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PERSPECTIVES ON TEACHING ENGLISH AS A SECOND LANGUAGE. ARE TEACHERS READY TO GIVE UP THE PAST?

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Abstract: *From times immemorial, the teaching and learning of foreign languages has been under the attention of scholars from all over the world. Firstly, Greek and Latin were seen as foreign languages that needed to be learnt if one wanted to be literate and educated. Further on, especially in Latin countries, French replaced Greek and Latin. The methods of acquiring the foreign language have also changed. Nowadays, English has become the lingua franca of our generation. But unlike Greek and Latin which were learnt to enable one to read classic masterpieces in the original, English is learnt for communication purposes. Thus, the methods of teaching a foreign language have been subject to tremendous changes, especially in the 20th century. One method replaced the other, each one was considered better than the previous one and teachers changed their way of teaching according to the latest research and tradition in the field of methodology. But the question that arises is whether this actually happens in the classroom too. Do teachers teach according to one method or is their manner of teaching a mixture of different teaching approaches? In our study, we want to prove that a foreign language teaching is an excursion into the history of foreign language teaching.*

Keywords: *second language teaching, teaching approaches, methods, skills.*

Introduction

The methodology of foreign language teaching has been subject to many changes especially in the 20th century when emphasis was laid on teaching foreign languages. In this study we will focus on teaching English as a second language but the approaches can be applied to other foreign languages, too.

Teaching sciences like Mathematics, Chemistry or Physics has been using almost the same methods since the beginning of the previous century. Methodologists and teachers have inserted elements of novelty in the process of teaching but the approach is mainly the same. In teaching foreign languages, old methods have been replaced by new one, as the direction and the purpose of learning a foreign language have changed.

We want to list some of the main approaches in teaching English as a second language and the direction set by them in the process of teaching. These are only some of the approaches used in TEFL and they have not been chosen randomly but according to the influence they had on language teaching in our country.

• The grammar-translation method

- The Direct Method
- The audio-lingual method
- The Communicative Approach
- The Lexical Approach

The purpose of our study is to determine the extent to which teachers of English from the County of Arad are familiar with traditional and modern techniques of teaching English as a second language and to determine whether they use only one approach of TEFL in their lessons or the historical perspective on the topic plays an important role. We have questioned a number of 50 teachers from primary, secondary and high schools from Arad while working on this article. They had to answer a number of limited questions which we considered relevant for our study [1].

1. How often do you use technology in your classroom?
2. Do you consider your manner of teaching rather traditional or rather modern?
3. What approach to TEFL do you consider the most effective?
4. What techniques used in TEFL are you familiar with? Which ones do you also use when teaching?
5. Do you see a TEFL classroom exclusively based on one approach? If not, name a combination of three approaches that you base your lesson on.

The results of our questionnaire will be revealed later on in our article. At this point, we want to show the answers provided by teachers of English for questions 1 and 2.
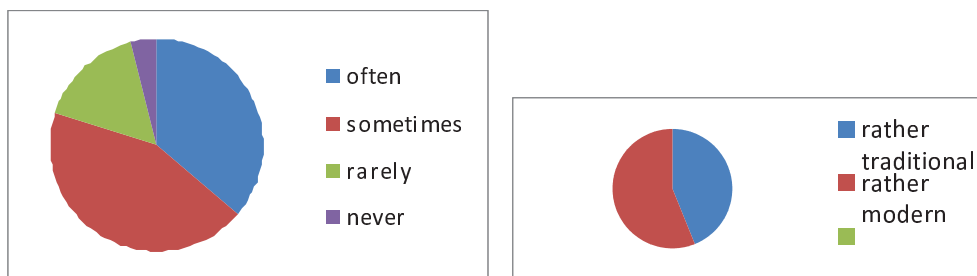

Fig. 1. Results for question no 1 and no 2

As revealed by the charts above, most teachers consider their manner of teaching rather modern and make use of technology in their classroom. But will the answers to the following three questions validate or invalidate these two charts?

2. Some approaches to TEFL

As already mentioned above, we have chosen some approaches to TEFL that we consider relevant for English teaching in our country. Based on discussions we had with teachers of English about the way they design their lessons, we focused our attention on the aspects presented below.

Linguists and teachers of didactics have developed and put into practice several methods/approaches to foreign language teaching throughout the 20th and the 21st century. Some of them were simultaneous, some followed one after the other, but each

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one tried to prove that the previous was not very effective and that the new one brings a new perspective on foreign language teaching.

2.1. The grammar-translation method

This method was mainly used for teaching "classical" languages like Greek and Latin. In the 19th century it started being used also in teaching foreign languages and despite its shortcomings it is still used in some textbooks and by some teachers.

As the name itself reveals, this method is based mainly on the acquisition of grammar and vocabulary and on the development of translation skills. The GTM emphasizes the superiority of written language over the spoken one, as it develops reading and writing, which are considered the main skills. Thus, learners cope quite well with the written message, they understand what is transmitted but when it comes to understanding an oral message or to face-to-face interaction they lack the necessary skills. Successful learners are considered those who can translate from one language into the other though they cannot communicate orally.

Another principle of GTM is the authoritarian role of the teacher. The only type of classroom interaction is teacher-student and criticism, irony and even physical punishment are quite common. Students have to learn grammar rules, which they acquire deductively, verb conjugations and lists of bilingual vocabulary. The mother tongue is the main medium of instruction and it is also used to compare structures in the foreign language.

A typical grammar-translation lesson goes along the following steps [2]:
- the teacher model reads the text
- students take turn in reading the text, while the teacher corrects every mispronunciation
- new words are written on the blackboard and in the students` notebooks
- students have to memorize these words
- the teacher presents grammar in a *deductive* manner
- the text is translated into the mother tongue

The activities common for GTM are:
- re-telling the story
- literary analysis of the text (description of plot and message, character portrayal)
- reading comprehension questions about the text
- synonyms and antonyms search
- fill-in the blanks exercises
- literary essays, translations and composition writing on a given topic.

2.2. The Direct Method

The Direct Method was developed by Maximilian Berlitz towards the end of the 19th century as a reaction to the Grammar-Translation Method. Its main objective is to teach students how to communicate in a foreign language. The method is called *direct* because meaning should be connected directly with the target language without translation into the mother tongue. The Direct method aims to provide students with a

practical, useful knowledge of the language and its theoreticians believe that knowing a language means being able to speak it.

Berlitz states that mother tongue should no longer be used in foreign language teaching because [3]

- there is no word for word translation
- someone who learns a foreign language by means of translation cannot get accustomed to think in it, therefore his speech will always be artificial
- idiomatic expressions and language peculiarities cannot be understood by means of translation and they often carry different meaning.

All four skills are practiced when teaching with this method. The teacher uses techniques such as:

- conversation
- reading aloud
- question/answer exercises
- self-correction exercises
- conversation practice
- fill-in the blanks exercises
- dictation

The principles that govern the Direct Method are [4]:

- explanations are given only in the target language and the teacher demonstrates what s/he wants to say. S/he never translates into the mother tongue;
- the vocabulary that should be taught is connected to everyday life;
- grammar rules are not given by the teacher. The students discover them inductively.
- much emphasis is laid on oral interaction, correct pronunciation and grammar;
- vocabulary is taught through already known words, demonstration, authentic objects (realia), pictures and mime;
- the listening and speaking skills are developed;
- self-correction plays an important role in teaching;
- the syllabus is designed based on situations and topics not on linguistic structures (i.e. contextual teaching);
- the purpose of learning is communication, therefore students learn how to ask and answer questions.

As compared to GTM where the teacher`s role is not very active because s/he just translates words or corrects errors, the Direct Method teacher asks questions to the students, encourages them to participate in class, to interact with other classmates and corrects their mistakes immediately. The type of interaction used in the classroom is teacher-student, but also student-student.

As an evaluation technique, the Direct Method uses self-assessment very often. There is no formal evaluation, because it is replaced by interviews and written texts.

2.3. The audio-lingual method

The audio-lingual method was developed in the 1950s – 1960s in the USA. Its main aim was to teach students how to use language communicatively but in an automatic way. They should develop language patterns and use them in communication.

The main supporter of the audio-lingual method was J. Skinner, who believed that foreign language learning is a process of habit formation through the acquisition of specific language skills. He stated that complex language skills should be broken down into language habits and that the language be introduced in the form of language patterns and structures. Therefore, the vocabulary and grammar are introduced in the form of *situational dialogues* (*At the dentist. At the airport, At school,* etc.) that are first read by the teacher or listened to on an electronic device. Then the students read the dialogue and eventually it is learnt by heart through repetition and imitation. Later on, some lines are put into slightly different contexts. The method introduced the usage of CDs and cassettes in the classroom, as well as the development of language labs. Grammar is taught inductively.

The techniques used by this method are:
- dialogues
- role plays
- pattern drill exercises
- fill-in the blanks
- tick the correct answer
- grammar and vocabulary exercises (change of a sentence pattern into another, to change affirmative sentences into negative, to transform active into passive, direct speech into reported speech)

There are assigned a limited number of written exercises and the explanations are given in the target language. The teacher is a model of pronunciation and s/he corrects the students` mistakes immediately to prevent bad habit formation.

2.4. The Communicative Approach

In the late 1960s it became clear that the audio-lingual method with its drills could not produce good communicators. Learning a foreign language is not only about memorizing words and structures, but it should be about developing fluency in students/learners. Therefore, the main objective of the communicative approach is the students` fluency. Stress is also laid on „real" communication [5]. So, the teacher sets up real-life situations which unlike the situations in the audio-lingual approach leave students in suspense as to the outcome of an exercise. All four skills are developed when teaching with this approach. Grammar is also regarded as important, but the rules are no longer so important. Grammar is learnt through practice. The students` mother tongue is used in the classroom whenever explanations in the target language are too time consuming and the teacher uses all sorts of modern techniques like: conversation, debates, role plays, written communicative activities, drama, etc.

Johnson [6] and Larsen Freeman [7] list some activities based on the communicative approach:

•*the information transfer principle* which refers to the ability to understand and produce language. The activities can be: write some purposeful notes from a listening comprehension, write sentences from diagrams, give a personal opinion about some pictures

•*the information gap principle* takes account of the different levels of information between people when communicating. The teacher can use activities such as: students have different pieces of information and have to exchange them through questions and answers, which involves negotiation.

•*the use of authentic material* i.e. the learner has to face language as it is

•*join scrambled sentences* or a conversation, a picture story) into the original order

•*language games*

•*role plays*

•*problem solving activities*

The teacher is the facilitator and the manager of students` activity but also their partner, the interaction taking place mostly between students. Another novelty introduced by the Communicative Approach is the usage of authentic materials. Authentic materials are newspaper and magazine articles, posters, flyers, leaflets, brochures, mostly everything connected to English spoken in real-life situations.

The Communicative Approach brought about changes in the *textbooks* and the *curriculum* for English language teaching. The textbook were restructured, they contain authentic texts with emphasis on communication. The textbook no longer provides one text for one lesson which should be learnt; they offer several texts centred on the same topic. Thus, the textbook is no longer "The Bible" of teaching, but the curriculum. The textbook only offers a framework for different activities. There are several textbook for each level and the teacher can choose the one that s/he considers suitable for his/her students. As the curriculum has changed, the new, communicative textbook contain units built around the same idea or language function, therefore the units don`t have to be taught in the given order. The teacher has to take into consideration the curriculum objectives, not the sequence of the lessons. Each successive textbook takes up almost the same linguistic/ functional material at a higher level. That is the reason why topics like Clothing, Food, Holidays and Travel, etc. come up every year but with a more complex vocabulary and structures.

As far as the errors are concerned, they are tolerated in communicative activities, when fluency is the aim of the activity and not the accuracy. Evaluation is both oral and written.

Like all teaching approaches, the Communicative approach faced some criticism like too much emphasis in early stages on speaking and listening to the detriment of reading and writing or the acquisition of bad linguistic habits because grammar is only rarely explained and practiced.

2.5. The Lexical Approach

The Lexical Approach was first described by M. Lewis in the 1990s [8]. The LA promotes the idea that the development of students` proficiency should be acquired through lexis (i.e. words, word chunks). Under the notion *lexis* we should understand:

- lexical chunks: *to make a long story short, in my opinion, at the end of a day*, etc.
- collocations: *do the hair, do the cooking, do the homework,* etc.
- idioms: *dead drunk, make toes curl,* etc.
- similes: *as blind as a bat, as hungry as a wolf*, etc.
- connectives: *finally, to conclude,* etc.
- a conversational gambit: *Guess what, How are you*, etc.

The main objective of the Lexical Approach is to develop a syllabus based on lexical rather than grammar principles.

The course materials used are: course packages, collections of vocabulary teaching activities, print-out versions of computer corpora in text format, computer concordance programmes.

The activities that a LA class consists of are: extensive and intensive reading and listening activities, repetition and recycling of activities, guessing the meaning of vocabulary items from the context, working with dictionaries and other reference tools, translation activities carried out chunk-for-chuck rather than word-for-word. The textbooks in use at this moment, in our country can be adapted to the LA approach. The teacher can re-examine them for collocations and add extra exercises. The teacher can also develop activities where students can discover collocations in the classroom or as homework.

3. Results and discussions

In the section above we have shown the most important characteristics of the approaches used by the teachers of Arad. The selection has been made based on the answers to question no 3 from the initial questionnaire. The results are the following:
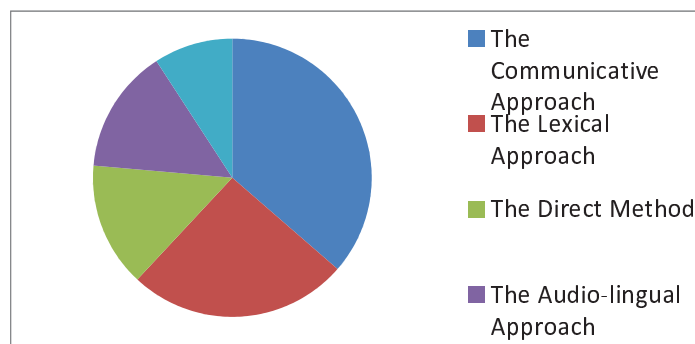

Fig. 2. Approaches used by teachers

As seen from the chart above, not all teachers consider the modern approaches to TEFL the best ones. There are also teachers who use the GTM or the Direct Method. Though most teachers regard the Communicative Approach as the most effective and

admit using it as a starting point and the main approach for their lessons, they also acknowledge using other approaches throughout their lessons, such as the GTM. They translate most of the texts or unknown words into the students 'mother tongue, they use pattern-drill exercises or fill-in the blank type of exercises (Audio-lingual Method) and they teach idioms, collocations or lexical chunks (Lexical Approach).

Therefore, we asked the teachers to refer to the manner they teach a reading comprehension lesson. The chosen text is *The first white man in the kingdom of Buganda* [9], a text for upper-intermediate/advanced students. After discussing with the teachers we have drown the conclusion that most of them would use as a *warmer* the conversation technique, where students would answer and discuss on some questions related to the topic. In the end they could draw a mind-map on the topic of *Adventures/discoveries*. As we can see from the teachers` preferences, most of them use techniques specific for the Direct Method (conversation, speaking activities) but also for the Communicative Approach (mind-map technique, giving personal opinion on the subject). Then, students are divided into groups and asked to solve a quiz. This is a technique common in the Communicative Approach (quizzes and group work as type of interaction).

The teachers agreed that cutting the text into paragraphs would be a good opportunity to develop the students` reading skills. Therefore, in groups, students are asked to join the scrambled text into the full text. This technique is used in the Communicative Approach lessons; just like the preference for authentic materials (the text used for these activities is an authentic text, not a piece of literary work). After solving this task, students take turns in reading the text (Grammar-Translation Method technique), the teacher translates the new words into the mother tongue and writes the words on the blackboard (GTM). This stage is followed by vocabulary exercises. Most teachers use the matching type of exercises (word and its synonym), fill-in the blanks exercises and Q/A exercises. These types are common for the Direct Method but also for the Lexical Approach, it only depends on the manner they are designed and the vocabulary they practice. In the end of the lesson, most teachers would use a *role play*, technique developed by the Audio-Lingual Method.

For homework, most teachers said they would ask their students to re-tell the story using the new vocabulary (GTM).

As seen from the answers provided by the 50 teachers that answered our questions, none of them uses just one method of teaching. Their lessons are a blend of different methods and the teacher choses the techniques that s/he considers useful for his teaching act. As for as the techniques are concerned, teachers use both traditional and modern techniques like: brainstorming, role-play, jigsaw, explanation, project, mind-map, demonstration, etc. We have made a chart with the techniques most frequently used by English teachers of Arad and we will see that traditional techniques still play a very important role in teaching. We do not consider them as old-fashioned, but we would recommend a moderate usage because the modern/ interactive techniques develop the students speaking and listening skills, favour communication and nowadays that is the most important purpose of learning a foreign language.

Below, we have summed-up the teachers` answers to questions no 4 and 5, related to the techniques they like to use when teaching and to the combination of approaches they use in their lessons.
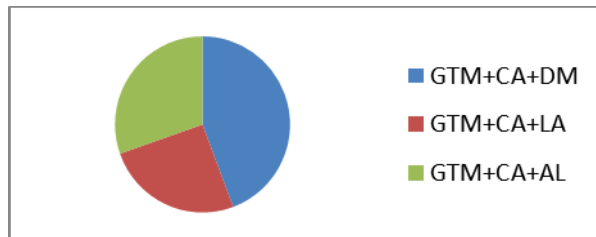

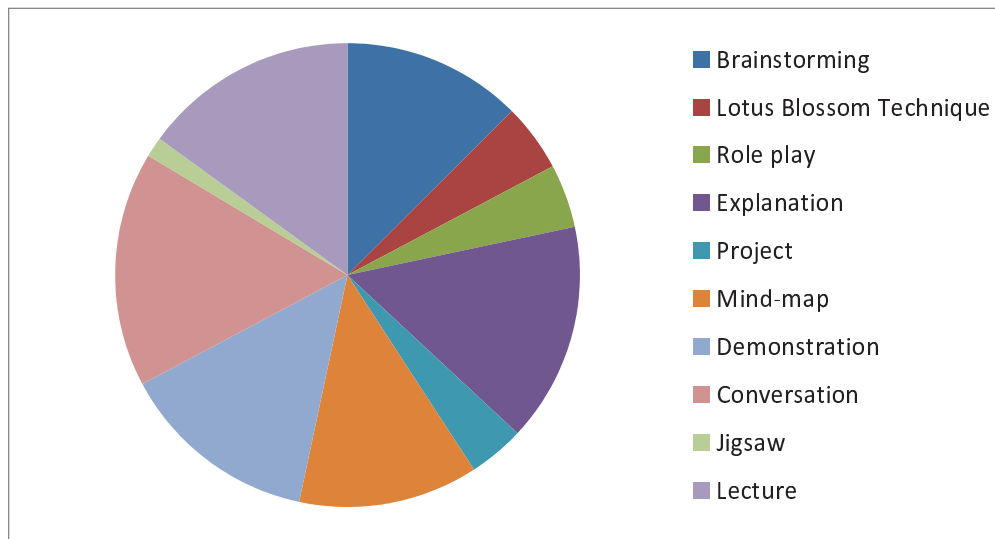Fig. 3. Results for question no 5 (approaches used for teaching)

Fig. 4. Results for question no 4 (Techniques used for teaching)

4. Conclusions

The purpose of our study was too see whether teachers still use traditional techniques when teaching English and if they make use of only one approach in their lessons or they blend several approaches. We have noticed that they combine what they consider useful from different approaches. A fact worth mentioning is the usage of the Communicative approach but also of the GTM by all teachers. The explanation can be given by the curricula and the textbook the teachers use. The textbooks are designed on the principles of the CA, they provide suggestions for teachers and additional material and therefore all teachers use this approach in their lessons. As far as the GTM is concerned, our teachers are used to translate almost everything into the students` mother tongue because they have been taught this way and maybe because it is handier for all. In our opinion, if the objectives are reached, teachers can blend approaches as they consider it useful for their learners.

The second issue under research were the techniques used when teaching. Unfortunately, teachers still prefer traditional techniques like conversation, lecture, demonstration, explanation etc. As Roman and Balas [10] as well as Kelemen G. [11] state there are many teachers who prefer frontal teaching methods because they say that the curriculum is too dense to use modern methods which are time consuming. These teachers see their students as empty pots that need to be filled with ready-made information and do not take into account the fact that children can learn from each other. The results of Fig. 4 reveal the teachers` preference for traditional techniques but show also that there are some teachers that use interactive techniques when teaching. In our opinion it is important to let go of the past and only use traditional techniques when necessary (there are situations when they should be used) because learning a foreign language should be an active, interactive and challenging process, not a boring acquisition of words, phrases and skills. Teachers should get used to these techniques step by step and try to familiarize their students with interactive lessons, group work and debates in a foreign language.

References:

[1] the teachers were chosen randomly, from different types of schools.

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STUDY TYPE DETERMINANTS DEVIANT BEHAVIORAL DISORDERS IN TEENAGERS FROM DIFFERENT RESIDENTIAL AREAS

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Abstract*: Due to their physical and emotional fragility, teenagers are the first victims of disorders comportment (Cucu, 1979). To be prevented and recovered disorders comportment, consider an analysis of the causes that favored the installation and their expression. Can be taken for prevention and intervention (Modrea, 2006).*

This paper aims to study the risk factors that can lead to deviant behavior disorder type repercussions on the further development of these teenagers (Dragomirescu, 1976). If modeling personality, normal adolescent behavior is a complex problem intractable, the more difficult is the problem of influencing adolescent disorders comportment that abnormalities in the sphere of knowledge (Șchiopu, 1979). Teenagers with conduct disorder through social and educational - formative influences, can form positive character traits to dominate over the negative ones, their dominance leading to a balanced personality harmonious (Gavrilă, Gavrilă, 2010).

Keywords: *teenagers, deviant behavior disorder type, gender, residential areas.*

Research Objectives

Objective: To study aims to establish the relationship between targets adolescents, gender and environment background.

Specific objectives:

1. Setting goals hierarchy of adolescent life.

2. Determination of differences in life goals of adolescent girls and boys.

3. Determination of differences in adolescents according to the objectives of origin urban areas / country areas.

Research hypotheses

1. First places in the hierarchy of objectives values of adolescents are occupied by education, relationships with others and autonomy.

2. Significant differences between girls and boys on targets teenagers.

3. There are significant differences by area of origin teenagers from urban / rural areas the importance of the objectives.

4. Actions to achieve the objectives are relevant for urban adolescents compared to those in countryside.

5. No significant differences between boys and girls in seriousness actions to achieve the objectives.

The study

The study was conducted with 60 subjects teenagers, high school in the 11ᵗʰ grade of high school, two high schools in Arad (a class in the city of Arad, and a class in a village in the county of Arad). They were aged 17 to 18 years, with a mean age = 17.21 standard deviation = 0.4155. Among them 33 are boys and 27 girls. Regarding the background: 29 students from urban areas and 31 in the country.

The research methodology

For this study we used the following tests:

1. The scale targets adolescents (Importance of Goals Scale);
2. The scale goals preferably pairs (Paired - comparisons Survey);
3. Questionnaire actions to achieve the goals (Say-Say Correspondence Survey).

Instruments (questionnaires) were completed study of teenagers in the classroom during school hours, at the tutorial. Were given the same instructions and whenever was needed.

The research results

For the first case we study ascertaining to have a comparative study hypotheses 2-5. For hypotheses 2 and 5, the independent variable is the self teenagers (boys and girls). The dependent variables are the hierarchy of objectives (hypothesis 2) and seriousness of actions to achieve goals (hypothesis 5). For hypotheses 3 and 4, the independent variable is the area of origin (rural or urban). The dependent variables are the hierarchy of objectives (hypothesis 3) and actions taken to achieve reliability goals (hypothesis 4).

Hypothesis 1. First places in the hierarchy of objectives teenagers are occupied by education, relationships with others and autonomy.

The data were selected from the responses of subjects to the scale preferably pairs goals. Preferences were collected for each category of goals and was performed for each subject hierarchy of goals. Each category of targets received, for each subject, a rank of 1-7.

Table 1 presents synthesizing feedback from subjects in our sample: tier 1 representing the most important objective, and rank 7 - least important objective.

Table 1. Summarize the importance of teenagers give goals

Rank	Synthesis subjects chose a certain rank for each objective						
	Human	Career	Freedom	Education	Reputation	Physical	Personal
1	35.0	31.7	23.3	10.0	6.7	3.3	10.0
2	23.3	28.3	26.7	3.3	11.7	6.7	1.7
3	21.7	15.0	21.7	1.7	10.0	20.0	3.3
4	6.7	15.0	20.0	15.0	16.7	8.3	8.3
5	6.7	10.0	3.3	18.3	36.7	18.3	10.0
6	5.0	0	5.0	26.7	16.7	21.7	13.3
7	1.7	0	0	15.0	1.7	21.7	53.3

To strengthen the above data, we conducted chi sqare operation for each class of objectives. The results clearly show that, for each variable, there are statistically significant differences between responses (rank from processing of subjects can be seen in Table 1). The distribution of choice ranks for each of the seven categories of objectives is not equal, but different weights chosen subjects these ranks. Table 2 shows the values of chi sqare and their statistical significance.

Table 2. Comparing surgery election weight ranks for each category of objectives

Category targets		Chi sqare	p
1	Objectives human	38.933	.000
2	Objectives relating to career	10.667	.031
3	Objectives relating to freedom and autonomy	17.800	.003
4	Objectives relating to education	13.267	.039
5	Objectives related to reputation	31.700	.000
6	Objectives relating to the physical condition	15.600	.016
7	Personal goals	78.833	.000

From the choice of subject is observed that a hierarchy of objectives as follows adolescents (Table 3).

Table 3. The hierarchy of objectives teenagers

	Hierarchy of Objectives
	Hierarchy of Objectives
1	Objectives human
2	Objectives relating to career
3	Objectives relating to freedom and autonomy
4	Objectives relating to education
5	Objectives related to reputation
6	Objectives relating to the physical condition
7	Personal goals

These data confirm the hypothesis 1. (First places in the hierarchy occupied adolescent education goals, relationships with others and autonomy).
Hypothesis 2. Suppose that significant differences between girls and boys on targets teenagers. To prove this hypothesis we conducted independent samples comparison operation using the Mann Whitney test (U test), which is used for nonparametric ordinal data. The results are shown in Table 4.

Table 4. Comparisons between boys and girls for the importance weight goals

Category targets		Mann Whitney U	p	Average rank	
				Boys	Girls
1	Objectives human	417.000	.661	29.64	31.56
2	Objectives relating to career	338.000	.099	33.76	26.52
3	Objectives relating to freedom and autonomy	442.000	.957	30.39	30.63
4	Objectives relating to education	273.000	.009	35.71	24.13
5	Objectives related to reputation	349.000	.139	27.58	34.07
6	Objectives relating to the physical condition	238.000	.002	24.21	39.19
7	Personal goals	424.000	.734	31.14	29.72

From the above table it is observed that statistically significant differences between the two groups of subjects. In two sets of goals: education (U = 273.500, p = .009, p <. OI) and physical condition (U = 238.000, p = .002, p <. OI).

From these data the following results:
- Girls attach a greater importance to goals related to education than boys.
- The boys attaches importance on fitness goals in a lesser extent than girls.

Hypothesis 3 implies that there are significant differences between teenagers in urban and in rural areas on the importance of goals.

To prove this hypothesis we conducted independent samples comparison operation using the Mann Whitney test (U test), which is used for nonparametric ordinal data. The results are shown in Table 5.

Table 5. Comparisons between adolescents in urban and rural areas where the importance weight goals

Category targets		Mann Whitney U	p	Average rank	
				urban	rural
1	Objectives human	926.500	.771	31.16	29.89
2	Objectives relating to career	312.000	.036	25.76	34.94
3	Objectives relating to freedom and autonomy	394.500	.404	32.40	28.73
4	Objectives relating to education	208.500	.000	22.19	38.27
5	Objectives related to reputation	217.000	.000	38.52	23.00

| 6 | Objectives relating to the physical condition | 355.500 | .157 | 27.26 | 33.53 |
| 7 | Personal goals | 261.500 | .002 | 36.98 | 24.44 |

From the above table it is observed that statistically significant differences between the

two groups of subjects in four categories of objectives: career (U = 312.000, p = .03 G, p <.05), education (U = 208.500, p = 000, p <. 0I), reputation (U = 217.000 p =, 000, p <. 0 1) ~ and personal goals (U = 26 1.500, p = .002, p <. 01).

These data show the following:

•urban adolescents given a greater importance on career goals teenagers than in country areas;

•urban adolescents attach more importance to goals related to education than adolescents in rural areas;

•teenagers rural attaches greater importance on reputation goals than urban adolescents;

•teenagers rural attaches greater importance to personal goals than urban adolescents.

Hypothesis 4. Actions to achieve the objectives are relevant for urban adolescents compared to those in rural areas. To examine this hypothesis was conducted operation chi square (crosstab), which aims to determine whether there is an association between two nonparametric variables. They were pursued following: actions to achieve the objectives:

•have or no role to protect self-esteem;

•are realistic or not realistic;

•contribute or seriousness in this endeavor;

•they have more for themselves than for others.

For all these aspects have received significant.

The association between the origin and actions to achieve the objectives of protecting or self-esteem shows that the group of 19 teenagers from urban studio esteem protects against seven rural and 10 urban -esteem does not protect compared to 24 in rural areas.

The value of chi square = 11.249 at p = .001 significance threshold of p < .01. It can be argued that urban teenagers performed several actions to achieve the objectives that are designed to protect self-esteem than adolescents from rural areas.

The association between the origin and actions to achieve the goals realistic or unrealistic a value of chi square = 1.777 at a significance level p = .000, p <.01. It can be argued that urban teenagers take more actions to achieve the objectives realistic than rural adolescents.

The combination of the area of origin and actions to achieve the objectives involving serious or not at the value of chi square = 14.299, at a significance level p = .000, p <.01, it can be argued that urban adolescents take more serious actions to achieve the objectives than teenagers from country.

The association between the origin and actions to achieve the objectives that are more for himself or for others more than the value of chi square = 22.656, at a significance

threshold of p, .000, p <.01, one can say that teenagers urban done more for themselves than actions to achieve the objectives of rural adolescents who acts for others.

A summary of the results for this hypothesis would be: urban teenagers take more actions to achieve the objectives that are designed to protect the self-esteem that are realistic and serious to rural adolescents. Teenagers from rural areas selfless acts achieving goal compared with adolescents from the city.

These data confirm the hypothesis 4.

Hypothesis 5. No significant differences between boys and girls in seriousness actions to achieve the objectives.

To examine this hypothesis was again performed surgery chi square (crosstab) and were followed the same issues. Not yielded any significant results.

The association between the origin and actions to achieve the objectives of protecting or self-esteem shows that 19 boys esteem protects against 15 girls and 10 boys' self-esteem does not protect against 14 girls in the study group.

The value of chi square = .025 at a significance level p = .875, p> 0.5. It can be said that teenagers do not realize guys more actions to achieve the objectives that are designed to protect self-esteem than adolescent girls.

Association between mode of origin and actions to achieve realistic targets show 20 boys to 15 girls and 13 boys unrealistic action against 12 girls.

Association between mode of origin and actions to achieve the objectives involving serious or not, show 19 more serious in achieving boys against 18 girls and 14 boys from frivolity to nine girls.

The value of chi square = .519 at a significance level p = .741, p> 0.5. It can be said that teenagers do not realize boys more serious actions to achieve the objectives than girls.

The association between the origin and actions to achieve the objectives that are more self- or more others, show that boys do not realize itself more actions to achieve the goals (18) than girls (17). The value of chi square = .433 at a significance level p = .511, p> 0.5.

A summary of the results for this hypothesis would be: no significant differences between boys and girls in the way that works to achieve objectives (protection of self-esteem, realism, responsibility, selfishness). These data confirm the fifth hypothesis.

Conclusions

Research hypotheses were fully confirmed.

It confirms the existence of differences in personal goals and objectives between teenagers from urban areas and the rural origin. While urban adolescents have an individualistic approach, focused on their own personal development and the pursuit of consistent realistic and ambitious goals related to autonomy, education and strengthening self-esteem, teens set their predominantly rural nature collectivist goals and objectives, while pursuing personal development, but also a positive impact on those that establish close relationships. Despite the altruistic motivations of adolescents in rural areas, objectives and goals set by them appear to be vague, less realistic and less consistently pursued than those in urban areas. It is possible that the differences

stand early confrontation and adaptation to different requirements imposed differentiated residential type: individualist with a highly competitive environment that fosters the development by competition for urban versus integration and adaptation to the environment anticompetitive fosters and promotes the development of cooperative values and harmonious relations with others, such as rural areas. These findings may have significant pragmatic implications.

For example, data suggest that, for a real equality of opportunity in the competitive environment, such as labor market, the educational counseling and career development should seek to develop independence and decision-making autonomy to adolescents in rural areas, while for a harmonious social integration in the counseling of adolescents in urban areas should not be lost sight of strengthening values of altruism, respect and helping each other, so that in adulthood it can establish cooperative relationships with others, and both for development individual and the environment that will integrate groups.

There could be highlighted differences between the type of goals set by adolescents by gender of the person. Has seen a similarity between adolescents and adolescents both in the type of targets, the strategic approach to achieve these objectives and personal implications, regardless of the their origin.

The results suggest that the residential environment from which the subject has a greater potential influence on personal development strategy established by the teenager than membership feminine or masculine. This is expected in a society democracy in different ways and means of personal development are equally accessible both men and women.

It is noted that the first places in the hierarchy of objectives teenagers is education, relationships with others and self. The results clearly show that, for each variable, there are statistically significant differences between the responses thus choosing the distribution of ranks for each of the seven categories of objectives is not equal, but different weights chosen subjects these ranks. Girls attach greater importance to goals related to education than boys and attaches importance on fitness goals to a greater extent than girls. A summary of the results obtained shows that: the urban teenagers take more actions to achieve the objectives that are designed to protect the self-esteem that are realistic and serious to rural adolescents. Instead, the most selfless acts from country to achieve the goal compared with adolescents from the city.

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