

# Instruments of corpus linguistics in the terminological exercise "intentional learning"

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**Abstract** - The questions of purposefulness of the system of general education are considered in the article. Intentionality is understood as the competence of the teacher, which ensures the focus of his or her activity on the development of the student's abilities. There are presented the results of a frequency analysis of information sources that deal with educational intentionality. The potential of the corpus methodology was also used. Strong word combinations were found using the term "intentional". This allowed us to identify the context of its application. The historical aspect of the distribution of the term "intentional learning" in Russian and English languages for a hundred-year period is considered and the figures of the activation of the term are presented. Also the intensity and variation in the use of the term are shown.

**Keywords** - *corpus linguistics, frequency analysis, intentional learning, pedagogical intentionality.*

## I. INTRODUCTION

The idea of the intentionality, as a semantic orientation of consciousness to the world, is widely represented in philosophical research of F. Brentano, E. Husserl, Jean-Paul Sartre, John Searle, Daniel Dennett, V.A. Ladova, N.V. Motroshilovoj, A.N. Suvorovoj and etc. Investigating since 2005 pedagogical intentionality as a competence characterization of a teacher [1-6], we found out the use of the term "intentionality" in describing pedagogical processes and phenomenon publications in Russian and English languages. The requirement for a scientific understanding of the significance and practical prospects for the entry of the term into the scientific context of pedagogy led to the questions about the history and activity of its use, the current trends in development or the degradation of the identified terminology. The solution of such problems is possible with the help of using the methods of the corpus linguist.

The corpus linguistics is a section of linguistics and one of the directions of a computer linguist. The research potential of corpora is revealed in the works of V.P. Zaharov **Ошибка! Источник ссылки не найден.**, **Ошибка! Источник ссылки не найден.**, A.C. Masevich **Ошибка! Источник ссылки не найден.**, V.D. Solov'ev **Ошибка! Источник**

**ссылки не найден.Ошибка! Источник ссылки не найден.**, V.N. Poljakov **Ошибка! Источник ссылки не найден.Ошибка! Источник ссылки не найден.** and etc. Scientists say that with the emergence in the electronic form of large and extra-large corpora, provided by the search system, it becomes possible to statistically reliable quantitative studying of language dynamics. In pedagogy, corpus methods are used in teaching foreign languages [14, 15, 16] and literature [17, 18], with the aim of creating electronic textbooks [19, 20], increasing the educational independence of high school students [21], training and retraining Pedagogical staff [22].

## II. IMPLEMENTATIONS

The logic of our research is based on experimental verification of the identified theoretical aspects. The choice of Google Books Ngram Viewer [23] as a research tool is conditioned by the task of comparative analysis of terminological space in the Russian and English corpora. The system allows you to instantly visualize the percentage of occurrence of a lexical unit in the corpus of a language in a certain time interval. At the end of 2012, the Google Books database had more than 8 million books, of which in Russian language about 600 thousand books and more than 4.5 million books in English.

### A. *Intentional pedagogy as a scientific direction*

In the publications of E.P. Aleksandrov **Ошибка! Источник ссылки не найден.**, M. Cholbi [25], Bradley A. Levinson [26], the term "intentional pedagogy" is mentioned, which is treated as a new pedagogical paradigm. In order to consider intentional pedagogy as a new scientific direction, we determined the parameters of the experiment. The search query is made up of 6 symmetric lexemes: humanistic pedagogy:rus\_2012, humanistic pedagogy: eng\_2012, intentional pedagogy:rus\_2012, intentional pedagogy:eng\_2012, pedagogical innovation:rus\_2012, pedagogical innovation:eng\_2012. Also, the modern period of 1970 - 2008 was defined, and the body of the language: Russian 2012 + English 2012.

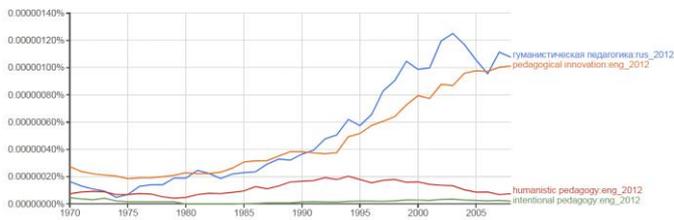


Figure 1. Scientific directions of pedagogy in the corpora of Russian and English languages

The figure shows that the highest positions in lexemes are «humanistic pedagogy» and «pedagogical innovation», which frequency behavior is close (Fig. 1). The figure lines «humanistic pedagogy» and «intentional pedagogy» mostly lie in the lower part of the construction area, while the lexeme frequency graph «intentional pedagogy» is the lowest. And yet we believe that the visual distinctiveness of the figure of the lexeme "intentional pedagogy" against the backdrop of the leading directions indicates a substantial study of this scientific direction.

### B. Intentional learning as a kind of educational activity

The research of normative materials in the educational sphere has shown that in English-language documents the term "intentional learning" is used to define the basic concepts of education-formal, informal, non-formal education. The Memorandum of the European Commission on Lifelong Learning indicates that formal and informal learning is intentional from the perspective of the learner ("intentional learning"), and informal (non-formal) learning is in most cases accidental and not perceived by the learner as an extension of his knowledge and skills [27]. In the Australian system of teaching EYLF "intention learning" is one of the eight basic pedagogical practices implemented in the early years, it is part of the vocational learning program and a key component of the National Quality Framework [28].

Using the term "intentionality", as well as "intentionality" or "intentionality" in the regulatory provision of the educational process in Russia, we have not found. The orientation of the educational system describes the concept of "goal". So in the Law "On Education in the Russian Federation", article 2. The basic concepts used in this Federal Law say: "Education is a single purposeful process of education and learning ..." [29]. In order to consider intentional learning as a kind of educational activity, we conducted a number of experiments.

#### 1) An experiment based on the corpus of Russian language

Search query 5 lexemes: lifelong learning, intentional learning, formal learning, informal learning, non-formal learning. Period 1970 - 2008, the corpus of Russian language.

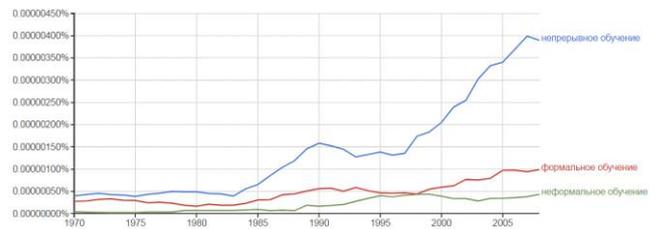


Figure 2. Educational directions in the corpus of Russian language

In Figure 2, the graph of the lexeme "intentional learning" is missing, which indicates the indistinguishability of this educational direction in Russia.

#### 2) Experiment based on the corpus of English language

Search query 5 lexemes: lifelong learning, intentional learning, formal learning, informal learning, non-formal learning. Period 1970 - 2008, the corpus of English language.

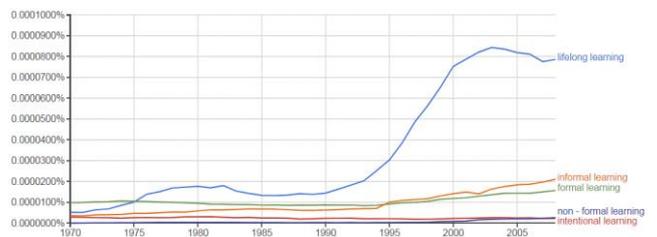


Figure 3. Educational directions in the corpus of English language

In Figure 3. The graph of the "intentional learning" lexeme is the lowest, but in the period up to 2002 its level exceeds, and then coincides with the level of the lexeme "informal learning". Accordingly, we can suggest that intentional learning as a kind of activity in an English-speaking countries is distinguishable against the background of the basic educational concepts.

#### 3) An experiment based on the corpora of American and British English languages

Search query 2 lexemes: intentional learning:eng\_us\_2012, intentional learning:eng\_gb\_2012. Period 1800 - 2008, corpora: American English and British English.

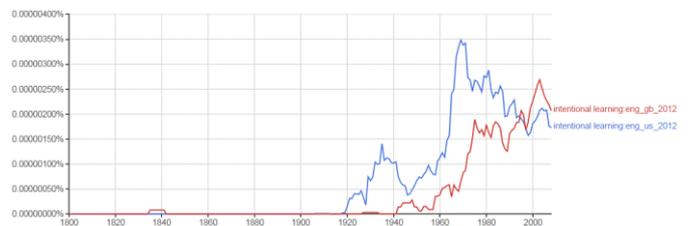


Figure 4. Intensive learning in the corpora of American English and British English languages

Figure 4 shows that the resulting figure lines allow us to characterize the current level of term usage as high. But the figure of the lexeme in the corpus of American English rises chronologically earlier and higher in level. At the same time, since 1995 the intensity of the usage of the lexeme is, obviously, higher in publications in British language.

Comparison of data 3 figures (Fig. 1-3) allows to suggest that the positions of the main educational concepts in Russia and English-speaking countries are close, but in Russia the position of intentional learning is empty.

### C. Diachronic research of the terms of intentional pedagogy

The content analysis of the publications made it possible to identify the most active terminological combinations using the word "intentional". In Russian: intentional learning, intentional approach, intentional dialogue, intentional pedagogy [24, 30, 31], intentional experience **Ошибка! Источник ссылки не найден.**, pedagogical intentionality [3-5, 33]. In English: intentional learning, intentional teaching, intentional learner, intentional teacher, intentional learning environments, intentional pedagogy [25, 28, 34-36]. In order to find the level of activity of the terms, to compare their frequency behavior in Russian and English languages, to consider the historical sequence of development of terminology, we conducted a number of experiments.

#### 1) An experiment based on the corpus of Russian language

Search query 6 lexemes: intentional learning, intentional approach, intentional dialogue, intentional experience, intentional pedagogy, pedagogical intentionality. Period 1800 - 2008, the corpus of the language is Russian. The figure could not be built because of the lack of data. We can state that the use of terms of intentional pedagogy within the Google Books Ngram Viewer is indistinguishable.

#### 2) An experiment based on the corpus of English language

Search query 6 lexemes: intentional learning, intentional teaching, intentional learner, intentional teacher, intentional learning environments, intentional pedagogy. Period 1800 - 2008, corpus - English language.

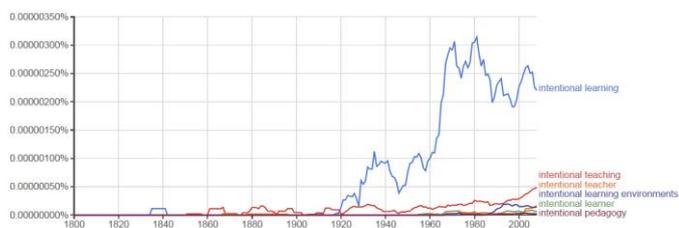


Figure 5 Terminology of Intentional Pedagogy in the corpus of English language

The figure reflects all the elements of the search query with an obvious dominance of the level of the "intentional learning" lexeme (Figure 5). The lines of the figure reveal the process of formation of the terminology system, which has almost 200 years of history, is characterized by significant values of the frequency of terms, the steady growth of terminology and the emergence of a general term. Based on the analysis of the data obtained, we attempted to single out the periods of development of intentional pedagogy:

1. The period of the birth of 84 years (1835-1919) is characterized by the entry of the most popular terms in 1835, "intentional learning", 1851 "intentional teaching", 1867 "intentional teacher". The lines of figures hardly approach the middle of the first division of the grid and drop to zero values, meaning their level can be described as flickering.
2. The period of formation of 45 years (1920 - 1965) is characterized by the use of 4 terms with a saltatory growth of 14 times the frequency of the use of the term "intentional learning", an increase in the frequency of 8 times the use of the term "intentional teaching", and the emergence of the term "intentional" Learner ».
3. The modern period of 42 years (1966 - 2008) is characterized by the use of all 6 terms considered, with the appearance of the terms "intentional teaching" in 1976 and "intentional learning environments" in 1976, where the maximum values (for 2008, on average, Frequency of use of the remaining 12 times) still belong to the term "intentional learning".

### D. Scientific fields of intentionality research

The revealed absence of the terms of intentional pedagogy in the corpus of the Russian language led to a number of questions: is the term "intentionality" used in Russian language and in what connection is the position of the most active in the English language term "intentional learning" among the popular terminological combinations on the basis of "Intentional", which scientific areas belong to the terms with the highest level of use. To answer the questions, we conducted 2 experiments.

#### 1) An experiment based on the corpus of Russian language

The statement of the search query in Russian is conditioned by the presence of declination. So the suffix of the word "intentional" is presented in three different forms in Russian language. The period 1800 - 2008.



Figure 6. Activity of the concept, intentionality in the corpus of Russian language

Figure 6 shows that the term is used in various combinations in Russian language.

#### 2) An experiment based on the corpus of English language

Search query 2 lexemes: intentional \*, intentional learning. Period 1800 - 2008.

### III. CONCLUSIONS AND FUTURE WORK

An experimental research of the terminological space of the concept of "intentionality" with the help of Google Books Ngram Viewer [23] made it possible to clarify a number of theoretical issues and outline further steps. Organizing the request in a certain time interval, allowed to consider the current positions of intentional education, as well as to highlight the historical period of the formation of terminology. On the basis of the revealed chronological stability of concepts and the growth of the terminological instrument, we confirmed the assumption that there is a need to designate and address the issues of the conscious / intentional orientation of a teacher and a student to the competency development of a person, who studies.

Creating 8 or more figures within a single area allowed to identify the relative activity of terms, and also to reveal the average positions of the terms "intentional teaching", "intentional teacher", characterizing the professionalism of the teacher. The obtained data make it possible to recognize the study of intentional pedagogy as significant, and the development of conditions for the development of the teacher's professionalism relevant. Using the selection tag of a the corpuses made it possible to reduce the frequency of terms in Russian and English into a single area for plotting the frequency of terms in Russian and English languages, and also to divide the frequency of use of the terms in books, published in the United States and Great Britain into separate lines of the figures. This method allowed to discover the generality of the tendencies in the development of continuous and formal education with the invisibility of positions of intentional instruction in publications in Russian. We assume that this is connected with the Latin-speaking origin of the term and its choice requires additional theoretical justification, revealing the essential characteristics of the category of "intentionality". Using the tag, the substitution pattern-matching character "\*" made it possible to discover a range of scientific spheres, using the intentional characteristic in publications in Russian and English languages. The identified areas demonstrates the promise of using the term in practical areas, including education.

### IV. ACKNOWLEDGMENT

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Figure 7. Activity of the concept, intentionality in the corpus of English language

Figure 7 shows that the term is used in various combinations, where the position of "intentional learning" is relatively low. Based on the received usage, we defined the scientific areas to which they belong. The given results are presented in the table (Table 1).

TABLE 1. SCIENTIFIC AREAS OF ACTIVE LEXEMES USING THE TERM "INTENTIONAL" IN RUSSIAN AND ENGLISH.

| Language | Active lexemes  | Scientific context                       |
|----------|---|--|
| Russian  | Intentional - object, act, subject, meaning, character, analysis.                 | philosophy                               |
|          | Intentional - content, experience, attitude, state, consciousness, being, action. | psychology                               |
|          | Intentional-structure, purposefulness.  | linguistics                              |
| English  | Intentional - action, act, infliction, distortion, object, fraud, learning.       | philosophy<br>jurisprudence<br>education |

The table shows that the identified areas of science do not coincide. The terminological combinations found in the corpus of Russian language are more likely to be in the field of basic sciences (philosophy, psychology, linguistics), while those found in the English language (philosophy, jurisprudence, education) are more applied.

Experimentally obtained data confirm our assumption about the nonlinear penetration of the term into the pedagogical context and the emergence of various definitions, sometimes contradictory to each other. So the definition of intentional learning as a cognitive process that regards learning as a goal, and not an accidental result, [34] is completely consistent with the formulation "intentional learning - goal-directed learning (unlike spontaneous learning) [37]. At the same time, with respect to the latter, E.P. Aleksandrov believes that it not only fails to clarify, but also directly discredits the idea itself of an intentional approach in teaching and upbringing activity [24]. On the other hand, the definition of N.A. Aminov intentionality as a component of pedagogical abilities, reflecting the teacher's knowledge of the aims of education [38] is close to the definition of intentional learning as a process of individual or group learning the expected norms and customs of a group or society through social interaction [13].

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