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The publication of the Mediterranean Journal of Social & Behavioral Research (MJOSBR) is going to be an important contribution for social and behavioral sciences. This journal has emerged as a result of international collaboration among academic scholars throughout the world. The editorial board consists of different academics from many countries. We welcome submissions to bring international quality of MJOSBR. The strength of any good journal arises from interdisciplinary academic perspectives represented by the members of its editorial board. With the launching of our new publication, we invite readers to submit their manuscripts to the MJOSBR, and welcome all articles contributing to the improvement of social and behavioral sciences. We would like to thank to the editorial board of MJOSBR for their voluntary support. The Mediterranean Strategic Research Center is also a supporting association in collaboration with the journal which publishes books in the related fields. Please do not hesitate to send us your valuable comments and suggestions. The journal will publish refereed papers, book reviews and selected papers from conferences as well as special issues on up-to-date problematic topics. MJOSBR is a platform for exchanging views related to social, behavioral and educational research. We welcome authors with the warm senses of Mediterranean culture and share the common global ethical views of our academic world.

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Learning English: A Study of English Novel Reading Camp

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ABSTRACT

Reading is an active involvement and mutual interaction between the reader and the text. Many studies show that reading causes a dramatic improvement in writing and literacy development. Teachers who adopt children's novel in their teaching believe students can achieve higher levels of reading comprehension in critical thinking and experience the essence of reading for pleasure. To explore the effects of English novel reading on EFL learning, a five-day English Novel Reading Camp was held to help students familiarize with reading strategies and activities as well as reading for pleasure. A children's novel which provides topics for discussion was used. The participants were thirty-eight senior high school students from a high school in central Taiwan. Data gathered for analysis included their journal writing, survey, group discussions, and interview. This study found that more than ninety percent of the students thought they had learned a lot from this camp and would like to attend similar camps in the future. They found that reading English children's novel was not as difficult as they thought before. Finishing reading it, they felt an excellent sense of achievement that they had never had before in learning English. They stated that they not only gained more vocabulary, but also realized the value of life, the importance of family and friendship. They also experienced how to interact with the text, illustrate some plots, initiate questions, exchange ideas or negotiate with their peers. This camp helped them be involved in literature discussion for meaning making, connection, and critical thinking. It is hoped that the results of this study will provide ideas concerning literacy development and an alternative method for developing EFL student's English proficiency.

Keywords: children's English novel, critical thinking, reading for pleasure

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INTRODUCTION

For many foreign language learners, reading is one of the most important skills to acquire linguistic features, develop proper communicative competence, and obtain new information and knowledge. Especially in higher education, most academic materials are written in English; therefore, the ability to read the written language at a reasonable rate and with good comprehension has become a must and key to success for most learners. Effective reading is critical. Grabe and Stoller (2002) state that learning to read does not mean learning rules and separate strategies and practicing them outside of the reading context. Like any other skill, reading from texts to synthesize information requires systematic training and practice (Brown, 2002). It is necessary to make it a habit to read in the target language on a regular basis and to set aside a certain amount of time every day to do some reading. Regular practice will improve the learner's ability to quickly and automatically recognize words. This, in turn, will lead to an improved reading rate. As learners read more quickly, they will find

reading in a foreign language more pleasurable. As they advance, they will find that they can increase both the number of pages read and the difficulty of the materials they can handle. Flowerdew and Peacock (2001) also point out that reading extensively in academic English requires L2 learners to develop macro- and micro-skills. The macro-skills include the ability to relate new information to background knowledge to form new schemata. Important micro-skills include recognizing logical relationships, definitions, generalizations, examples, explanations and predictions. All these abilities require lots of practice in reading which, in turn, is dependent on strong motivation being maintained.

Readers construct their own meaning by transacting with the text. Efficient and effective reading requires both top-down and bottom-up strategies functioning interactively (Rumelhart, 1980). Top-down processing aims at the making of predictions about the text based on prior experience or background knowledge. In the course of reading, predictions are checked and justified accordingly and finally confirmation or refutation of those predictions is made. Bottom-up processing focuses on decoding individual linguistic units and building

textual meaning from the smallest units to the largest. Preexisting background knowledge and current predictions are modified according to the information encountered in the text. Comprehending a text is an interactive process between the reader's background knowledge and the text, not solely relying on one's linguistic knowledge (Carrell & Eisterhold, 2000). A reader's failure to activate an appropriate schema during reading results in various degrees of non-comprehension (Carrell, 1984).

Reading is a powerful means of developing reading comprehension ability, writing style, lexical knowledge, grammatical competence and spelling (Krashen, 2002). Furthermore, it promotes cognitive development and lowers writing apprehension. Many studies show that extensive reading caused a dramatic improvement in writing (Cohen, 1999), vocabulary (Saragi, Nation, & Meister, 1978), and spelling (Haggan, 1991). Those who read more make significant greater gains in reading comprehension and write better (Cohen, 1999). The study done by Ivey and Broadus (2001) showed that sixth graders' favorite activities in their language arts class was free reading time. Research by Hayes and Ahrens (1988) suggests that comic books can serve as a conduit to heavier reading and teen romances may be ideal sources of comprehensible and interesting reading material for some acquirers of English as a foreign language (Cho and Krashen, 1995). Such kind of light reading causes a dramatic improvement in writing, spelling, vocabulary development and grammar (Krashen, 2004).

In many learning situations, learners must know where they are going and how they should get there. The ability to read English texts is not a natural phenomenon; it cannot be acquired suddenly and accidentally. It is a time-consuming process taking years and requiring patience, determination and systematic guidance. Anderson (1999) mentions that reading, an active involvement and mutual interaction between the reader and the text, is an essential skill for learners of English as a second/foreign language. When reading skills are strengthened, significant progress in academic areas is seen and success is achieved.

In Taiwan, the majority of students, having studied English as a subject at school for more than seven years, regard English as the main objective of learning instead of a medium for learning new knowledge and information. They focus on learning linguistic features in the hope of obtaining high scores in the college entrance exam. They have never learned to read for pleasure. Their efforts to read English texts meet with a decided lack of success, even though this has a prejudicial effect on their vocational or academic progress. Their first feelings of frustration are followed by a gradual loss of motivation and enthusiasm. Therefore, it is necessary to motivate students to read more and experience a sense of success in reading English. This English Novel Reading Camp was designed to promote extensive reading and reading for pleasure by introducing appropriate reading strategies. The structure of literature circles were adopted and modified to fit in the current situation. Traditionally, in literature circles, students can choose the novel they like to read and need a "role sheet", acting as questioner, connector, illustrator, word wizard and literature luminary. Due to time-constraint, they were not allowed to choose their own reading material; word wizard and literature luminary were not practiced during the camp. Reading strategies such as questioning, connecting, inferring, visualizing, determining importance, etc. as well as social skills like active listening, asking follow-up questions, disagreeing agreeably, negotiating with peers were introduced and

practiced (Daniels, 2006). Reader's theater, a letter to the writer or one of the characters, teacher's observation and student's journals were adopted as assessment. Hopefully, participants will be motivated to do more voluntary reading thereafter.

METHOD

Participants

Thirty-eight high school students from a high school in central Taiwan participated in this study voluntarily. Twelve of them were in the third year and the rest were in the second year of high school. They had already learned English as a subject for more than seven years. They thought their English ability belonged to pre-intermediate level.

The Reading Material-- Because of Winn-Dixie

A children's English novel—*Because of Winn-Dixie*, written by Kate DeCamillo was adopted as material. It is a touching story about a ten-year-old girl, Opal Buloni and her dog, Winn-Dixie. One summer day Opal went down to the local supermarket for some groceries and came home with the dog. It was because of Winn-Dixie that Opal got to meet the surprising people in town and started to make new friends. It was because of Winn-Dixie that she dared to ask her father ten questions about her mom, who left her when she was three. The key concept of this story is about family value and friendship.

Procedures

This camp lasted for five days. It provided students with opportunities to actively engage in the learning processes by making predictions, illustrating the most impressive part, asking questions, sharing ideas, and making a connection from text to self, text to text, or text to world. A pre-study survey concerning participant's attitude toward reading English and their reading strategies was conducted on the first day of the camp. Another post-study survey with regard to their perceptions of attending this camp and their inspiration was administered on the last day. They were required to finish reading five chapters a day before attending the class. In class appropriate reading strategies were introduced and practiced.

RESULTS AND DISCUSSION

The Survey Results

The pre-study survey showed that apart from the assigned reading passages, seventy percent of the participants had never read an English novel before. They regarded English as the main objective of learning instead of a medium for learning new knowledge and information. Therefore, they focused on learning individual words and linguistic features in the hope of earning high scores in the college entrance exam. They seldom devoted themselves to light or free voluntary reading, even though this has a prejudicial effect on their vocational or academic progress. The majority of them would repeat reading the parts they did not understand. Half of those who repeated reading improved their comprehension; however, the rest did not increase comprehension even though they read it the second or third time. It was possible that they had limited vocabulary or grammatical knowledge. Probably they did not know how to use the appropriate reading strategies to enhance comprehension. They felt very depressed and frustrated when they failed to recognize the words and comprehend the reading texts. They

thought reading English novel was a great challenge, so they decided to attend the camp and hoped they could learn something new or different from this camp.

In response to what they had learned from the camp, more than ninety-two percent of the participants thought they had learned many new words, how to figure out the meaning from the context, and several reading strategies they had never used before. They enjoyed the story and reading every chapter of the novel. The language of the novel is neither too difficult nor too easy for them to read. By reading this novel they had achieved higher levels of reading comprehension in critical thinking and experienced the essence of reading for pleasure. This finding conforms to Daniel's (2006) claim that appropriate text facilitates success for learners. As the words within a book become comprehensible, their English proficiency develops (Krashen, 2002).

With reference to the benefits of learning reading strategies, more than eighty-six percent of the participants said they could visualize the picture of what they had read. In other words, a vivid picture would appear clearly in their mind during the reading processes. More than eighty percent of them said that they could connect what they had read to their own experience or life. Ninety percent of them said that based on the relevant clues, they could initiate questions, propose topics for discussion, connect to their life or experience. Eighty-eight percent of them said that through group discussion and negotiation, they comprehended the content better and more profoundly. Furthermore, they learned a lot of things they had never thought before from others apart from the content in the novel. Most important of all, they felt excited to join the camp and would like to attend similar camps in the future.

Preferred Activities

The purpose of this camp is to introduce reading strategies, such as questioning, connecting, inferring, visualizing, etc. In relation to the above strategies, they were asked to initiate questions, illustrate, discuss in small groups, read aloud, share quotes, write a letter to the writer or one of the characters, and keep journals. Among those activities, they liked illustration the most, group discussion and initiating questions the second; reader's theater and sharing ideas came the last.

Ninety percent of the participants said they enjoyed illustration the most. They stated that illustration reflected their understanding and helped them understand the content better. They tried to visualize or imagine in their head the vivid pictures of what they had read. While drawing it on the paper, every member contributed their imagination or understanding collaboratively. During the sharing period, they could see how each group visualized the written texts, compare their own illustration with others, and perceive the differences and similarities. After comparing and reviewing what they had done, they understood the meaning of the written texts in more depth. Team work, imagination, and creativity were keys to success in this stage.

The second activity they preferred was group discussion which substantially helped with comprehension. Due to tight class schedule and the emphasis of individual performance, group discussion is seldom employed in most high schools in Taiwan -- students tend to read on their own and seldom discuss their comprehension or incomprehension with their peers in class or after class. However, during the camp they were asked to discuss in small groups, run cooperatively by group members, so they felt less risk than in a whole-class discussion. In addition to discussing linguistic features, they not

only shared their experiences and perceptions with their group members but also learned something they had never thought of before from their peers. In most occasions, their peer's interpretation inspired them to think about the issue further or look at it from a different point of view. After discussion and negotiation they learned the connotation or the hidden meaning the writer wanted to convey and understood the content more profoundly. More importantly, they had what they failed to understand become comprehensible and they felt more willing to express and exchange ideas or viewpoints with others. They also found that initiating and answering questions among group members in which everyone is engaged and acting upon the subject matter is better than standard "whole-class discussions" where two or three students monopolize the conversation.

The third activity they valued was initiating questions. Since they started to learn English, they have practiced how to answer questions given by the teachers instead of initiating questions. They found it was interesting and fun to take the initiative to ask questions--they could ask what they did not understand or what they had already understood. Being able to ask appropriate questions, they needed to understand the deep meaning of the written texts. They found that it was more difficult to ask appropriate questions than to answer questions.

Of all the activities, reader's theater and sharing quotes were two activities most of them did not like. Even though they learned to imitate the intonation, the tone, the pitch, etc. of the designated character while doing reader's theater, they said they liked it the least. It was possible that they were shy to act out the dialogue because they did not know each other very well or they did not completely understand the content. As for sharing ideas, they were seldom trained to express their feelings verbally in public in Chinese, let alone in English. What's more, they seldom practiced speaking English in class even though they did a lot of reading and listening. If they were from the same class, they might be more willing to take the chance and try to act out or speak up.

Perceptions

When asked what inspiration they had had after reading *Because of Winn-Dixie*, all of them said that they had experienced a strong sense of achievement. Though they attended the camp voluntarily, at the beginning they were not confident of success. When they were told to read this novel, they thought they were unable to finish reading it because of their limited English ability. However, after using the introduced methods to read the first two chapters, they found it was not as difficult as they thought before. They found the story was so relevant to their own experiences that they were fascinated by it and curious about what might happen next. They continued reading one chapter after another. Finally they finished reading their first English novel. They felt so excited and proud of themselves. One student reflected that before attending the camp, she just read the surface meaning of the text without figuring out the hidden meaning. After training, she learned to guess the meaning from the context. She also found that reading English textbooks is not the only way of learning English. Reading a novel, exciting and rewarding, is a good alternative of learning a foreign language. She stated that she not only acquired more vocabulary, but also realized the value of life, the importance of family and friendship. She also experienced how to interact with the text, illustrate some plots, initiate questions, exchange ideas or negotiate with their peers. What a great success she had accomplished!

Apart from the perceptions participants mentioned, the researcher also found culture-specific effect of content background knowledge on

reading comprehension, i.e., participant's interpretation of the written texts. For example, when they drew the picture of Gloria Dump, they thought her as an old Chinese woman, wearing Chinese hair style and clothing. It was obvious that they related the information from the text to already existing background knowledge, cultural-specific schema of an old lady. As the saying goes, "One picture is worth a thousand words." This finding suggests that illustrations may be particularly appropriate for students with minimal language skills and a good alternative measure of comprehension. It further reminds English teachers of pre-teaching a key concept which is culturally loaded.

CONCLUSION

One of the major goals of foreign language education is to encourage free voluntary and extensive reading. The most powerful way of encouraging students to read is to expose them to light reading, such as novel reading. Direct encouragement to read can work if reading material is interesting and comprehensible. It is certain that one positive reading experience can create a reader and play an important role in helping him/her progress to the level where he/she can read and understand the demanding texts. Drawing on what participants had narrated, they benefited a lot from attending this camp. First of all, they learned to use reading strategies, such as, illustration, group discussion, asking questions, etc. to enhance reading comprehension. Next, they learned how to interact with their peers and realized the importance and advantages of group discussion which was seldom used in their previous learning context. Then, they held positive attitudes toward reading English novels and decided to forge a good relationship with their friends and family members. Last but not the least, they learned a lot of new words and felt a strong sense of success they had never experienced before.

In conclusion, when participants are engaged in well-structured activities, both their comprehension and their attitudes toward reading improve. After attending this camp, they were motivated to be involved in literature discussion for meaning making, connection, and critical thinking. Novel reading is definitely one of appropriate methods for developing English proficiency and literacy.

SUGGESTION AND IMPLICATION

In this study, participants read a single author and found that the text became easier to comprehend after the first few pages. They finally finished reading the first English novel and felt a great sense of success. If they are motivated to read more novels written by different authors, their language proficiency and literacy will improve substantially. For foreign language learners, reading more is important whereas the guidance of English teachers is far more important.

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Lifelong Learning for All!

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ABSTRACT

This paper is a story about lifelong learning in a Swedish context. The need for lifelong learning is a recurring issue in the political discussions and media reporting. According to Delors, J. (1996), lifelong learning is a prerequisite for modern society. A common way to discuss lifelong learning is to make a difference between formal, informal and non-formal learning. According to Dunn, E. (2003), non-formal learning is about skills, knowledge, attitudes and behaviors that people acquire in their daily lives. We on the other hand believe that all kinds of learning always include the above concepts and that the discussion of lifelong learning is about creating certain subject. Our aim is to visualize desirable subjects through discourse analyze (Foucault, M. 1980). The empirical material consists of syllabus for a project at the University of Gävle in which individuals with intellectual disabilities are offered education at post-secondary level.

Keywords: construction of subjects, lifelong learning, intellectual disabilities, discourse

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INTRODUCTION

The need for lifelong learning is a recurring theme in political discussions and media reporting and is portrayed as something that we do throughout our entire lives. A common way of discussing lifelong learning is to differentiate between formal, informal and non-formal learning (Dunn, E. 2003). According to Dunn, non-formal learning is about the skills, knowledge, attitudes and behaviour that people acquire in their daily lives. On the other hand, we believe that learning in general always includes the above concepts and that the discussion about lifelong learning is to do with creating certain subjects (Tuschling, A. & Engemann, C. 2006; Simons, M. & Masschelein, J. 2006; Lemke, T. 2001). Stories about lifelong learning involve an increased individual responsibility. A report from the Department of Education (Utbildningsdepartementet, 2001) revolves around a responsibility shift from the state to the market, civil society and the individual. Despite this, the discussion is about the state's obligation to those who are unable to succeed. One of the conclusions is that the state has to take responsibility and create conditions for certain groups (e.g., the disabled, people with dyslexia and immigrants with insufficient knowledge of the Swedish language) in order to make lifelong learning a reality for all (a.a.). An equal education where everyone is given a good foundation for future learning is described as important, and an assumption is that groups that are not included in lifelong learning

through higher education are at risk, or, to be more precise, constitute a risk. In this paper our starting point is the notion that higher education is a way to lifelong learning. In this context, our curiosity is directed towards the possible constructions of subjects in a project created exclusively for a certain group of citizens that does not normally have access to higher education. By revealing the construction of the subjects who do not have access to higher education it is also possible to visualize the lifelong learner.

Education is a way of modernizing society (Lindblad, S. & Popkewitz, T. 2000). In this sense, education can be understood as a way of strengthening the nation and producing desirable citizens (Kowalczyk, J. 2006; Kiwinen, O. & Rinne, R. 1998). In the Bill 2001/02: 15, the ambition is that at least 50 % of all citizens will have entered higher education before the age of 25. Even though a lot of changes have taken place since the Bill was introduced, the ambition is still as many as possible, but is not necessarily formulated in the same way. A common notion is that the more educated people are the better their health will be, the longer their life the better their income etc., although there is little evidence to support these assumptions. The Public Health Agency (Folkhälsomyndigheten) in Sweden writes as follow:

There are relatively few published studies that have verified whether it is education itself or other mechanisms that explain differences in health. The research available shows that education provides the individual with a number of societal

benefits in various fields, which in turn can be expected to give better health. (Folkhälsomyndigheten.se)

According to the ideas that prevail, education provides the individual with a number of social benefits and promotes and sustains healthy lifestyles and positive choices (Feinstein, L., Sabates, R., Anderson M.T., Sorhaindo, A., & Hammond, C. 2006). Education is seen as a way of nurturing human development, relationships and community well-being (a.a.). Education can be seen as a hub around which the individual and the nation's abilities rotate (Hedlund, E. 2011). In Scandinavia the education system is based on the notion that the more educated citizens are the more the nation will benefit (Kiwinen, O. & Rinne, R. 1998). In the Maastricht Communiqué of December 2004 the decision was made to introduce a Europass qualification portfolio - a collection of European qualification documents - containing principles for the validation of professional training, non-formal and informal learning and a resolution on lifelong guidance (Bill 2004/05:162). In line with the Communiqué, Dunn, E. (2000), discusses learning from multiple perspectives and identifies a difference between formal, informal and non-formal learning. As non-formal learning includes the skills, knowledge, attitudes and behaviour that people need in their daily lives, the implication is that formal education is not necessarily about behaviour, attitudes and so on. However, Edwards, R. and Nicoll, K. (2004) and Popkewitz, T. (1998) argue that formal education does not only lead to professional skills, is also create a mentality. If this is the case, why make a difference between formal and non-formal learning? We think that this dichotomization is a technology for control in a discourse where learning is in focus. In the concept of lifelong learning a shift occurs from education where the focus largely depends on the individual's capacity, motivation and responsibility to learn (Askling, B. & Foss Fridlitzius, R. 2000). Instead of dealing with intentioned and planned learning, future research will have to visualize learning subjectivities as they emerge in contemporary contexts (Fejes, A. & Salling Olesen, H., 2010). The discussion thus extends beyond the formal education system that can be controlled through curriculum and other governing tools to incorporate ways of governing and creating certain mentality. Tuschling, A. and Engemann, C. (2006) argue that lifelong learning plays a central role in modern society as a technique for subjectivation, in that it embraces the majority of citizens. Lifelong learning is a liberal technology for governing in the sense that the will to learn is contracted as a mentality to learn throughout our entire lifetime, or else risk being marginalized (Fejes, A. 2006). Only certain groups are included in narratives about lifelong learning, while some citizens are constructed as being unable to participate in it. Fejes found that the language used is an expression of power in a discourse where "all" is defined as certain groups.¹ For example, "all" has been redefined to mean not "all" in its most inclusive sense. In other words, "all" only refers to certain groups (a.a.), namely those that are considered capable of participating in lifelong learning. Groups that are constructed as incapable of personal responsibility, lack of motivation and do not meet the conditions enshrined in the lifelong learning concept, are excluded. The idea of a need for academic studies for the vast majority can be found in a post-secondary school that enables pupils to proceed to academic studies offering professional specialization and study-oriented programmes. One group that is not offered that opportunity are pupils with intellectual disabilities. This

group is offered a post-secondary education that does not give them any access at all to academic studies. In this group, which is constructed as being homogeneous, we find a variety of individuals, all of whom are perceived to be unable to cope with and assimilate academic studies.

At the University of Gävle a few selected students have been given the opportunity to take part in a project in which individuals with intellectual disabilities are offered academic studies. The project is interesting because it addresses the problem of individuals who are perceived to have a lack of capacity to adequately participate in lifelong and life-wide learning through academic studies. The project is also interesting from another perspective, namely the purpose of the education. These particular students will study a two-year programme during three years with a view to then entering the labour market as health-informers for people with intellectual disabilities. The programme is intended as an opening to life-wide and lifelong learning for those who are excluded from the previously referred to as "all". Access to higher education creates confidence in the ability to learn amongst those who are allowed to participate. Not only does this kind of formal education lead to professional skills, it also creates a certain mentality, including the knowledge, attitudes and behaviour that people are considered to need in their daily lives. Based on this, it is interesting to visualize the construction of the desirable subject in an interim report of and syllabus for the above mentioned project at the University of Gävle. By using governmentality perspective on power and subjectivity, our aim is to visualize the possible constructions of subjects (Foucault, M. 2003, 2004; Rose, N. 1999). The empirical material thus consists of syllabus and an interim report from a project at the University of Gävle exclusively designed for a specific group of individuals considered to have a lack of capacity.

METHOD

Lifelong learning is stated as a prerequisite for the modern society (Delors, in UNESCO, 1996). Arguments that legitimate lifelong learning concern the individual's quality of life and the wealth, health and prosperity of society. These arguments are necessary if the state is to intervene in people's lives. Different interests both legitimize and make different kinds of measures possible to ensure that the interventions are of interest for individuals and collective (Andersson, R. 2002). Policy rationality and legitimacy is based on the assumption that knowledge based interventions are the proper way to design policy for individuals and society (Lemke, T. 2001). For example, Groot, W. and Maassen van den Brink, H. (2006) argue that there is a correlation between level of education and health status, i.e. higher education creates opportunities to manage, address and make the right choices. The question is not whether this knowledge is true or not, but rather why it is interesting and what the effects of it might be. This kind of knowledge and research legitimizes interventions to stimulate continuing education. From a discourse analysis perspective, knowledge can never be just knowledge, but is always a political act. In that act, knowledge and knowledge production are productive activities that create expectations and possibilities for us to create ourselves as subjects. Knowledge creates realities and demonstrates what people are or should be, i.e., what is normal and not normal (Hedlund, E. 2011). In other words, knowledge contributes to the control and shaping of the

¹ See also Lindblad, S & Popkewitz, T. (2000)

subjects of which it speaks. The constructions are not given by any sort of natural order; it is included in the political rationality and practices that are both created in and create discourses (Hultqvist, K. & Peterson, K. 1995). Discourses create the conditions for and are dependent on our way of talking about special problems, events and needs at a certain time and in a certain context (Foucault, M. 2004; Foucault, M 1993; Foucault, M 2006). Pictures of and stories on lifelong learning contain technologies and create subjects. By using the above aspects on syllabus and an interim report from the project, we intend to visualize the construction of desirable subjects. As indicated in the introduction, the empirical material consists of an interim report and twelve syllabus from the Health-informer project at the University of Gävle.

RESULTS

In the interim report of the Health-informer project, the ambition is described as: "Opportunities for lifelong learning for individuals with intellectual disabilities and possibilities to enter higher education" (Högskolan i Gävle 2012). In this discourse, lifelong learning is enshrined in higher education. There is a notion that this type of student has to be tested in order to ensure that they can cope with and assimilate the education. The admission criteria are described as the lowest acceptable level in the following areas: reading ability, motivation and the ability to communicate. After a test of their reading skills the students also have to pass a physical test. In this test the student has to run 2,000 metres in 13 minutes or less at a constant speed. The test is conducted using a pacesetter and the student is only allowed to lose 30 metres within the setting. Students who pass the reading and physical tests then move on to a personal interview with a focus on motivation and communication skills. This means that access to the project is conditioned in a way that is not frequently used in higher education in general. This group is initially constructed as something else, and this otherness emerges in the documents in several ways. The subject is described by means of his or her shortcomings, such as lack of working memory, reading comprehension, abstract thinking, study skills, and the inability to express theoretical issues in writing, read large amounts of text and recapitulate these, undertake written examinations, define what is important in a text and so on. The construction of these shortcomings creates an image of a different and challenging teaching situation. The challenge creates possibilities to emphasize a need for special didactics, expertise and knowledge from many fields, a network of shareholders, specific solutions and so on. For example, "*Teachers felt inadequate or found teaching to be at a too low level, or a combination of both*" (Högskolan i Gävle 2012). The dominant discourse of differentness enables teachers to articulate and highlight problems and relate them to this particular group. The project itself is based on something that is different, an assumption of "the others" manufactured by a lack of necessary skills. The tests in themselves are a description of these subjects' expected shortcomings, which at the same time creates an image of a desirable student. The text also tells us about how difficult it is for teachers to work with "the others" and describes a feeling of inadequacy, teaching at too low a level, the need to visualize the text content and the students' need to be told what to focus on in the literature. On the whole it seems as teachers have to learn to work with "the other". In this case "the other" requires that special teaching materials and techniques are developed. The construction of "the other" makes it possible for teachers to claim teaching and examination as problematic.

Reading comprehension and expressing themselves in writing are normally weak areas for people with intellectual disabilities. Similarly, they also have a very limited ability to learn large amounts of text and to recapitulate them [...] One way of taking account of the disability would be to implement portfolio examination and to divide and collect the examination material over time (Högskolan i Gävle, 2012).

In addition to the teaching, the examination form is constructed as something different, based on the manufacture of the students' shortcoming. In short, access to the project is conditional, because access requires motivation, perseverance and discipline in order to "keep pace". Even though the students have passed the tests and are accepted onto the project, the initial construction of otherness remains, which creates an opportunity to talk about the difficulties and link these to the students.

So, what kind of desirable subjects does the project aim to create? Three distinct themes can be identified: food intake, physical activity and learning processes. Coherently for these three are control and registration, consciousness and reflection on their own and others' behaviour and actions. The subject will be trained to keep track of the self and actions regarding nutrition, physical activity and learning processes. A desirable subject is one who is responsible and capable of controlling her or his own life. The following is a selection of some of the goals:

After completing the course students will be able to:

- plan and prepare meals using the plate model
- apply a food registration programme using their own food diaries
- describe the meal-order importance for hunger and satiety.
- evaluate and discuss their own learning from an individual and a societal perspective.
- describe learning processes that promote positive living habits change
- describe the various forms of health problems associated with physical inactivity (syllabus Högskolan i Gävle, 2012).

The overall aim is that the student will be able to make the right choices based on the knowledge of what is manufactured as good or bad. It is about diet and eating habits for health and well-being, health problems associated with physical inactivity and the importance of regular eating habits. In the project the students are expected to become aware of their own behaviour regarding diet, and register this in a diary and take into account the knowledge that exists regarding hunger and satiety. They are also expected to be able to evaluate and discuss their own learning from an individual and a societal perspective. In the display of positive and risky lifestyles, a picture of the desirable attitudes and behaviour that students should adopt in their daily lives emerges. Awareness of one's own habits creates an image of accountability, and that image demands a certain lifestyle. This means an individual responsibility for behaviour and choices, where the wrong choices appear as a risk to society and the individual. This responsibility is a motivating factor and a way of becoming someone to count on, i.e. accountability. The project thus creates a certain type of mentality based on a narrative of responsibility for behaviour, health, and so on.

The described future profession is to work as health promoters for people with intellectual disabilities, i.e. "like minded" persons. A

number of goals are included in the syllabus, where the students are expected to describe and explain the importance of aspects like physical activity, eating properly and communicating processes that promote positive living habits. They are also trained in activities specifically aimed at people with intellectual disabilities. There is a notion that these students cannot communicate with language and words like other people, and that instead communication is mediated through practical actions and becoming some kind of role model. The communication is about reaching the students; the image is that a lot of practical elements need to be included because "they" are considered to have lack understanding of the written word. Next, they must be trained to be good examples and to adopt certain behaviour and attitudes. In sum, the project's design is based on a number of subject constructions. These are the incomplete subject: there are a number of shortcomings that students admitted to the program are provided with, the normal subject the notion of shortcomings tells us about how it normally should be; the desirable subject who has self-control and discipline, a subject who watches over herself and her own behaviour and attitudes.

CONCLUSION

In this paper the starting point is the notion that higher education is a way of providing access to lifelong learning in a proper manner. Our curiosity is directed towards possible constructions of subjects in a project created exclusively for a certain group of citizens that does not normally have access to higher education. By revealing the construction of these subjects we have also visualized the desirable subject, i.e. the lifelong learner. We have shown that the dichotomization of formal, non-formal and informal learning is not relevant, because attitudes and behaviour are a major part of the formal education in this project. An assumption is that this is not exclusive for this particular project, but can be applied to most kind of formal education. The lifelong learner is a subject with self-control and discipline; a subject who watches over her or his own behaviour and attitudes as an answer to what the society has to face in the future. The responsibility lies on the subject's accountability, and even though the state provides the education and training opportunities, the project is a joint one based on the subjects' motivation and responsibility. In today's society citizens who follow the norm (the sweeping "all") are offered opportunities for lifelong learning through higher education, while others are excluded. We have studied a project in which citizens who normally do not have access to lifelong learning through higher education have been given this very opportunity. In the study we have seen that already during the initial testing these students are constructed as "the others"; an otherness that pervades the teaching methods, assessment methods and expectations. Despite this, we think that we can discern an ambition to provide these students with skills that make them capable of choosing to live according to the standards that are produced as true knowledge. This knowledge creates expectations and possibilities for students to create themselves as certain desirable subjects. The knowledge creates realities and demonstrates to the students who they are or should be and what is desirable and not desirable. In other words, knowledge contributes to controlling and shaping the subjects on which it speaks. Based on the above, it would be interesting to visualize subject constructions in the curricula and syllabus used in regular education program in higher education.

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