

## HOW CAN REPRESENTATIONS BE CHANGED USING DIDACTIC METHODS AND TECHNIQUES?

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### ABSTRACT

*This study analyses how teachers' representations can be changed based on reading and repeatedly retelling the text of the tale “The Bear Tricked by the Fox” by Ion Creangă, under the impact of some illustrations of the tale and some relating tasks used to propose creative generation of some interpretations and some scenarios placed in the current scenes. Analysis has been made of the effect of applying the Pre-reading – Reading / Re-reading - Post-reading model starting from the illustrations of a tale and the impact of some didactic methods and techniques on changing representations generated through a tale. A trainer and 15 primary education teachers who attended a professional training course have participated to this study. It was found that all methods and techniques used have generated original results, change and diversification of the participants' representations, update of the scenarios and scenes in which the original action of the tale took place. The original results were more numerous when participants were requested to respond to divergent questions, anticipate actions and reflections, explain some actions, identify some traits of the characters and compare as well as summarize them. The conclusion was that the way in which the task was formulated prevailed over the method or the technique in changing representations and obtaining some original results.*

**Keywords:** static visual material; tale; representations;

### INTRODUCTION

The tale is an instance of the folk epic written in prose (Romanian Academy, 2010). Furthermore, it is an ample text with folk motive which accounts supernatural occurrences, with real or fantastic heroes (Stein, 1982), with imaginary characters fighting evil characters and where the good triumphs (Romanian Academy, 2009), with possible and impossible actions that occur gradually (Romanian Academy, 2010).

Timelessness is a feature typical of tales and it is expressed by the introductory formula: „Once upon a time...” (Szekely, 2006, p. 58), „There was a canny fox...” (Creangă, 1999). In this research study, we will look at how a group of primary education teachers successfully use some didactic techniques to change the timelessness of a tale and to place the characters and the actions in present times. Therefore, we will analyze how teachers' representations made on the basis of reading and repeatedly retelling the text of the tale „The Bear Tricked by the Fox” Ion Creangă (Creangă, 1999) change under the impact of some

static visual materials (illustrative drawings of the tale) and some relating tasks, through which it is proposed to generate some interpretations and scenarios placed in present scenes in a creative manner.

## 1. THEORETICAL BASIS

In literature, the concept of representation is attributed to a series of meanings and characteristics. Jean François Le Ny's cognitive psychological definition is useful for this research study. He considers representations to be „pieces of structured, stored information existing essentially in the memory of the subject; norms, meanings of words, notions or concepts, knowledge seen as classes of representations” (Le Ny, 1987, p. 165). Le Ny argues that the dominant structure of the representations is propositional and that representations may adjust behaviour.

Mielu Zlate challenges this definition considering that it lacks „specific content” and that it corresponds to any mental process (Zlate, 1999, p. 189). For other authors, representation is not a fragment of structured information, but rather a process by which an organism structures its knowledge using the relations with the environment under the form of some internal substitutes (images, indices) or external ones (signals, symbols) (Bronckart, Parot & Vauclair, 1986).

In the psychological literature in Romania, it is noted that Mircea Miclea (1994) abandoned the concept of representation and opted for the concept of mental imagery, whereas Andrei Cosmovici (1996) chose the concept of images. Mielu Zlate (1999) analyses the contradictory nature of the representations according to their origin and extension, functionality, place and role in the succession of the knowledge processes. For this research study, it is important to take into consideration Zlate's attributes relating to the functionality of the representations: they are past, processed, enriched, re-elaborated and then duplicated perceptions. In terms of the place and the role in knowledge, Mielu Zlate (1999) includes representations in the category of cognitive-sensory mechanisms, between sensory and logical.

## 2. METHODOLOGY

### 2.1. Objectives.

The main objectives of this research are to analyze the effects of using the Pre-reading – Reading / Re-reading – Post-reading model starting from the illustrations of a tale as well as the impact of the methods and techniques in changing the representations generated through a tale.

### 2.2. Participants.

A trainer and 15 primary education teachers were invited to participate to this research. The 15 teaching staff attended a professional training course and they all accepted to have their ideas used in the research provided that they are maintained anonymous and confidential. Age, seniority, professional experience and gender were different from teacher to teacher. However, they all proved to possess a similar volume of knowledge on tales, high level of consciousness, motivation to learn new didactic methods and techniques and teamwork skills.

### 2.3. Procedure.

The activity analyzed in this research study lasted approximately 2 hours. The trainer started by presenting the participants the objectives and the three stages. The trainer

also described the steps to take when using the static visual materials and drawings as stimulus materials: displaying the drawings one by one, respecting the chronology of the scenes in the tale, communicating the task, observing the drawing and individually solving the task by each participant, in writing; orally presenting the findings to the group; collecting the findings from each participant and writing them on the flipchart or on a sheet of paper. The trainer enumerated the requirements for the participants to meet: the tasks proposed will be solved individually and freely and with no constraints; each participant has their own solution/findings with regard to the task presented; solving the task will be strictly related to such task and will follow the topic; the participants will disregard the content of the tale.

The trainer and the participants completed the following stages (Pamfil, 2009):

- a. *Pre-reading stage.* The technique *Key words provided beforehand* was used and each participant was requested to write a sentence using the words *fish, cart, oxen, countryman*.
- b. *The reading / re-reading stage* consisted in conducting activities based on illustrative drawings. One or several didactic techniques were used for each drawing (Table 1).
- c. In the *post-reading stage* the participants were requested to fill in Venn diagrams to represent attributes / traits of the fox, the bear and the countryman as well as the characteristics they all have in common (Table 3), to write in the circles the bear's hopes, actions, mistakes and effects of his actions, to write about the fox in a quintet and to highlight the moral of the tale.

### 3. RESULTS

We have included in Table 1 and Table 2 the teachers' solutions / findings to the tasks relating to the stage of reading / re-reading of the tale based on the drawings available. Table 3 includes solutions from the post-reading stage.

*Table 1. Drawings, didactic techniques, tasks and solutions / findings*

Drawing	Didactic technique	Task	Results
No. 1: The fox in front of the tree	The questions star	Look at the drawing and answer the following questions in writing. Take turns and present your answer to these questions.	
		Where does the fox lie?	... at the edge of the forest; next to/under a tree; in front of the tree hollow; in front of the den (4 results)
		When does the fox lie?	... in winter; on a winter morning (2 results)
		What does the fox do?	... stands and looks; rests; thinks; lazes; curls up next to the tree; looks at an object in the distance; lies with her muzzle up in the air (7 results)
		Why does the fox lie there?	... is tired; is starved; waits for an opportunity; watches out for a rabbit; to come up with a strategy, a ruse; being starved saddens her; waits for something; is grieved; is cold; is very sick (10 results)

		What does the fox think about?	... hens; breakfast; food; where to find food; where the prey is; how to catch a hen; friends; her friend; how to trick somebody; who to trick; a warm house; the freezing cold of the night coming (12 results)
No. 2: The fox in front of the cart	The study guide	Look at the drawing and complete the answers to the questions in the study guide.	
		Whom did the fox meet?	... the man; other creatures (2 results)
		Who pulls the cart?	... two cows, two oxen, two oxen (3 results)
		What is the cart like?	... large; brown; roomy; has four wheels; wooden (5 results)
		What colour are the animals pulling the cart?	... white (1 result)
		What does the man look like?	... young, strong, well-dressed (3 results)
		What does the man do?	... looks at the fox; talks to the fox; pulls the cart over (3 results)
		What is there in the cart?	... fish; wood; hens; nothing; everything; food (6 results)
		Where does the cart go?	... on the road; through the forest; by the forest (3 results)
		What does the fox do?	... lies in the sun; curls up in the middle of the road/in front of the oxen; sleeps; fakes a foot caught in the ice, slips and falls; lies (7 results)
		Why did the fox stop in front of the cart?	... to play a trick; to get noticed; she was cold/starved; to get picked up in the cart; pays tricks; she broke her leg; she chased a rabbit and did not hear the cart (8 results).
		What does the man think when seeing the fox?	... the fox could make a nice coat; she is dead/sick/injured/asleep; she cannot move; she was attacked by poachers; I would take her along and, if the police stops me, I would tell them I am taking her to the zoo; what should I do with her?, my wife is waiting for me to have dinner; how to push her away/go around her; she has rabies and will bite him; she is sick (14 results)
	Predictive method	What do you expect to see happening?	... he takes her to the veterinarian; the fox wakes up and leaves; he takes her to the zoo park and gives her to the guard there; he skins her off; she gets caught between the oxen; he replaces the oxen with the fox; the man checks to see if the fox is dead; the man pushes the fox away and

			leaves; he goes around her; he helps her to cross the road; the man passes by the fox in his cart; the cart turns upside down; the fox gets beat up; the fox gets scared and runs away; the man throws the fox into the ditch (15 results).
No. 3: The fox in the cart	Predictive method + Drawing-guided description	Write an individual answer to the following question: <i>What do you think the fox will do once she gets in the cart?</i>	- she checks to see if the fish are still alive; she is intrigued by the size of the fish scales; she throws the fish off the cart; she is happy because she finally has something to eat; she looks at the fish and she is happy; she is alone, the man disappeared; she holds a fish between her little paws; she intends to eat all the fish (8 results).
No. 4: The fox and the bear in front of the den	Dramatization: Dialogue between characters	Write four replies of a dialogue between the bear and the fox, with no introduction or conclusion lines.	Table 2
No. 5: The bear's tail is in the water	Creative writing	Write what you think goes on in the bear's mind while his tail is in the water.	Will the fish spot my tail in the water? Why did I fail catching fish? I have never caught fish with my tail before! Having such a long tail is good to use it as a fishing rod! I cannot wait to eat some fish! The fox will not even get one fish! „The bear contemplates: If I spend an hour here, I will catch fish to last me an entire day. If I spend ten hours, I will catch fish to last me ten days.” (6 results)
		Write what you think goes on in the fox's mind while the bear's tail is in the water.	Big body, small mind. I have tricked him. The bear looks so good; he seems to be waiting for me to take a picture of him! This bear has no brain! The bear cannot be so stupid! He will turn into an ice statue! Will he catch any fish? I am so smart! Even the bear follows my advice! I wonder how long he will go on staying there. (10 results)
	Predictive method	What do you expect to see happening?	... the fish bite his tail; ... he goes fishing during prohibition time and he will get fined; ... the chief of police station (a relative of the fox) will catch him poaching) (3 results).
No. 6: The bear's tail is broken	Predictive method + Drawing-guided description	What happened? Write the answer to the question <i>What are the consequences of going fishing?</i>	... he broke his tail in the door of the store; the tail got stuck to an accessory; a dog bit his tail; he went for a wax session; the fox stole his tail; he was unable to negotiate and the fox got his tail; the fox ate his tail;

			just like the fox, he fell asleep in the middle of the road and the cart ran his tail over; neither tail, nor fish. The bear ends up starving. The nature punished him: he ended up with no tail and no fish either. He took the way home and he is sad thinking about the honey in the pantry (12 results).
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*Table 2. Dialogues written by the participants*

<b>Results</b>			
<p>„So much fish! Where did you get it from?”            „I went fishing inside the cart of a countryman.”            „Can I have some?”            „Help me carry it in the den and in the meantime I will think about it.”</p>	<p>„Let me have some fish, please!”            „I can’t, bear, but I can tell you how you can get at least one.”            „Please, do!”            „There is a huge freezer in the house over there and it’s full of fish. Feel free to help yourself there!”</p>	<p>„Whom have you been fooling lately?”            „I am always honest to the others.”            „How many hens did you steal last night? I saw you lurking around the ranger’s house.”            „I only wanted to ask him for some feathers to make myself a pillow.”</p>	<p>„Where did you get all these fish from, dear fox?”            „From the village fisherman, bear.”            „Did you find the money to pay him?”            „I did not pay him. I promised I would look after his hens for a week.”</p>
<p>„What are you doing here, fox?”            „Look, I caught some fish and I cannot carry it to my den.”            „You should know that the man you stole the fish from is nearby and unless you want to give me some, I will tell on you.”            „Let’s share!”</p>	<p>„Where did you get so much fish from?”            „From the store “The Frozen Lake”.”            „I want to buy some because my fridge is dead empty. I am going there right now.”            „Wait, I will come and help! I will call my friend Cra-Cra. Go to the back entrance, put your tail in the door frame and she will fill up the bags for you.”</p>	<p>„What are you doing, little fox?”            „I am taking the fish to the market! I have another cartful of fish at home.”            „Let me have some for free. And in exchange for the fish I will watch your back when the wolf shows up.”            „All right.”</p>	<p>„How are doing, dear bear?”            „Look, dear fox, I am looking for a friend to help me find some food.”            „I will help you find some food. I will also teach you how to find fish for dinner.”            „I want honey. I am a vegetarian now.”</p>
<p>„I am really starving, dear fox. I see you have some fish. Let me have some.”            „No! Go and buy your own.”            „I have no money. I will keep walking, maybe I’ll get lucky.”</p>	<p>„Where are you coming from, my friend fox?”            „From Vasile’s. He invited me to have some fish from his pond. What about you, bear, what have you been up to?”            „I have been in the forest where I found a</p>	<p>„Where did you get the fish from, my dear neighbor?”            „From aunt Tania who came to visit me.”            „Will you give me a few?”            „I would, but the winter is long and I need food. But you</p>	<p>„I cannot believe all these fish you have, my friend fox! How did you get it?”            „I played dead and I fooled a gullible countryman! I ended up in his cart and this is how I have food now.”            „Unless you want me to turn you in, let me have</p>

„Ha, ha! You must work and not beg.”	honeycomb in the hollow of an old oak tree. The bees were not there so I stayed my hunger.” „You have turned into a thief these days.”	can go fish your own from the pond.”	at least one!” „I will think about it... The chief of the police station is a relative of mine...”
„Where did you get so much fish from, beautiful?” „I bought it from a fishmonger.” „Will you give me some?” „I will! But must watch my den while I am out.”	„How come you have so much fish?” „I went fishing!” „Let me have some!” „I won’t! Go to the river. There are still many fish on the edge of the river. Go and get as many as you wish.”	„What have you been up to? I thought you might use some company.” „I don’t think so. You’d better mind your own business.” „Can you tell me where you got all this fish from?” „I went fishing all night last night.”	

Table 3. Didactic techniques used in the Post-reading stage, tasks and solutions / findings

Didactic techniques	Task	Results				
Venn diagram exercise	Use a Venn diagram to fill in the characteristics of the fox / the bear / their common characteristics.	<i>Fox</i> : small, sly, merciless, canny, shrewd, clever, smart, skillful, resourceful, <i>Bear</i> : big, fat, sincere, ignorant, silly, dunce, mindless, naïve, gullible, docile, whiny, fierce, greedy, lazy, tricked, angry, upset <i>Fox-bear</i> : starved, voracious, mammals, beings				
	Use a Venn diagram to fill in the characteristics of the fox / the countryman / their common characteristics	<i>Fox</i> : liar, mean, selfish, sly, canny, resourceful, intelligent, lazy, red <i>Countryman</i> : practical; hard-working; naïve; gullible; <i>Fox - countryman</i> : beings; they know their best interests; they love fish; they believe they got lucky;				
	Use a Venn diagram to fill in the characteristics of the bear / the countryman / their common characteristics	<i>Bear</i> : big, lazy, starved <i>Bear-countryman</i> : beings, naïve, gullible, tricked <i>Countryman</i> : little, hard-working, satiated				
Quadrants	<table border="1"> <tr> <td>1. What did the bear hope?</td> <td>2. What were the bear’s actions?</td> </tr> <tr> <td>3. What did the bear do wrong?</td> <td>4. What were the consequences of the bear’s actions?</td> </tr> </table>	1. What did the bear hope?	2. What were the bear’s actions?	3. What did the bear do wrong?	4. What were the consequences of the bear’s actions?	<p>1. The bear’s hopes: he will catch fish; he will have food to eat; he will not starve (3)</p> <p>2. Actions: he starts fishing; goes shopping; stands in the middle of the road; fishes; puts his tail into the water; pulls his tail out of the water; breaks his tail; waits; thinks; attacks the bear (10);</p> <p>3. The bear’s mistakes: he believes the fox’s words; he trusted the fox; he did not use the fishing rod; he did not think; he acts without</p>
1. What did the bear hope?	2. What were the bear’s actions?					
3. What did the bear do wrong?	4. What were the consequences of the bear’s actions?					

		thinking (7); 4. Consequences of the bear's actions: he runs out of fish; he suffers; he no longer trusts the fox; his self-esteem went down; he has a broken tail (7)		
Quintets	Write a quintet about the fox and another one about the bear	Selection of examples: <table border="1" style="width: 100%;"> <tr> <td>Fox Hard-working, sly, Tricking, throwing, collecting. She eats all the fish stolen, Canny.</td> </tr> <tr> <td>Bear Gullible, silly, Believing, holding, freezing, He puts his tail into the pond, Tricked.</td> </tr> </table>	Fox Hard-working, sly, Tricking, throwing, collecting. She eats all the fish stolen, Canny.	Bear Gullible, silly, Believing, holding, freezing, He puts his tail into the pond, Tricked.
Fox Hard-working, sly, Tricking, throwing, collecting. She eats all the fish stolen, Canny.				
Bear Gullible, silly, Believing, holding, freezing, He puts his tail into the pond, Tricked.				
Moral of the tale/ lessons	Write what we should all learn from this tale.	"never believe what you are told"; "pay attention to whose advice you follow"; "take advice only from the ones you trust"; "analyse what the others say"; "use our brain"; "the solution is with us and not the others"; "inform yourself"; "think before you act".		

Table 4. Solutions of the participants

Stage	Drawing	Technique	No. tasks	Total responses	Answers acc. to drawing	Original responses	
						Nr.	%
Reading/ Re-reading	1	Questions star	5	35	29	6	17,14
	2	Study guide	11	55	40	15	27,27
		Predictive method	1	15	1	14	93,33
	3	Drawing-guided description	4	8	6	2	25,00
	4	Dialogue between characters	1	15	5	10	66,66
		Creative writing	2	16	2	14	87,50
6	Predictive method	1	3	-	3	100,00	
Post-reading		Drawing-guided description	1	12	-	12	100,00
		Exercise. Venn diagram	3	58	1	57	98,27
		Quadrants	4	27	25	2	7,40
		Quintets	2	2	-	2	100,00
		Moral of the tale /lessons	1	10	-	10	100,00



## 4. DISCUSSIONS

### 4.1. Analysis of the *Pre-reading-Reading / Re-reading-Post-reading model* applied.

The trainer aimed to help the teachers to get accustomed to a „didactic scenario model” (Pamfil, 2009) so that they may apply it in class. The literature states that, in the context of the activities structured according to this model, the pupils may develop „behavioral skills defining the autonomous reader” (Pamfil, 2009, p. 210); in addition, they develop communication skills: the skill relating to reception of both the oral and the written text as well as „text writing skills” (Pamfil, 2009, p. 17).

The pre-reading stage was conducted based on the recommendations made by literature. The technique *Key words provided beforehand* was used and each participant was requested to write a sentence using the words *cart, oxen, countryman*. As far as the teachers were concerned, the goal of this task was to practice a didactic technique, which may be used with pupils in order to „facilitate the access to the text to study vocabulary” (Pamfil, 2009, p. 210). In this case, some words from the text were chosen, words for which the pupils might not have representations as the ox cart is hardly encountered nowadays; there are rather visual representations of such cart (paintings, drawings). The trainer discussed with the teachers on the fact that the pupils should know all the words in the text so that they may be able to decipher the meaning of the text both listened to and read.

In the reading / re-reading stage, the teachers had clear mental representations on the tale used. These representations led them to project activities with a view to exercising some methods and techniques potentially applicable in class, either when pupils study texts that they have never seen before or when the goal is to update the text in a creative way or change the actions of the characters in the tale. To achieve these goals, the text was replaced with six visual representations of the main scenes in the tale. Based on these representations, the participants were proposed to solve some tasks in writing of which solutions should be visible to both the teacher and the other participants.

In the post-reading stage, the participants were invited to solve four tasks correlated to the initial tale. These tasks stimulate the reflection (the quadrants) or aim to identify and compare essential characteristics of the characters (Venn diagram), make a summary (quintet) and draw a conclusion (moral of the tale).

### 4.2. Analysis of the impact of the methods and techniques in changing the tale-generated representations

In the reading / post-reading stage, use was made of didactic methods and techniques (Questions Star, Study Guide, Predictive Method, Creative Method, Drawing-guided Description) which enabled outlining of tasks in order to generate „the idea searching process” so that thinking „should be divergent” (Dulgheru, Lorin & Carcea, 2000, p. 163), should stimulate productive energy of participants, allow formulation of several original solutions, combine and improve them based on evocation and associations. The trainer informed the participants that they are free to express their opinions and that their productions, solutions and responses will not be subjected to criticism and self-criticism to avoid blocking creativity, these being all principles of brainstorming.

The activity of the text reading was replaced with an activity of drawing analysis. Based on the first drawing, „The fox in front of the tree”, the *Questions Star* technique was applied. The questions pursuing to collect the responses formulated starting from the drawing (Where/ When does the fox lie? What does the fox do?) brought about a smaller variety of

ideas (2 to 7), compared to the ones which required deductions by the participants (Why does the fox lie? What does the fox think about?). The responses reflect the existence of some permanent representations concerning the fox as usually depicted in tales (the fox „tricks”, thinks about a „ruse”), on the one hand, and also some representations in line with the reality („stalks a rabbit”; „to catch a hen”), on the other hand.

Based on the drawing „The fox in front of the cart”, the *Study guide* (Vacha & Vacha, 1993) was used. In reference to the eight questions asked, to which the participants responded by looking at the drawing, the number of the observations made was low (1 to 6) as the participants were requested to describe some components existing in the drawing. The questions requiring the participants to make some assumptions (What does the fox do? Why did the fox stop in front of the cart? What does the man think when seeing the fox?) generated several solutions (7 to 14 variants). Following the trainer’s request to the participants to leave the text of the tale and take their responses beyond it, the latter also gave some possible responses: the cart is drawn by the „oxen”; the man „talks to the fox”; the fox „lies in the sun”. Two responses indicate the action of the tale placed in the present time: the fox „was attacked by the poacher”; „I would take the fox along and, if the police stop me, I would tell them I am taking her to the zoo”. Based on the drawing, the predictive method was also used. As a response to the question „What do you expect to see happening?”, 17 variants different from the original action in the tale were provided. The participants offered several solutions adapted to the present time, e.g. the countryman „blows the horn”, „will take the fox to the veterinarian”, „to the doctor”, „to the zoo park”. Four responses indicate solutions that are unfavorable to the fox: „gets beat up”, „to be skinned” and „to draw the cart”.

Starting from the drawing „The fox in the cart”, the drawing-guided description was requested. Following the request to write a text as a response to the question: What does the fox do?, the participants provided only 8 results, of which two were truly original. Based on the drawing „The fox and the bear in front of the den”, each participant wrote a dialogue between the two characters (dramatization) (Table 2). Of the dialogues produced, ten were highly original. In contrast to the tale where the fox claims that she got the fish by keeping her tail in the pond, in the dialogues created the participants updated the source of where the fish come from. This means that the fox lies when she says that „she bought the fish from the village fisherman”, she did not „pay in cash” and „she promised that she would look after his hens for a week”; „aunt Tania” brought it; „she bought the fish from the store „Frozen Lake”, „from the market”; „she went fishing”. The fox gets creative when she advises the bear: „Go to the back entrance, put your tail in the door frame and she will fill up the bags for you!”; „Go to the river. There are still a lot of fish on the edge of the river and take as many as you wish.”; „There is a huge freezer in the house over there and it’s full of fish. Feel free to help yourself!” Compared to the actual tale, the participants brought significant changes to the behavior of the bear: he used techniques such as threats, promises and blackmailing: „unless you share with me, I will tell on you”; „Give me some fish and I will protect you from the wolf”. These creations indicate an update of the language and adaptive behaviors as well as the existence of some rich representations of the places where fish can be found nowadays (the store; the fisherman; by going fishing).

Based on the drawing „The bear puts his tail into the water”, the trainer proposed the participants a creative writing exercise by which they should express their opinions on the thoughts of both the bear and the fox. The participants’ representations on the bear’s thoughts reflect: optimism („I cannot wait to eat some fish!”), curiosity („Will the fish spot my tail in

the water?”), satisfaction („Having such a long tail is good to use it as a fishing rod”), surprise („I have never caught fish with my tail before”), malice („The fox will not even get one fish”), greed and reason (stay long hours to catch several fish). The participants’ representations on the fox’s thoughts reflect: value judgment regarding the bear („big body, small mind”; „the bear looks so good”; „this bear is mindless”; „the bear cannot be so stupid”), concern for the bear („I wonder how long he will go on staying there?”), some self-appreciations („I am so smart!”) and some words to thank herself („I am so happy I managed to trick him.”). Starting from the same drawing, the participants were invited to apply the predictive method. They provided three original responses: „the fish will bite his tail”; „he will get fined for fishing during prohibition time”; „the chief of the police station will catch him poaching”.

The result of going fishing is represented in the last drawing: „The bear with a broken tail”. Although they use the drawing-guided description technique to produce ideas, the participants are requested to explain why the bear ends up with his tail broken: „he broke his tail in the door of the store”, „a dog broke his tail off”, „the cart ran his tail over”. It is noted that the participants created another storyline leading to the tail being finally broken.

In the post-reading stage, the participants used a Venn diagram to fill in fifteen characteristics of the fox, seventeen characteristics of the bear and six characteristics of the countryman as well as some common characteristics of the three. The richest representations of the participants are the ones concerning the fox and the bear, probably generated by the personification made as a result of reading several literary texts and less as a consequence of the visual representations relating to physical appearance (the fox is beautiful, red; the bear is big, fat). The common characteristics of the fox and the countryman („they know their best interests”; „they love fish”; „they believe they got lucky”; „each wanted what the other had”) and the ones shared by the bear and the countryman („naïve”, „gullible”, „tricked”) as pinpointed by the participants, indicate a profound analysis of both the tale and the human behavior as well as the richness of the language and representations.

In the context of the quadrant method, the participants were challenged to reflect on the hopes, actions, mistakes and results of the bear’s actions. The participants generated fewer representations of the bear’s hopes (3) and more representations of the bear’s mistakes (7) of which the most significant are: he believed what the fox told him and he acted before thinking and documenting himself. It is noted that the participants have detailed representations of the bear’s actions and extended the effects of these actions to the cognitive, social and emotional level („no longer trusts the fox”, „in himself”; „self-esteem went down”).

The proposal to write quintets (Steele, Kurtis, Temple, 1998, p. 32) about the fox and the bear aimed to highlight the essential traits of the characters, but in the context of summarizing the content of the tale. The two quintets prove that the participants are able to highlight the quintessence of the attributes of both the characters and their actions. Finally, the activity involves bringing together some lessons that we should learn from reading this tale. The participants consider that the hungry, naïve and gullible bear’s experience should teach the readers: „don’t believe everything you are told”; „pay attention to whose advice you follow”; receiving „advice from people you trust”. Furthermore, the readers should: „be critical when analyzing what other people say”; „use our brain”; „the solution is with us, not the others”. The participants think that „it is important to inform yourself” and also „think before you act”.

Following the analysis of the results in Table 4, it is observed that the participants offered many original solutions based on the didactic techniques used and after finding some questions, which lead to divergent responses. The teachers showed creativity, seen as „the aptitude to put together original and efficient ensembles starting from pre-existing elements” (Jaoui, 1990, p. 70). They made „new, original combinations of old ideas „which may have a certain value (Boden, 1992).

In Table 4, it is noted that the methods and techniques used triggered some unique responses: quintet (100%), moral of the tale/lessons (100%), predictive method (93.33-100%), Venn diagram (98.27%), creative writing (87.50%), dramatization / dialogue between the characters (66.66%), which indicate a higher potential of changes in representations. Based on other methods and techniques, fewer creative results were obtained: study guide (27.27%), questions star (17.14%), quadrant (7.40%). By making use of the drawing-guided description technique, it is noticed that there were 25% original results in relation to the descriptive text writing task carried out based on observation, whereas in relation to the explicative text task all results were original (100%).

## CONCLUSIONS

In reference to the application of the training model Pre-reading - Reading / Re-reading - post - Reading training model, it is noted that the model was applied in a creative manner, starting from the illustrations of a tale in the reading / re-reading stage. Despite the fact that the participants knew the text prior to taking part to this research and that the six drawings were an accurate representations of the tale, the participants’ representations still suffered changes; however, the participants’ representations based on the illustrations may be different from the original texts if the readers are not familiar with them.

In terms of the methods and techniques used in relation to the tale and the illustrative drawings, we see that they have all generated original results and also the participants’ ability to change and diversify their representations, to update the scenarios and scenes of the actual tale. Formulating some responses to divergent or productive questions, anticipating the actions, reflecting, explaining some actions, identifying some characteristics of the characters and comparing them, summarizing, generated more original responses than the other tasks. We consider that the way in which the task was written prevailed over the method or the actual technique in changing representations and in obtaining some original results.

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