects does not include foreign languages.
a) true; b) false
5. Some subjects taught in primary schools are compulsory and some are optional.
a) true; b) false
6. A foreign language can be started to be taught in the second form if it is taught intensively.
a) true; b) false
7. Primary school pupils do not take any examinations and their progress is not assessed.
a) true; b) false

4. Lower secondary education

On completion of primary education (forms 1 to 4), pupils move on to basic school (*pagrindinė mokykla*) for their lower secondary education, corresponding to forms 5 to 9 (soon to be 10 as discussed above). Basic schools thus normally cover the 10-16 age-group. They may be autonomous or operate in conjunction with a primary school or be part of a secondary school catering for both upper and lower levels.

When pupils complete this level of education, they are awarded a basic school-leaving certificate. The National Centre of Examinations governs school-leaving examinations and the level of attainment is noted on the certificate.

The aim of all types of basic education (youth schools, boarding schools, schools of special education) is to cater for the needs of pupils of different ages, abilities and aptitudes, while creating favourable conditions for the education of young people whose motivation also differs.

Pending transition to the six-year basic school, teaching plans for the five-year system were used. The plans set out both the compulsory (core) subjects and optional subjects, as well as the number of lessons per subject per week (see Table 1). At basic school level (forms 5 to 9), the total number of lessons is between twenty-seven and thirty-one.

The sixteen compulsory subjects are moral education (religion or ethics), the Lithuanian language, two foreign languages, mathematics, nature and man, biology, physics, chemistry, history, civics, geography, art, music, crafts and physical training. These subjects are studied by all pupils, but may be allocated a variable number of lessons.

In line with the general concept of the reform, the new National Core Curriculum was developed, discussed and adopted. The curriculum reform reached grade 9 in the 2000/2001 school year (see Table 2). Most needed textbooks were developed and published (Table 3) according to new National Core Curriculum—‘General Curriculum for General Education School in Lithuania’ (project dating from 1994, adopted in 1997). Teachers are free to choose their *teaching methods*. Although teachers are recommended by the new school philosophy to use active teaching methods, traditional lessons still prevail. Among the recommended methods are discussions, teamwork, modelling, ‘brain-storming’, projects, experimentation and out-of-school assignments. Integrated instruction and methods, geared to the needs of individual pupils, are all actively promoted.

TASK 1. Choose the most suitable answer for the following questions:

1. Where do pupils move on to when they finish primary school?
 - a) they move on to secondary school;

- b) they move on to basic school;
 - c) they move on to vocational school.
2. Where can pupils get basic education?
- a) schools, boarding schools, schools of special education;
 - b) colleges and universities;
 - c) it was not said.
3. How many compulsory subjects do pupils learn?
- a) it was not said;
 - b) sixteen;
 - c) twenty six.
4. What methods do teachers use in basic schools?
- a) traditional methods;
 - b) active teaching methods;
 - c) both active and traditional teaching methods.

TASK 2. True / False Statements:

1. Normally 10 – 16 year olds attend basic schools.
- a) true; b) false
2. When pupils complete this level of education they get a basic school-learning certificate.
- a) true; b) false
3. Schools create favourable conditions only for motivated pupils.
- a) true; b) false
4. At this level children are taught three foreign languages.
- a) true; b) false
5. The new National Core Curriculum was adapted in 1994.
- a) true; b) false

5. Post-compulsory upper secondary school

Students leaving compulsory school can continue their studies in one of the following institutions: secondary schools, gymnasia, vocational schools, as well as some boarding and special education schools. With the transition from the five-year to six-year basic school, upper secondary education is

currently offered in the last three years of schooling (forms 10 to 12). In public educational institutions, this education is free of charge.

The main aim of upper secondary education is to enable pupils to enter any type of college or university-level higher education establishment. Gymnasiums cover the last four years of secondary education. Pupils are admitted according to school criteria, particularly as regards performance, maturity and motivation. Traditionally, gymnasiums provide a more advanced level of education to academically inclined pupils than that of other secondary schools. They offer them the opportunity to choose between various branches of study, including humanities, science and fine arts. Gymnasium school-leavers are encouraged to enter university-level higher education institutions.

Plans establish compulsory (core) subjects and optional ones, together with the number of lessons for each per week. At upper secondary level the total number of forty-five-minute lessons is thirty-two.

The intention now is to simplify Lithuania's complex 'triple' upper secondary system (general secondary schools + gymnasia + professional secondary) into a 'dual' one, offering: (1) comprehensive 'academic' gymnasia, with profiles in the humanities, sciences, technology and arts; and (2) non-academic technical gymnasia offering professional profiles in technical and arts subjects. *All* upper secondary schools will thus become 'gymnasia', in a far more comprehensive sense than is now the case. This transformation is expected to be complete by 2010, with an intermediate stage (up to 2005), during which the present 'triple' structure will continue, but all three existing school types will introduce profiled curricula.

The first phase of structural reforms (1998–2005) is—temporarily—leading to even greater complexity. A number of basic questions still need to be resolved. What will be the feasibility of profiling in small rural schools? Will these schools really be able to offer students the range of choice implied in profiling? Will profiling really reduce and focus the workload for students—as is intended? If all upper secondary schools (including technical ones) become gymnasia, what provision will be made to serve students in the lower 25% of the ability range? What will be the impact of the move to compulsory grade 10 for vocational education (e.g. must three- and four-year vocational programmes be redesigned as two- and three-year ones)?

At upper secondary level, pupil assessment is once again essentially based on a 10-point system, as described earlier for basic education. On completion of the full twelve years of secondary school, a school-leaving (maturity) certificate is awarded, stipulating the examinations passed, their level and the points assessment, as well as giving similar information on all subjects for the end of the twelfth school year or the year the course in a subject has been completed. School-leaving certificates entitle their holders to enter any Lithuanian higher education institution, vocational school or college.

In theory, the national curriculum (*General curriculum for the general education school in Lithuania*) allows teachers some flexibility to develop and deliver their own curricula; it was said that as much as 20 to 30% of the curriculum (i.e. hours on the timetable) could be school-specific. In practice, however, timetables do not appear to offer much freedom. Many teachers find it difficult to cover the compulsory core content in the time available; moreover, they have little experience in curriculum development, and the impression is that teachers get little support either from the school inspectorate or from in-service training to make the best use of whatever flexibility the tight timetables allow. Although essential reforms of the school structure have taken place, they were not supported by new textbooks for profiled schools. According to the curriculum reform plan, this is only planned to take place in the future. This problem creates discrepancies at the upper-secondary school level.

TASK 1. Choose the most suitable answers to the following questions:

1. Where can students leaving compulsory school continue their studies?
 - a) they can continue their studies in secondary schools and colleges;
 - b) they can continue their studies in secondary schools, gymnasia, vocational schools, boarding and special education schools;
 - c) they can continue their studies in colleges and special education schools.
2. What is the main aim of upper secondary education?
 - a) it is to prepare pupils for entering any type of college or university;
 - b) it is to prepare pupils for entering any vocational school;
 - c) it is to prepare pupils for entering gymnasia.
3. How are pupils admitted to gymnasia?
 - a) there are no special requirement;
 - b) according to school criteria, particularly as regards performance, maturity and motivation;
 - c) according to the results of examinations.
4. What is the total number of lessons per week at upper secondary level?
 - a) forty five lessons;
 - b) thirty two lessons;
 - c) thirty three lessons.
5. How are students assessed at upper secondary level?
 - a) pupil assessment is based on a ten point system;
 - b) pupil assessment is based on a pass-fail system;
 - c) pupil assessment is based on a five point system.

TASK 2. True/False Statements:

1. Gymnasiums cover the last four years of secondary education.
a) true; b) false
2. Gymnasiums provide the same level of education as other secondary schools.
a) true; b) false
3. Lithuania's complex 'triple' upper secondary system is intended to be simplified.
a) true; b) false
4. On completion of the full twelve years of secondary school, a maturity certificate is awarded.
a) true; b) false
5. It is not difficult for teachers to cover the compulsory core content in the time available.
a) true; b) false

UNIT 9

Enhancing Creativity in the Classroom

by Vernice James, Reena Lederman Gerard, and Beate Vagt-Traore

Creativity - a magical talent, a sign of intelligence, or a skill to learn? The difficulty in approaching this field is that the topic is still relatively new but already rich with many theories, as well as a certain mystique (Sternberg & Lubart, 1996). The purpose of this chapter is to shed light on the concept of creativity and its implications for teaching and learning. Within the concept of creativity, we provide a portrait of what creativity may look like, a definition of creativity, an overview on some creative-thought models, and discussion of how the models and definition fit the introductory example of creativity. In addressing the implications for teaching and learning, we offer an example of creativity in the classroom followed by a discussion of targeted strategies for teaching towards creativity in the classroom.

The Concept of Creativity

"The very essence of the creative is its novelty, and hence we have no standard by which to judge it." -Carl R. Rogers, *On Becoming a Person*.

Portrait of Creativity: Meet Mr. Dabo

Consider the following scenario: Imagine a small country in West Africa just south of the Sahara. Most of the rural population is engaged in subsistence agriculture or stock raising. General cash flow is low.

Now follow us to a small village with a local elementary school. The school is relatively new, and has about 100 desks and even a small library has been built. However, the teacher, Mr. Dabo, is not happy. Although the village has many school aged children, only about 15 to 20 percent of these have been enrolled by their parents. National campaigns from the Ministry of education as well as local campaigns from non-governmental organizations could not change this attitude. Of course, there are always explanations as to why these villagers just do not want to enroll their children: traditional values, rejection of the foreign based education, plain ignorance, or simple stubbornness. And often it is overlooked that these people do not have the financial means to pay for the materials and supplies needed by their children.

After being a teacher in that small rural community for more than four years, Mr. Dabo proposed an idea to solve the low enrollment rates. He suggested the establishment of a special exchange, where villagers could trade their agricultural products against school supplies. Mr. Dabo presented his idea to a local non-governmental organization which then helped in organizing the financial means, so that the project could be realized. Today the enrollment rates are rising from year to year, and the concept is spreading further in the country.

How did Mr. Dabo come up with this solution? After being in his community for several years, he observed that each year the local market price for grain was at the lowest level around the time when a new school year was about to start. Farmers needed to sell huge amounts of their agricultural products in order to buy the necessary school materials for their children. Consequently, farmers themselves did not have enough grain left to serve their own needs before the next harvest. This in turn hampered the school enrollment of children. Today the agricultural products that are exchanged for school materials are stored until the market price reaches the highest level and then the products are sold. It turns out to be a win-win situation for all parties involved. Can Mr. Dabo's actions be seen as creativity in action?

TASK 1. True/False Statements:

1. According to Sternberg and Lubart there are a lot of creativity theories.
a) true; b) false
2. The aim of this article is to define what creativity is, to overview some creative thought models.
a) true; b) false
3. According to Carl R. Rogers it is very easy to define creating.
a) true; b) false
4. In the example of a small village local elementary school the authors admit that all school aged children attend the local school.

a) true; b) false

5. Traditional values, rejection of the foreign based education, plain ignorance and simple stubbornness seen to be the reason why the villagers do not want their children to attend school.

a) true; b) false

6. One more reason why the villagers do not want their children to attend school is the lack of financial means.

a) true; b) false

7. Mr. Dabo presented the idea how the problem of low enrollment could be solved.

a) true; b) false

What is Creativity?

There is **consensus** among researchers that creativity should be defined as the production of both **novel** and **appropriate** work (Sternberg & Lubart, 1996; Lubart, 2000). Novel refers to original work, work that could not be predicted. Appropriate simply concerns the usefulness of the product towards a certain need. Lubart (1999) points out that this is a product-oriented, "western" definition of creativity. Furthermore, the assessment of creative work can only be done in the social and historical context of its making (Lubart, 1999; Amabile, 1983; Csikszentmihalyi, 1996; Sternberg & Lubart, 1995 in Sternberg, 2001, p.361).

Novel and appropriate products do not arise in a vacuum. Finding the factors that influence creativity thus drives most of current research efforts. In recent years, two approaches **predominate** the research literature (Lubart, 2000): process-oriented models of creativity (e.g. Finke, Ward, Smith, 1992; Mumford, Mobley, Reiter-Palmon, Uhlman, Doares, 1991); and systems-oriented models (Amabile, 1983; Sternberg & Lubart, 1995; Csikszentmihalyi, 1996). The two approaches focus on different **facets** of creativity. Yet, they can be seen as complementing each other (Sternberg & Lubart, 1995; Finke, Ward & Smith, 1992).

Process-oriented models concentrate on cognitive aspects of creativity. What and how do creative people think? What are the thought structures during the creative process? Lubart (2000) summarizes the research efforts on cognitive sub-processes that are seen as crucial to creativity potential:

* Problem finding, formulation and redefinition

* **Divergent** thinking

* Synthesis and combination of information (bisociation, Janusian thinking, homospatial thinking, articulation, analogy and metaphor, remote association, emotional resonance, and feature mapping)

* Idea combinations through random or chance-based processes

A more recent approach to identify the cognitive processes and structures involved in creative thinking is the Geneplore model (Finke, Ward & Smith, 1992). It distinguishes between generative processes and explorative processes during creative cognition. Generative processes consist of **retrieval**, association, synthesis, transformation, analogical transfer and categorical reduction. These processes result in mental representations called "preinventive" structures of a potential final product. In the explorative phase, these initial representations are interpreted through attribute finding, conceptual interpretation, functional inference, contextual shifting, hypothesis testing, and searching for limitations. Finke, Ward & Smith (1992) do not insist that all of these processes and "preinventive" structures are necessary during creative cognition. However, the likelihood of a creative product is interdependent to the extent to which these processes and structures occur. The difference between creative cognition and problem-solving is thus gradual.

Systems-oriented models take a broader approach to creativity that involves non-cognitive factors as well. Systems-oriented approaches range from more social oriented views (Csikszentmihalyi, 1996, 1999) to more individual oriented views (Sternberg & Lubart, 1996; Amabile, 1983).

Csikszentmihalyi essentially sees creativity as a social construct that is the result of an "interaction between the producer and the audience" (1999, p. 314). Important aspects in his model are the individual (personal background), the field (society), and the **domain** (culture). Interaction between domain and individual transmits information; interaction between field and domain selects novelty; and interaction between the individual and the field stimulates novelty.

Although Amabile recognizes that creativity is "culturally and historically bound" (1983, p. 34), it is not explicitly mentioned in her three componential model. The relevant factors working together are domain-relevant skills (or expertise), creative-thinking skills, and motivation. Creative potential relies on expertise because new insights in a domain can only be gained through prior knowledge of the domain. The importance of expertise is accepted by most researchers (Amabile, 1983; Csikszentmihalyi, 1996; Sternberg & Lubart, 1996). Creative-thinking skills relate to cognition as well as personality characteristics. Motivation looks at the reasons why a person engages in a task and the attitudes one might have toward the task. Amabile has identified intrinsic motivation as more likely to produce creative results than extrinsic motivation (see also motivation chapter).

Sternberg & Lubart (1995, 1996) **undertake** a type of goal setting approach. They compare creativity to a thriving investment process of buying low and selling high. Creative people purposefully engage in foremost unknown or unpopular ideas (buying low) in order to successfully disseminate them later (selling high). Sternberg & Lubart (1995, 1996) identify six resources that contribute to creativity: intellectual processes, knowledge, intellectual styles, personality,

motivation, and environmental context. Of note is the differentiation between intellectual processes and styles. Processes refer to problem definitions, use of analogies and metaphors, synthesis etc; things that are commonly recognized within cognition approaches. Intellectual styles relate to the preference for how thought processes are applied. Sternberg & Lubart (1995, 1996) identify three main dichotomies in thinking styles with the **assumption** that some styles are more conducive to creativity than others are: legislative (invent rules) vs. executive (follow rules), conservative (old approaches) vs. liberal (new approaches), global (general aspects) vs. local (detail-oriented). Furthermore, they identify a monarchic style which means the sequential completion of tasks.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Consensus

- a) nesutarimas;
- b) nuomonė;
- c) sutarimas.

2. Novel

- a) novelė;
- b) naujas, originalus;
- c) papildymas.

3. Appropriate

- a) naujas;
- b) tinkamas;
- c) įdomus.

4. Predominate

- a) vyrauti, dominuoti;
- b) būti linkusiam;
- c) mėgti.

5. Facets

- a) variantas;
- b) aspektas;
- c) būdas.

6. Divergent

- a) kraštutinis;
- b) naujoviškas;
- c) išsiskiriantis, skirtingas.

7. Retrieval

- a) informacijos paieška;
- b) atstūmimas;
- c) peržiūrėjimas.

8. Domain

- a) valdos;
- b) dominuoti;
- c) sritis, sfera.

9. Undertake

- a) imtis, pradėti;
- b) sumenkinti;
- c) palaikyti.

10. Assumption

- a) kritika;
- b) prielaida, manymas;
- c) apsimetimas.

TASK 2. True/False Statements:

1. Researchers argue that creativity should be defined as the production of both novel and appropriate work.
a) true; b) false
2. Process – oriented models of creativity and systems – oriented models are most popular in recent years.
a) true; b) false
3. Process – oriented models focus on the questions what and how creative people think.
a) true; b) false
4. The Geneplore model makes no difference between generative processes during creative cognition.
a) true; b) false
5. System – oriented models include both social oriented and individual oriented views.
a) true; b) false
6. Amabile thinks that creativity is the result of an „interaction between the producer and the audience“.
a) true; b) false

7. Sternberg and Lubart compare creativity to a thriving investment process of buying low and selling high.

a) true; b) false

8. Sternberg and Lubart admit that intellectual processes, knowledge, intellectual styles, personality, motivation and environmental context are the resources that contribute to creativity

a) true; b) false

Shedding Light on Mr. Dabo's Creativity: A Discussion

Mr. Dabo's **contribution** matches the creativity criteria of novelty and appropriateness. The solution was new, and it was appropriate because it fit the needs of everybody involved. Although we do not know the exact thought processes involved it can be assumed that Mr. Dabo was equipped with **perceptual** and cognitive abilities (knowledge) and creative thinking skills (analysis, synthesis, etc.) in order to solve the low school enrollment problem in his community. Furthermore, as the teacher of the school Mr. Dabo was decidedly motivated to improve the school enrollment rate in his community. Amabile explains, "an inner passion to solve the problem at hand leads to **solutions** for more creativity than do **external** rewards, such as money" (1999, p. 78).

Of course, a problem's solution will be **constrained** through the existential needs of the population, and the creator must consider this constraint. In Csikszentmihalyi's (1996) terms, this is seen as the interactivity of the individual with society and culture. Then again, it also leads us back to the cognitive processes that are involved. Product constraints have an important **impact** within the creative thinking processes as defined in the Geneplore model (Finke, Ward, & Smith, 1992, p. 20). However, product constraints do not need to be present at the very beginning of idea generations; they might arise at any point during the generative or exploratory phases of "preinventive" structures (Finke, Ward, & Smith, 1992, p. 26).

Coming back to Mr. Dabo, it cannot **conclusively** be determined at what point in his thinking processes this constraint took form. Apparently, at some point in his reasoning he concluded that the problem should not be seen from the low enrollment perspective but from the perspectives of the people who need to buy school supplies. Problem construction or redefinition of a problem is seen as a **crucial** factor towards creative thinking (Mumford et. al., 1991; Sternberg & Lubart, 1995, 1996).

Mr. Dabo's four years of experience provided him with an invaluable understanding of the community and its needs. Amabile (1983) refers to this expertise as "domain relevant knowledge", which is one of three components in her model of creativity as discussed above. Mr. Dabo's

domain-relevant knowledge helped him develop a creative solution. Finally, he came forward with his ideas and made them public. This points to his courage of his own **conviction**. According to Sternberg & Lubart (1996), this and other personality **attributes** are important aspects that contribute to the distinction of creative potential and creativity.

TASK 1. Choose the most suitable Lithuanian equivalent for the following:

1. Contribution

- a) prielaida;
- b) nuomonė;
- c) indėlis.

2. Perceptual

- a) tikėjimas;
- b) suvokimas;
- c) nuomonės turėjimo.

3. Solution

- a) sprendimas;
- b) uždavinys;
- c) nuomonė.

4. External

- a) piniginis;
- b) išorinis;
- c) vidinis.

5. Constrained

- a) formuojamas;
- b) suvaržytas;
- c) konstruojamas.

6. Impact

- a) poveikis, įtaka;
- b) smūgis;
- c) atsitrenkimas.

7. Conclusively

- a) nuosekliai;
- b) atidžiai;
- c) įtikinamai.

8. Crucial

- a) kryžiškas;
- b) lemiamas;
- c) svarbus.

9. Conviction

- a) nuosprendis;
- b) sprendimas;
- c) įsitikinimas.

10. Attribute

- a) priskyrimas;
- b) pažyminy;
- c) požymis, savybė.

TASK 2. True/False Statements:

1. Mr. Dabo was able to solve the low school enrollment problem because his solution fit the needs of everybody involved.
a) true; b) false
2. Mr. Dabo had an inner passion to solve the problem.
a) true; b) false
3. The creator do not need to consider the needs of the population.
a) true; b) false
4. Mr. Dabo understood the needs of his community.
a) true; b) false
5. Mr. Dabo was a brave personality.
a) true; b) false

Implications for Teaching and Learning

"Any activity becomes creative when the doer cares about doing it right, or doing it better."

-John Updike.

The Cool Project

This project focused on an urban school's home economics course. Responding to Glasgow's very low health score, as researched and compared to the rest of Europe, The Cool Project's objective

was to "encourage pupils to think about healthy eating and discuss that healthy eating can also be fun" (Learning and Teaching Scotland, 2004, p.14, "The Cool Project").

The project required eighth grade students to create an original ice cream that met specifications outlined in a design brief as well as the dietary requirements that originally stimulated the project. In planning this hands-on project, the teacher was taking a constructivist approach to what might otherwise have been an instructivist lesson in nutrition, which would be rather uninspiring. The teacher facilitated the students' work by functioning as a subject matter expert, asking questions, providing encouragement, modeling creative and project management skills important to the students' projects.

Student groups worked independently in pairs and groups, making decisions and taking risks. The teacher remained the "guide on the side". They organized themselves and assigned responsibility within the group for various tasks. Students had the opportunity to speak with experts in business. They learned what types of health and safety problems could occur when developing a food product. Students also studied the constraints imposed upon businesses, from health regulations to financial requirements. Through contact with these subject matter experts, the students gained an appreciation of the business world. All the steps of working in a group -- sharing, brainstorming, compromising, and deciding -- helped them learn to work together. After developing some of their ideas further, the groups tested them in a systematic manner. This trial and error process guided the students in making choices about taste, color, texture, and aroma. In the end, each Cool Project team had an original, final product - ice cream!

Through competition to make the best ice cream and the most engaging packaging students used their mistakes to evaluate what worked and what did not. This critical analysis helped them make better choices and produce a better product. When something went wrong they were often disappointed; however, the teacher, as a facilitator, offered encouragement. Moreover, as more knowledgeable other (MKO), the teacher was able to guide students in more constructive directions. The little successes and difficulties students experienced while creating their new ice cream made the achievement that much more satisfying (Learning and Teaching Scotland, 2004, pp.14-16, "The Cool Project").

TASK 1. Choose the most suitable answer to the following questions:

1. Did the Cool Project focus on a rural school's home economics course?
 - a) yes;
 - b) no.
2. What was the aim of The Cool Project?

- a) to encourage pupils to think about healthy eating and discuss that healthy eating can be fun;
 - b) to earn money by creating original ice cream.
3. How did the teacher facilitate the students' work?
- a) the teacher functioned as a subject matter expert;
 - b) the teacher gave the instruction what they had to do at one or another stage.
4. Did the students work in pairs and groups?
- a) yes;
 - b) no.
5. Why was the achievement of the students taking part in this project satisfying?
- a) because the teacher told them how to create new ice cream;
 - b) because the students had to cope with the difficulties while creating new ice cream.

Enhancing Creativity

This chapter offers a **multi-faceted** view of creativity that can only begin to look at the concept. Within the field, there are some factors generally accepted as essential to the development of creativity; motivation is one of these factors. Because motivation is a strong **driver** of creativity (Sternberg & Lubart, 1996), and perhaps more easily influenced than other contributing factors (Amabile, 1983), we will focus on how creativity is developed through higher levels of **intrinsic** motivation. Six strategies may influence intrinsic motivation: **challenge**, freedom, resources, work-group features, **supervisory encouragement**, and organizational **support** (Amabile, 1999). Some of these strategies parallel those found in the Six C's of Motivation and as such are perhaps the most important. While Amabile frames her terms with a business perspective, they are equally applicable to an educational setting, and align with Sternberg and Lubart's (1995, 1996) work. For simplicity, we will use Amabile's terms. The Cool Project by Notre Dame High School in Glasgow, Scotland offers a good example of teachers enhancing students' creativity using those six strategies.

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. Multi-faceted

- a) daugiaveidis;
- b) daugiaspektis;
- c) įdomus.

2. Driver

- a) vairuotojas;

- b) pavara;
- c) varomoji jėga.

3. Intrinsic

- a) vidinis;
- b) intriguojantis;
- c) sudėtingas.

4. Challenge

- a) abejonė;
- b) nušalinimas;
- c) iššūkis, sunkumas, išbandymas.

5. Supervisory encouragement

- a) kontroliuojantis vadovavimas;
- b) konsultanto paskatinimas;
- c) prižiūrėtojo stebėjimas.

6. Support

- a) parama;
- b) pragyvenimo lėšos;
- c) ramstis.

Challenge

Challenge is the stretch between being able to do something with great ease and being unable to achieve an objective. Somewhere in the gap is an ideal learner state in which the student has just enough knowledge, ability, or skills to make considerable progress in pursuing the goal, and yet not feel overwhelmed by the task. This is known as the Zone of Proximal Development or ZPD. Within that ZPD, a learner benefits from someone more knowledgeable and experienced who provides him or her with just the right amount of assistance at just the right time to facilitate the learner's development and at the same time optimize challenge. Vygotsky identifies this person as a More Knowledgeable Other or MKO (Galloway, 2001). We can see that a challenge tests one's abilities to resolve a problem, and in its very nature is motivating, interesting (Editors of The American Heritage Dictionaries, 2000), and hopefully fun.

Sternberg and Lubart (1996) believe there are five essential attributes within our personalities that enhance creativity: tolerance of ambiguity, perseverance, willingness to grow, openness to experience, and willingness to take risks. These attributes are useful in further understanding why

challenge is a strategy for developing creativity. Sternberg's and Lubart's attributes are essential to approaching something difficult and staying the course.

The Cool Project is rich in challenges. "In designing an assignment that was achievable, the children had a sense of achievement and provided awareness that challenging tasks are worth undertaking, and bring their own rewards" (Learning and Teaching Scotland, 2004, p.15, "The Cool Project"). Because it is a hands-on task that requires integrating specific dietary guidelines, the students were faced with "real world" goals not usually found in classroom projects. Not only did the students need to do research on nutrition, but on packaging and marketing too. Simply inventing an ice cream was not enough. The groups had to develop appropriate packaging and marketing plans to become the ice cream of choice, or gain market share. Being 13 years-old hardly made the students savvy product managers. However, there can be no doubt that given the kind of exposure most kids have to advertising through various media, they had a visual literacy in product promotion.

Because of the constructivist grounded problem-based learning approach the students went through a trial and error process while developing their solutions. Within the Cool Project, students' mistakes became challenges to overcome. When something failed to work as they had planned, the students discussed what happened, sought solutions, and received encouragement from their teacher.

TASK. 1. True/False Statements:

1. Challenge is the area between being able to do something easily and being unable to achieve an objective.
a) true; b) false
2. ZPD is a state in which the student has to get knowledge, ability and skills.
a) true; b) false
3. MKO is a person who provides students with the right amount of assistance.
a) true; b) false
4. Tolerance of ambiguity, perseverance, willingness to grow, openness to experience, and willingness to take risks are five personal features that enhance creativity.
a) true; b) false
5. The Cool Project was successful because students could achieve its objectives very easily.
a) true; b) false
6. Within the Cool Project, students' mistakes became challenges to cope with.
a) true; b) false

Freedom

In the Six C's of Motivation this strategy corresponds to choice and control. When people have autonomy over how they reach their goal, they will be more creative. Conversely, control over the actual goal is not as critical to fostering creativity. In fact, providing clearly defined goals can boost creativity (Amabile, 1999). To support students' autonomy during the learning process, research suggests that teachers may offer more choice in activities, minimize algorithmic solutions, and provide support and feedback (Driver, 2001). "Freedom about process also allows people to approach problems in ways that make the most of their expertise and creative-thinking skills" (Amabile, 1999, p.82). The Cool Project students worked in pairs or groups to develop their ice cream product, but the process of how they worked together was their own. Through teaming, sharing, compromising, and decision-making the students established their own process and reorganized their previous knowledge, new expertise, and new cognitive skills to solve the problem. Another aspect of the creative process is the problem-finding or problem-selecting that occurs (Csikszentmihalyi, 1996). There are many strategies to help with thinking and problem solving skills in general. These strategies can be used in problem solving in a general sense and are not specific to creativity. However, it may be argued that creativity is just another form of problem solving, so that applying those strategies would also help develop creativity. Once you consider creativity as problem-solving then "problem discovery is an important part of much creative activity" (e.g., Campbell, 1960; Getzels & Csikszentmihalyi, 1976; Souriyav, 1881 in Amabile, 1983, p.33). Rather than a teacher presenting students with rigidly designed problems, the freedom to define their own problem to be solved is maybe the most creative phase in the work.

"Henle (1976) argued that 'the perception of dynamic gaps' incites the creative process: 'And yet posing the right question may be the most creative part of the whole process' "(Glover, et. al, 1989, p.23). The Cool Project's general goal was predetermined and the project was organized so that students managed themselves as they researched, asked questions, and learned from their mistakes. This methodology required that students investigate and define the problem as they saw it. It would have also dictated how they went about their work. Students exercised autonomy as exhibited by their self-evaluation skills and self-management skills (Orey, 2001) necessary to manage performance through each product iteration. Each ice cream trial and error cycle resulted in the groups reconsidering how they had been working and whether they needed to make changes. They evaluated their strengths and weaknesses and made intelligent decisions based on the information.

The freedom to guide their own work allowed students to make discoveries and learn directly from their experiences (Nickerson, 1999).

TASK 1. Choose the most suitable endings for the following:

1. People are more creative when
 - a) they have to decide themselves how to reach the goal.
 - b) they are told how to reach the goal.
2. The Cool Project's general goal was predetermined and the project was organized so
 - a) that students could ask questions and learn from mistakes.
 - b) that students could not ask questions and had to learn only from their mistakes.
3. In the Cool Project the students evaluated their strong and weak points and
 - a) the teachers made intelligent decisions based on the information.
 - b) made intelligent decisions based on the information.

Resources

One of Sternberg & Lubart's (1995, 1996) six resources that contribute to creativity is environmental context. Environment can include the political atmosphere, the interpersonal relationships, the physical space, or even the equipment and supplies available for a project. These are the resources, and they can be difficult to supply. However, students and teachers can short-circuit their resources too. When students are excited to jump right in and start producing their product, and the teachers begin to feel the pressures of "getting through the book" or rush through the year's curriculum to meet external requirements, the simplest resource, time, can be overlooked. Teachers should allow time to explore ideas, but not so much that the project stagnates. They need to balance the need for this exploration with the costs of this time. Additionally, it is important to provide the physical space needed to work comfortably in groups (Amabile, 1999). An environment needs to be conducive to the students' style of work, whether working individually or in collaboration. Interestingly, while both Sternberg & Lubart (1995, 1996) and Amabile (1999) discuss the importance of context for a student's work, in terms of environment and resources respectively, The Project Cool case study does not mention much of the context. We know that the project took place in Glasgow, but we don't know how much time they had to work, if supplies were sufficient, whether they worked in the classroom or a lab, or if the government initiative was actually funded.

TASK 1. True/False Statements:

1. Environmental context is the same as political atmosphere.
a) true; b) false
2. Environmental context contributes to creativity.
a) true; b) false
3. The resources are not difficult to supply.
a) true; b) false
4. One of the resources that contribute to creativity is time.
a) true; b) false
5. The Project Cool took place in Glasgow and lasted for more than half a year.
a) true; b) false

Work-group Features

Diversity in the team makeup will foster creativity (Amabile, 1999; Simonton, 2000; De Souza & Fleith, 2000). When teams are comprised of like-minded students, they will reach their conclusions quickly and feel good about the process (Amabile, 1999), but will fail to explore and debate other ideas, because they did not bring them to the table. A diversity of people means a variety in expertise, creative-thinking styles, and cognitive abilities. This opens the group dynamics and discussions, and encourages sharing and exploring divergent ideas. Hearing an opinion from someone of a different economic background or a linear thinker rather than a global thinker might be just the "whack on the side of the head" (Von Oech, 1998, p.1) needed to produce innovative solutions.

Other work-group features that enhance creativity are excitement, a commitment to the project being a team effort, and mutual respect for the team members (Amabile, 1999). In The Cool Project, the diversity of work-groups may or may not have been realized. Achieving diversity in the classroom can be difficult depending on the community makeup. Glasgow, an urban setting, has Indian, Chinese, Pakistani, African, and Caribbean communities that contribute to the city's diversity and, thus, may contribute positively to the formation of diverse teams in the classroom. Unlike the diversity feature, the work-group feature of excitement is easy in this instance. Ice cream! What a great project to raise everyone's excitement level and thereby increase the intrinsic motivation that enhances creativity. Team members were quite excited to delve into this project as demonstrated by their high attendance rates and improved relations between each other and with their teacher. Mutual respect and commitment were evidenced as students worked together and

practiced skills in "helping each other, learning from each other, listening to each other, and accepting group decisions" (Learning and Teaching Scotland, 2004, pp.14-16, "The Cool Project").

TASK 1. Choose the most suitable endings for the following:

1. When teams are comprised of like-minded students
 - a) they will fail to reach their conclusions quickly and feel good about the process.
 - b) they will reach their conclusions and feel good, but will have no possibility to discuss other ideas.
2. A diversity of people means
 - a) the same ideas, styles, and cognitive abilities.
 - b) different expertise, different thinking styles, and different cognitive abilities.
3. Other work-group features that enhance creativity are
 - a) excitement, a commitment to the project being a team effort, and respect for the team members.
 - b) excitement, a commitment to the project being a team effort, and respect for supervising teachers.
4. Achieving diversity in the classroom can be difficult
 - a) depending on the structure of the community.
 - b) depending on the geographical position of the community.
5. We can guess that The Cool Project was popular because
 - a) the goals were achieved.
 - b) the attendance rates were high.

Supervisory Encouragement

Supervisory encouragement can take many forms, such as offering **feedback**, boosting a student's confidence, or providing structure to a student overwhelmed by the task. Teachers provide the encouragement or positive support that their learners need to move forward. Creativity develops when teachers encourage curiosity, exploration, confidence, risk-taking, and balance.

Curiosity and a desire to explore even things taken for granted seem to be some of the important factors that build towards creativity. For example, Einstein often took a childlike approach in questioning the world around him. Csikszentmihalyi (1996) also states that the first step towards more creativity is the cultivation of curiosity. Teachers can support and reward exploration to enhance creativity.

Having self-confidence helps learners **persevere**. It enables them to champion their point of view and work. While success builds confidence, failure can tear it down. Fearful people, lacking confidence in their abilities, will often fail to produce creative work. Therefore, encouragement for all work, not just successful efforts, is important. It **engenders** a sense of safety for risk taking without fear of **repercussions** for making mistakes (De Souza & Fleith, 2000).

Balance in the classroom structure can encourage creativity. Students can benefit from some external organization in their processes, and a teacher should not hesitate to **intercede**. This does not **contradict** earlier statements regarding autonomy over the process, but rather offers a realistic view that some students need assistance in how they attack their work. However, the amount of support provided should be **moderated** by students' needs for spontaneity and imagination. "While creativity can be stifled by a repressive environment, it is not necessarily fostered by total lack of constraint (Marjoram, 1988); too little structure can be as **inhibiting** of creativity as too much (Runco & Okuda, 1993)" (Nickerson, 1999, p. 418).

Project Cool provided supervisory encouragement through its learner-centered approach. The teacher was the more knowledgeable other, MKO (Galloway, 2001), acting as a guide and sometimes subject matter expert. As a MKO, the teacher offered **prompts** to expand their ideas, information on technical and organizational skills, and encouragement to develop confidence, self-esteem, self-motivation, critical reflection and informed decision-making. Some strategies used by the teacher included **brainstorming** and questioning sessions and provided more structure to the students' discussion which in turn encouraged some risk-taking in ideas. When faced with problems in their project, students were further encouraged to explore the issues through reflection and discussion, develop a new approach, and to learn from their experiences. Throughout Project Cool, the students made good decisions and readily assumed responsibilities, all of which confirmed their enthusiasm and happiness with the project (Learning and Teaching Scotland, 2004, pp.14-16, "The Cool Project").

TASK 1. Choose the most suitable Lithuanian equivalents for the following:

1. Feedback

- a) nugara;
- b) grįžtamasis ryšys;
- c) abrakinė.

2. Persevere

- a) atkakliai ir ištvermingai ko siekti;
- b) išgyventi;

c) domėtis

3. Engender

a) menkinti;

b) išlaikyti;

c) sukelti, būti priežastimi.

4. Repercussion

a) atsimušimas

b) atvykimas

c) galimybė

5. Intercede

a) įsikišti;

b) užtarti, užstoti;

c) interpretuoti.

6. Contradict

a) prieštarauti;

b) pritarti;

c) pakartoti.

7. Moderate

a) nustatyti;

b) sugalvoti;

c) apriboti.

8. Inhibit

a) apgyvendinti;

b) kliudyti;

c) prisidėti.

9. Prompt

a) užuomina;

b) greitas;

c) punktualus.

10. Brainstorming

a) paskaita;

b) pamokymai;

c) kolektyvinis naujų idėjų svarstymas.

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