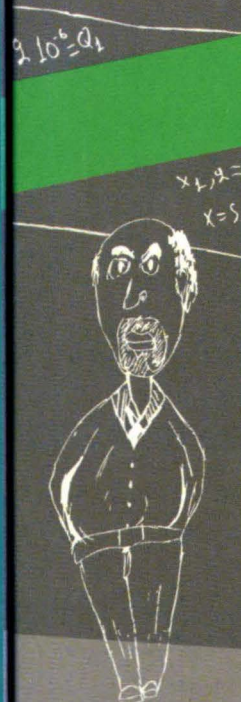


Iveta Kestere, Charl Wolhuter, Ricardo Lozano (Eds.)

The Visual Image of the Teacher

International Comparative Perspectives



The book *The Visual Image of the Teacher: International Comparative Perspectives* is a compilation of work completed by 19 researchers in ten countries – England, South Africa, Serbia, Slovenia, Greece, Bulgaria, Latvia, Turkey, Pakistan, and Mexico. Pupils and teachers in these countries were asked “What does a typical teacher look like?”, and a unified methodology was used to analyse the results. The participants’ written and drawn responses reveal similarities and contrasts in teacher and pupil perceptions of the typical teacher, as well as similarities and differences between countries. Unexpected results reveal teacher and pupil perceptions about the ideal teacher, as well as descriptions of both good and bad teachers. The introduction describes the methodology used, and the conclusion reveals the main similarities and differences. This book will be of value to those who are interested in the role and prestige of the teaching profession in today’s society, educational research methodology, and comparative analyses.

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**International Comparative
Perspectives**

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TYPICAL IMAGE OF THE TEACHER IN BULGARIA: THE SECRETS OF BODY LANGUAGE

Ludmil Duridanov, Tatyana Popvasileva

CONTEXTUAL BACKGROUND

COUNTRY BACKGROUND

The Republic of Bulgaria is located on the Balkan Peninsula in southeast Europe. Its frontiers are the Danube River and the Republic of Romania to the north, the Black Sea to the east, Turkey and Greece to the south, and Serbia and Macedonia to the west. The country's territory is 110,994 km².

The current Bulgarian population is 7,364,570 (51.3% women, 48.7% men) of whom 71% live in cities and 29% in villages. The geopolitical structure of the country is formed by three main territorial units: municipalities, districts, and planning regions. The 264 municipalities are entitled to possess property as well as to define their own municipal budget. The 28 districts implement the regional policy of the government and assure compliance between the national and local interests. There are six planning regions (Northwestern, North central, Northeastern, Southwestern, South central, and Southeastern). The National Statistical Institute (NSI) reported gradual growth of GDP from 3260 euros in 1999 to 10,200 euros in 2010. Further details and statistical data can be viewed online (Index Mundi, 2012) as well.

After the collapse of communism in 1989, Bulgaria endured two bank crises in 1989/90 and 1996/97. It was the intention of a transition scenario based on the neoliberal plan of Richard Rahn and Ronald Utt (1990) to introduce a radical series of changes aiming to transform the agricultural/industrial society into an information Age of Access where global players such as Hewlett Packard, IBM, and SAP had to install their services covering a wide support and marketing area. Critical experts, such as

Peter Bachmaier (2008), see in the neoliberal metamorphoses of Bulgaria a complete deconstruction of the industrial and rural system of the country, a creation of a new dependent élite of *nouveaux riches*, and a move from the Second to the Third World. The average monthly salary of the Turkish-speaking minority reached a critical point when it fell to a level similar to the usual monthly salary in small villages (Riedel, 2002). The global brain drain tendencies to urban centers, such as Sofia, Varna, Plovdiv, and Burgas, are accompanied by a process of disintegration of agricultural areas. The foremost achievement of Bulgaria's economic policy has been the rapid restoration of macro-economic stability by appointing a National Currency Board, pegging the Bulgarian lev (BGN) to the euro, and bringing down the rate of inflation.

The social and economic trends are mirrored in the demographic processes of the country as well. A decrease of the population by nearly 10% reflects the unfavorable combination of lower birth rate, migration, strong urbanization and deindustrialization, or "de-agrarization", as well as new social and economic turmoil for the Turkish and Roma minorities since 1990. According to NSI, the population of Bulgaria in 2005 was 7,718,750, which is 950,519 less than in 1990. Historically, Bulgarians have been the largest ethnic minority in the Balkans since medieval times. The 2011 census indicates that 84.8% of the population is Bulgarian, 8.8% is Turkish, and 4.9% Roma. Bulgarian was declared the native language by 85.2% of the population, Turkish by 9.1% of the population, and 4.2% declared Roma as their native language. Urban areas expanded over the last 20 years, and 2011 data indicates that 77.5% of Bulgarians, 37.7% of Turks, and 55.4% of Roma live in the seven urban centers of Bulgaria.

The traditionally dominant religion in Bulgaria is Christian Orthodox (76%). There is an Islamic minority (10%) and a small Roman Catholic (0.8%) as well as a Protestant minority (1.1%). The Protestant Reformation, which led to a political and societal split in Western Europe also influenced southeastern European religious life. During the 18th and 19th centuries, disintegration of the Ottoman religious communities (*millet*) and nation building processes shaped modern southeastern European identities. Even dominant spiritual rituals, such as that of the Bulgarian Orthodox Church that outlined a national infrastructure and administration after the Schism with Constantinople (1869-1872), have

remained in practice, but no longer dominated the political life in the restored Bulgarian principality (1878) which resulted after the reunion of Northern and Southern Bulgaria (1886) into a constitutional monarchy (1908). During the democratic changes of 1990-1991, religious freedom was restored. A strong need for a spiritual revival recalls older Christian Orthodox tradition and Islamic mystics as a reservoir helping young people to shape their modern federative values within the European Union (Duridanov, 2005).

After the fall of communism in November 1989 and the following massive civil demonstrations and protests in 1989-1990 known as the *Velvet Revolution*, the Bulgarian Parliament passed a law on 4 March 1990 restoring the democratic rights of the citizens to form political parties, and free democratic elections took place in July 1990 (Riedel, 2010). As a result, political pluralism in Bulgaria is reflected in a parliamentary democracy as required by the constitution (revised in 1991). However, the old communist élite continues as a sort of *arcana imperii* to control the growth of capital and essential political changes, as well having dubious mafia connections. With the assistance of the German government, a Bulgarian governmental project was started to develop a Center for Prevention and Suppression of Corruption and Organized Crime (CPSCOC) by defining administration and corruption in terms of functionality and prevention. Its establishment, planned in August 2012, is trying to introduce Western European best practices aiming to remove the preconditions for criminal activity.

EDUCATION BACKGROUND

Educational history in Bulgaria goes back to the imperial Golden Age in the 9th and 10th centuries as part of Byzantine Renaissance and Humanism within a multiethnic Bulgarian Empire. The schools of Preslav and Ohrid are based on humanist principles, created by the work of disciples of Constantine, Cyril and Methodius, following the best practices of the Palace Schools of Constantinople and Bagdad (which played the role of New York in the Middle Ages). In the 14th century, Bulgarian schools came under the guidance of Patriarch Euthymius of Tărnovo and continued to exist in monasteries and small educational circles until Protestant and Roman Catholic missionaries

introduced reforms (17th – 18th c.) corresponding to the academic norms of the universities of Bologna (f. 1158) and Prague (f. 1215) (Hupchick, 1993; Gocheva, 2002). The local Educational Network of Cultural Clubs (*Chitalishta*) founded several schools in Gabrovo, Kotel, Tarnovo, Karlovo, Sliven, and Sofia, as well as the first University in Sofia (f. 1888). The Union of *Chitalishta*, recognized in 2011 by UNESCO as the oldest cultural organization in southeast Europe, is actually the largest NGO counting around 3600 clubs.

Academic autonomy of higher schools and universities was re-established in 1995 by the Law of Public Education (Popov & Pironkova, 2007; Mihova, 2007; Bachmaier, 2010). Today, of the existing 44 higher-education institutions and universities, only four are private. The classical archetype of older state universities continues in the academic structure in higher-education institutions. Only the academic programs of the New Bulgarian University in Sofia differ radically. Since its establishment in 1991, it has introduced some of the best practices of European and American research institutes and universities with the creative management of its President, Bogdan Bogdanov, who supports linking of fundamental knowledge with innovative academic standards (Gocheva, 2002).

The secondary school standards in Bulgaria were developed in the 1970s by the Ministry of Education synthesizing German, Russian, and French best education practices, as highlighted by French Minister of Education and Research (1993-95), François Fillon during his stay in Sofia (Artzfeld & Chaudhuri, 2001). Sweeping decentralization reforms introduced in 2007 promoted school autonomy and efficient public spending in the education system and produced impressive efficiency gains setting the foundation for better adjustment to local education needs. The implementation of these reforms had the anticipated impact of helping revamp the financing and governance systems for primary and secondary education. The rationalization of school networks led to consolidation of schools to improve efficiencies leading to larger schools with opportunities to pool education resources. Delegated school budgets helped improve transparency for allocation of resources by ensuring that the unified standard is passed on to the schools, and the delegation of decision-making to the principals helped in allocation of the funds toward the specific needs of the schools.

Bulgaria began reform efforts through decentralized financial decision-making at the school level in 1998 with a small pilot project of the Delegated School Budget System (DSBS) that included 100 schools in four municipalities. The majority of schools in Bulgaria are funded by municipalities, which receive subsidies from the state budget to cover costs. The exception to this rule is a number of specialized and vocational schools and schools of regional or national significance that receive funding from the Ministry of Education, Youth, and Science and other sectorial ministries. The main objective has been to optimize the flow of funds from the municipal budgets to the schools by providing incentives for better management of resources, mobilizing more funds for schools, and efficiency savings at the school level. Through the DSBS, participating schools receive lump-sum budgets for maintenance costs through a formula-based funding arrangement determined predominantly by the number of pupils, and school principals have been given greater discretion in spending decisions. School principals receive school budgets and manage these themselves.

Despite the remarkable increase in the education budget, spending per pupil remains low compared to other EU countries. As shown in the World Bank Report (2010, p. 17) Bulgaria's public expenditure per pupil as a percentage of GDP per capita remains low compared to other EU countries. In 2007, Bulgaria's public expenditure per pupil reached 22% per capita of GDP. This is 4.4% higher than in 2001. During the period 2001-2007, Bulgaria experienced a rapid growth as a whole in all education levels concerning this indicator. Details and latest statistical data on public and private expenditure by educational levels are available online (NSI, 2012, 7.1).

Theoretically, there are four levels of educational governance: national (National Ministry of Education, Youth and Science), regional, municipal, and school level. In reality, the regional level is a branch of the national level (MoEYS), leaving three levels.

In Bulgaria, compulsory education starts at the age of six or seven, and compulsory education ends at 16. The structure of the educational system is designed as follows: pre-school children, ages 3-6, with some crèche provision for children under 3; Grades 1-8 are primary level and compulsory, mostly provided in the same school; junior grades are 1-4; and middle, or pre-secondary, grades are from 5-8.

Secondary schools are of four main types: gymnasium – Grades 9-12; specialised high schools in particular curriculum areas, e.g. sciences, humanities that often select pupils at the end of Grade 7; vocational/technical schools and art schools lasting three or four years; and vocational training schools lasting two or three years. Religious schools have equal status with secular schools, as long as they meet state requirements.

Tertiary education includes higher-education institutions and universities. They include specialized higher-education institutions, including those providing education and training for the specialties of the professional stream Military Science, and independent colleges that can be public or private. The total number of tertiary institutions in 2001 was 88, with just under 260,000 pupils. Pupils receive a leaving certificate upon completion of Grade 4, and at the end Grade 8, pupils receive a certificate based on internal assessment by teachers that allows them to continue to Grade 9. State matriculation exams take place at the end of Grade 12. Details and latest statistical data on educational institutions by type and kind of ownership are available online (NSI, 2012, 8.1).

THE TEACHING PROFESSION AND TEACHER EDUCATION

Pupil-teacher ratio. The teaching profession in Bulgaria is one of the most popular professions. However, the financial crisis and government measures reducing the number of schools by closing smaller and economically inefficient schools have resulted in an excess of teachers. In addition, recently introduced 1- and 2-year courses allow specialists in other fields made redundant, to become teachers. Thus, today a school with approximately 1000 pupils may have 100 teachers. This does not mean that the ratio between teachers and pupils is 1:10. In secondary schools there are different specialized classes taught by teachers with special qualifications. Primary schools have a more defined ratio. Twenty years ago there were 30 to 35 pupils in an average primary school class and up to 40-45 pupils in a secondary school class taught by 10-15 teachers. In the last five to ten years the situation has changed dramatically. The population in Bulgaria is getting older and the number of children being born has been steadily decreasing. Consequently, the size of an

average class dropped to around 20 pupils at both the primary and secondary level. The last one to two years has seen a slight increase in the number of children due to a slight increase of the population.

Today, a secondary school specialist teacher works 18-20 school hours a week, which, depending on the number of lessons, can mean having 60 to 80 pupils or more.

Level of teacher training. Only people who have completed their academic education and received a university diploma can work as a teacher. They can have a master degree in any subject, have completed a special course of teaching methodology during their 5-year course of study, or have graduated from a pedagogic university or teacher training colleges for primary or secondary schools. Qualification training (1-2 or 3 years) during studies is required in order to obtain pedagogical qualification to teach in school.

Gender ratio. In the last five to ten years, a definite trend of more and more males entering the teaching profession is indicated. There are also more and more young people joining the teaching profession due to projects sponsored by the European Union. However, the average Bulgarian teacher is still a middle-aged female, but there is a division according to the type of school. In primary education, the typical teacher is a 30- to 40-year-old female, although there are more young people under thirty teaching. In secondary schools, the typical teacher is a 35- to 45-year-old female with more 25- to 30-year-old specialists participating in European projects such as “Together in class” (*Zaedno v čas*), who remain in schools until the end of their contracts. Young people who cannot find another job after graduation start working in a school just to have a job. These teachers do not usually stay for long because teaching is not an easy job and the person should have the professional qualifications required.

Teacher compensation compared to other professions. The small number of young teachers is mainly due to the low level of compensation compared to the salaries received in other professions. An average monthly salary of a teacher with 20 years of experience in teaching is about 307 euros. The monthly salary of a young person who has just graduated from university or someone with about five years of experience in unskilled jobs such as a call center for a foreign company can be

between 511 and 767 euros making teacher remuneration look like an unemployment benefit. If we compare this with the salary of a young, qualified computer specialist or a managerial position in a foreign company whose salary could be 1534 euros per month, the teacher's standard of living is extremely low.

Methodological framing of teacher image. The public and intellectual image of a typical teacher in Bulgaria has always been ambivalent, and described with much irony, compassion, even hatred and contempt when compared to other public figures in literary fiction. The Bulgarian writer, Chudomir (1890-1967) emphasizes ironically the extraordinary difficulties of a teaching profession: "If God wants to punish someone, he makes him a teacher" (*For God's Sake*, 1904/1981).

In jokes, as well as in reality, there are two typical designations for a teacher in Bulgarian. The first one stresses a person "introducing into a shared space" or "bringing light, enlightenment" (*učitel*, *prosvetitel*, *svjatil*). The second one (*daskal*) is often qualified ironically as a "dead end street" (*daskalăt e pò batak*).

There are several ways to frame a typical image of a Bulgarian teacher:

The first framing is a traditional historical description focused on the development of the creative identity of the Bulgarian teacher, as described by the historian Hristo Nedyalkov (1938).

The second one is framing image within literary fiction highlighting the distinctive features of a typical teacher. During the 19th century Bulgarian Enlightenment, he was referred to with contempt as a cattleman, a title received even by outstanding writer and teacher Petko Slavejkov (1843). Bulgarian novelist Lyuben Karavelov (*Bulgarians From Older Times*, 1867) promoted the teacher Gencho "the owl" to "Haji Gencho" raising him as a "venerator", with an ironic connotation referring to his pedagogic activities. A humoristic appearance of the typical teacher image as tyrant is mirrored in Chudomir's teacher Obesnikov (*For God's Sake*, 1904), Chekhov's Belikov (*Man in a Case*, 1898) and Heinrich Mann's chemistry teacher Unrat (*Professor Unrat or the End of a Tyrant*, 1905; Unrat means 'un-council'). The feminized image of Genko Ginkin in Ivan Vazov's bestseller *Under the Yoke* (1894) is a counterpart to the powerful school despot, anticipating a typical image of modern gender studies. The irony of the Bulgarian short story master, Elin Pelin

(*The Soul of the Teacher*, 1904) exposes also the double violence, exercised upon the teacher's soul by bringing him in the *circulus vitiosus* of a bicycle rider. The metaphor lives also in the female image of several *personnages littéraires* such as Rada Gospozhina (*Gospozhina* means 'belonging to a Mrs.', i.e. dominated by the powerful lady, Haji Rovoama) shown in a hit of Bulgarian fiction, Ivan Vazov's masterpiece *Under the Yoke* (1878). Here should not be omitted the romantic figure of a national hero and savior of Rada, history teacher Boycho Ognyanov (*Boycho* is an appellative for 'fighter') as a reminiscence of a cavalier (from the 11th c. French epos *Chanson de Roland*). For further details of framing the typical image of a teacher in a variety of literary patterns, see Georgiev (2010, pp.11-33).

The third one is framing the typical image within the Bulgarian adaptation of international pedagogic standards. Especially important is the Swiss teacher Johann Heinrich Pestalozzi (1746-1827), whose social ideas have laid the basis of the Mannheim school system. He received a Bulgarian nickname "Father Pestalozzi" and was almost as important to the Bulgarian school system as his forerunner Peter Ramus (1515-1572) whose critical engineering of college pedagogy in Paris brought him to a painful end.

The fourth one is focused on the image within a comparative approach of literary criticism, a method used by the scholar Nikola Georgiev (2010). As a man of radical ideas and encyclopedic knowledge he compares a variety of images of a typical teacher (mostly the one teaching literature) resuming the three above mentioned frames in a recent article (Georgiev, 2010, pp. 11-33). Georgiev closes his comparative analysis with a sad remark that the image of a typical teacher covers a societal 'bicycle rider' using Erich Fromm's emblematic metaphor (Fromm, 1956/1981, p. 452 sq.).

The fifth one is framing the image from the point of modern communication approaches developed from the 1950-70s by the "invisible college" of Palo Alto, California in collaboration with the Eastern and Western Pennsylvania Psychiatric Institutes in Philadelphia using the essentials of social psychology, psychiatry, anthropology and linguistics. Beside fundamental works with critical inquiry on the role and impact of nonverbal communication analysis (Goffman, 1959; Hall, 1969, 1987;

Birdwhistell, 1970; Winkin, 1981; Duridanov, 1990) and practically oriented introductions into the use of the secret code of body language (Reiman, 2007; Jeffries, 2008; Lackner & Triebe, 2008; Messinger, 2008), the research contributions about school interaction patterns of James McCroskey and Svilena Balabanova (2011) should also be emphasized; the latter referring to a Bulgarian primary school interaction analysis between teachers and pupils.

In the descriptive analysis below we follow the social and psychological patterns of instructional communication analysis introduced by Christophel (1990), complemented by Valencic (2001), and finally presented by McCroskey, Valencic and Richmond (2004) that agree with Georgiev's benchmark (2010) of the typical teacher as a 'bicycle rider'. We are somehow deviating from the data-mining model covering the requirements of a first secondary school data approach by trying to expose distinctive features mainly concerning the secret code of body language and paralinguistic factors in secondary school. The summarized data-mining should be extended and focused at a deeper interpretation level in future studies.

THE STUDY

DATA COLLECTION

Thirty teachers from five secondary schools, three private, and two state schools took part in the survey. The small number of respondents among teachers is not due to a lack of interest, but mainly due to the lack of time. The typical Bulgarian teacher has to complete a great quantity of work as a result of the reform by the Bulgarian Ministry of Education.

Ten percent of the respondents were between the age of 25 and 30, 20% between 30 and 40 years old, 65% between 40 and 55, and 5% between 55 and 65. As regards gender, 97% of the participating teachers were women and only 3% were men. Most of the interviewed teachers were very experienced: 80% had more than 15 years of teaching experience, 10% with experience between 10 and 15 years, and 10% with under 5 years teaching experience. The vast majority, 90%, have a master degree, 8% have a bachelor degree, and 2% were completing their studies at the time of the study.

A total of 115 fifteen-year-old pupils from two secondary schools participated in the survey: 90% of them attended a state language school where almost all subjects are taught in a foreign language and 10% attended a private school.

Most of the respondents wrote descriptions of the typical teacher. Most of the teacher respondents did not draw a visual image of the typical Bulgarian teacher, but two drew an entire person, one drew a face only, and one sent a picture downloaded from the Internet; all drew female teachers. The majority, 60%, of the pupils didn't draw any pictures of the typical Bulgarian teacher, perhaps because they believe they can't draw, didn't have enough time, weren't in the right mood, or simply didn't want to. Of the remaining 40%, all drew their own picture: 10% of them drew a scene in a typical Bulgarian secondary school classroom, 75% drew a typical teacher, and the remaining 13% just drew a face. Two percent wrote a description instead of drawing a picture. Most of the pupil respondents, 84%, drew a female teacher, 13% drew a male, and 3% an androgynous image. Most, 70%, of the drawings depicted nice friendly faces, but 30% – angry images.

DATA ANALYSIS

The responses indicate that 90% of the teachers and 80% of the pupils described the typical image of the Bulgarian teacher. Ten percent of the teachers and 20% of the pupils described the ideal image.

Gender and age. All teacher respondents wrote about and drew female teachers. As regards age, 85% of the respondents described a typical teacher's age between 40 and 50, 8% between 30 and 40, 5% between 25 and 30, and 2% above 50. Most pupils described the typical teacher as a middle-aged female (Illustration 6.1), but 2% of them placed her between 25 and 30, which might be the pupils who described the ideal teacher, not the typical one. Five percent sees the typical teacher as a 50-year-old person. Unlike the teacher respondents, 5% drew a male teacher (Illustration 6.4).

Clothing. Most teachers, 86%, described the typical teacher in sporty or casual clothing style, 2% thought that the typical teacher wears smart clothes, 1% said she is old-fashioned, and 1% believed that the style depends on the occasion indicating that the typical Bulgarian teacher is involved in social interaction. All of the teachers described typical clothing style as not provocative.

Most of the pupils said that the typical teacher in Bulgaria wears casual clothes. Younger teachers predominantly wear jeans and blouses (Illustration 6.2), and fewer wear skirts or dresses (Illustration 6.3). This might be due to the emphasis on comfort rather than fashion, or just on the lack of time to waste on choosing what to wear. All the pupils described the typical clothing style of teachers as not provocative and as setting an example how to look in a classroom. This includes wearing only a little make-up.

Jewellery and accessories. All of the teacher respondents noted that the most typical accessories are scarves, earrings, rings, bracelets, and pendants (Illustration 6.1). No one considered piercing or tattoos as typical decoration for Bulgarian teachers, although some younger teachers have them. Most pupils agree that the most typical accessories worn by teachers are scarves, earrings, rings, bracelets, and various pendants. Only 1% noted that tattoos are an acceptable decoration for younger teachers, but only if they are discrete and pretty.

Tone of voice. The typical Bulgarian teacher's voice is described by 70% of the teacher respondents as low, deep and authoritative, yet energetic, friendly, optimistic, cheery, and enthusiastic. Intonation is mainly described as calm and instructive, confident, and instructive, although 3% say it is a little demanding and 1% stresses emphasizing important passages of their speech. However, 15% think the teacher's voice is just the opposite – high-pitched, monotonous slow, demanding and dominant, sometimes melancholic, and teachers speak constantly. Three percent describe the tone as insecure and angry, and 1% says the tone of voice of the teacher is sarcastic.

Most, 73%, of the pupil respondents describe the typical Bulgarian teacher's voice as low, deep, and authoritative but nevertheless energetic, friendly, optimistic, cheery, and enthusiastic. The slang of the pupil respondents is strongly rationalized under the influence of the descriptors used by the teachers as "high culture". Only few of them asked to be introduced how to "style" their description. Their intonation is mainly described as calm and instructive, confident and instructive, although 5% say it is a little demanding and 5% think it is emphasizing important passages of their speech. Ten percent think the teacher's voice is just the opposite – high-pitched, monotonous slow, demanding and dominant, sometimes melancholic. Teachers also speak a lot. Five percent describe

the tone as insecure and angry, and 2% say the tone of voice of the teacher is sarcastic. Five percent commented that teachers often repeat and check the pupils' understanding of the taught material.

Facial expressions. Most teachers defined the typical facial expression of Bulgarian contemporary teacher as calm, patient, jovial, friendly and open, which is definitely a consequence of the average middle-aged teacher who is calmer and wiser and has more experience. Twenty five percent say it is angry, frustrated or vicious, contemptuous and ironic. This trend could be due to lack of experience by teachers younger than 35 or lengthy experience in teaching by teachers older than 45, as well as personal traits of people who haven't chosen the right occupation and show dissatisfaction in their everyday work. Only 5% of the interviewed teachers note contradictory opinions expressing a combination of calm, sympathetic, happy facial expressions on the one hand, but also angry, bored and contemptuous ones on the other hand. This probably generalizes the facial expression of the typical Bulgarian teacher in different situations and at different times of the school year.

Most pupils defined the typical facial expression of the Bulgarian teacher as calm, patient, jovial, friendly, and sympathetic (Illustration 6.2 and 6.5), but 25% say it is angry, frustrated or vicious, contemptuous and ironic. About 10% of the interviewed pupils note quite contradictory opinions expressing a combination of calm, sympathetic and happy facial expressions on the one hand and angry, bored and contemptuous facial expressions on the other hand which probably generalizes the typical teacher in different situations and at a different time of the school year. Only 3% mention jerky and hysterical behavior in the classroom. This may be due to the longer experience at school of teachers over 50-55.

Body language and facial expressions. Most teachers describe typical facial expressions and body language as calm, assured, and open. Teachers mainly smile and gesticulate in an open way. Their body posture is usually straight and confident. This may indicate the connection between the high qualification of people who chose to perform in the right field of their abilities and skills and their successful application in a classroom.

Ten percent claim that the typical teacher's body language implies an insecure, bent, or astonished figure with melancholic or ironic and scornful facial expressions, and closed gestures.. Two percent describe

the frustrated and aggressive posture of an extremely strict teacher instilling subservience or fear in pupils. One percent mentions that the typical teacher is mainly static or has jerky motions.

Most of the pupils describe the facial expressions and gestures of the typical Bulgarian teacher as calm, open and co-operative. They mainly smile and gesticulate in an open way. The body posture is usually straight and confident. This supports the interviewed teachers' opinions on the connection between the high qualification of people who chose to perform in the right field of their abilities and skills and their successful application in a classroom. Obviously the participating pupils also feel that if the teacher is highly qualified, they are more self-confident and thus more productive in terms of transferring the knowledge to their pupils. Only 10% describe nervous, quick-tempered, or sullen teachers, who can easily be upset and begin to shout at pupils. Fifteen percent claim that the typical teachers' body language implies an insecure, quiet, bent, or astonished figure with melancholic or ironic and scornful facial expressions, and closed gestures. Another 5% describe frustrated and aggressive body posture of an extremely strict teacher that instills fear in pupils, as can be seen in Illustration 6.1 and is alluded to as an alter ego of the teacher on the right profile of Illustration 6.5.

Use of space in a classroom. Most teacher respondents comment that the typical teacher is usually dynamic in a classroom: she either stands or walks around the desks or in front of the board, sometimes sits among the pupils, but always interacts with pupils, checking homework, or teaching new material. Ten percent say that the typical is just the opposite: mainly static sitting behind the teacher's desk or just walking a couple of steps at the board.

Of the pupils, 15% mention that the typical teacher is mainly static, standing in front of the pupils (Illustration 6.2 and 6.3), sitting at the desk, or just walking back and forth at the board.

Materials used in a classroom. Most of the interviewed teachers shared the opinion that the typical materials used in a classroom are pupil books or work books and white boards and markers. Some, 15%, typically use multimedia, interactive boards, or PCs in their teaching. Those teachers are mainly described in private schools, although this equipment and teaching techniques are being increasingly implemented

in state schools as part of multinational projects subsidized the European Union. Only 1% mentioned use of a black board and chalk. This must be either in a small school in a distant area in the country or in a small school in a region with minority population. One percent also mentioned the class daybook as a means to restore the order in a classroom when the typical teacher hits the desk with it.

The vast majority, 97% of pupils described use of books, maps, markers, white boards, and various electronic devices. 3% say they study with the help of interactive boards. Here should be highlighted as well that these pupils come from schools with modern equipment in Sofia as a capital and a brain storming center. So a centralized modernization of school infrastructure is about to be executed and is perceived as a jump into the information society.

CONCLUSIONS AND DISCUSSION

Both groups of interviewed respondents, teachers and pupils, mainly described the typical Bulgarian teacher. Only a small part described the ideal image. Most described the image of the typical teacher as a middle-aged woman wearing casual clothes with delicate and non-ostentatious accessories such as rings, earrings, and scarves with a little make-up, mainly lipstick. The typical clothing style is not provocative and sets an example for pupils. The difference is that whereas pupils see the typical teacher as middle-aged female, although some of them drew males in their pictures, teachers think that there are younger male and female representatives of the profession, too.

Both groups describe the voice of the typical teacher as low, deep, and authoritative voice, yet sometimes is energetic, friendly, optimistic, cheery and enthusiastic. However, it is sometimes high-pitched and frustrated, or monotonous, slow, demanding and dominant, melancholic and everlasting. The intonation is mainly described as calm and instructive, confident and conductive, emphasizing important passages of their speech. A small number describe the tone of voice of the teacher as ironic, insecure, or angry. Both groups say that the attitude and behavior of the teacher depend on the situation in a classroom, the time of the school year and last but not least on the weather conditions. During longer periods of cloudy and rainy or snowy weather without sun, both

teachers and pupils become more easily irritated and depressed. The same happens towards the end of the school terms and school year when everybody experiences pressure. Traits, such as being nervous and jerky motions, bashing the daybook on the teacher's desk, as well as hysterical behavior in a classroom, tend to be mentioned more often by pupils than teachers, which could be viewed as a significant difference.

Both groups describe the typical miming and gestures of the teacher as calm, level-headed and co-operative. They are mainly smiling and gesticulating in an open way while walking around in a classroom and interacting with pupils in a predominantly dynamic way. Posture is usually straight and confident.

A relevant difference is marked by most of the pupils who claim that the typical teachers' body language sometimes implies an insecure figure with scornful facial expressions and whose defensive gestures and aggressive posture indicate an extremely strict teacher who instills fear and veneration at the same time in the pupils. These are the typical syndromes that Fromm claims for the societal situation of the 'bicycle rider' regarded later on by himself as signs of a social disease in industrial society (Fromm 1976/1984, p. 99 sq.) that should be "cured". Essentially this "cure" is perceived as the transition of values within the growing information Age of Access where to possess material goods is not the point of orientation anymore, but rather access to the things in their development. Therefore social networking expands in everyday life and is about to be embedded in instructional interaction systems in Bulgaria. Both pupils and teachers report using modern means of teaching and modern technical equipment in schools to a moderate level.

Historical background and the analyzed data lead us to the conclusion that some radical changes have modified the typical image of the Bulgarian teacher during the last 20 years resulting in a politically flexible mediator of collaborative teaching in a mobile world. The modernization of everyday life and the interaction procedures of dynamically changing social and economic frames within a federative Europe has transformed the teacher's role from a traditional protagonist who 'brings light' into a mediator of participative learning where pupils can be regarded as partners in the game. However, social interplay indicates remnants of traditional classroom scenarios indicating signs of resistance to change.

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TEACHER'S VISUAL IMAGE: BULGARIA



Illustration 6.1. Pupil drawing

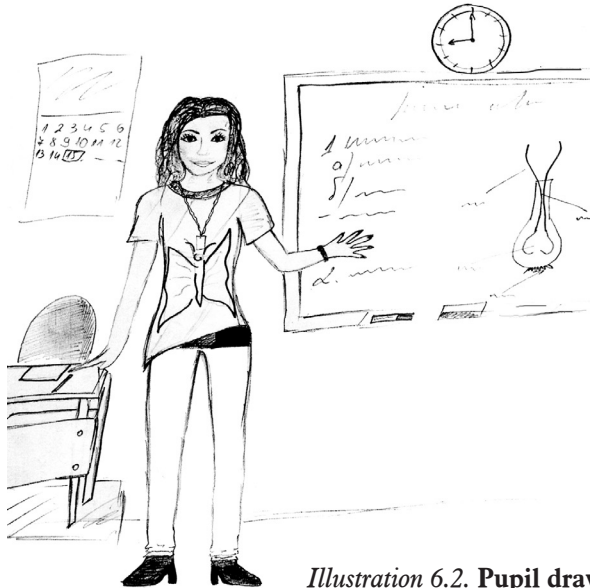


Illustration 6.2. Pupil drawing



Illustration 6.3. Pupil drawing



Illustration 6.4. Pupil drawing



Illustration 6.5. Pupil drawing