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## IDEOLOGICAL MEANINGS OF LANGUAGE

MEHDI GALIÈRE <sup>a</sup>

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### **Abstract**

*Ideology is sometimes considered only as set of ideas, as Karl Mannheim's relativist theory would put it, for instance. It is also sometimes considered more critically as set of ideas whose political aim is to help sustaining domination, by concealing the contradictions present in society. Drawing on Jan Blommaert, Norman Fairclough, Susan Gal and Antonio Gramsci, this paper investigates the link between ideology, meaning and power. Then, the issues of text, context and agency will be examined, firstly in relativist theoretical approaches to ideology and language, and secondly in critical approaches. It will eventually be shown that the two stances are in conflict about the meaning of the word 'ideology' itself, which brings to light the discrepancy between the implications of descriptive and critical research.*

**Keywords:** *Ideology, linguistics, relativist theory, critical theory, power, meaning*

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## 1. INTRODUCTION

Ideology is a term for which definitions are lavish. In order to understand the relationship between ideology and meaning, we first need to have a clear overview of the main definitions and representations of ideology in discourse studies. Only afterwards will it be possible to investigate in which way these different definitions allow us to analyse different ways ideological meanings emerge from language uses. The most relevant ways of examining how ideological meaning comes about will be emphasized.

## 2. DEFINING IDEOLOGY

Ideology can be seen as plural set of ideas common to a social group. Particular ideologies in this case are ideologies that ought to be total (Blommaert 2005, 166). The capitalist ideology that dominates our societies is a class-specific total ideology, but overthrowing capitalism by another class-specific ideology, i.e. a socialist one, will only result in the latter becoming total instead of the other. These ideologies are “material practices of modulation and reproduction”, thus they are “materially mediated ideational phenomena” (Blommaert 2005, 164). This position can be qualified of “Mannheimian”, from the name of Karl Mannheim, founder of the sociology of knowledge, who attempted to “neutralize the negative connotations of the ideology concept” by extending its scope to any system of thought that is collectively shared and socially situated (Woolard 1998, 8).

However, this definition of ideologies as equivalents is extremely relativist and lacks a classification criterion and therefore lacks a political stance. Blommaert considers ideologies in society as a relative phenomenon, which social and material processes make evolve. He doesn't take into account the fact that ideology helps concealing domination using language in order to make social processes look natural (e.g. inequalities). He only sees ideology as a set of hegemonic ideas, imposed through consent and coercion, independently of their content. But a set of ideas sustaining domination isn't the same as a set of ideas aiming at undermining domination. Human societies are unequal: the overthrow of a system, whose total ideology justifies and reproduces inequalities by another system that would fight for justice against inequality, is still an ideal worth fighting for.

“The term ideology is useful for designating that form of systematic meaning which functions to legitimate relations of ruling” (D. Thompson 2001, 23). Giving this meaning to ideology helps us to grasp the very close relationship between ideology and non-coercive forms of domination, and to identify the agents of domination. Claiming that ideology is neutral leads to conceal human agency and interests from the concept, therefore to “abandon politics” (ibid, 23). It is a political act to decide whether meanings are ideological or liberating: “The only criterion for judging whether something is ideological is whether or not it reinforces relations of ruling” (ibid, 25) and whether or not “they suppress the interests of the subordinated” (ibid, 29). We always are in systems of meaning, and systems of meaning that reinforce domination are thus the results of ideology (ibid, 27).

Adding another dimension to this idea, Patrick Studer claims, agreeing with Michael Billig’s view, that ideology reinforces domination by concealing contradictions present in society (Billig 1982, 34–60 in; Studer 2013, 194):

“in one of his early studies, [Billig] proposes a Marxist re-interpretation of ideology as a ‘concealment of contradictions’. According to this interpretation, Billig not only recognises ideology fundamentally as (linguistic) action but equally as rational and knowledge-based activity aimed at concealing the legitimacy of the ‘other side’ – the view opposing another – and thus at achieving hegemony in a debated belief system.”

Hegemony, a Gramscian term useful to grasp the systematic aspect of ideology, is also a concern for Susan Gal, who claims that some signifying practices are dominant and ideological not only because they are held by dominant groups, but “because their evaluations are recognized and accepted, indeed partially constitute, the lived reality of a much broader range of groups” (Gal 1998, 321). By valorising a social position to the expense of another, ideological representations are at the forefront of the battle over hegemony lead by the dominant class as they can win the consent of social groups with totally different interests (ibid). A hegemonic ideology is, in other words, internalized by subaltern classes in society because representations and meanings embedded in it may give these classes some benefits from domination. The way ideological meanings have such effects will be investigated in part 3. The result of hegemony is, according to Norman Fairclough, “projecting one’s practice as common sense” (Fairclough 1989, 33), and “what comes to be common sense is thus in large measure determined by who

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exercises power and domination” (ibid, 92). Power relations have a key role in the production of ideology. Jovchelovitch, who considers ideology to be a specific form of knowledge, takes power relations as the root of creating such knowledge, as it relies on domination via the power of one interlocutor in the other. The communication between the interlocutors is, according to Jovchelovitch, the “how” of representation. She agrees with John B. Thompson on the fact that “the study of ideology focuses on the connections between meaning and relations of power” (J. B. Thompson 1990 in; Jovchelovitch 2007, 92). Parts 2 and 3 will analyse the way language mediates meaning and the way these two different approaches, the relativist and the critical one, are concerned with the relationship between ideology and meaning, and in which way they may overlap.

### **3. THE RELATIVIST APPROACH TO IDEOLOGY AND LANGUAGE**

#### **3.1. Texts and Contexts**

Ideology, seen as a neutral phenomenon, is still able to influence meaning and the knowledge people grasp from meaning. For Blommaert, a means of expression of ideology and “the issue that defines linguistic inequality in contemporary society” is “Voice” (Blommaert 2005, 5). According to Blommaert, although he seems to be concerned with linguistic inequality, context limits itself to the speaker’s worldview. In his analysis of the Flemish Socialist Party’s (SP) 1998 statements, he considers the party’s ideology as a set of ideas resulting from the party members’ worldview, as constituting their own truth among other truths rather than a systematic system of meaning embedded in the party’s (and who they represent) interests (Blommaert 2005, 198).

In social representation theory, “the theory of social knowledge within which language and communication play an essential role in acquiring and changing knowledge”, (Studer and Markova, 254) context is key to understand the differences of meaning ideology generates, but it is limited to the specific context of speech acts. Social representation theory isn’t only concerned with the speech, but with the interaction between the speech and the relevant conditions in which the talk takes place (Studer and Markova, 263). In other words, it is focused on the text/context interaction happening in speech: “democracy” means different things in different contexts “French, Czech, British etc....”

For S. Moscovici and social representation theorists “ ideology is no more than a system of specific beliefs and therefore, it is redundant as a concept” They also reject the idea of investigating power like discourse analysts do, thus reject their political stance.: “in discourse analysis all phenomena seem to be ideologized and politicised before the research starts”. They rather see society as composed of a majority and a minority, where feelings of guilt in the majority could become factors of social change. (Studer and Markova, 267 – 268). Replacing the political with the moral is also a trait that J.P Gee’s theory has in common with Moscovici and Malkova, however morality takes place at the individual level of making sense of meaning.

### **3.2. Ideological Meaning-making and Agency**

Gee sees ideology as embedded in social theories that fulfil people’s need to interpret reality by making generalizations about phenomena. He does not consider ideology as a way to maintain domination, but as a rather neutral phenomenon, consisting in both bad and good social theories: the latter being liberating, the former aiming at sustaining inequalities or being “the root of human evil” (Gee 1996, 24). In other words, he gives the name “overt theories” to liberating theories, and calls naïve theories “tacit theories” (ibid, 16). There is ultimately, once one has been exposed to both theories about a phenomenon, an ethical value judgment to be made in order to decide which theory is “correct”, and the morally “good” decision is to favour the social theory that will help to “lead to a more just, humane and happier world” (ibid, 18). I think that it should be added that such moral or ethical judgments are influenced by one’s position in society, i.e. one’s agency, and on whether a social theory will allow the maintaining of a favourable social position or not. The choice is therefore more political than moral.

Nevertheless, according to Woolard, because almost “any human act of signification in some respect serves to organize social relations”, in order to study language ideology, it is worthwhile to consider social aspects that are not always directly determined by power relations such as “affiliation, intimacy and identity” (Woolard 1998, 8–9). In other words, Mannheimian ideological analysis, although non evaluative and lacking a distinction between different ideological significations, can be useful to study a broader range of social significations.

## **4. THE CRITICAL APPROACH TO IDEOLOGY AND LANGUAGE**

### **4.1. Texts and Contexts**

The critical approach to ideology's goal is to study language ideology to "examine the cultural and historical specificity of construals of language, not to distinguish ideology of language and ideology in other domains" (Woolard 1998, 4). This view is in agreement with Susan Gal's approach in which she claims that "ideologies that appear to be about language are revealed to be coded stories about political, religious, or scientific conflicts" and vice versa "ideologies that seem to be about say, religion, political theory, human subjectivity or science invite reinterpretation as implicit entailments of language ideologies" (Gal 1998, 323). The context considered by such positions on ideology is therefore the whole body of signifying practices of a given society, with an emphasis put on (unequal) power relations and the places in which they are, or should be conflicting, while keeping in mind an emancipatory agenda, i.e. undermining unjust social contradictions.

The relationship between language and context is a complex one. Ideological meanings are influenced by context through different social processes, one of them being indexicality. Indexical relationship consists of three types of semiotic processes: iconization, in which a linguistic feature becomes an iconic representation of the social group indexed by it (thereby the feature is believed to reveal the nature, essence, of the social group); fractal recursivity, consisting in "the projection of an opposition salient at some level of a relationship onto some other level" and erasure, under which representations simplifying reality are created by a totalizing ideology, while features that do not match with the model are being ignored or unnoticed (Irvine and Gal 2000, 37–38). Nationalist ideologies generally provide an example that demonstrates how these three semiotic processes are used in order to sustain the domination of one social group on another: they link language with people's essences, for instance, a "simple language" with a "childish people" (ibid, 58); they interpret differences between social groups based on broader ideological models having the same purpose of interpretation by creating equivalences, e.g. nation/minorities/families (ibid, 65); and they omit historical considerations that does not fit their essentializing representations (ibid, 58). Through these three processes of indexicalization, ideological meanings in turn influence their own context, and one of their suggested effects is that they are one of the factors of linguistic change (ibid, 77).

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Grammar and grammatical correctness is another powerful ideological “indexicalizing” tool. Deborah Cameron claims grammatical correctness is ideological in the sense that it equates grammatical incorrectness with delinquency, hiding the relevant social reasons of criminality. Considering grammatical correctness as a proper use of language is an ideological way of valorising the dominant classes’ language use, thus making seem logical and natural that people using un-proper or incorrect language are in subaltern positions in society (Cameron 2003, 448).

The context of a patriarchal society in which gender inequalities are widespread is also a very important point to consider. Gendered language ideology has always been related to the dominant representation of women among the dominant class and the form of the economic system allowing them to exist. The aristocratic ideology naturalized the fact that women were talkative, as one of the occupations of aristocratic women was “public verbal duel” (Cameron 2003, 451). The overthrow of the feudal system by the capitalist bourgeoisie permitted the latter to impose the “silent woman” as the ideal. These ideologies about gender and language aim at the naturalization of two aspects of social life: there are two opposite sexes, and they are hierarchically ordered. Gender roles are therefore unquestionable, the proper use of language loaded with feminine values “exclude women from certain spheres of activity” (ibid, 452). The “communication ideology” (ibid, 462), by valorising communication skills naturalized as women’s speech, serves to confine women in underpaid jobs of the neoliberal service economy such as call centres. Ochs adds that indexicality means that particular acts constitute social identities (context) and social activities. She makes the parallel between gender as context; and a gossip session or “communicative practices associated with care giving” (Ochs 1992, 337), as social practises. Whether acts of indexicality make parallels that sustain domination is a way of determining whether ideology is involved. In the case of care giving communication, the use of simplified speech by American women with their children socializes them “into an image of women as accommodating or addressee-centred in demeanour” (ibid, 351).

We have seen how text and context mutually influence each other through ideological production of meaning. It will be now shown the ways in which subjects are related to ideological meaning production and learning.

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#### 4.2. Ideological Meaning-making and Agency

Ideological meanings and ideological representations are linked. According to Jovchelovitch, collective representations fulfil the need of human beings to reassure their worldview in front of unfamiliar experiences (Jovchelovitch 2007, 101), and in such cases, ideology is of great help in order to consolidate the dominant social representation: this problem is related to hegemony. The unfamiliar doesn't necessarily involve resorting to ideology; nevertheless the balance of power relations in a given society determines the strength with which ideological representations will be imposed as the truth. Ideology thus distorts representations in order to sustain domination. She adds that "all representational systems can be permeated by the ideological function and be used to dominate" although not all representations are meant to distort, therefore not all are ideological (ibid, 99).

Gee's theory of social representations (social theories) mentioned above in 3.2 allows us to understand how subjects relate to representations and how representations structure their knowledge system. According to him, generalizations present in social theories consist in different types for their origin is diverse. There are primary generalizations, resulting from debates and research and they are thoughtfully considered (Gee 1996, 20). More distant from primary generalizations are "removed generalizations", they come from less direct sources such as reports about an original thought. Even more distant from these, there are "deferred generalizations", and they are based in the assumption that "others, experts" know how to ground this belief. "The theory which grounds it [the naïve social belief is], at best, a removed theory, and, more usually, a deferred theory, since they do not know the generalizations that ground it, but think that some experts do know them." (Gee 1996, 21)

Widespread generalizations that are not primary constitute common sense. Focusing on micro-interactive environment is what will help us to grasp what ideology and common sense consist of, as such environment is the place where ideologies are "jointly constructed": this is a social psychological perspective (Chouliaraki and Fairclough 1999, 123). According to Studer, "Social psychology lies on the content, structure and processes of common sense itself" rather than on the relation between "formal" ideology and "informal" common sense (Studer 2013, 195). Studer's stance is therefore similar to Gee's, as a social-psychological analysis of language ideologies

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focuses on what seems “rational-conceptual” in people’s conversations in order to reveal how common sense comes about (ibid, 195). When people interpret reality, they do it rationally drawing at the same time on reflected ideas and on unreflected ones: there are thus conflicts over representations, as there is a contradiction between these two aspects. “Ideology in this context can be seen as a function of communicative behaviour, ‘levelling out’ contradictory phenomena relating to opposed social beliefs” p196. As Voelklein and Howarth claim (Voelklein and Howarth 2005, 446), ideology comes about by elevating as “scientific” certain social representations, that will therefore delegitimize the “other side”.

To claim that an ideological representation is scientific does not happen for common sense representations only. According to Thompson, domination is not control over truth but control over meaning, as meaning precedes truth. Familiar ideology can take the form of common sense; nevertheless ideology can take a more “incomprehensible” form, notably in theories originating in the academia (D. Thompson 2001, 31). This doesn’t mean that all theory is ideology: although “making theory” is a privilege, it allows subjects concerned by oppression to challenge ideological systems of meaning and dogmas at the level of the academia. Common sense meaning and theoretical meaning are not intrinsically ideological (ibid, 33).

A certain discourse, carrying ideological meaning, can be imposed as the dominant representation by reported speech, which is not only a way to conceal contradictions but also to force one’s vision upon the other as legitimate: according to A. Duranti, a way to create dialogical oppositions, as “the quoted talk of one party is embedded in the speech of another” (Duranti and Goodwin 1992, 20). Analysts can get at the interplay of alternative interpretations of language by investigating “verbs of saying”, i.e. reported speech, as they are “local framing for expressing local language ideologies”. Utterances can, with the help of reported speech, blend different voices, thus blend different sets of meanings and representations at the same time (Ochs 1992, 338). Gal gives examples about the operation reported speech in the production of ideological meaning and its imposition as hegemonic: reported speech can be “authoritative speech” (Gal 1998, 332): in this case, reported speech allows to construct authority invoking a more or less naturalized and abstracted construct such as “gods” or “science” and therefore conceal one’s interested agency.

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There are other institutional ways of production of ideological meaning. We have seen that ideological meaning can be common sense. Norman Fairclough claims that common sense conceals the variability of meaning, i.e. “the other side”, by the naturalization of meanings of words: ideology means a different thing from a Marxist point of view (i.e. a set of ideas with struggle for power as the context) or from a mainstream US discourse (relativized sets of ideas, that can be reduced to an “-ism” suffix). Naturalization of meaning is the effect of power relations, and the dictionary can be considered as one of the best examples of such institutional naturalizing processes (Fairclough 1989, 94–95). Naturalized systems of meaning therefore help naturalizing specific ways of representing the social world: as the meaning of a word is embedded in meaning systems, with values such as similarity, contrast, overlap or inclusion, closing meaning to a particular interpretation helps situations of discourse to be naturalized and this in turn “helps to consolidate particular images of the social world” (ibid 105). Fairclough claims that challenging naturalization of meanings should be done at the school level, thanks to Critical Language Awareness. CLA should make children aware of their purposeful discourse, in order to increase its range, and they will be conscious of “social determination and effects of one’s purposeful discourse” and this will “facilitate the development in children of emancipatory discourse” (ibid, 241).

## **5. CONCLUSION**

The meaning of ideology is at the centre of a battle for control: the side chosen has a great influence on the extent to which one can grasp the implication of ideological meanings. A critique of ideology is a more powerful tool than a description of it as it considers ideology as a situated phenomenon and as it reveals processes of essentialization that are responsible of sustaining domination in society, rather than concealing power relation behind a moral façade, which is more than insufficient. Because it leads to represent the world as a static place, essentializing equates depoliticizing; critique is a precondition to any political claim and praxis, and therefore a concern to any researcher who considers his or her agenda as “just”.

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**IMPLEMENTATION OF E-HEALTH IN COUNTRIES OUTSIDE THE EU AS  
A METHOD TO REDUCE COSTS AND INCREASE EFFICIENCY AT THE  
EUROPEAN LEVEL**

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**Abstract**

*In national European sanitary systems, there is a substantial gap in terms of managing the patients based on their state of origin. Even after powerful communication campaigns and investments in the sanitary sector to create a European clinical database, the current level of information is insufficient and brings about exorbitant costs. There are a plethora of reliable data speaking about the positive effects, in terms of time, cost and health of the patients, facilitating the communications between two or more geographically distant hospitals. This article reviews the evidences that the recent academic literature and enacted European projects gave rise to, and tries to evaluate the application of e-health in the candidate status countries where Albania is part of.*

**Keywords:** *e-health, sanitary communication, informative sanitary system*

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## 1. INTRODUCTION

Is it possible to increase the efficiency of European healthcare system containing costs? And is it possible to ensure the patient a better management of his medical shortening? Our research project, taking as target group emmmigrants from non-EU countries, seeks, through the implementation of new technologies, to find appropriate solutions to ensure optimal in order to short the service delivery. This system allows healthcare organizations to access the medical records of the country of origin of the patient to minimize the number of analyzes to be performed and ensure a complete diagnosis in a shorter time. The goal of the project is to analyze the current state of information technology in the health sector, the feasibility of the project, the perceived benefits and the barriers that prevent the use of these methods in a large scale.

## 2. THEME AND METHODOLOGY

In the above work once the concepts have been defined and the modifications and changes been undertaken, the objective would be of analyzing e-health with regards to understanding the current issues related to the provision of health care, preserving the data and creating reports for reformist purposes, hence it is divided into two parts. It tries to put to comparison the unified model of the European Community and the one proposed by us at the continental level, analyzing the feasibility and the resultant opportunities. This way, we can give a great contribution in helping to understand e-health and, moreover, develop new theoretical foundations able to produce increasingly efficient and consumer oriented systems in the future. There is strong pressure to innovate in the enterprise information systems, being these of public or private companies domain, in order to ensure as better a service for the customer as better a management of costs. To implement such systems, we should take into account not only the financial costs but also other factors related to the *digital divide* between different countries. Therefore, besides the proposed model, this paper tries to stimulate discussion and the development of sustainable strategies in order to reduce the digital divide in the country.

### **3. E-HEALTH ACTUAL STATE OF THE EUROPEAN HEALTHCARE SECTOR**

With the development of the technology in addition to the economic benefits and the impact of the world economy has fundamentally changed the way we do. This change was also caught in the Digital Agenda for Europa20202 strategy. The information technologies applied to the health care system, such as digital health card, the information system requirements, the database of analysis of the patients, the electronic management of patients during their recovering time in hospital, and other implementations have significantly reduced costs and doctor's errors, in addition to help the entire health system and the decision-making process. Actually the eHealth Network program is applied only by 28 countries belonging to the European community and only concerns the health care in any country where the citizen is located with the objective that in 2020, to create a data which includes informations and services in order to make the European health system efficiently and economically for its citizens. In the program are not included citizens outside the EU, resident or not. Our project, which identifies the critical points in the program tries to give a solution, which implemented in the current one, increases efficiency and contain costs in the long term. According to the report "Migration and Asylum "there are 20 million legal immigrants who are entitled to access to healthcare in the EU and about 420,000 irregular besides the 440,000 asylum seekers. Even the last ones by medical facilities accommodation have free access to basic health services. Currently although with different speeds EU countries are adopting the methods for recording information electronically. In Italy the Ministry of Health has started pilot projects basis and others already fully operational offering a summary of the patient including clinical and administrative data and also participates in the project epSOS.

### **4. DEFINITION OF THE PROJECT AND THE METHODOLOGY**

The countries of Europe are making the necessary reforms until it is possible to access the European Union specifically as a result the participation in all European programs, the considered health sector. This implicates over major countries' efforts to adapt their system to the European one as the creation of European funds for the implementation of information systems and the change of the legal framework in these countries. The project considers the implementation in the short terms, to do a study of the recent literature and by creating statistical processing.

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The project proposes the goal of building where there is a real platform for storage and access to patient clinical data and integrating it with the existing platforms in the EU.

Analysing, through the European database, the state of health on the continent. We want to develop a survey by creating two study groups, as well as to synthesize previous studies in the literature, with those that are part of our target groups, namely:

1. Citizens outside the EU, in time of the survey are using the health service for routine checks, or for problems not attributable to extraordinary factors such as accidents, violence and so on
2. Citizens outside the EU, in time of the survey are using the health service for routine checks, or for problems not attributable to extraordinary factors such as accidents, violence and so on. but as participants in the study, they will also show their medical records from the country of origin.

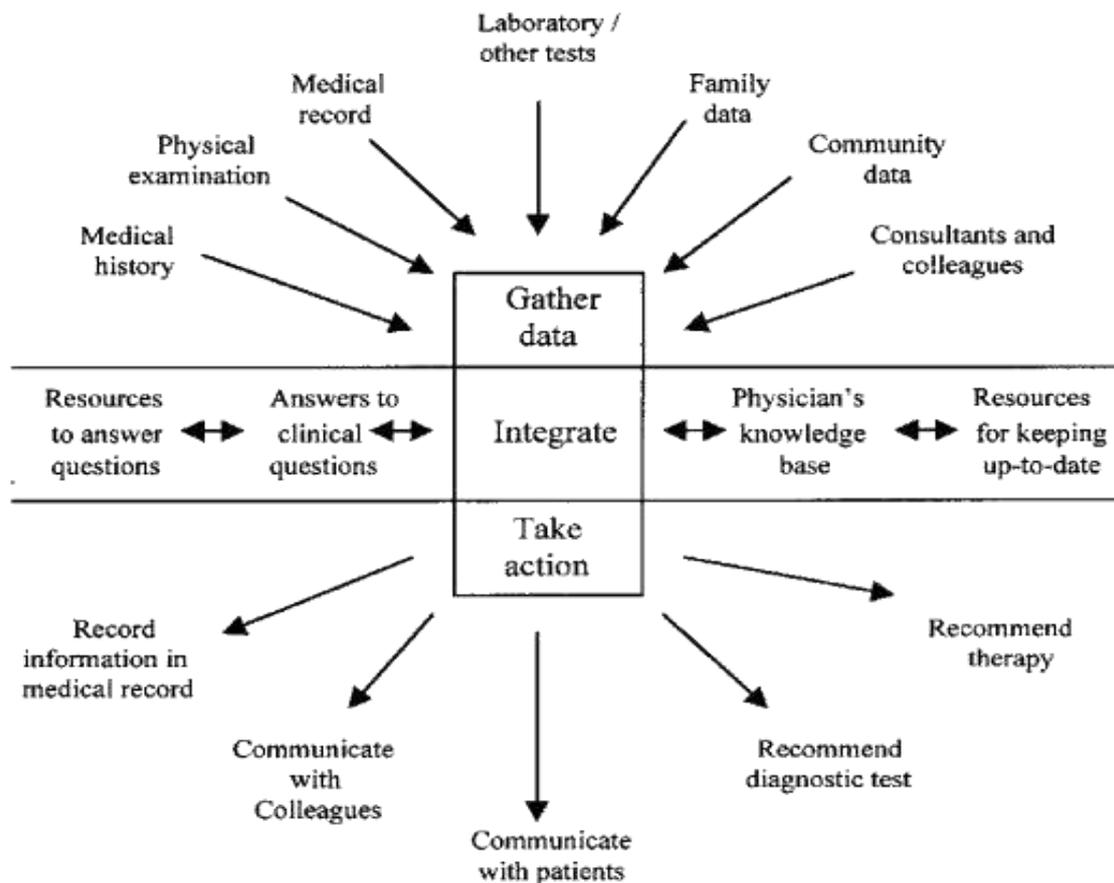
The poll will be directed to the hospital staff in order to get feedback relating to the advantages in terms of time of hospitalization of the patients and the number of analyzes carried out to arrive at the diagnosis. By analyzing the change in a logical context as is - to be, we can determine the mode and the effects this produces.

**How:**

1) Study of the Sector

The integration to the European information system requires a study of the current legislative framework of countries outside the EU:

- a. Legislative framework on health care
- b. Privacy
- c. Processes and information management in the health system



**Figure 1. Information Management in the health service**

As described in the figure, there are different sources of information that once elaborated lead to complete diagnosis. In the case of patients non-EU citizens there is an information gap that to be bridged must be supported by a greater number of analyzes to achieve the same level of information of EU citizens and lead to a more complete picture.

## 5. EFFECTS

So given the current state of the countries considered they proceed with the inclusion in the package of the reforms, to be taken to enter in the European Community, the necessary directives to scan until the health care system.

The free movement of people with the entry into the European community of the candidate countries, also requires a growth check-up as a result of the perception of the quality that has the health service in European comparer with the country of origin. On

the other hand, the doctors have previous information to the visit required fewer information to complete the diagnosis.

Therefore it can be run in two stages :

- a) implementing information systems at Community level and supporting the costs of the duplication of analysis for non-EU citizens and later finance the integration system to the incoming EU States.
- b) implementing the information systems at the continental level, including even the countries that have the candidate status, to omit the duplication of analysis.

Thus gaining in terms of time and cost and making the community health service more efficient.

## 6. CONCLUSIONS

There is strong a pressure innovating the enterprise information systems, public or private companies, in order to ensure both a better service for the final customer in a better management of costs. We can give a great contribution in helping to understand the e-health and to develop new theoretical foundations which are able to produce, in the future, increasingly systems more efficient and oriented to the consumators. Certainly to implement the system should take account not only of the financial costs and other factors but even to the digital divide between the different states. Being short-term negative factors the lasts once we are confident that the implementation of a clinical database for the country over the internal management of patients and of reforms in the health sector will be also the positive effect abroad, where nearly reside 30 of the population. It is our challenge to give our best to promote new technologies and make this happen.

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**LADY MARY WROTH'S *PAMPHILIA TO AMPHILANTHUS*:  
A FEMALE VOICE IN THE MALE TRADITION**

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**Abstract**

*Lady Mary Wroth(1587? - 1651?) as a female author of the Jacobean period did what was distinctive of her sex in a period when women were restricted to the domestic sphere devoid of their authentic voice: she appropriated the sonnet tradition, a genre allotted to men ever since its invention, and presented a female subjectivity through her lines. What differentiates Wroth from her contemporaries is that in her sonnet sequence *Pamphilia to Amphilanthus*, she creates a female voice within a male genre without merely imitating her predecessors but fashioning her own style to reveal her posture and, in so doing she goes further than her female counterparts who solely deal with religious works and translations. Wroth is the first English woman to write a complete sonnet sequence and her subversive work deserves more scholarly attention. In this context, I will attempt to demonstrate the distinctive qualities of Wroth's selected sonnets suggesting that she deviates from the male sonneteers in order to create private space for herself within her lines in which she can reveal the inner self in the suffocating atmosphere of the Jacobean society.*

**Key Words:** *Sonnet, Lady Mary Wroth, Renaissance poetry, female voice.*

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**1.INTRODUCTION: LADY MARY WROTH'S PAMPHILIA TO AMPHILANTHUS**

Lady Mary Wroth (1587-1651?) was an impressive female author of the Jacobean era whose work includes two firsts for a lady: she was the first English woman to write a complete sonnet sequence of 103 sonnets and songs titled *Pamphilia to Amphilanthus* as well as a prose romance of 558 pages *The Countesse of Montgomeries Urania*. She was probably the first female to pen a dramatic comedy, *Love's Victory* as well (Bolam 288). Mary Wroth was an heir to the literary talent of her family –the Sidneys. Her uncle was Sir Philip Sidney -the leading Elizabethan poet and statesman, her aunt was Mary Sidney Herbert -herself an author- whose mansion was a gathering place for artists and poets, and her father was Robert Sidney who was also the author of poems though he was not as renowned as his brother. The fact that she was a member of a prominent literary family gave Wroth an opportunity to have an enduring place in the literary circles much as her marriage to Sir Robert Wroth at the age of seventeen enabled her to attend the court activities. Wroth performed a role in *The Masque of Blackness* by Ben Jonson and Inigo Jones as well as in several other masques. After her husband's death, she had an extramarital love affair with her cousin William Herbert, earl of Pembroke, who was himself a poet, a courtier, and a patron of literature. She bore him two children.

Such few sentences might not be enough to know Mary Wroth in depth but I believe I have sketched the life of a *dissident* lady. Wroth had an unconventional life and she wrote unconventionally because “she chose to write in courtly genres that were traditionally the preserve of male writers” (Walker 170). Although writing in the patriarchal 17<sup>th</sup> century society belonged to the male domain and the female writing activity was generally limited to translations, dedications or religious works, Wroth trespassed into a male territory; she transgressed the traditional boundaries by writing secular love poetry with a female lover-speaker. Wroth's perception of the sonnet is the key for us to understand her interest in the form: she was attracted to it “not only as the genre of her male relatives but also as a potential model for her own subjectivity” (Dubrow 161).

The influence of her family is undeniable on Wroth's literary career yet she made use of that legacy counter to itself: where we have strong male characters in Sir Philip

Sidney's work, we find their female equivalents in Wroth's pieces. At this point it should be noted that much as Wroth's work appears to have been influenced by her predecessors in the sense that she also writes about what is common to all sonneteers - love-; it is also apparent that she is motivated by an aim that would make her a pioneer in the sonnet form. She struggled to constitute her idiosyncratic sonnet sequence, not merely a bad replica of her antecedents. In this context, I will attempt to demonstrate the distinctive qualities of Wroth's selected sonnets suggesting that she deviates from the male sonneteers in order to create private space for herself within her lines in which she can reveal the inner self in the suffocating atmosphere of the Jacobean society.

When the sonnet was first invented by Giacomo da Lentini at the School of Sicily in the 13<sup>th</sup> century, it was well-established who would father the form. The tradition, developed by Dante Alighieri, Francesco Petrarca, Henry Howard, Sir Thomas Wyatt, Edmund Spenser, Sir Philip Sidney, Lope de Vega and William Shakespeare as its most important nurturers, served men for centuries as a major form through which they can display their desires, passions, disappointments, rages against their beloved lady - the stereotypically pure, cruel, unreachable, silent other- but Wroth chose the form in her attempt to create a *female subjectivity* making her one of the initiators both in the sonnet tradition and secular female writing. Wroth's sequence is ground-breaking because, writing, in the Western civilization, has always been a traditional privilege given to men. As Gilbert and Gubar have argued, "the text's author is a father . . . his pen's power is not just the ability to generate life but the power to create a posterity to which he lays claim" (6).

Mary Wroth starts the sequence with allusions to her predecessors but we notice the difference from the beginning regarding the titular characters, Pamphilia and Amphilanthus. The characters are from Wroth's prose romance and "Wroth's choice of the persona, Pamphilia, suggests the double role of female writer and constant lover [since] [t]he Greek-based reading of 'Pamphilia' is 'all-loving,' while Amphilanthus, her unfaithful lover and cousin, has a name meaning 'lover of two'" (Bolam 290). Wroth's intentional choice of names points to Pamphilia's firm, indestructible, constant love while Amphilanthus proves unfaithful loving the two at the same time. The name analysis shatters two cores of the male sonnets: the poetic persona is a woman in love with a man and the beloved is unavailable only to his lover. Lady Mary in *Urania*

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remarks that Pamphilia and Amphilanthus are first cousins, and it is highly possible that Amphilanthus refers to William Herbert, the reason why “Pamphilia engages in an internal struggle between rebellion and submission to love” (qtd in Kuo 269) as she has fallen in love with someone she should not. Wroth’s choice of persona enables her to express her ambivalent feelings towards this love. For example, in Sonnet 16, Pamphilia declares that she has lost her freedom because she is in love:

*Am I thus conquer’d? Have I lost the powers  
That to withstand, which joys to ruin me?  
Must I be still while itt my strength devours  
And captive leads me prisoner, bound, unfree? (1-4)*

She loses her freedom and she tries to regain her liberty by rejecting Love yet, in the end, she remains captive to it. Indeed, her object of love –Amphilanthus- is absent in the sonnet while Pamphilia is imprisoned in Love struggling to overcome it. The important point is that she does not take the object role assigned to women in the male sonnet sequences but the female protagonist expresses her thoughts as a speaking subject: “the sequence focuses on her inner turmoil rather than the object of her love” (Robin 399). Such another instance is found in Sonnet 32 when Pamphilia addresses grief. The sonnet suggests that she is not devoid of feelings and she has the capacity to possess, to express, and to welcome the pain she has:

*Grief, killing grief, have not my torments been  
Already great, and strong enough, but still  
Thou dost increase, nay glory in mine ill,  
And woes new past, afresh new woes begin  
...  
If it be so, grief come as welcome guest  
Since I must suffer, for another’s rest:  
Yet this good grief, let me entreat of thee, (1-4; 9-11)*

The sonnet also highlights Pamphilia’s strong character. Although she has been usurped by Love and grief, she still welcomes suffering. She does not lay herself as Love’s helpless victim. She is self-aware and ready to stand up to its agony. Pamphilia is brave enough to speak out what she experiences through her poetry undermining the passive status of a traditional sonnet woman. So, Wroth still writes in the Petrarchan style despite being anti-Petrarchan.

In the same vein, Wroth does not simply reverse the roles: Pamphilia addresses few sonnets to Amphilanthus and seldom assumes the Petrarchan lover's position of servitude to a cold, cruel beloved; instead, she proclaims subjection to Cupid who is usually identified with the force of her own desire. This revision identifies female desire as the source and centre of the love relationship. That is, the focal point turns out to be what dwells within the poetic persona. For instance, Sonnet 41 exemplifies a depiction of Cupid to convey a message about Pamphilia's entrapment by desire. Cupid's association with it and Pamphilia's mother-like compassion towards him are also remarkable:

*Late in the forest I did Cupid see  
 Cold, wet, and crying, he had lost his way,  
 And being blind was farther like to stray:  
 Which sight a kind compassion bred in me,  
 I kindly took and dried him, while that he,  
 Poor child, complained he starved was with stay,  
 And pined for want of his accustomed prey,  
 For none in that wild place his host would be,  
 . . .  
 Carrying him safe unto a myrtle bower  
 But in the way he made me feel, his power,  
 Burning my heart who had him kindly warmed.*

Wroth's choice of her title is notable as well. Unlike her uncle who uses the conjunction "and" in his sonnet sequence, Wroth picks out the preposition "to" in her title (Kuo 273) because Wroth only intends to pen Pamphilia's feelings to her beloved. The conjunction "and" suggests harmony and unity yet she does not aspire to unite with her beloved. Hers is only an attempt to present a female's dedication to her beloved. By the same token, it is possible to claim that Wroth is struggling to establish her individuality through the sonnet sequence. Pamphilia's perpetual use of the pronouns "I" and "me" in several sonnets stresses her quest for individuality. She tries to draw attention to herself rather than to the lover she is addressing. Indeed, as seen from the examples below, she addresses to night, to silence and to grief while we expect her to address to her beloved:

*Night, welcome art thou to my mind distressed,  
 Dark, heavy, sad, yet not more sad than I;  
 Never could'st thou find fitter company*

*For thine own humour then I thus oppressed.*

...

*Silence, and grief, with thee I best do love*

*And from you three, I know I cannot move.*

*Then let us live companions without strife. (1-4; 12-14)*

Wroth depicts the female character's secret feelings towards her beloved. Even though she makes use of the Petrarchan themes and its images, she subverts the tradition because of her withdrawal into private space. In this sense, sonnet 23 is illustrative of her introverted position. Rather than indulging in free time activities and being in dialogue with others, she prefers to contact with her inner self and creates a psychic space in which she will be able to meditate upon love:

*When every one to pleasing pastime hies*

*Some hunt, some hawk, some play, while some delight*

*In sweet discourse, and music shows joy's might*

*Yet I my thoughts do far above these prize. (1-4)*

Masten also remarks that Wroth's sonnets "stage a movement which is relentlessly private, withdrawing into an interiorized space; they foreground a refusal to speak in the public" (69). In fact, even from the beginning, we realize that Wroth makes use of dream to maintain an internal space for her poetic persona. Cupid implements fire in Pamphilia's heart in her dream, which at the same time helps her claim a unique personal space for herself (Bassnet 54) and Pamphilia manages to establish her agency through the use of a dream sequence in her first sonnet:

...

*In sleep, a chariot drawn by winged*

*Desire, I saw, where sate bright Venus, Queen of love,*

*And at her feet her son, still adding fire*

*To burning hearts, which she did hold above.*

*But one heart flaming more than all the rest,*

*The goddess held, and put it to my breast.*

*"Dear Son, now shoot," said she: "thus must we win."*

*He her obeyed, and martyred my poor heart.*

*I waking hoped as dreams it would depart,*

*Yet since, O me, a lover have I been.*

Wroth makes use of Venus and justifies her protagonist's agency in love as stemming from the Goddess of Love herself. Thanks to the command by the goddess, Pamphilia is now justified to love Amphilanthus. Pamphilia loves him yet she does not announce

her love publicly. She wants to keep it only for Amphilanthus. Indeed, she believes that the more you are in love, the less possible you are able express it (Kuo 282):

*Nor can I as those pleasant wits enjoy  
My own framed words, which I account the dross  
Of purer thoughts  
...  
For where most feeling is, words are more scant”* (45:6-7; 10).

Pamphilia is aware that her love is too much to be expressed. As Bolam relates, “true feeling, then, is privately expressed to the self in ‘purer thoughts’ than words can verbalize: it is not for public consumption [and] [t]he reader feels privileged to be party to such private explorations” (293). In fact, Wroth, being a female writer in a male-dominant culture, knows that the public sphere is not the place for her to exhibit her love and this is the reason why she retreats into private sphere. Pamphilia invites the reader into her private realm, and, while her making use of dream and her seeming passivity due to her devotion to an unfaithful lover reflects her oppressed situation, it also gives her an authentic voice who can confess her captivity to love sincerely and whose feelings we can trust in. That is, the enclosed space becomes not only a womb for poetic production but also for self-production (Bassnet 62).

What is distinctive in Wroth is that Pamphilia does not write with the aim of earning reputation (Kuo 284). She attempts to show what is hidden in the female poetic persona’s mind without any attempt to be famous. And, indeed, she never speaks to the reader. She does not want to make her love(r) public but writes to get comfort through writing- to obtain “some small ease” (Sonnet 8) by putting her grief into lines. She does not promise to immortalize her beloved in her verse either, because, according to Pamphilia, demonstrating your love explicitly is not the proof of love. True love resides in soul:

*It is not love which you poor fools do deem  
That doth appear by fond and outward shows  
Of kissing, toying, or by swearing’s gloze.  
O no, these far are off from love’s esteem;  
...  
But in the soul true love in safety lies  
Guarded by faith which to desert still hies,  
And yet kind looks do many blessings hide.* (46: 1-4; 12-14)

Pamphilia does not talk about her beloved's physical features either. She does not write a eulogy for the beloved's physical features, only when she likens Amphilanthus' eyes to "stars of Heaven" (Sonnet 2) does she exhibit the conventional imagery of former sonneteers. However, her unconventionality still remains due to her application of Petrarchan metaphors to a man. Besides, Pamphilia's blazon is to emphasize that her love is natural, not inaugurated by the beloved's eyes. Love just happens in her and, to sustain it, external beauty is not of importance –remember Cupid put the fire in her heart. Therefore, there are "no blazons scattering the parts of her beloved, no fetishizing of a veil, a foot, an eyebrow, and thus no self-creation out of the scattered parts of the beloved" (Fienberg 177) in Wroth's poetry. In this sense, "[her] rewriting of Petrarch leads [Wroth] to define female subjectivity not through the beloved as object, but by direct introspection and self-analysis" (Lewalski 811).

In the light of the evidence put forth so far, it is safe to conclude that Lady Mary Wroth was able to surpass her family heritage and restructured the sonnet form with a feminine touch. She wrote about women and brought in a female voice lost in the tradition. As Juan Gil aptly states:

Wroth's sequence [serves] as a response to Petrarchan poems in which a masculine speaker writes about, and at the expense of, a silent beloved who is reduced to a token of masculine desire deprived of any subjectivity of her own; within this context, specifically female authority is apparently conceivable only as the assertion of the heightened emotional experience that testifies to a female speaker's refusal to be the object of a masculine poet's desires. (Masten qtd. in 1)

## **2.CONCLUSION**

Wroth, through her sonnet sequence, created a new subjectivity based on the expression of a woman's love for her beloved. The female as the gazed object with no subjectivity in the male sonnets gained a new place by asserting her voice. She created a female zone in a male discourse; she surmounted the gender constraints of the Petrarchan tradition and paved the way for the women writers of the following generations.

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## LITERATURE (LITERARY MATERIALS) ENRICHES LANGUAGE LEARNING SKILLS

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### **Abstract**

*Literary materials that give a boost for target language learning provide linguistic model, authenticity, motivation, convenience and linguistic competence through which a foreign language is likely to be learned properly. Therefore, teachers might benefit from literature of a target language in order to enhance students' language learning skills such as; reading, writing, speaking, and listening in language classroom.*

*Teachers have enough freedom to choose the topics they will use in the class. Especially, teachers need to consider the materials, which increase the involvement of the students properly, since those materials give students courage to be active in the classroom and make them to be more confident in order to interact for the topics chosen by their teachers. Also, literature is considered the main source to make students creative, for the students experience properly literary usages in the literary materials, which involve samples of real life situations.*

*The qualitative and instructional approaches were utilized in order to clarify language learning skills with aid of literary material. First & secondary data and also the researcher' personal views were taken into account in the present study. The study revealed that literature increases all language skills, since it extends linguistic knowledge through giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. It also gives students the opportunity to strengthen language skills more as it often considerably enables oral discussions and exchange of opinions.*

*This study demonstrated that literary materials firstly, provide opportunities of examples of "good" writing, linguistic diversity, expressive ranges, etc. Secondly, they give a scope for genuine linguistic material, thirdly, they motivate a learner genuinely not artificially, and lastly, they present a handy and photocopiable resource for teachers/students.*

**Keywords:** *literature, motivation, authenticity, literary material, language classroom, linguistic model, convenience, language skill.*

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## 1. INTRODUCTION

English Language Teaching (ELT) is continuously increasing the spread in four corners of the world and it has become a necessity for every citizen of the 21st Century. The importance of the language is expanding every day in this rapidly changing globalized world. Incorporating literature in ELT increases the motivation of the students to learn a Foreign Language as they are independent to choose the topics they are interested in reading. It also gives them courage to be active in the classroom as they are more confident to interact for the topics they have chosen. Literature is considered the main source to make students creative and adventurous. Because of personal involvement, literature helps students increase the English learning process (Collin and Slater, 1987). But how is it possible to enhance language skills of the particular students in language classroom? Is literature a right option for improving those language skills?

The continuous and increasing spread of English language teaching all over the world has made it necessary for teachers in this field to deal with literature in English language teaching. In 18th and mid-19th centuries, English Literature was broadening its scope except of educational purposes. Literature started to be treated as classical rhetoric aiming to enhance learner's skills of communication and discovery states (Spack, 1985). Literature is the added value of language learning and it is also considered as an important medium for teaching/learning a target language.

Literature and language are closely related and this is a fact that no one can deny. Literature is constituted by language and it represents one of the most recurrent uses of language. Therefore, the belief that Literature in English helps to improve the students' scope of reading and their mode of expression is reiterated. Brumfit (1986) mentions that, "although the texts being used are literary, and some of the responses of readers will be discussed in literary terms, the prime intention is to teach language, not the literature, and the texts may be used as contexts for exemplification and discussion of linguistic items which have no bearing on the value of work as literature." The main reason of using a literary text is to teach a language and the texts can be used as a material to show the linguistic items clearly.

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Amongst many advantages, language enrichment is one of the advantages gained through literature. Literature offers students the chance of getting more, deeper and variable information as well as joy whilst reading. At the same time literature helps teachers assess students in all linguistic skills at once; reading, writing, listening and speaking, which are essential in English language teaching. Reading and writing skills is the target of improvement by use of literature, as the written treasury helps students read substantial texts helping them to be familiar with formation of sentences and increases their conceptual skills by making them able to connect more appropriate ideas in a Foreign Language. As Povey (1972) states, “literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax” It gives students the opportunity to strengthen language skills as it more often enables oral discussions and exchange of opinions.

## **2. LITERATURE REVIEW**

As proposed by Collin and Slater (1987), literature must enhance the student’s listening, speaking, reading, and writing skills if it is being used as a successful teaching tool. The student will be able to master these four skills if they balance their own reading preferences as opposed to the reading material they are fed. If this balance is achieved, the reader will not only be able to gain language knowledge but they will also enjoy what they have read.

Enjoying material that one reads is important because it ensures personal involvement. This means that while reading, the reader is simultaneously comparing and contrasting what they read to the world and society in which they live in. This in turn ensures motivation, which increases reading proficiency.

In other words, it is a chain-reaction. If a reader is interested in what they read, they not only applying the language skills they are acquiring as they read, but they are provoked to consistently conceptualize what they read and compare it to modern-day society. This paves the way for the creation of new thoughts and opinions.

Most importantly, should a reader choose texts that they can personally relate to, and then the process of analysis and conceptualization becomes more thorough as they are able to understand and relate to the characters and themes presented in the texts? Lastly, for the reader to enhance all four skills, listening, speaking, reading, and writing

they must be given or is able to choose material that does not prevent their success due to language difficulty. Readers must be given material that is slightly above their level so that they are not only able to understand what they are reading, but they are able to push themselves to understand newer concepts that may or may not arise in texts.

The exposure to different literary texts has its advantages not just in strengthening speaking skills but writing skills as well. This is especially evident in the structuring of a sentence. A successfully written sentence obtains both grammatical strength and ability to connect ideas. Thus, the more one reads the more they allow themselves to grow as writers because they are being exposed to different formations and functions of a sentence. Simultaneously, they are digging deeper into the roots of the English language and being able to comprehend it better. By doing this, readers are not merely ensuring that they are capable of learning syntax and differently vocabulary discriminations, but they are being exposed to a whole new culture and its literary works.

Literature not only feeds language skills but also as Lazar (1993) suggests, it encourages language acquisition, expands language awareness, develops students' interpretative abilities and educates the whole person in so far as it enhances our imaginative and affective capacities. On the other hand, according to Collie and Slater (1987), using the literary materials might increase the foreign learner's insight into the country whose language is being learned.

As Povey (1967) claims that the examples from literary works may encourage and guide students to be creative in language learning classroom. Also, according to Burke and Brumfit (1986); literature promotes literacy and orally, critical and analytical ability, social skills and the use of the imagination.

As Stern (1987) claims that literature itself offers a special depth for language learning. The link of the literature with the linguistic rules is an indivisible and continuous bond. Most of the literature in today's world has a wide range of linguistic rules and the effective usage of them in their context, which makes them a sum of grammatical, linguistic and communicative knowledge.

On the one hand, McKay (1982) argues that sometimes readers are forced to cope with language that is otherwise intended for a specific audience or a native-speaking

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audience. This has its advantages because readers are exposed to a certain authenticity or reality. In addition, they familiarize themselves with different literary uses, forms and conventions of writing such as: “irony, expositions, argument, narration, etc.”

On the other hand, McKay (1982) also states that reading is an “interaction between reader and writer” and not just a mere “reaction against a text.” Identical to how human beings are forced to react with one another to better understand each other, a reader must interact with a book and the concepts it is enforcing in order to better comprehend the text. McKay (1982) states that the “literature provides the affective, attitudinal, and experiential factors which will motivate students to read.” In order to achieve this sound interaction, the teacher must ensure that reading material meets the students’ emotional, mental, and physical needs. The texts must match the students’ interests, language level, and their cultural backgrounds. If there is a gap in the above-mentioned, the ideal of communicating and relating to a text is not a success. If the students’ language level does not suffice and they are not familiar with different literary conventions, they will simply be lost and not motivated.

According to Hişmanoğlu (2005); not only “literature helps students acquire a native-like competence in (foreign language), express their ideas in good (that foreign language), learn the features of modern (this type of modern language), learn how the (the foreign language) linguistic system is used for communication”, but also, literature offers opportunities in terms of “the figurative and daily use of the target language”. With the aid of the literary texts, the students encounter various literary materials and observe numerous usages “of speech, such as simile, metaphor, metonymy, etc. so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully” Hişmanoğlu (2005, p. 65).

Moreover, literature appears as a model, if the respective students start writing “closely similar to the original work”. It might come into being as interpretation or analysis of the original text. For that reason, it can be said that literary materials stimulate students to be creative and “the reading, literature serves as subject matter” (Hişmanoğlu, 2005, p. 58).

### **3. METHOD AND METHODOLOGY**

Qualitative and instructional approaches were utilized in order to clarify the details of language learning skills, which are fed by literary materials in language classroom.

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With the aid of these two approaches, language skills such as; reading, writing, listening, and speaking were explained to some extent.

#### **4. DISCUSSION**

Literary materials enhance the student's listening, speaking, reading, and writing skills if it is being used as a successful teaching tool by the respective teachers. But the teachers need to balance the activities of all skills in the classroom. Actually, if there is balance in the skills, the students start loving the target language and enjoy learning it. If they enjoy learning, then they begin to motivate more than before for gaining more knowledge of that language. For that reason, motivation results in more involvement of the students in learning language.

- i.** Researcher finds educatory benefits of the following approaches as proposed by Sell Johnathan (2005), the below-mentioned four benefits appeared enough for the scope of the present study, they are as follows;
- ii.** Linguistic model is related to various samples of "good" writing, linguistic diversity, or different types of expressive ranges, etc.
- iii.** Authenticity contains genuine linguistic material (Duff and Maley, 1990).
- iv.** Motivating material involves that these types of materials make the students engage and motivate thoroughly not in an artificial fashion. (Duff and Maley, 1990).
- v.** Convenience offers useful and beneficial resource.
- vi.** Extension of linguistic competence presents the opportunities about to obtain the competences of linguistic rudiments.

However, "literature has traditionally been used to teach language usage, rarely has it been used to develop language use" McKay (1982). It stands for that literature throughout history has been used to teach students the linguistic rules, structural and proper language usage but it is less used for further development of the language.

On the other hand, literature improves the four language skills with the help of below-proposed approaches expressed by Hişmanoğlu (2005). First of all, the translation of text, poetry or stories into students' mother tongue is likely to give opportunities in order "to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills" Because, teachers need to have not only oral and written language use

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in terms of producing words, phrases and sentences, but also they need to have both referential and interactional meaning for creating a positive classroom environment, as stated by Hişmanoğlu (2005, pp. 54-57).

Secondly, literature presents authentic materials, so that the respective students might find various samples of language regarding real life like settings. Thereby, they are exposed to actual language samples through which the students learn actual samples of the target language (Hişmanoğlu, 2005, p.54).

Thirdly, literature enhances language enrichment, because the particular students have a chance to “learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills” through literary materials (Hişmanoğlu, 2005, p. 55).

Fourthly, literature improves reading. Actually, through reading a literary text, the students will have a long-term and valuable contributions to their linguistic knowledge, in case “it is meaningful and amusing”, Actually, “in reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text”. Regarding reading and writing, “the teacher generally discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it” and “Having students read literature aloud contributes to developing speaking as well as listening ability” as well (Hişmanoğlu, 2005, pp.57-59).

All these benefits cannot be gained through grammatical learning or academic books that students have the chance to see in high school. Literature is the key to right pathway toward the benefits of a new language, as through literature reading students have the change of autonomously choosing the diversification of their culture and knowledge.

## **5. CONCLUSION**

Literature offers many opportunities to the students in language learning. In the classrooms, teachers use both oral and written materials in order to teach fruitfully. Because, it motivates the particular students to learn better, since they can choose the topics they are interested in reading that are available in the literature. Both teachers

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and students consider the literature as main source to have creative and adventurous atmosphere in learning process, since it provides authentic materials. Literature helps respective students to be familiar with formation of sentences and increases their conceptual skills by making them able to connect more appropriate ideas from the real texts available in the literature, since literature provides native-like competence in language learning. Literature presents authentic materials through actual samples of the target language presented in the literature. Also, literature enhances language enrichment, because the particular students have a chance to observe numerous structures of sentences and connecting ideas.

In addition to this, literature improves reading. Actually, through reading a literary text, the students will have considerable positive contributions to their linguistic knowledge. Moreover, literature appears as a model, in case the respective students try to write similar text in accordance with literary work.

Lastly, literature also offers the following fruitful opportunities such as; firstly, daily usages of the particular language. Secondly, it provides opportunities of examples of “good” writing, linguistic diversity, expressive ranges, etc. It gives a scope for genuine linguistic material. Thirdly, it motivates a learner genuinely not artificially, and lastly, it presents a handy and photocopiable resource for teachers/students.

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## MARRIAGE AND DIVORCE IN ALBANIAN SOCIETY OVER THE YEARS

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### **Abstract**

*In this article we will see a general description of marriage and divorce. Marriage and divorce in the Albanian society have had their time to be lectured and institutionalized. Nowadays we can talk about divorce without fear. Prejudice and mentality for divorced women are somewhat faded, but still remain strong in all these rural areas. Despite all these changes to "emancipated" that have occurred over the years in our country, it is noted that the number of divorces is rightly increased. It may be considered as a painful wound that is destroying Albanian family. In this article I will cover the forms and ways that have changed the concept of marriage, the causes that lead a couple to divorce, as increasing numbers of divorces in Albania, the types of divorce or phases in which passes to be divorced couple etc.*

**Key words:** *marriage, divorce, Albanian society, institutionalization, prejudice, mentality*

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## **1.INTRODUCTION: THE CONCEPT OF MARRIAGE IN THE ALBANIAN SOCIETY OVER THE YEARS AND CENTURIES**

Numerous studies that have been done over the years, prove that the traditional culture of the Albanian people, especially since the fifteenth century until the beginning of World War II, have worked more detailed cultural norms that encourage and "legitimize" the realization of marital ties, at least in several social areas. Prosecution of tribal norms was different in time, different regions and social groups.

According to the Canon of Lek Dukagjin, whose cultural norms applied mainly in Northern and Northeastern Albania, banned marriage and betrothal of girls if the boy had blood up to four hundred generations. This Canon forbidding marriages between people whose tribes had any godfather respect, brotherhood (brother or sister who had drunk the blood of each other). Other canons statutes, particularly Canon of Skanderbeg, was implemented in central Albania and Julie Pope Canon, which was implemented in southern Albania, encourage and legitimize the realization of marriages. For example, Skanderbeg canon forbidding marriage between two young people who had family ties between them to 100 generations by the father and 7 generations by mother. Cultural norms of exogamy in Albania are documented and observed by foreign traveler who visited our country, especially during the XIX and XX century.

Edith Durham in the late '20 twentieth century wrote: "Albanian tribe is derived from a male grandparent. All persons attend that same background of that same male progenitor, however far in generations they are called "brothers and sisters" and they were not married to each other. This law was strictly applied.

According to Shtjefen Gjeçovi: "At Albanian canons are provided strict sanctions for those who violate norms of exogamy such as penalty, house burning, expulsion and murder. These heavy punishments against "causer" appointed by the influential men of the tribe, after marriage two persons of the same blood was considered ugly insult to tribe. Though, to do the dirty tribe, his every member of the socialization process should be familiar with the whole genealogical tree first."

## **2. THE ROLE OF MARRIAGE IN ALBANIAN SOCIETY AND HOW IT "WAS USED" FROM OUR ANCESTORS.**

Albanian society marriage between young people was conceptualized and realized as an alliance between the heads of their families, the alliance that was aimed primarily at strengthening the status of mutual economic, social and the defense against enemies. Many foreigners and local researchers have described the Albanian family, particularly the highlander as "a small state "or a "republic" with a political and army organization. At these families women and females in general had no rights, except taking care about food and clothes. Such things happened mostly in the families of feudal leaders. While among popular broad mass was the opposite a marriage connection could eliminate not only the usual conflicts of everyday life, but often arrived to stop the marriage the blood feud. A marriage between two families in blood feud was the only guarantee for their reconciliation.

The declaration of independence of Albania (1912) to the eve of World War II (1939), the legal basis for regulating structured with marriage and divorce problems, (the latter until then was virtually non-existent, especially if a such request came from the wife) was "Civil Code", which entered into force on April 1 after 1929. On 06.26.1965 was approved "family code of Popular Republic of Albania" by the Parliament of Albania. This code was revised and approved on 29/6/1982, which with few additional amendments is actual at Albanian society. Democratization process at Albanian society in early 1990s of the twentieth century as the most important component was religious revitalization. The return of Albanians into religious beliefs, in this "forbidden apple" by the communist regime during the years 1967-1990 (Dervish ; 2009:181), was followed by an attempt to prevent the marriage of the young men and women who belonged to different religious; at some cases even as an attempt "to correct mistakes of the past" by divorced couples who had the same faith. Such phenomenon was temporary in our Albanian society. Nowadays, in Albanian society, religious beliefs do not block marriage between different religions.

## **3. DIVORCE INTO ALBANIAN SOCIETY**

Divorce or dissolution in Albania is a positive as well as disturbing phenomenon. Albania is now introduced in the European integration process and Albanian society must face new phenomenon, as well as the serious problems. Divorce is one of them,

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considered as the only solution to a failed marriage to a non-functional family, but also as the final destruction of a marriage, with negative consequences not only for the couple but above all to the children. The number of divorces in Albania has been increased significant year after year, especially after the '90s, an indicator for the emancipation of Albanian women. During communism Albanian women for the sake of the children, the mentality and the low economic level, agree to keep a spouse who is not worthy for them. This would happen even though they suffered psychologically, not loved their husband or in the worst case even when they were domestic violated. The divorce rate in our country has alarmed not only the Albanian society, but also international statistical agencies. Divorce is one of the most controversial topics and addressed by the social sciences. Divorce is a widespread phenomenon throughout the world; it is now fairly widespread in Albanian society as well. Divorce, just like marriage is a right of individual which is guaranteed and protected in the legislation of almost all countries. Divorce is defined as a valid marriage settlement during matrimony, for reasons provided by law and the legal procedures. Connection and dissolution of the marriage are regulated by law. But however divorce in itself presents a social problem. First legislation over divorcing are ancient Greek, Roman, Byzantine, etc. The attitude towards divorce has been linked to the ruling class concepts about marriage and family. In a patriarchal society like the Albanian society, the freedom to choose divorcing in place of a relationship that did not work with, I was an unacceptable concept as much as in many non-metropolitan areas, but not only separation often was considered as disgrace, especially for women. A concept, that even though I faded during 25 years of political pluralism, again remains dominant, especially in the poorest strata of society. Before 90s was not easy to get a divorce, as required very strong reasons and furthermore the pair that required divorce was faced with heavy consequences. It was forbidden. Divorce has not been easy, not only for but also the moral framework does not allow the state to make divorce for reasons which not considered important, they should be strong reasons, otherwise it was impossible. There were a number of factors that influenced changes on the concept of marriage. Until the 90s it was a monogamous relationship and sexually locked, we cannot say the same thing nowadays. "Marriage is an institution of private, intimate, individuals make the marriage, is their act in this regard has no right to interfere with anyone".

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#### 4. CAUSES AND CONSEQUENCES OF DIVORCE IN ALBANIA

But what is happening with the Albanian marriages and why this growing trend to move towards divorce? Harmony interior and exterior in every family is an expression of social and social compactness of a people, of a society. The fact that in Albania, in years recently has increased drastically divorce is really worrying. Alarming number of divorces come for many reasons, but first is the very period of transition that our country is facing, is the irregular movement of the population inside and outside the borders of Albania, then the cultural factor, exclusion newness of life in the city or area where emigration and "collision" that happens to the person cultural between formation has already made, the new challenges that await, recognizing the new reality, extreme poverty, lack of communication bridges in reality new etc.

A large portion of divorces are the result of the tyranny of public opinion and of power that have old concepts on marriage. A motive for divorce is the poverty that exists in the Albanian society, but poverty cannot wear all marriage problems. Most come from domestic violence. The center for domestic violence is family, where more violence exercised upon which run down physical and verbal violence. Jealousy is another factor. Also the technology and digitalization of life has decreased privacy and matrimonial relationship. There are other causes such as the conflict between the bride and betrayal. New problems on nowadays, such as violence, jealousy, betrayal, lack of communication, cultural differences, and poverty are threatening the institution of marriage.

When a couple decides to divorce he must bear a large number of changes in the way of life and the concept of so-called as its conceptualization. There are six stations of divorce (by Paul Bohannan 1970)<sup>i</sup>. Each of them may create tensions and difficulties that affect the couple, children, friends and their relatives.

1. **Emotional divorce**-express deterioration of the marriage, the growing tension between partners and usually leads to separation.
2. **Legal divorce** - is the end of marriage legally.
3. **Economical divorce** - has to do with the division of assets and property.

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<sup>i</sup> Ceci Nuredin "Sociologjia e pergjithshme"fq.101-102.

**4. Parental divorce** - related to child custody issues and the rights of meetings with them.

**5. Social divorce** has to do with changes in the social circle of the divorced.

**6. Psychological divorce** - occurs when the individual interrupts the previous links and combats emotional demands of living alone.

According to Robert Weiss women divorce suffer most from the economic perspective, while from social and psychological adjustment is the same for both genders. At most cases of divorce, it is noted that the consent and respect for one another disappear even before separation. They are replaced by distrust and enmity. At the other side, it continues to exist a feeling of being emotionally connected with each other. Even though partners may be removed before separation argument, after it they experience a sense of sorrow called *grief of separation*. The absence of the husband immediately creates a sense of panic. A very small number of people prove the contrary, the feeling of boredom, because feel free and with more time to deal only with themselves. After some time these feelings are replaced by loneliness. They are detached by their familiar life and the friendly relationship always changes.

Social consequences, the play of divorce has become more dangerous, very serious consequences disturbing social, economic, educational and debilitating impact of disintegration and social cohesion of our country. Divorce obviously is the solution to a failed marriage and a family of her dysfunctional and perhaps most fundamental as is the function of upbringing and education of children, and they are the most damaged ones. Even though actors of divorce become parents, children are the ones that experience all the consequences. Even social consequences that bring the phenomenon of divorce the greatest damage is over children. There are a lot of orphan children at Albanian institutions that take social services. Most of them have divorced parents or have deep social problems. Children of divorced parents have higher figures psychological stress and mental illness.

The effects of parental divorce on children are difficult to valuate. Should be kept in mind the degree of conflict between the parents before the separation, the child's age at the time, if there are other brothers and sisters or the children, or grandparents holding position relatives others, that continue to maintain links with each of the parents-all of these and other factors trace the process of adapting the child to a new life after parental

divorce awaiting. But still difficult for them is keeping on foot of an unhappy marriage, full of tension between parents who do not divorce for the sake of different foster their often show that children suffer spiritually parents after separation.

- Usually preschool age children are concerned and intimidated and think that they themselves are to blame for the separation of parents.
- While the oldest children are more able to understand the motives of the separation of their parents, but they are very concerned about the impact that the divorce will have on their life in the future. They appear feelings of anger.

It needs a long time to pass this stage and usually after a period of 5 years a large number of children with divorced parents cope with reasonable so their new life. So a positive fit with it. Some others remain dissatisfied by life they do. They suffer from depression and loneliness, especially when the parent with whom they live, is remarried. Even though experience has proven that children develop better when after separation related continuing with both parents, than when only regularly meet with one of them. Also noticed that all those parents divorced and consequently also their children when seeking help from psychologists are better able to cope with the separation positively and the major changes taking place in their lives. Single-parent families are so random. Most of them are headed by women because usually they take custody of children after divorce. These families belong to the poorest groups of society or in those with average incomes. This latter occurs mostly when the mother has a consolidated profession and a stable job. Fortunately has a long term such as "abandoned wives", "fatherless families", "destroyed house" is heard less and less. The category (Giddens ;2002:388 ) of families with a parent is very diverse. For example, almost half of divorced mothers have their house and half to remain living at rented homes. Economic-psychological situation on such families is not viable; its borders are too vague and flexible.

##### **5. REAL DATA ON DIVORCES THAT UCCUR IN ALBANIA**

Now there is no doubt! Divorce is eroding the institution of marriage in Albania. Figures released by the courts and the media testify to this bitterly truth. Divorce is not a social phenomenon, totally wrong, to be named only as destructive of marriage. Ai should be interpreted first and, as a phenomenon in dimension and function polyvalent social causes, legal and cultural. Increment of number of divorces nowadays,

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considered a social phenomenon of universal scale, one of the features of the contemporaneous company. By facing this phenomenon, of this size expanded, sociologists have reached the conclusion that nowadays marriage is an institution that is becoming more unstable. And our society seems to abandon taboos, the unique concept of internal marriage. There are attempts to leave the faithfulness of closed marriage. There are only men who have so rights. Women have the rights and responsibilities in making decisions in a family have the grate. They are freer, more independent, study, earn income and travel alone. By living in modern society, they have numerous opportunities to live in solitude, even when they are married. They gradually got the own right of independence and privacy of a divorce besides. Consequences of a divorce, except ex-spouses, mostly affect children. At the same time divorce of the parents affects them negatively because of lose family model healthy, something which is reflected in the future of society.

## **6. DIVORCE IN WESTERN COUNTRIES**

Divorce was taboo not only in our country but also in some western countries. Over centuries marriage was considered indeterminable. Divorce was accepted only in rare cases such as the case of no consumed marriage. In a referendum in Ireland in 1986 most of people voted against divorce. To be divorced a spouse had to first represent charges (for example, to abuse, abandonment or betrayal, etc.) against the other. First laws for divorce "no blame" were published in several countries among many Western countries viteve1960. Since then western countries followed this practice, though specifically details over countries. In the UK Divorce Reform Act, which was adopted in 1969 and entered into force in 1971, contained provisions "without blame", so he facilitated getting the couple's divorce.

## **7. DIVORCE IN ISLAMIC COUNTRIES**

Does the concept of divorce have evolved in these countries? Why Islam has given the right to divorce her husband only? Or why not be the agreement of the two and the final decision be left to the court? In the Islamic world that a couple of divorces, this or done with the consent and the will of both parties, or by the will of only one party (that is, man) .We first case when it voluntarily both parties is not a problem. The problem consists in the second and especially when there is only the desire and the will of the husband. According to them woman lives under the pressure of her husband when he

wants to be divorced he gets divorced and when he doesn't want the marriage continues. When Islam recognizes the right man to seek divorce, obliges with some responsibility towards his wife. He must guarantee the living conditions during the waiting period, up final divorce. If they have children he must bear their expenses ranging from feeding, clothing and up to education. Wife can only ask for a divorce when her husband beats, abandons, or consuming alcohol is a stingy.

## **8. CONCLUSIONS**

First, marriage nowadays in most cases is between two persons that love each other. Religious, cultural, economic developments differences are not observed by persons who will be married.

Second, nowadays people have become more open-minded about concepts like marriage and divorce. They do not prejudice divorced women. This should not take absolute thing for the whole territory of cities or villages of Albania. There still are villages and towns find it hard to change their mentality. It is known that from little attempt create a more positive and thinking of things.

Third, nowadays Albanian mothers and girls are better educated and care more about their appearance. They are no typical example of the households that have a priority to be in service to their family. Nowadays, women in Albania have a profession promising personal income pretty good and make a social life. They work out, traveling and also not neglected the care and love to the family who have.

Fourth, women do not have to fear to seek divorce when they see that love is over or life in pairs do not function any more. They are capable to raise and educate their children. They do not "shut the life" after a divorce but over time they rethink a second marriage without being afraid of the shame of public opinion. All these and many others show that the concepts with which it are imbued Albanian society is developed and being contemporaneous. Female is taking respect and love that she merits. We should hope that all this modernization will not raise the number of divorce and single parent families.

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**REALITY VERSUS FICTION: THE TRUTH BEHIND A  
UTOPIAN/DYSTOPIAN NOVEL**

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**Abstract**

*Utopian and dystopian fictions occupy an important part in English literature. As a literary device they both incorporate different techniques and genres which are intermingled with the author's vision of the society and his prediction about the future. The vision and this future pretended society are inspired from his personal experiences and his interpretation of the present reality. This paper focus on the main features present into a utopian or dystopian novel. The paper briefly revises the concept and the main contributors of the genre, its main features and the fictitious reality being created in these novels. Furthermore the paper focuses on George Orwell's novel 1984 analyzing and pointing out its typical utopian/dystopian feature.*

**Key words:** *utopia, dystopia, 1984, totalitarian world, humanity.*

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## 1. INTRODUCTION

As a literary device and as a literary genre, utopian fiction occupies a strange yet undeniably important position in English literature. The utopia in itself is a product of different genres and techniques mixed together such as: fact, fiction, fantasy and science fiction. The author presents a clear vision of what sort of society he wishes to have in the future. His desires and their production in this future pretended world are derived from his personal experience and his understanding of the present reality. In 1979, Frank and Fritzie Manuel published *Utopian Thought in the Western World*, in the Preface they define utopia as:

*Every utopia, rooted as it is in time and place, is bound to reproduce the stage scenery of its particular world as well as its preoccupations with contemporary social problems. Here analogies to the dream and the psychotic fantasy may be telling. Observers of paranoid behavior report that though the disease remains relatively constant, the mysterious, all-seeing forces that watch and persecute their patients change with time and technology. [...] Often a utopian foresees the later evolution and consequences of technological development already present in an embryonic state; he may have antenna sensitive to the future<sup>i</sup>*

Utopian novels or utopian elements in a novel are caused by the problematic present state where the authors live in. "It was Sir Thomas More who thrust the words *utopia* and *utopian* into the canon of modern language. The word *utopia*, in More's hands, is actually a play on words. In Greek, the word *topos* means "place." But the prefix *ou* or *eu*, rendered in modern English as "u" has a double meaning: *ou* means "no" while *eu* means "good." In other words, *utopia* meant a "good place": it embodied a vision of the world with all its social evils removed. But as fiction – [...] -- *utopia* has also come to mean "no place" or simply "nowhere."

A considerable number of authors have tried to give their vision of the future and of the perfect place to live in. In 1891, William Morris (1834-1896), produced his best known work of fiction, titled, *News From Nowhere*. Almost twenty years earlier Samuel Butler (1835-1902), wrote *Erewhon*, a satire in which conventional practices and customs are all reversed. Edward Bellamy (1850-1898), whose novel *Looking Backward* of 1888, took the now classic utopian format of a man who goes to sleep and wakes up 100 years in the future. H. G. Wells (1866-1946) classic, *The Time Machine?* In 1623, an Italian philosopher by the name of Tommaso Campanella (1568-1639), a heretic who was confined for 27 years in Naples, published his utopian

fantasy *Civitas Solis (The City of the Sun)*. Moreover, elements of the utopian world are present in the Albanian writer Kasem Trebeshina and his book *Odin Mondvalsen*, written in 1955-1956.

In the nineteenth century, a new literary technique was developed, a device born not only of apparent advancement, but also the clear experience of disillusionment, resentment, terror, depression and misery. The dystopian genre emerged and developed mainly as a critical response and an antithesis to utopian fiction. The word may have derived from Greek and can be translated as “bad place”. The entire tradition of the dystopia, might have started around the 1920s and 30s. One of the earliest dystopias of the twentieth century was written in 1921 by Yevgeny Zamyatin. His novel *We* became the first genuine dystopian novel that gave argument and insight for the novels to come. This genre found its most persuasive example in the novel *Nineteen Eighty-Four* by George Orwell (1903-1950). Orwell wrote the novel after observing the atrocities and violence by Stalin towards Russian citizens, the influence of Hitler in Germany and communist propaganda in the intellectual circles round Europe. Thus Orwell was afraid that a communist or fascist virus might spread through Europe during the World War II. In his anti-utopian world Orwell describes a never-ending war, surveillance, dictatorship and horrible condition. The ideology and propaganda manipulated not only people attitude, thought and behavior, but also historical events. As a dystopia, Orwell's *Nineteen Eighty-Four* contains both mythic and real elements. One of the main problems which is part of the anti-utopian/dystopian fiction is to “learn to read it according to its own premises and limits.”

## **2. THE MAIN FEATURES OF DYSTOPIAN NOVEL**

Mainly on the bases of the dystopian novels is the government as an absolute and corrupting power. To maintain and to remain omnipresent the state must have complete control of the society. Thus, the manipulation of human bodies and minds, language control, thought control and the transformation of history occurs. By considering the people as “subjects” the state discovers a way to use the human body to its full potential to achieve maximum productivity and “perform their tasks conscientiously” (Althusser 128). Tearing apart their humanity, repression of human mind, affections, creativity and invention keeps a person focused only on their tasks.

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Another element that we find in a dystopian novel is paralyzes or the weakness of the individual. Constantly oppressed by disciplines or activities that people are purposefully engaged in, they do not have time to think about their situation, about their present state. Through a planned routine the state has a perfect opportunity to subdue people, by turning them into unthinking robots. The characters are convinced that it is their duty to serve and sacrifice themselves for the state and embrace their social responsibilities. Smith the main protagonist of the novel *1984*, is the editor of the newspaper *Times*, whose job is to forge information presented in the media to ensure that “every prediction made by the Party could be shown by documentary evidence to have been correct” (Orwell 36).

An important and vital element in dystopian novels is the use of language. From the linguistic stand the analysis of language can provide an additional lens to understand and penetrate into the society. The author tries to set up a new code of speech, a new way of speaking. George Orwell names this new code as “Newspeak” in his novel *1984*. A specific section of the Party revises the language in the name of efficiency, but the purpose is to remove specific words form the vocabulary. Orwell shows how language can be used politically to deceive and manipulate people, how it becomes a mind-control tool, with the ultimate goal being the destruction of will and imagination. So by designing Newspeak, a totalitarian system narrows the range of thought and shortens people’s memories. Anthony Burgess sets up a new way of speaking in “*A clockwork Orange*”, with the language spoken by the youth is he created “Nadsat”.

The frustration and lack of free communication is present in many dystopain novels. Communication is vital to the human being, and the more restricted the language becomes, the more limited the human relationships become. Making the Paty/State as the only object to be admired and to be loved.

A typical feature that all anti-utopians share is a profound belief in equality, science and reason. They do not attack progress; neither do they reject modernism, but the way people use and abuse with them. In their view “every attempt ended in the grotesque inversion of its promise- democracy produced despotism, science barbarism, and reason unreason.”<sup>iv</sup> Jessica Langer in her work “*The shapes of Dystopia: Boundaries, Hybridity and the Politics of Power*” says that “rather than imagining a world in which the criticized aspects of the author’s society have disappeared,” dystopia “instead

imagines a world in which those same aspects are overgrown and run amok, displacing them into an alternative universe where life is defined by them” (Langer; 171)

Thus it seems evident that this genre mainly depicts the discrepancy between individual identity and collective identity imposed by the state. As Walsh asserts “by weakening the sense of individual identity, they make it more likely that the average man will merge his own frail identity with the social whole and cease to demand that he be called by a name instead of a number” (143)

### 3. ORWELL’S *1984*

*“Every line of serious work that I have written since 1936 has been written directly or indirectly against totalitarianism and for democratic socialism, as I understand it.”* (George Orwell “Why I Write”)

Orwell explains in a 1946 essay that a writer’s “subject matter will be determined by the age he lives in . . . but before he ever begins to write he will have acquired an emotional attitude from which he will never completely escape” (1981: 311). As such, the materials for this novel are drawn from the Spanish Civil War, Second World War, and the early years of the Cold War. He tried to incorporate all these elements to provide a realistic atmosphere rather than imaginary speculation about the future (Meyers 2000; 281).

“By setting his novel in England, a country proud of its tradition of democracy, Orwell was clearly offering the message that if totalitarianism could triumph here it could happen any and everywhere. By the same token, since he felt that the totalitarianism is not either to the right or to the left, we must be aware of the danger that lurks within our very selves of ceding to the totalitarian lure.” (Gomez; Martinez; 1997)

Howe (1971: 44) contends that *1984* is “at once a model and a vision- a model of the totalitarian state in its “pure” or “essential” form and a vision of what this state can do to human life”. The sense of the uneasy is established immediately in the first sentence by the clock striking thirteen which is a sinister sign but at the same time it sets a negative atmosphere from the beginning. Even the following paragraphs display a harsh, uncomfortable and anxious atmosphere which is reinforced by the fact that they are constantly being watched via the telescreen and have the appearance of the

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overriding force of Big Brother's image. The novel is based on the presentation of a dystopian world, where the citizens live in an atmosphere of mistrust and extreme surveillance, where the state is the only dominant power and individuality and personality have become criminalized. The main protagonist, Winston Smith, is established from the very beginning as an un-heroic figure. Winston is read as an idealistic and is obsessed "in the typical humanist way, with unanswerable questions, and particularly the question of "Why" (Orwell 1983: 113). It seems that its main aim throughout the novel is to remain human, not to be de-humanized under the tyranny of the state. This mission somehow fails when he betrays his belief. Abrahams (1983: 5) suggests that Winston 'is a type of colorless, minor civil servant who does what he is told to do- always'. Whereas Watt (1983:112) contends that he "is neither a conscious nor a heroic protagonist of moral and intellectual convictions" and according to them he is presented as a failed hero and coward (Meyers 2000: 287). I believe that these descriptions are superficial and simplistic and they miss an important element "Winston's resistance" and they overlook the broader message of Orwell.

"The imaginary world of *1984* of a totalitarian society is modeled after the (real) fascist state of Mussolini's Italy, the nationalist-socialist state of Hitler's Germany and the communist state of Stalin's Soviet Union. The form of social control, accordingly is manifested more broadly in the control of thought and the discretion of memory, history and the debasement of language, and thus speaks to totalitarian systems in general." (Tyner 2004: 135)

The novel is divided into three giant countries Oceania, Eurasia and Eastasia. Three countries embrace totalitarian systems. They govern through ideology, propaganda, absolute control of people's lives, spies and secret police. Every movement or facial expression of the people is monitored by "telescreen", posters of Big Brother are displayed throughout the city with the sentence "Big brother is watching you." O'Brein an important exponent in the Inner party says: "Power is not a means, it is an end. One does not establish a dictatorship in order to safeguard a revolution; one makes the revolution in order to establish dictatorship. The object of persecution is persecution. The object of torture is torture. The object of power is power. Power is in tearing human minds to pieces and putting them together again in new shapes of your own choosing." (Orwell, 1949:332) This is one of the main philosophies that they run the

country. Orwell tries to incorporate the utopian and dystopian elements in a historical perspective. Oceania combines two political and historical structures, the capitalist England of 1948 and the post capitalist-totalitarian of 1984.

*Another important element present in a dystopian novel is the control of the present history. In 1984 this “time” control is achieved through the control of the past: “Who controls the past, controls the future; who controls the present controls the past.” (Orwell, 1949, 44). Only through changing history and event they can subdue people but also hide their collective memory of the past, thus the people can compare and understand what they have lost from this totalitarian system.*

In a society where power is ultimately possessed by the state, like that presented by Orwell, is resistance possible? During the novel, we understand that resistance, for Winston, means to retain a semblance of humanity, of individuality and not to acquire power. Consequently, the actions of Winston are directed toward a personal liberation rather than a complete revolution. Winston recognizes that overt resistance is neither practical nor desirable because the disciplinary control of the party was near complete. And yet, there are several fleeting instances of resistance in the novel, just to mention the diary, the avoidance of the telescreen; ‘(Winston) kept his back turned to the telescreen. It was safer; though as he well knew, even a back can be revealing’ (Orwell 1983: 3); even the sexual relationship with Julia is read as a form of resistance; Winston reflects ‘Their embrace had been a battle, the climax a victory. It was a blow struck against the party. It was a political act’. (Orwell 1983: 112)

After the arrest O’Brien interviews and tortures Winston in the Minilove and asks Winston if he remembers writing the question (Orwell 1983: 70) “Why the huge posture was undertaken?” and asked him to explain (Orwell 1983: 233): “Now tell me why we cling to power. What is our motive? Why we should want power?” Winston replied that the Party believes that human beings are not able to rule themselves and they act to protect the majority. But for O’Brien the reason is another (Orwell 1983: 234-235) “The Party seeks power entirely for its own sake. We are not interested in the good of others; we are interested solely in power. Not wealth or luxury or long life or happiness; only power, pure power...Power is not a means; it is an end.”

O’Brien’s purpose in his interviews in Miniluv is to turn Winston’s love for himself into love for Big Brother, implying that mere obedience is not enough, but Winston must achieve a moment of genuine love for Big Brother. In order to tell this love

Winston has to reject, and to admit to himself that he has rejected all feelings of love and loyalty to anyone else. Under the sufferings, degradation, torture and humiliation he tried to resist, but when threatened with what is for him the worst thing in the world, he betrays Julia, something is killed in his own heart, he is not the same man anymore: “*burnt out, cauterized out.*” Now he is no longer a threat to the state or to anyone else. In the totalitarian world of Orwell power becomes the State and the State is power. It is through the power/knowledge nexus that all semblances of humanity are eradicated leaving ostensibly nothing but the State: “Never again will you be capable of love, friendship, or joy of living, or laughter, or curiosity, or courage, or integrity. You will be hollow. We shall squeeze you empty, and then we shall feel you with ourselves” (Orwell 1983: 228-229). Orwell hyperbolized the control of the state over the human beings and the possibility and the ability of the state to change people’s ideas, to subdue them totally through the terror.

#### **4. CONCLUSION**

Nineteen Eighty-Four when it is viewed as both a warning and a prophecy, it is in the tradition of modern utopian and anti-utopian fiction, being at the same time an analysis of the contemporary world and a vision of the future, which Orwell sees as totalitarian. It is difficult to restrain this novel into one of the literary genres above, utopian or dystopian novel, because Orwell’s novel incorporates both of them. If we analyze 1984 based on the literary canon we might come to the conclusion that it is a well written dystopian novel that neither come true nor did touch European countries. But if we confront it with the reality that communist countries had established we would come to the conclusion that the reality had overcome fiction, and the Big brother reality of the *1984* would be a better place than the Odin Mondvalsen reality of Trebeshina’s novel.

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www. <http://bjes.beder.edu.al>**TEACHER'S ATTITUDES TOWARD EFL IN GUJARAT, INDIA****HASMUKHLAL BHAILALBHAI PATEL<sup>k</sup>**  
**TANJA GRBESIC<sup>l</sup>****Article history:***Received: June 2016**In revised form: December 2016**Accepted: December 2016**Published: December 2016*

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*English as an International language (EIL) has captured attention of many linguistics research topics and Teaching English to Speakers of Other Languages (TESOL) education for many years. It is a fact that majority of the English language users in the world are non-native speakers known as NNS. Many studies have been conducted on how to teach English as an international or foreign language. EFL (English as a Foreign Language) teachers' and learners' attitude towards EIL calls for prime focus in countries such as India, which is divided into rural and urban areas. The English language education in India is dominated by male community. In this developing country, women are acquiring good position in the language education field. However, India has a strong social, caste and creed system; hence women from different strata may not be gaining equal an opportunity at language teaching level. Women are having good opportunity for teaching in metro cities; however, the picture in rural India is different although the situation is gradually changing. The social, caste and creed system has a strong impact in rural India. The society is divided into caste categories like SC, ST, SEBC and Open/General; hence it is very interesting to study the English language education from both social and geographical context. The researcher has endeavored to study the attitude of English language teachers towards the English language education in India. Attempts have been made to focus on the relative importance of attitude towards English language factors in Indian education. It also investigates the impacts of gender, educational qualification, residential area, area of institute and category on the attitude of English language teachers towards the English language education in India. It has been attempted to study the attitude of*

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*English language teachers towards the English language education in Gujarat, India from 8 different components: Reading, Writing, Pronunciation, Speaking, Listening, Grammar, Error Correction, and Text Book. The researcher has also tried to study the interactive effect of gender, educational qualification, residential area, area of institute and category on the attitude of English language teachers towards the English language education in Gujarat, India. A questionnaire on attitude towards English language was developed for the study. The questionnaire is based on a three-point scale. The impact of various variables like gender, educational qualification, the residential area, area of institute and category on the attitude of English language teachers towards the English language education in India has been studied with the aid of ANOVA.*

**Keywords:** *EIL, attitude towards English language, NNS, EFL, Categories*

**1. INTRODUCTION**

In India, economic reforms have begun with GLP in 1992. India has experienced rapid economic growth as well as social changes and development. The initiative by the government for the adoption of a socialist-oriented market mechanism, globalization, developments in information technology as well as the government's ambitious objective of achieving an industrialized country status within a short span of time have made some reforms in the education system essential. Many changes have been initiated in the last few years, including the emergence of English as the main foreign language and the adoption of English as Communicative Language Teaching (CLT). The English language teaching in education in India is influenced by males mainly in terms of quantity. Even in education, India is highly affected and influenced by the caste system, gender differences, etc.; hence the role of gender in language education catches our attention. Even the English language teaching in India is influenced by the caste system; hence the attitude towards English language education requires special attention. Geographically speaking, India is a large nation, in which area of residence and area of institutes of language teachers matter a lot. An English language teacher status in India can be obtained by obtaining certain professional qualifications, either by completing graduation or post graduation studies; hence the impact of educational level tempted the researcher to study this factor in the context of attitude towards language. Attitude towards language is a much wider term, but it has been studied from 8 various components: Reading, Writing, Pronunciation, Speaking, Listening, Grammar, Error Correction, and Text Book. The present study investigates attitudes towards various aspects of the English language in Gujarat, India from teachers' perspectives.

## 2. STATEMENT OF THE PROBLEM

The statement of the present study is as follows: “Teacher’s Attitudes toward EFL in Gujarat, India”

## 3. OBJECTIVES OF THE STUDY

The Following Objectives Were kept in mind in order to carry out the study.

- To develop a questionnaire in order to study the attitude of English language teachers towards EFL teaching in Gujarat, India.
- To study the attitude of English language teachers towards EFL teaching in Gujarat, India in the context of gender.
- To study the attitude of English language teachers towards EFL teaching in Gujarat, India in the context of educational qualification.
- To study the attitude of English language teachers towards EFL teaching in Gujarat, India in the context of residential area.
- To study the attitude of English language teachers towards EFL teaching in Gujarat, India in the context of institute area.
- To study the attitude of English language teachers towards EFL teaching in Gujarat, India in the context of category.
- To study the attitude of English language teachers towards EFL teaching in Gujarat, India in the context of different interactive variables.

## 4. HYPOTHESES

In the present study, the researcher tried to develop a questionnaire on the job satisfaction of women leaders in the field of education and to study the job satisfaction of women leaders in the field of education in the context of educational qualification, residential area, institute area and category. The first objective of this present study was to develop a questionnaire on the attitude towards the English language by teachers, so formulation of  $H_0$  was not possible for this objective.

**H<sub>01</sub>** There would be no significant effect of the gender of the English language teachers on the attitude towards the English language.

**H<sub>02</sub>** There would be no significant effect of the educational qualification of the English language teachers on the attitude towards the English language.

**Ho3** There would be no significant effect of the residential areas of the English language teachers on the attitude towards the English language.

**Ho4** There would be no significant effect of the area of institute of the English language teachers on the attitude towards the English language.

**Ho5** There would be no significant effect of the category of the English language teachers on the attitude towards the English language.

**Ho6** There would be no significant effect of the various interactive variables of the English language teachers on the attitude towards the English language.

## 5. VARIABLES OF THE STUDY

In the present study the following mentioned was the dependent Variable:

(1) The attitude of English language teachers towards EFL teaching.

In the present study the following mentioned were the independent variables. The level of the variables is presented in the following table.

**Table 1. Variables with Level**

Sr	Variable	No of Level	Name of Level
1	Gender	2	1.Male 2.Female
2	Educational Qualification	2	1.Graduate 2.Post Graduate
3	Residential Area	2	1.Rural 2.Urban
4	Residential Area	2	1.Rural 2.Urban
5	Category	4	1.SC 2.ST 3.SEBC 4.Open/General

In the present study the following mentioned were the controlled variables: (1) Medium of instruction at Institute, (2) Age and (3) Type of Institute

## 6. LIMITATIONS AND DELIMITATIONS OF THE STUDY

The limitations and delimitations of the present study were following.

- The study may be subjected to the bias and prejudices of the respondents. Hence it can be said that the study can serve as a directional for further research.
- The research was carried out in a short span of time, wherein the researcher could not widen the study.

- The study could not be generalized due to the fact that the researcher adapted a non-standardized questionnaire.
- The questionnaire was developed by the researcher in order to study the attitude of teachers towards EFL in Gujarat, India, so the limitation of the mentioned questionnaire would be the limitation of the present study.
- The present study was delimited only to Gujarat, India.
- The present study was delimited only to the teachers teaching English in Gujarati medium classes.

## **7. OPERATIONAL DEFINITIONS**

### **7.1 Attitude towards EFL**

Attitude, which Brown (2001, p. 61) characterized by a large proportion of emotional involvement such as feelings, self, relationship in a community of learners and emotional ties between language and culture, is one of the affective factors. Attitude has been investigated as an interdisciplinary subject in the field of language learning and psychology as of the psychological importance of the theme. The role of the teacher is very important in changing a negative attitude or in maintaining a positive attitude since positive or negative attitudes are the result of interaction with others. It is the duty of teachers to try to find the ways to help students to alter their negative attitudes towards language learning and language class. Brown (2000, p. 181) believed that "the negative attitude can be changed, often by exposure to reality". "...in a context in which there is not much daily contact with native speakers of English, learners are not likely to have a clear affective reaction to the specific L2 language group" (Cited in Yashima, Zenuk-Nishide and Shimizu, 2004, p. 124). Attitude can be defined as an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Attitude is associated with one's values, opinion and beliefs and promotes or discourages the choices made in all realms of activity. Recently, De Bot et al. (2005) asserted that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. For the present study, attitude towards EFL can be defined as teachers' beliefs about outcomes or attributes of EFL weighted by evaluations of those outcomes or attributes which may be positive or negative. Teacher's attitudes towards EFL then stand for teachers' evaluation and perceptions of self and how they feel about EFL in their own teaching practices.

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**7.2 EIL**

EIL refers to the use of English by people of different nationalities for the purpose of establishing communication with each other. EIL as a lingua franca of the past century and the new millennium, English is one of the most important means for acquiring access to the world's intellectual, technical, economical and geographical resources. English is the pre-eminent language of wider communication. It is used as a library language, as the main medium of communication of science, technology and international trade, and as a contact language between nations or parts of nations in countries such as India.

**7.3 NNS**

As Wikipedia says “Non-native pronunciations of English result from the common linguistic phenomenon in which non-native users of any language tend to carry the intonation, phonological processes and pronunciation rules from their mother tongue into their English speech. They may also create innovative pronunciations for English sounds not found in the speaker's first language. The speech of non-native English speakers may exhibit pronunciation characteristics that result from such speakers imperfectly learning the pronunciation of English, either by transferring the phonological rules from their mother tongue into their English speech ("interference") or through implementing strategies similar to those used in primary language acquisition.<sup>1</sup> They may also create innovative pronunciations for English sounds not found in the speaker's first language”. For instance, the English language spoken by the Indians is considered as NNS.

**7.4 EFL**

EFL is defined as a traditional term for the use or study of the English language by non-native speakers in the countries where English is generally not a local medium of communication. EFL is usually learned in the environments where language of community and school is not English. English for Indian people is termed as EFL in this study.

**7.5 Category**

Category in India is defined as the process of setting aside a certain percentage of seats (vacancies) in government and some semi-government institutions for members of backward and under-represented communities (defined primarily by caste and tribe). In

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India, category is governed by constitutional laws, statutory laws, and local rules and regulations. Scheduled Castes (SC), Scheduled Tribes (ST), and Socially and Economically Backward Classes (SEBC) are the primary beneficiaries of the reservation policies under the Indian Constitution. Those who are not under the umbrella of SC, ST and SEBC are known as Open/General Category people. In the present study, the category is defined as per the category mentioned by the law/constitution/government of India.

## **8. RESEARCH INSTRUMENT**

The three-point scale non-standardized Questionnaire on Attitude towards EFL (QAEFL) was used to measure the job satisfaction of EFL teachers in Gujarat, India.

## **9. CONSTRUCTION OF THE NON-STANDARDISED QUESTIONNAIRE**

The process of standardization of the questionnaire has been divided into the following stages:

### **9.1 Collection of Primary Information**

The researcher has tried to study all the relevant information in the construction of the tool, and he also attempted to conduct personal interviews with experts in order to develop the insight for the construction of the tool.

### **9.2 Expert Opinion**

The suggestions provided by the experts on the questionnaire were considered in the construction of the questionnaire.

### **9.3 Structure of Questionnaire**

After collecting the necessary primary information for the study, the researcher has decided to develop the questionnaire. There are 8 components for attitudes towards EFL. Each component has items to measure attitudes towards EFL. The details of components and items are shown in the following table.

**Table 2. Components of Attitudes towards EFL**

Sr	Component	Items from...to..	Total Items
01	Reading	01 to 05	05
02	Writing	06 to 10	05
03	Pronunciation	11 to 15	05
04	Speaking	16 to 20	05
05	Listening	21 to 25	05
06	Grammar	26 to 30	05
07	Error Correction	31 to 35	05
08	Text	36 to 40	05
Total			40

Each of the items had three-point scales: Totally Agree, Partially Agree and Totally Disagree. These point scales were given digital value of 3, 2 and 1, respectively.

#### **9.4 Administration of Questionnaire**

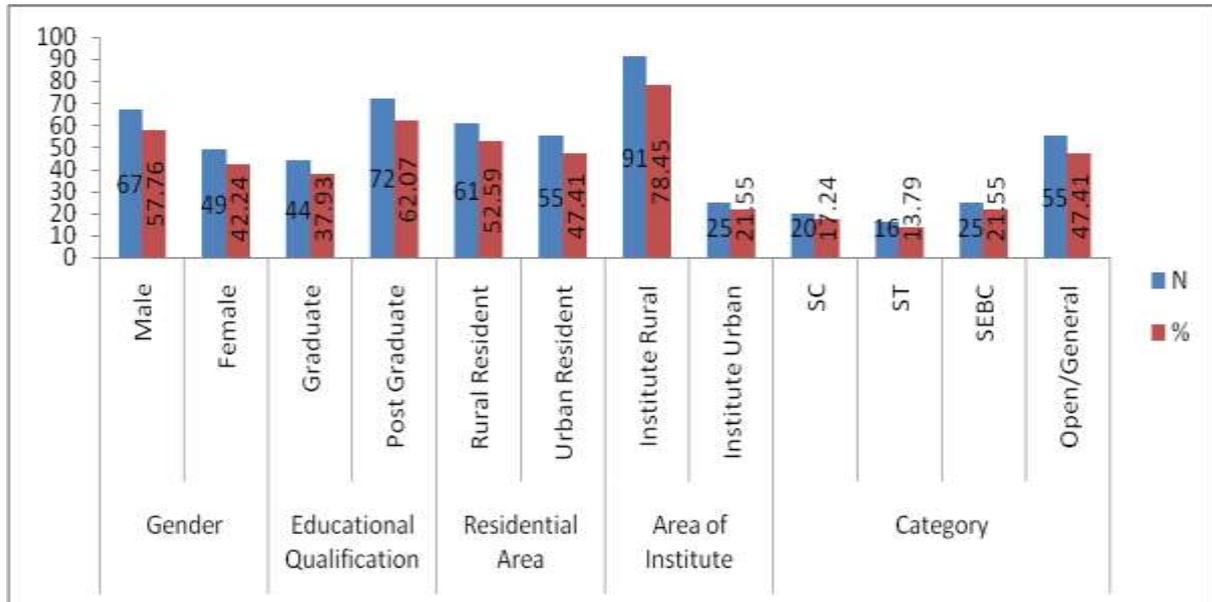
The EFL teachers from the Gujarat state, India were randomly selected by the investigator. The teachers were given the questionnaire via mail and Whats App. Hard copies were sent to some EFL teachers since some of them couldn't fill in the questionnaire due to some technical errors. The EFL teachers were given the option to give response either in an online mode or in a word format.

#### **10. DATA COLLECTION PROCEDURE**

The researcher has developed a non-standardized tool in order to collect the data. The tool was sent to the EFL teachers. They were requested to fill in the questionnaire. They were also requested to inspire other EFL teachers to give appropriate response to the questionnaire as well. The researcher was in a position to receive the questionnaire both through an electronic medium and in hard copy form.

#### **11. POPULATION AND SAMPLE**

The EFL teachers in Gujarat, India were the population. The investigator of the present study selected the samples from the EFL teachers in Gujarat, India. The EFL teachers in Gujarat, India were the final samples of the present study. The final sample consisted of 116 EFL teachers from Gujarat, India.

**Chart 1. N and % of Variable with Level**

- The chart above shows that 67 male and 49 female EFL teachers in Gujarat, India were considered as the sample of the study.
- The chart above shows that 44 graduate and 72 post graduate EFL teachers in Gujarat, India were considered as the sample of the study.
- The chart above shows that 61 rural resident and 55 urban resident EFL teachers in Gujarat, India were considered as the sample of the study.
- The chart above shows that 91 rural institute and 25 urban institute of EFL teachers in Gujarat, India were considered as the sample of the study
- The chart above shows that 20 SC, 16 ST, 25 SEBC and 55 open/general category EFL teachers in Gujarat, India were considered as the sample of the study.

## 12. STATISTICAL TREATMENTS

In the present study, the researcher tried to investigate the attitude of EFL teachers by means of a descriptive and analytical methodology. Quantitative research design was applied. The responses were generated in the MS Excel format. The value of each item was calculated in MS Excel. The value of the items was clustered into the respective components. For example, the calculation for the first component of job satisfaction would be = 116 samples \*5 items\*respective value. In the same way, all of the 8 components were calculated. The data was calculated in ANOVA with the help of SPSS version 21. The effect of variables was analyzed at 0.05 level and the HOs were tested. The data is presented in % calculation in a tabular form wherever necessary.

### 13. DATA ANALYSES

#### 13.1 Data Analyses for Objective-2 (For Ho1)

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 3. ANOVA for Gender**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender	Reading	8.019	1	8.019	1.473	.23
	Writing	5.793	1	5.793	1.127	.29
	Pronunciation	.001	1	.001	.000	.99
	Speaking	.057	1	.057	.008	.93
	Listening	.644	1	.644	.125	.72
	Grammar	1.631	1	1.631	.309	.58
	Error Correction	.002	1	.002	.000	.99
	Text	.936	1	.936	.123	.77

\*Significant at 05 level

It is observed from the table above that all the calculated value of F of the male and female gender of English language teachers on the attitude towards the English language is greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the male and female gender of English language teachers on the attitude towards the English language for all of the components, so the gender of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

#### 13.2 Data Analyses for Objective-3 (For Ho2)

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 4. ANOVA for Educational\_Qualification**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Educational_Qualification	Reading	2.870	1	2.870	.527	.47
	Writing	.950	1	.950	.185	.67
	Pronunciation	6.039	1	6.039	.743	.39
	Speaking	3.894	1	3.894	.569	.45
	Listening	6.259	1	6.259	1.219	.27
	Grammar	.062	1	.062	.012	.91
	Error Correction	.107	1	.107	.023	.88
	Text	6.434	1	6.434	.848	.36

\*Significant at 05 level

It is observed from the table above that all the calculated value of F of the graduate and post graduate education level of English language teachers on the attitude towards the English language is greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the graduate and post graduate education level of English language teachers on the attitude towards the English language for all of the components, so the educational qualification of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13.3 Data Analyses for Objective-4 (For Ho3)

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 5. ANOVA for Residential Area**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Residential_Area	Reading	20.628	1	20.628	3.788	.06
	Writing	9.685	1	9.685	1.884	.17
	Pronunciation	19.160	1	19.160	2.358	.13
	Speaking	.091	1	.091	.013	.91
	Listening	16.371	1	16.371	3.187	.08
	Grammar	1.254	1	1.254	.238	.63
	Error Correction	18.132	1	18.132	3.992	.05*
	Text	7.823	1	7.823	1.031	.31

\*Significant at 05 level

It is observed from the table above that the calculated value of F of the residential area of English language teachers on the attitude towards the English language is equal to 0.05 at 05 level for the component: Error Correction. It is concluded that there is a significant effect of the rural and urban residential area of English language teachers on the attitude towards the English language for the component: Error Correction.

### 13.4 Data Analyses for Objective-5 (For Ho4)

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 6. ANOVA for Area of Institute**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Area of Institute	Reading	9.735	1	9.735	1.788	.19
	Writing	10.890	1	10.890	2.119	.15
	Pronunciation	31.479	1	31.479	3.874	.05*
	Speaking	.893	1	.893	.130	.72
	Listening	17.591	1	17.591	3.425	.07
	Grammar	1.829	1	1.829	.347	.56
	Error Correction	3.018	1	3.018	.665	.48
	Text	51.523	1	51.523	6.787	.01*

\*Significant at 05 level

It is observed from the table above that the calculated value of F of the rural and urban institute area of English language teachers on the attitude towards the English language is .05 and .01 respectively at 05 level for the components: Pronunciation and Text. It is concluded that there is a significant effect of the rural and urban institute area of English language teachers on the attitude towards the English language for the components: Pronunciation and Text.

### 13.5 Data Analyses for Objective-6 (For Ho5)

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 7. ANOVA for Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Category	Reading	26.902	3	8.967	1.647	.19
	Writing	16.030	3	5.343	1.040	.38
	Pronunciation	21.508	3	7.169	.882	.45
	Speaking	6.884	3	2.295	.335	.80
	Listening	3.398	3	1.133	.220	.88
	Grammar	5.315	3	1.772	.336	.80
	Error Correction	21.456	3	7.152	1.575	.20
	Text	9.282	3	3.094	.408	.75

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the category of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the category of English language teachers on the attitude towards the English language for all of the components, so the category of English language

teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13.6 Data Analyses for Objective-7 (For Ho6)

Ho6 There would be no significant effect of the various interactive variables:

#### 13. 6. 1 Gender\* Educational Qualification

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 8. ANOVA for Gender \* Educational Qualification**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Educational Qualifications	Reading	.991	1	.991	.182	.67
	Writing	5.340	1	5.340	1.039	.31
	Pronunciation	5.632	1	5.632	.693	.41
	Speaking	.437	1	.437	.064	.80
	Listening	1.280	1	1.280	.249	.62
	Grammar	.073	1	.073	.014	.91
	Error Correction	.623	1	.623	.137	.71
	Text	1.401	1	1.401	.185	.67

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* educational qualifications of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* educational qualification of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* educational qualification of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

#### 13. 6. 2 Gender\* Residential Area

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 9. ANOVA for Gender \* Residential Area**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Residential Area	Reading	16.375	1	16.375	3.007	.09
	Writing	6.525	1	6.525	1.270	.26
	Pronunciation	.108	1	.108	.013	.99
	Speaking	1.111	1	1.111	.162	.69
	Listening	.056	1	.056	.011	.92
	Grammar	1.730	1	1.730	.328	.57
	Error Correction	.007	1	.007	.002	.97
	Text	6.227	1	6.227	.820	.37

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of gender\* residential areas of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* residential area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* residential area of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 3 Gender\* Area of Institute

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 10. ANOVA for Gender \* Area of Institute**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Area of Institute	Reading	4.936	1	4.936	.907	.34
	Writing	.085	1	.085	.016	.90
	Pronunciation	1.144	1	1.144	.141	.71
	Speaking	.393	1	.393	.057	.81
	Listening	.014	1	.014	.003	.96
	Grammar	5.544	1	5.544	1.051	.31
	Error Correction	.503	1	.503	.111	.74
	Text	8.551	1	8.551	1.127	.30

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* institute area of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components.

It is concluded that there is no significant effect of the interaction of the gender\* institute area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* institute area of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

#### 13. 6. 4 Gender\* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 11. ANOVA for Gender \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Category	Reading	19.206	2	9.603	1.764	.18
	Writing	9.780	2	4.890	.951	.39
	Pronunciation	1.696	2	.848	.104	.90
	Speaking	7.598	2	3.799	.555	.58
	Listening	.256	2	.128	.025	.97
	Grammar	1.388	2	.694	.132	.88
	Error Correction	5.029	2	2.515	.554	.58
	Text	6.060	2	3.030	.399	.67

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* categories of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

#### 13. 6. 5 Educational Qualifications \* Residential Area

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 12. ANOVA for Educational Qualifications \* Residential Area**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Educational Qualifications * Residential Area	Reading	1.222	1	1.222	.224	.64
	Writing	2.259	1	2.259	.440	.51
	Pronunciation	10.067	1	10.067	1.239	.27
	Speaking	.123	1	.123	.018	.89
	Listening	.163	1	.163	.032	.86
	Grammar	9.265	1	9.265	1.756	.190
	Error Correction	3.361	1	3.361	.740	.39
	Text	4.538	1	4.538	.598	.44

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the educational qualification\* residential areas of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the educational qualification\* residential area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the educational qualification\* residential areas of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 6 Educational Qualifications \* Area of Institute

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 13. ANOVA for Educational Qualifications \* Area of Institute**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Educational Qualifications * Area of Institute	Reading	4.671	1	4.671	.858	.36
	Writing	5.681	1	5.681	1.105	.30
	Pronunciation	2.282	1	2.282	.281	.60
	Speaking	.029	1	.029	.004	.95
	Listening	2.027	1	2.027	.395	.53
	Grammar	.449	1	.449	.085	.77
	Error Correction	7.216	1	7.216	1.589	.21
	Text	2.301	1	2.301	.303	.58

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the educational qualification\* institute areas of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the educational qualification\* institute area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the educational qualification\* institute area of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 7 Educational Qualifications \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 14. ANOVA for Educational Qualifications \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Educational Qualifications * Category	Reading	3.321	3	1.107	.203	.89
	Writing	9.980	3	3.327	.647	.59
	Pronunciation	28.094	3	9.365	1.152	.33
	Speaking	13.109	3	4.370	.638	.59
	Listening	31.427	3	10.476	2.039	.12
	Grammar	17.694	3	5.898	1.118	.35
	Error Correction	14.748	3	4.916	1.082	.36
	Text	82.610	3	27.537	3.627	.02*

\*Significant at 05 level

It is observed from the table above that the calculated value of F of the interaction of the educational qualification\* category of English language teachers on the attitude towards the English language is 0.02 at 05 level for the component: Text. It is concluded that there is a significant effect of the interaction of the educational qualification\* category of English language teachers on the attitude towards the English language for the component: Text.

### 13. 6. 8 Residential Area \* Area of Institute

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table-15 ANOVA for Residential Area \* Area of Institute**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Residential Area * Area of Institute	Reading	8.944	1	8.944	1.643	.20
	Writing	1.099	1	1.099	.214	.65
	Pronunciation	8.404	1	8.404	1.034	.31
	Speaking	1.604	1	1.604	.234	.63
	Listening	.220	1	.220	.043	.84
	Grammar	6.085	1	6.085	1.153	.29
	Error Correction	1.787	1	1.787	.394	.53
	Text	8.921	1	8.921	1.175	.28

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the residential area\* institute areas of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the residential area\* institute area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the residential area\* institute area of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 9 Area \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 16. ANOVA for Residential Area \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Residential Area * Category	Reading	10.846	3	3.615	.664	.58
	Writing	5.273	3	1.758	.342	.80
	Pronunciation	2.713	3	.904	.111	.95
	Speaking	22.562	3	7.521	1.098	.36
	Listening	32.262	3	10.754	2.094	.11
	Grammar	11.383	3	3.794	.719	.54
	Error Correction	24.900	3	8.300	1.828	.15
	Text	.259	3	.086	.011	.99

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the residential area\* categories of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the

components. It is concluded that there is no significant effect of the interaction of the residential area\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the residential area\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 10 Area of Institute \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 17. ANOVA for Area of Institute \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Area of Institute * Category	Reading	11.868	2	5.934	1.090	.34
	Writing	12.403	2	6.202	1.207	.31
	Pronunciation	4.324	2	2.162	.266	.77
	Speaking	16.237	2	8.119	1.186	.31
	Listening	13.197	2	6.599	1.285	.28
	Grammar	17.922	2	8.961	1.699	.19
	Error Correction	1.440	2	.720	.159	.85
	Text	5.096	2	2.548	.336	.72

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the institute area\* categories of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the institute area\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the institute area\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 11 Gender \* Educational Qualifications \* Residential Area

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 18. ANOVA for Gender \* Educational Qualifications \* Residential Area**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Educational Qualifications * Residential Area	Reading	10.576	1	10.576	1.942	.17
	Writing	1.445	1	1.445	.281	.60
	Pronunciation	1.678	1	1.678	.207	.65
	Speaking	.825	1	.825	.120	.73
	Listening	.596	1	.596	.116	.73
	Grammar	2.352	1	2.352	.446	.51
	Error Correction	.022	1	.022	.005	.94
	Text	1.397	1	1.397	.184	.67

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* educational qualification\* residential area of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* educational qualification\* residential area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* educational qualification\* residential area of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 12 Gender \* Educational Qualifications \* Area of Institute

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 19. ANOVA for Gender \* Educational Qualifications \* Area of Institute**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Educational Qualifications * Area of Institute	Reading	.021	1	.021	.004	.95
	Writing	.534	1	.534	.104	.75
	Pronunciation	1.228	1	1.228	.151	.70
	Speaking	7.510	1	7.510	1.097	.30
	Listening	.000	1	.000	.000	.99
	Grammar	.457	1	.457	.087	.77
	Error Correction	15.191	1	15.191	3.345	.07
	Text	.152	1	.152	.020	.89

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* educational qualification\* institute area of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* educational qualification\* institute area of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* educational qualification\* institute area of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 13 Gender \* Residential Area \* Area of Institute

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 20. ANOVA for Gender \* Residential Area \* Area of Institute**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Residential Area * Area of Institute	Reading	22.898	1	22.898	4.205	.04*
	Writing	15.657	1	15.657	3.046	.09
	Pronunciation	16.453	1	16.453	2.025	.16
	Speaking	4.475	1	4.475	.654	.42
	Listening	13.861	1	13.861	2.699	.10
	Grammar	.350	1	.350	.066	.80
	Error Correction	7.208	1	7.208	1.587	.21
	Text	.300	1	.300	.040	.84

\*Significant at 05 level

It is observed from the table above that the calculated value of F of the interaction of the gender\* residential area\* institute area of English language teachers on the attitude towards the English language is 0.04 at 05 level for the component: Reading. It is concluded that there is a significant effect of interaction of the gender\* residential area\* institute area of English language teachers on the attitude towards the English language for the component: Reading.

### 13. 6. 14 Gender \* Residential Area \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 21. ANOVA for Gender \* Residential Area \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Residential Area * Category	Reading	17.082	1	17.082	3.137	.08
	Writing	3.686	1	3.686	.717	.40
	Pronunciation	1.719	1	1.719	.211	.65
	Speaking	.565	1	.565	.082	.78
	Listening	.012	1	.012	.002	.96
	Grammar	.001	1	.001	.000	.99
	Error Correction	2.039	1	2.039	.449	.51
	Text	1.017	1	1.017	.134	.72

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* residential area\* category of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* residential area\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* residential area\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 15 Gender \* Area of Institute \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 22. ANOVA for Gender \* Area of Institute \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Gender * Area of Institute * Category	Reading	1.035	1	1.035	.190	.66
	Writing	5.077	1	5.077	.988	.32
	Pronunciation	.023	1	.023	.003	.96
	Speaking	2.801	1	2.801	.409	.52
	Listening	1.960	1	1.960	.382	.54
	Grammar	.182	1	.182	.034	.85
	Error Correction	.349	1	.349	.077	.78
	Text	11.130	1	11.130	1.466	.23

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the gender\* institute area\* category of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the gender\* institute area\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the gender\* institute area\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 16 Educational Qualifications \* Residential Area \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 23. ANOVA for Educational Qualifications \* Residential Area \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Educational Qualifications Residential Area Category	Reading	47.671	2	23.835	4.378	.02*
	Writing	1.959	2	.979	.191	.83
	Pronunciation	11.734	2	5.867	.722	.49
	*Speaking	.169	2	.084	.012	.99
	*Listening	3.244	2	1.622	.316	.73
	Grammar	3.095	2	1.548	.293	.75
	Error Correction	1.051	2	.525	.116	.89
	Text	11.437	2	5.718	.753	.47

\*Significant at 05 level

It is observed from the table above that the calculated value of F of the interaction of the educational qualification\* residential area\* category of English language teachers on the attitude towards the English language is / are 0.02 at 05 level for the component: Reading. It is concluded that there is a significant effect of the interaction of the educational qualification\* residential area\* category of English language teachers on the attitude towards the English language for the component: Reading.

### 13. 6. 17 Educational Qualifications \* Area of Institute \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 24. ANOVA for Educational Qualifications \* Area of Institute \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Educational Qualifications * Area of Institute * Category	Reading	4.465	2	2.232	.410	.67
	Writing	4.342	2	2.171	.422	.66
	Pronunciation	24.318	2	12.159	1.496	.23
	Speaking	3.013	2	1.506	.220	.80
	Listening	5.760	2	2.880	.561	.57
	Grammar	.848	2	.424	.080	.92
	Error Correction	4.174	2	2.087	.460	.63
	Text	11.042	2	5.521	.727	.49

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of educational qualification\*institute area\* category of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all of the components. It is concluded that there is no significant effect of the interaction of the educational qualification\*institute area\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the educational qualification\*institute area\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

### 13. 6. 18 Residential Area \* Area of Institute \* Category

In the following table, the sum of square, df, Mean square and F with sig. is shown.

**Table 25. ANOVA for Residential Area \* Area of Institute \* Category**

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Residential Area * Area of Institute * Category	Reading	29.207	2	14.603	2.682	.08
	Writing	3.756	2	1.878	.365	.70
	Pronunciation	12.904	2	6.452	.794	.46
	Speaking	18.929	2	9.465	1.382	.26
	Listening	18.017	2	9.008	1.754	.18
	Grammar	4.773	2	2.386	.452	.64
	Error Correction	11.569	2	5.785	1.274	.29
	Text	.374	2	.187	.025	.98

\*Significant at 05 level

It is observed from the table above that all the calculated values of F of the interaction of the residential area\* institute area\* category of English language teachers on the attitude towards the English language are greater than the table value at 05 level for all

of the components. It is concluded that there is no significant effect of the interaction of the residential area\* institute area\* category of English language teachers on the attitude towards the English language for all of the components, so the interaction of the residential area\* institute area\* category of English language teachers on the attitude towards the English language does not affect the attitude towards the English language for any of the components.

#### **14. GENERAL DISCUSSION OF THE FINDINGS**

After the intensive study on the attitude towards the English language by English language teachers in the context of their gender, educational qualification, residential area, institute area and category, the following conclusions have been drawn.

##### **14. A Variable wise**

###### **14. A.1 Effect of Single Variable**

The attitude towards the English language by English language teachers has been significantly affected by the residential area for the component of Correction Work.

The attitude towards the English language by English language teachers has been significantly affected by the area of institute for the component of Pronunciation.

###### **14. A.2 Effect of Interaction of Two Variables**

The attitude towards the English language by English language teachers has been significantly affected by the interactive variables of the educational qualification\* category.

###### **14. A.3 Effect of Interaction of Three Variables**

The attitude towards the English language by English language teachers has been significantly affected by the interactive variables of the gender\*residential area\* institute area.

The attitude towards the English language by English language teachers has been significantly affected by the interactive variables of the gender\*residential area\*category.

It is concluded that the variable of institute area has the highest effect on the attitude towards the English language by English language teachers, whereas the gender and residential area do not have any effect on attitude towards the English language.

## **14. B Component Wise**

### **14. B.1 Reading**

The component of Reading for the attitude towards the English language by English language teachers has been significantly affected by the interactive variables of gender\*residential area\* institute area and also by the interaction of the variables of educational qualification\*residential area\*category.

### **14. B.2 Writing**

The component of Writing for the attitude towards the English language by English language teachers has not been affected by any of the variables.

### **14. B.3 Pronunciation**

The component of Pronunciation for the attitude towards the English language by English language teachers has been significantly affected by the variable of institute area.

### **14. B.4 Speaking**

The component of Speaking for the attitude towards the English language by English language teachers has not been affected by any of the variables.

### **14. B.5 Listening**

The component of Listening for the attitude towards the English language by English language teachers has not been affected by any of the variables.

### **14. B.6 Grammar**

The component of Grammar for the attitude towards the English language by English language teachers has not been affected by any of the variables.

### **14. B.7 Error Correction**

The component of Error Correction for the attitude towards the English language by English language teachers has been significantly affected by the variable of residential area.

### **14. B.8 Text**

The component of Text for the attitude towards the English language by English language teachers has been significantly affected by the variable of institute area and the interactive variables of educational qualification\*category.

If we arrange the components as per the effect of variables, the picture will be from the highest to lowest as it is displayed below:

- Twice affected components are: Reading and Text.
- Once affected components are: Pronunciation and Error Correction.

### 15. SUGGESTIONS FOR FURTHER RESEARCH

The researcher of the present study would like to suggest certain problems for further studies that occurred in his mind during this study. Further studies can be carried out on the attitude of EFL teachers towards EFL in the context of emotional development, SES, aptitude, personality, religious belief, leadership, level of mental health, level of adjustment, the class, caste and creed, types of organization, medium of the employees, achievement level of employee, attitude, achievement motivation, self-concept, medium of schools, and types of school, etc.

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**THE CONTROVERSIAL IDEAS OF EDNA PONTELLIER IN  
KATE CHOPIN'S *THE AWAKENING***

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**Abstract**

*In America, the 1890s were a decade of tension and social change. In its origin, American feminism was at the verge of a social reform, and the term abolitionism was on the walls of movements including socialism and the establishment of public schools. A milieu of names emerged female writing in American realism and naturalism - among them Emily Dickinson and Kate Chopin. A central theme in Kate Chopin's fiction was the independence of women. In Louisiana, most women were their husband's property. The codes of Napoleon were still governing the matrimonial contract. Since Louisiana was a Catholic state, divorce was rare and scandalous. In any case, Edna Pontellier of Kate Chopin in *The Awakening* (1899) had no legal rights for divorce, even though Léonce undoubtedly did. When Chopin gave life to a hero that tested freedom's limits, she touched a nerve of the politic body.*

*However, not Edna's love, nor her artistic inner world, sex, or friendship can reconcile her personal growth, her creativity, her own sense of self and her expectations. It is a very particular academic fashion that has had Edna transformed into some sort of a feminist heroine. If she could have seen that her awakening, in fact, was a passion for Edna herself, then perhaps her suicide would have been avoided. Everyone was forced to observe, including the cynics that only because a young female showed interest in a young man that was not her husband, what need was there to argue this female who all her life had lain coldly asleep. Edna sees herself as a possession of her husband and even as imprisoned by*

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her children. The whole tension gave rise to contradicting the reality, to pushing oneself to limits because what was proclaimed to be “neat” and “appropriate” was now the fissure to the accepted norms of a society. In this paper, we will preset Edna’s controversial ideas as she awakens and captivates that the fissure is becoming more and more unfathomable. Throughout the analysis of these ideas and Edna’s character, we will bring light into the unquestionable role of Kate Chopin in signing the path to the modern woman writing in American novel of the beginning of the 20<sup>th</sup> century.

**Keywords:** controversial ideas, feminism, Kate Chopin, Edna, Awakening, limits, fissure, possession, accepted norms, personal growth, sex, sense of self, expectations, suicide

## 1. INTRODUCTION

“A certain ungovernable dread hung about her when in the water, unless there was a hand nearby that might reach out and reassure her. But that night she was like a little tottering, stumbling, clutching child, who of a sudden realizes its powers, and walks for the first time alone, boldly and with over confidence. [...] A feeling of exultation overtook her, as if some power of significant import had been given her to control the working of her body and her soul. She grew daring and reckless, overestimating her strength. She wanted to swim far out, where no woman had swum before.” (Chopin, 32)

Kate Chopin’s book, *The Awakening*, originally “*The Solitary Soul*”, is now one of the favourite works of critics, especially female ones. In it they find a forerunner of Liberation. Wyatt in his study “*Ways of Interpreting Edna’s Suicide: What the Critics Say*” points out that in Chopin’s time suicide was a popular ending of a novel, an “expected Victorian tradition” and he mentions other novels with similar plots and endings of the 1890s, such are *Madame Bovary* by Gustave Flaubert – Flaubert’s heroine, Emma, killed herself after a story very similar to Edna’s. *The Awakening* was even called a ‘Creole Bovary’ by some. In *Anna Karenina* by Leo Tolstoy, Anna throws herself under a train after her romance. Maggie Tulliver, the heroine of *Mill on the Floss* by George Eliot, drowns herself. Well, Emma Bovary awakens tragically and belatedly indeed, but Edna only goes from one reverie mode to another, until she frowns in the sea, which represents to her mother and the night, the inmost self and death. Edna is more isolated in the end than before. It is a very particular academic fashion that has had Edna transformed into some sort of a feminist heroine. In *The Awakening*, the protagonist, thus Edna, is a victim because she made herself one. Chopin shows it as having a hothouse atmosphere, but that doesn’t seem to be the only context for Edna, who loves no one in fact- not her husband, children, lovers, or friends- and the awakening of whom is only that of self-gratification.

Edna's has an ecstatic rebirth, a self-investment so narcissistic that awarded a new ego to her. If she could have seen that her awakening, in fact, was a passion for Edna herself, then perhaps her suicide would have been avoided. Chopin, an uneven writer, was erotically more delicate compared to her critics. She, like Whitman, writes about falling in love with herself, with her own body: "observing closely, as if it were something she saw for the first time, the fine, firm quality and texture of her flesh."(XIII, Edna, 41) Edna listens to the voice of the sea as she awakens to self, and then comes the experience of the sea's Whitmanesque embrace: "The touch of the sea is sensuous, enfolding the body in its soft, close embrace."( XXXVIII, Edna, 120). By the time Edna enters the sea, naked, for the last time, what we hear is an echo of the serpentine death that is welcomed by Whitman in *When Lilacs Last in the Dooryard Bloom'd*: "The foamy walvelets curled up to her white feet and coiled like serpents about her ankles." (Whitman, 1865). Is this a chant of the Liberation of Women?

But, why focusing on controversial aspects of this woman seeking liberation? We chose the title for a purpose: according to the MacMillan Dictionary ([www.macmillandictionary.com](http://www.macmillandictionary.com)) "controversial" refers to "a topic/proposal/decision/idea which does not follow what conventionally is accepted" – i.e. a distraction from settled neat conceivable norms of society and normally brings or causes people's gainsay of what a person supports; "awakening" refers to "a moment when you first realise or experience something" – i.e. supposedly, a person has been on a kind of "sleeping mode" the whole life and had time or moment given her a chance to experience a change, she embraces and follows it no matter if the conventions play against it. There is an awakening of some kind, either inner and individual or social whenever controversial ideas surge and there is a controversial reaction if such person claims experiencing an awakening. This is what happened to Edna. The end of the 19<sup>th</sup> century was the beginning of the "modern feminist movement." The women leaders pushed on until 1870 when the 15th Amendment allowed women the right to vote. (Seyersted, 45) Unlike the women in America, those in the estate of Louisiana were not advancing. Under the Louisiana Civil Code, article 1388, *a woman was still the legal property of her husband, and the male had absolute (legal) control over the family. In the article 1124, married women, babies, and the mentally ill were incompetent in making a legal contract.* (Herman, 53).

To carry out this analysis, the non-contact method was used. This is an empirical method of literary approach where from the exploration of the novel's content and several exploiting of literary researches a thorough analysis of a piece of literature can be achieved. We have thought to include in this paper the *different aspects* of Edna's psychology, how she was meant to fail in the first place, the social-historical background, racism, Edna's passion for art, analysing her from different points of view: Edna as a wife, Edna as a mother, Edna as a lover, Edna as a friend and finally Edna as an artist. In doing so, we will endeavour to show how all these contributed in making *The Awakening*, one of the most outstanding novels of the American naturalism.

## 2. THE PSYCHOLOGICAL ASPECTS OF EDNA'S LIFE

Given the obvious terror whose emotional involvement inspires Mrs. Pontellier, her marriage to Léonce is no accident. He can't be called remarkable, instead most readers think of him as insensitive, dull, callous and even unperceptive. He is a prosaic man essentially. One would assume that marriage is supposed to be an affair both intimate and of deep understanding, but these qualities would condemn Mr. Pontellier. For Edna though, these are just the right qualities recommended to him. "The acme of bliss, which would have been a marriage with a tragedian, was not for her in this world" (VII, Edna, 22); Indeed, such a bliss shouldn't be for anyone *in this world*. It is a romantic dream, an allusion- defined by its incapability to be consummated.

Furthermore, the intensity of such dreams have become frustrating for Edna. So after all, she decides to become Mrs. Pontellier; after all "as the devoted wife of a man who worshiped her, she felt she would take her place with a certain dignity in the world of reality, closing the portals forever behind her upon the realm of romance and dreams." (VII, Edna, 22). So this marriage was a designed defensive manoeuvre to maintain these two "Edna's", to reinforce the space between them and to form her character. "Edna found herself face to face with the realities. She grew fond of her husband, realizing with some unaccountable satisfaction that no trace of passion or excessive and fictitious warmth colored her affection, thereby threatening its dissolution. (Chopin, 23). Her inner Edna was safe, while her outer Edna was confirmed by her conventional marriage. Only she knew that her inner self was safe. A sensitive husband, an intuitive man, might threaten it; her hidden self might lure into the open by a passionate husband, tempting her to attach her emotions no longer to phantoms but to flesh and

blood instead. Mr. Pontellier is neither, and the marriage between them two would ensure the safety of Edna's secret about her "real" self.

If we try to assess Edna's personality configuration at the novel's beginning when she first comes to Grand Isle, we might do so by using the description of one type of personality called "schizoid" personality. As Pérez-Álvarez describes it, this personality consists of a number of defenses which are established for trying to preserve a sort of semblance of identity. "The self in order to develop and sustain its identity and autonomy, and in order to be safe from the persistent threat and danger from the world, has cut itself off from direct relatedness with others, and has endeavoured to become its own object: to become, in fact, related directly only to itself. Its cardinal functions become fantasy and observation. Now, in so far as this is successful, one necessary consequence is that the self has difficulty sustaining any *sentiment du réel* for the very reason that it is not "in touch" with reality. It never actually "meets" reality." (Pérez-Álvarez, 2003).

The insights of Laing provide an explanation for some elements of the novel that in a way are unclear. For example, the susceptibility or the fragility of Edna in the Grand Isle atmosphere (compared to Madame Ratignolle to Madame Reisz). To be more specific, this kind of person might be alerted simultaneously and protected from interacting with the outside world because all interactions expose the "real" self to danger. These habits of the mind happen inside of Edna's head concerning even her relationships. Apparently her boring husband seems not to notice her, even though he is described as "looking at his wife as one looks at a valuable piece of personal property which has suffered some damage" ( I, Léonce, 6), early in the novel. Yet, his attentions are more indifferent. For example, in the summer party, when he desires sexual relations with his wife and she doesn't comply, all he does is say a few sharp words and after that goes out to keep her company. His only small-minded concern is to save appearances.

Yet, Edna sees herself as a possession of her husband even as imprisoned by her children. Her thoughts when she died, confirm this "She thought of Léonce and the children. They were a part of her life. But they need not have thought that they could possess her, body and soul." ( XXVIII, Edna, 121). Given this latitude that Edna had, we might interpret her feelings as projections of her own fears and attitudes. This view

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is confirmed ironically in the end of the novel, when she returned from Madame Ratignolle. "She could picture at that moment no greater bliss on earth than possession of the beloved one." (XXXVIII, Edna, 117). There is some sort of ambiguity in the word choice- he might possess her, she might possess him (Robert). The "possession" (XXXVIII, Edna, 117) is used instead of sexual union- still that's the key word and is also the word Edna uses. "Mr. Pontellier was very fond of walking about his house examining its various appointments and details. [...] He greatly valued his possessions, chiefly because they were his, and derived genuine pleasure from contemplating a painting, a statuette, a rare lace curtain - no matter what - after he had bought it and placed it among his household gods." (Chopin, 54)

### 3. EDNA'S FAILURE

In the first half of the novel, Edna's sense of longing is represented by the sea, which makes the soul "lose itself in mazes of inward contemplation," so that the connections between Edna's romantic sensibility, her isolation and her situation's social significance do not emerge until the guests gather for an entertainment evening in Madame Lebrun's. Even there, no statement that can link the motifs is made; instead Chopin gives us music as a motif which leads to images of escape and flight. One of the pieces called "Solitude" that Adèle plays: "When she heard it there came before her imagination the figure of a man standing beside a desolate rock on the seashore. He was naked. His attitude was one of hopeless resignation as he looked toward a distant bird winging its flight away from him." (IX, Edna, 30).

The image of the bird doesn't get fully significant until after sixty pages, when Mrs. Pontellier remembers a saying from Mademoiselle Reisz: "when I left today," she tells him, "she put her arms around me and felt my shoulder blades to see if my wings were strong, she said. 'The bird that would soar above the level plain of tradition and prejudice must have strong wings. It is a sad spectacle to see the weaklings bruised, exhausted, fluttering back to earth.'" (XXVII, Mademoiselle, 88). As the reader knows, going away from the self requires something that Edna does not have, a cunning. On the last page of the novel, this failure becomes explicit: "A bird with a broken wing was beating the air above, reeling, fluttering, circling disabled down, down to the water" (XXXVIII, Edna, 120). Trapped in romantic longings whose objects are always vague and shifting in her mind's eye, and in a culture whose codes of duty and responsibility

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make escape impossible for even the most reluctant of “mother-women” (IV, Léonce, 12), in this imagery we have a clear foreshadowing of Edna’s fate.

During that century, there were no hopes for women in New Orleans to gain their independence. In other words, Edna couldn’t see past the imprisonment of her imagination. The author introduces Mademoiselle Reisz, to illustrate Edna’s myopia, because the clarity of mind of Mademoiselle Reisz contrasts the abstract nature of Mrs. Pontellier. “Mademoiselle Reisz perceived her agitation... She patted her... upon the shoulder as she said: ‘You are the only one worth playing for. Those others? Bah!’” (IX, Mademoiselle, 30). She realises that music is the equivalent of passion for Edna just as it is for herself, but with the development of their relationship, she discovers that the sensitivity of Edna doesn’t encompass the clarity requisite to either the rebel or the artist. A harsh response comes from the older woman; “You have pretensions Madame... to succeed, the artist must possess the courageous soul,, that dares and defies.” (XXI, Mademoiselle, 68).

The only example of an independent and free woman is Mademoiselle Reisz. There is no doubt that this woman provides Mrs. Pontellier with a better model than Adèle, who after all is also trapped and has no idea. Nevertheless, the role of Mademoiselle Reisz in the novel is problematic, because she is a model, but an imperfect one whose egocentrism and abrasiveness are balanced by her positive qualities. This is also shown by the author when she’s introduced for the first time, “She was dragging a chair in and out of her room, and at intervals objecting to the crying of a baby, which a nurse in the adjoining cottage was endeavoring to put to sleep. She was a disagreeable little woman, no longer young, who had quarreled with almost everyone, owing to a temper which has self-assertive and a disposition to trample upon the rights of others” (IX, Mademoiselle, 29). Mademoiselle Reisz, as a model fails because the passions of Edna at this point, cannot be only to music, but physical expression is needed as well. Moreover, when Edna tells her about her decision to leave the luxurious family house and live on her own, she is not surprised:

*“Mademoiselle, I am going to move away from my house on Esplanade Street.”*  
*“Ah!” ejaculated the musician, neither surprised nor especially interested.*  
*Nothing ever seemed to astonish her very much. [...]*  
*“Aren't you astonished?”*  
*“Passably. Where are you going? to New York? to Iberville? to your father in Mississippi? where ?” (XXVI, Mademoiselle, 84)*

Eventually, even Mademoiselle Reisz is left behind as Edna dissociates herself increasingly and moves into the pathways of solitude more and more.

#### **4. THE SOCIAL & HISTORICAL BACKGROUND - THE QUESTION OF THE "COLOUR" IN *THE AWAKENING***

The background of this novel is filled with faceless, nameless black women categorized as mulatto, black, Griffe and quardroon. Also, Mexican women and Mexican American women play subordinate roles. Altogether, all of these women, white or not, make the "liberation" of Edna Pontellier possible. They free her from cooking, from work to childcare.

Compared to Thomas Dixon or Thomas Nelson Page, Chopin had enlightened liberal views of race. For example, she shows the despicability of Victor Lebrun by providing glimpses of the racist he was- for black people generally, for black women who kept doing their jobs, etc. We can also argue that, with the awakening of Edna, these black nameless characters become individuals with voices and names. The blacks tend the children of white women, sweep porches and carry messages. As the book progresses, individuals emerge from the "boy" (XVII, 57), the "mulatresse" (XXXVI, 110) to "Griffe" (XXXVII, 114) the nurse.

Deeper is the problem of the liberation, which the book is all about, is purchased on black women. If the children of Edna wouldn't have a "quardroon", it is unlikely that at the end she would swim off in a glorious burst of free will. Though she fails to see it, her liberation comes at the expense of black women of lower class, whose facelessness, voicelessness and namelessness record a profound oppression, more than the story of Edna does in *The Awakening*. The examined story is the break for freedom of its heroine. The unexamined story, more disturbing by far than the fiction, is the narrative of oppression across class and race.

Toni Morrison argues in her essay *Unspeakable Things Unspoken: The Afro-American Presence in American Literature* that is "how race constitutes the very important question: 'What intellectual feats had to be performed by the author or his critic to erase me from a society seething with my presence, and what effect has that performance had on the work?'" (Morrison, 1988). In *The Awakening* the answer to this question is quite simple. The repression of the stories of black women- and with them

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the identity of Edna as oppressed as well as oppressor- plunges Edna and Chopin into a silence that has no coming back. It is agreed that Chopin did not write after this novel because the reviews of *The Awakening* devastated her. However, one might ask after *The Awakening*, what was left to say? The book spins in a brilliant way the fantasy of privileged white women of complete and utter freedom out to the end, which is the sea-death.

In America, the 1890s were a decade of tension and social change. Criticism of the Bible and Darwinism established new thinking ways about destiny and human origins. The 1890s brought also Jim Crow laws and segregation to the South. The “woman question” had also been a matter of discussion for nearly fifty years in America. In that year two organizations of national suffrage merged to win the rights to vote- which didn’t happen until thirty years later.

A central theme in Kate Chopin’s fiction was the independence of women, even though she wasn’t active in any organization, instead she was well-known to laugh at some women’s clubs. She was committed strongly to individual freedom, and defined convention in several ways, including horseback riding, cigarettes smoking, walking alone, running a business, not having to remarry and taking lovers.

In Louisiana, most women were their husband’s property. The codes of Napoleon were still governing the matrimonial contract. All the “accumulations” of a wife after marriage belonged to her husband, even her clothes and money. In case of divorce, the custody of the children was granted for the father. The position of the woman in front of the law is captured in the laws of Louisiana, article 1591:

“The following persons are absolutely incapable of bearing witness to testaments:

1. Women of any age whatsoever.
2. Male children who have not attained the age of sixteen years complete.
3. Persons who are insane, deaf, dumb, or blind.
4. Persons whom the criminal laws declare incapable of exercising civil functions.” (Culley, 120).

Louisiana being a Catholic state, divorce was rare and scandalous. In any case, Edna Pontellier of Chopin had no legal rights for divorce, even though Léonce undoubtedly did. When Chopin gave life to a hero that tested freedom’s limits, she touched a nerve

of the politic body. Even though she hadn't lived in New Orleans for a long time, her visits there had made her aware of the situation.

### 5. EDNA'S PASSION

"The Awakening" required us to believe that this young female who was married for several years, and had children, in all that time had never been really "awake". She was called *Edna Pontellier*. She was almost thirty- yet she did not taste properly the apple of knowledge. She had to wait until this man, that was not her husband, came and introduced her to passion and flushings of desire. So, what Kate Chopin did, was asking us to believe. Of course, After Robert returns to New Orleans, he finally reveals his love to Edna:

*"There in Mexico I was thinking of you all the time, and longing for you."  
"But not writing to me," she interrupted.  
"Something put into my head that you cared for me; and I lost my senses. I forgot everything but a wild dream of your some way becoming my wife."  
(...)  
"Oh! I was demented, dreaming of wild, impossible things, recalling men who had set their wives free, we have heard of such things." (Chopin, 113)*

And, everyone was forced to observe, including the cynics that only because a young female showed interest in a young man that wasn't her husband, at a watering-place, what need was there to argue this female who all her life had lain coldly asleep. In the world, there are women as versatile as the butterfly, and today's physical sprouting, does not mean that before that everything was spiritual. As indelicate as it may seem, time should elapse, and then it did, because *Robert* returned. Of course, he didn't know that in *Edna's* awakening even *Arobin* had been giving a little help. It seems like the reason why Robert went, was the love he felt for *Edna* and the fact that she was married. But no scruples were left for *Edna*, she hastened to intimate to him that her husband meant nothing and that she loved *Robert*. Yet, she never mentioned *Arobin*, by any chance. Now, what did he do? Went away- just like that! Went away, saying how much he loved *Edna*. *Edna* finally completely and fiercely awoke- and the man she did all of this for, went away. Not only, Robert accepts the impossibility of his intentions, and he ignores *Edna's* claims of independence and self-ownership, when she explains that she belongs only to herself and manifests her freedom:

*“You have been a very, very foolish boy, wasting your time dreaming of impossible things when you speak of Mr. Pontellier setting me free! I am no longer one of Mr. Pontellier's possessions to dispose of or not. I give myself where I choose. If he were to say, 'Here, Robert, take her and be happy; she is yours,' I should laugh at you both.” (Chopin, 113)*

Of course, she drowned herself. Fire can only be put out with water. She realised that she was too aflame, this awakening was too great; that it was now *Men* what she desired, not *Arobin* or *Robert* and that's why she eventually took a dip in that passionate Gulf. As Showalter acknowledges *“the readers of the 1890s were well accustomed to drowning as the fictional punishment for female transgression against morality, and most contemporary critics...automatically interpreted Edna's suicide as the wages of sin”* (Showalter, 81) She also entails drowning as a popular literary death: *Drowning itself brings to mind metaphorical analogies between femininity and liquidity ... the female body is prone to wetness, blood, milk, tears, and amniotic fluid, so in drowning the woman is immersed in the feminine organic element. Drowning thus becomes the traditionally feminine literary death.* (Showalter, 81)

## 6. EDNA'S PAINTING

In *The Awakening*, we get so struck by the discovery of Edna's own sexuality that we forget about her artistic awakening, Edna seems to have the essential economic prerequisites to the artist; and being married to a wealthy man, she has servants to provide child care and to cook. She has time, money and space, and despite she develops nonetheless. Her art though is characterized by three stages: her early work, her daring and her rebellious portraits.

The initial motive to make art was not to only have a pastime, but to be part of a pleasurable, positive endeavor. Edna attempts to imitate masters when painting Madame Ratignolle and capturing her as a “sensuous Madonna.” Madame Ratignolle is disappointed that the painting doesn't resemble her because she was waiting for a realistic drawing. Anyway, the purpose of Edna was not that of photographic realism. The reason she crumples her sketch is not Adèle's comment; she did so because she couldn't capture the Madonna-like intangible quality. During that time, realism was getting replaced by impressionism, and it is likely that the author was well aware of that.

To Madame Ratignolle, the role of women, as far as art is concerned, was domestic decoration. In this, she and Edna's husband, Léonce Pontellier, agreed absolutely. Their home was filled with statues and paintings that gave him the pleasure of possessing them. Anyway, he becomes angry as Edna's devotion of art increases. Moreover, even her absence (physically) annoys him, who believed that she must be available to him anytime. Pontellier thinks of her body as of everything else, his "property". The desire that Edna has to paint is in a way showing her wish to own her body. She wants to possess her art, not her husband to display and possess it, just as she wants her body to be her own.

Throughout the novel, Edna takes aggressive and positive actions to learn art, even though she faces criticism. She does improve, and with her lover's and father's portraits, she achieves control and autonomy over herself, and over them. However, not Edna's love, nor her artistic inner world, sex, or friendship can reconcile her personal growth, her creativity, her own sense of self and her expectations. She feels her inner-strength while acting as an artist, which unfortunately, she can't transfer to other aspects of her reality.

## 7. CONCLUSION

As Chopin points out at the very beginning: Edna's intuition of her passion for Robert is the key to the thematic intention of the author.

*"In short, Mrs. Pontellier was beginning to realize her position in the universe as a human being, and to recognize her relations as an individual to the world within and about her. This may seem like a ponderous weight of wisdom to descend upon the soul of a young woman of twenty-eight— perhaps more wisdom than the Holy Ghost is usually pleased to vouchsafe to any woman. But the beginning of things, of a world especially, is necessarily vague, tangled, chaotic, and exceedingly disturbing. How few of us ever emerge 18 from such beginning! How many souls perish in its tumult! The voice of the sea is seductive; never ceasing, whispering, clamouring, murmuring, inviting the soul to wander for a spell in abysses of solitude; to lose itself in mazes of inward contemplation. The voice of the sea speaks to the soul. The touch of the sea is sensuous, enfolding the body in its soft, close embrace." (Chopin, 17); (Seyersted, 146)*

Edna goes from one reverie mode to another, until she frowns in the sea, which represents to her mother and the night, the inmost self and death. Chopin uses the idea of being able to swim a symbol of empowerment.

*“But that night she was like the tottering, stumbling, clutching child, who all of the sudden realizes its powers, and walks for the first time alone, boldly and with over-confidence. She could have shouted for joy. She did shout for joy, as with a sweeping stroke or two she lifted her body to the surface of the water”* (McQuade 1668). The sea seems to be calling to Edna. In the end she runs to it, it is her *“perfect lover, speaking to the soul while caressing the body”* (Skaggs, 110).

Edna is more isolated in the end than before. Her “awakening” is that of a woman who loves her own spirituality and a sensuous world. The pursuit of pleasure gives shape to her self-discovery, but with results that are disastrous. She had to wait until this man, that was not her husband, came and introduced her to passion and flushing of desire. Edna finally completely and fiercely awoke- and the man she did all this for, went away. She realised that she was too aflame, this awakening was too great and fire can only be put out with water. Her thoughts when she died confirm that she was thinking of Léonce and the children. They were part of her life, but they need not have thought that they could possess her, her body and soul. At this point a question comes out, why did the author chose a male as a symbol for her solitude in a novel about the fate of a woman in society. The reason seems to be the fact that Edna could escape or be set free only by a man. This is also consonant with what happens in the rest of the novel. We see that men alone were free to do as they wanted and go where they wanted : Léonce to New York, Robert to Mexico, Alcée from one bed to another. Women remain, men escape.

*Finally, as Seyersted wrote, “The great achievement of Kate Chopin was that she broke new ground in American literature. She was the first woman writer in her country to accept passion as a legitimate subject for serious, outspoken fiction. Revolting against tradition and authority; with a daring which we can hardly fathom today; with an uncompromising honesty and no trace of sensationalism, she undertook to give the unsparing truth about woman’s submerged life. She was something of a pioneer in the amoral treatment of sexuality, of divorce, and of woman’s urge for an existential authenticity. She is in many respects a modern writer, particularly in her awareness of the complexities of truth and the complications of freedom. With no desire to reform, but only to understand; with the clear conscience of the rebel, yet*

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*unembittered by society's massive lack of understanding, she arrived at her culminating achievements, The Awakening and "The Storm." (Seyersted, 81)*

Perhaps Chopin with her *The Awakening*, as many might not perceive, served as the herald of the most controversial milestones in the history of American literature.

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## THE GENTLEMAN OF BIRTH: *OLIVER TWIST*

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### **Abstract**

*As the focus in this article is mainly on Dickens's descriptions of the gentleman of birth in Oliver Twist, selected extracts from the novel as well as critics' opinions will help us analyze the gentlemanly attitudes of the main characters connected to their noble origin and gentle manners. While Oliver opens his eyes in poor conditions, he always feels that he has noble blood. Dickens believes that manners not social status make people true gentlemen yet, he mixes the 'noble origin' issue in his novel Oliver Twist, probably as a result of the Victorian people's perception of 'gentility' which was very close to the concept of 'nobility'. Since Dickens added the flavor of 'noble' birth, his naïve nature as well as his perceptions – the way how he interprets people's behavior and things which happen around him and which construct his identity, his pure heart and his fate (reference to his belief and sincere praying) remarkably influence the positive changes in his life time. Dickens's little hero, Oliver Twist, while naturally appreciating goodness, is disgusted by immoral things like 'stealing,' which was unfortunately happening around. What are the main factors that shape his kind, noble and naïve character? Is it 'nature' or 'nurture'? What could be the major reasons for Nancy, Rose and Mr. Brownlow to give their assistance to Oliver? Whose –Mr. Brownlow's or Fagin's– teachings or influences are welcomed by Oliver? The answers to these questions will eventually illustrate how gentlemanly manners are inherited or acquired by Oliver.*

**Keywords:** *Charles Dickens, Oliver Twist, Victorian gentleman, nobility, gentility, wicked gentleman, true gentleman, gentleman of birth*

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## 1. INTRODUCTION

Childhood is the highly crucial period of time in the formation of gentlemanly manners and behaviors in one's life. In *Oliver Twist* Dickens portrays the main character, Oliver, who is born 'noble' and, thus, inherits this 'noble quality' from his parents. Whatever the circumstances he is pushed into later in his life, he manages to get rid of wrong doings. A young child, Oliver, finds himself without any parental support in the society is treated cruelly and instead of being pitied, he is hated and scorned. He is twisted with the merciless, heartless and brutal incidents.

*It cannot be expected that this system of farming would produce any very extraordinary or luxuriant crop. Oliver Twist's ninth birthday found him a pale thin child, somewhat diminutive in stature, and decidedly small in circumference. But nature or inheritance had implanted a good sturdy spirit in Oliver's breast. (OT, 9)*

Dickens suggests that Oliver's spirit will be good and strong due to his *nature* and *inheritance* even though all the troubles and difficulties will be very hard for a little boy. Critics, such as Cates Baldrige, claim that it is not so realistic that a child raised in poor conditions and later living with the criminals would be innocent and manage to be away from pick pocketing or stealing. To me, Dickens implies that difficult times, hard work, or harsh conditions force people to struggle more, to endure more, and to learn better how to survive in life. It is a biological or natural fact that viruses improve the immune system in a healthy body. And it is a pedagogical and sociological fact that the hardships make people's characters and personalities stronger. As to the inheritance, Oliver's little body could be biologically healthy and strong due to the immune system he inherited from his parents; a noble character cannot be inherited. The people –parents, relatives, neighbors, teachers– who are around us psychologically and pedagogically have great influences and effects on us so that our characters are shaped in that environment. The effect of 'inheritance' is also added to Oliver's formation of the character by Dickens so that the negative of his 'nurturing' could be ignored and his 'kind' behavior and 'gentle' manner could be explained.

## 2. NURTURE OR NATURE?

Cates Baldrige mentions this issue in his article entitled "The Instabilities of Inheritance in *Oliver Twist*". He argues that:

*“Nurture” cannot explain Oliver’s character since he was nurtured in the workhouse; “nature” – in the sense of a physical and moral inheritance – becomes the only explanation we can reasonably consider once we begin to discover the identities of the hero’s parents. Oliver physically resembles his progenitors, and the unmistakable implication of his likeness to Brownlow’s pictures and memories is that his middle-class personality comes from the same source. (Baldrige, 186)*

Partly, I agree with Baldrige in terms of Oliver’s unchanged character that any bad environment cannot affect him in a negative way. He is protected and helped unexpectedly within many coincidences in the story. First Rose and then Mr. Brownlow and even Nancy gave assistance to Oliver and are some examples that might rarely happen in the real life. Moreover, it is quite difficult to find this sort of people who can protect themselves from evil doings despite that fact that they live with wicked people. It is almost impossible for such an unprotected small orphan child like Oliver who lives among professional criminals to be away from evil, i.e. Fagin’s teachings. It is true that the chance to see such selected or protected people is too low in the normal life, but even a small possibility should be taken into the consideration so that various people in the society should behave how they are supposed to do. And it is also true that it is not a common thing to meet this kind of characters, but there is always a possibility that people in such hard conditions could save themselves or could be saved by *benevolent, gentle and generous* people. Dickens creates a kind of child hero who could be a good example for the other children facing a lot of difficulties in their childhood without parental support. There might be a difficult period for anybody to endure so that the result of the patience in these hard times might be very fruitful. While Dickens attracts the public attention to the poor conditions in the workhouses and implies that the government should pass some certain laws to improve the conditions and standards of the people in these public places, namely *parishes*, he also gives a special emphasis to the *benevolent gentlemen* who are ready to help these poor orphans who really need sincere love, close care and generous assistance during their hard times while growing up.

Is ‘nature’ or ‘noble blood’ the explanation of Oliver’s ideally kind character? Why does not Monk, Oliver’s half-brother, have kind and noble attitudes like him? And how come the two brothers are the opposite of each other? The same thing may be observed in *Nicholas Nickleby*; while Ralph Nickleby is so *mean, cruel* and rude, it is assumed

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that his brother or Nicholas's father is probably a true gentleman as nothing bad about him is mentioned in the novel. So, we could argue that 'nature' itself in the sense of physical and moral inheritance could not be the single explanation of their gentlemanly manners. Not only these two cases in Dickens's novels, but also examples from real life, even today, the brothers and sisters who are 'nurtured' by the same family and even in the same schools could be different from one another. Why? Because everybody is born with certain qualities such as 'pure heart', 'pure mind', 'will power', 'physical inheritance'. Yet, it is the person himself who decides to learn or acquire bad or evil deeds. Whatever the surroundings they live in, it is each person's 'free will' of what to do, what to learn, how to live, and how to behave in life. The education given in the family and at school, and the moral values one gets in his culture; they all have some effects on people. But people's own 'truths' or their own 'choices' of what to do and how to behave shape each person's character.

According to Aristotle, "educating the mind without educating the heart is no education at all." (<http://www.quoteswave.com/picture-quotes/240986> ) It is really crucial for a gentleman to keep his *heart pure* or to educate it if he is to be considered a *true gentleman*. As long as a person tries to keep himself away from all evil deeds, such as gossiping, lying, slandering, stealing, killing, torturing, insulting, robbing, or any kind of evil deeds or crimes, he/she does not harm directly the others physically or psychologically. Unfortunately, many hearts are blackened with the crimes and mischievous behaviors. Thomas Taaffe uses of the term 'heart' with various nuances as follows:

*Our hearts may be glad or sad, troubled, aching, or sick. They may be heavy or light, warm or cool, cruel or kind. Our hearts may be aflame with love, or broken. To have a heart is to be empathetic, to have no heart is to lack feeling; and we pray to change our hearts of stone into hearts of flesh and blood. This sense of "heart" as the center of feeling includes its place as access to the other. We open our hearts, or close our hearts. We hold another in our heart; or reach for another in heart-to-heart communication. Hearts speak to hearts. Two hearts may beat as one; indeed, a whole community may act with one heart. The general association of "heart" with affectivity is clear enough, but even in ordinary usage there are further important nuances to this rich word. (Taaffe, 380)*

In order to keep the heart pure and to make gentlemanly behavior permanent in one's character, it is essential to know human nature with its strengths and weaknesses. How can one keep the heart pure, then?

Dickens, who exposed the harsh reality of the Industrial Revolution, has direct and indirect contributions in discussing the gentlemanly behavior with the Victorian readers. He sympathized with the plight of the underprivileged; mainly the poor, children and women, and he sought to raise awareness in the Victorian society. The injustice and unbearable living conditions experienced by the people probably touched his heart so that he used these facts and reflected them in his works. He was not only an author, but also a social activist who used to raise awareness through his works, social charities and public speeches to bring social reforms in his time. In her study, Pamela Makati states that:

*His works were a form of direct appeal to society to take action against poverty, exploitation of children and the oppression of women. Apart from writing novels as a form of fuelling social change, Dickens was also actively involved in charities which funded schools for the poor and also reformation institutions for prostitutes. His essay writing and the delivery of speeches also acted as vehicles for social change. Therefore, this research ultimately seeks to proclaim that Dickens was not just a fiction writer, but his works had a social mission, to make the readers take note of the unprivileged members of the Victorian society so that they could take action to improve their plight. (Makati, 4)*

Makati also claims that realism is often concerned with the highlighting the need to create a morally upright society. And she backgrounds this premise to John Peck and Martin Coyle who propose that “realist novelists are often moralists, concerned with how correct conduct can be achieved in the complex conditions of the real worlds” (39) Dickens, therefore, ventures into social realms and deals with subclasses of humanity. In the preface to *Oliver Twist*, Dickens explains why he has written this novel as follows:

*It appeared to me that to draw a knot of such associates in crime as really do exist; to paint them in all their deformity, in all their wretchedness, in all the squalid poverty of their lives; to show them as they really are, for ever sulking uneasily through the dirtiest paths of life, with the great, black, ghastly gallows closing up their prospect, turn them where they may; it appeared to me that to do this, would be to attempt a something which was greatly needed, and which would be a service to society. (Oliver Twist, xii)*

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The detailed descriptions of the wretchedness, poverty, dirtiest paths of life are used to terrify the ordinary people for the sake of *goodness* and *a crime-free* society. Especially in *Oliver Twist* Dickens portrays the miserable lives of orphans, poor children and women who lived in parishes and he makes a connection between the boosting of crimes and the poor conditions these people have overcome. In this way, he does not only increase the public awareness about the sources of the crimes, but he also provokes the government to pass needed laws for the workhouses. At this point, it has to be mentioned that Dickens's attacks on the old Poor Law through this novel had some influences on the parliament. Sirinya Pakditawan points out this fact as follows:

*The Poor Law of 1834 wanted to make the workhouse more a deterrent to idleness as it was believed that people were poor because they were lazy and needed to be punished. So people in the workhouses were deliberately treated harshly and the workhouses were similar to prisons. Nonetheless, the plan was successful from one point of view, for within three years the cost of poor relief was reduced by more than one-third. However, this system was sharply criticized and censured: Dickens, for instance, attempted to improve the workhouse conditions with his novel Oliver Twist and as a result, this work helped influence changes in the problem. (Pakditawan, 4)*

Hence, this novel could also be considered as an example which had positively influenced the members of the parliament to pass laws so that the conditions in workhouses were improved.

Dickens himself suffered the hard times caused by the English legal system and used his own experience in his works. Thus, in *Oliver Twist* Charles Dickens describes the life of Oliver, whose hardships begin as soon as he is born:

*Although I am not disposed to maintain that the being born in a workhouse, is in itself the most fortunate and enviable circumstance that can possibly befall a human being, I do mean to say that in this particular instance, it was the best thing for Oliver Twist that could by possibility have occurred. (Oliver Twist, 4)*

However, paradoxically, being born in a workhouse is described to be "the most fortunate and enviable circumstance that can possibly befall a human being". First of all, his mother was very sick and she was coming from a long way that nobody knew who she was and where she was going. Fortunately, she found herself near people who could help her during delivery. Second, if she had died before giving birth, Oliver would not have survived. While portraying a very sad moment for Oliver (losing his mother), Dickens leads readers to an optimistic vision, by implying that the character

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will have *better* conditions later in his life. As it can be guessed from the family name which was chosen for the main character, the burdens, hardship and the unbearable circumstances ‘twist’ Oliver all his life. Obviously, Dickens aims at provoking the *good, gentle and merciful* side of those who witness the people living in those wretched houses. The Victorian society had lots of problems such as child labor, poverty, unemployment, all sorts of crimes and absence of laws. Dickens describes the terrible and miserable conditions for a new-born baby who is not aware of anything, as follows:

*What an excellent example of the power of dress, young Oliver Twist was! Wrapped in the blanket which had hitherto formed his only covering, he might have been the child of a nobleman or a beggar; it would have been hard for the haughtiest stranger to have assigned him his proper station in society. But now that he was enveloped in the old calico robes which had grown yellow in the same service, he was badged and ticketed, and fell into his place at once--a parish child--the orphan of a workhouse--the humble, half-starved drudge--to be cuffed and buffeted through the world--despised by all, and pitied by none. (Oliver Twist, 6)*

With this description, Dickens sets the tone of the events in Oliver’s later life. Sadness symbolized by the color yellow which will be his harsh experience at the workhouse, at the undertaker’s house and in London. ‘A parish child’, ‘the orphan of a workhouse’, ‘humble and half-starved drudge’, ‘cuffed and buffeted’ and ‘despised by all but pitied by none’ are the combinations of the words skillfully chosen to make the readers get the clear picture of Oliver Twist’s conditions. When Oliver is nine, he is demanded to work like an adult. It becomes quite hard for Oliver to go for a work at this age and this becomes his second difficult stage in his life.

*This was no very great consolation to the child. Young as he was, however, he had sense enough to make a feint of feeling great regret at going away. It was no very difficult matter for the boy to call tears into his eyes. Hunger and recent ill-usage are great assistants if you want to cry; and Oliver cried very naturally indeed. (Oliver Twist, 12)*

This age was considered the proper time to work in the workhouses at that time. The Industrial Revolution was the time when there were very limited opportunities for children. Children had to work under terrible conditions and were paid less than adults. For example, John Robert Clynes, who used to be a politician working in the House of Commons a couple of times, was ten in 1879 when he worked as a ‘piecer’ and was

employed in spinning mills to tie broken threads in textile factories. He describes the hard conditions which the children suffered as follows:

*When I achieved the manly age of ten I obtained half-time employment at Dowry Mill as a "little piecer." My hours were from six in the morning each day to noon; then a brief time off for dinner; then on to school for the afternoons; and I was to receive half a crown a week in return. ... I remember no golden summers, no triumphs at games and sports, no tramps through dark woods or over shadow-racing hills. Only meals at which there never seemed to be enough food, dreary journeys through smoke-fouled streets, in mornings when I nodded with tiredness and in evenings when my legs trembled under me from exhaustion(See Piecers in the Textile Industry <http://www.spartacus.schoolnet.co.uk/TUclynes.htm>)*

There were many other children such as William Dodd, Angus Reach and Frances Trollope in real life who worked in those hard times, who prayed that the Lord would take them to himself before the next morning. Dickens ironically describes the board members of the workhouse as "fat gentlemen":

*Not having a very clearly defined notion of what a live board was, Oliver was rather astounded by this intelligence, and was not quite certain whether he ought to laugh or cry. He had no time to think about the matter, however; for Mr. Bumble gave him a tap on the head, with his cane, to wake him up: and another on the back to make him lively: and bidding him to follow, conducted him into a large white-washed room, where eight or ten fat gentlemen were sitting round a table. At the top of the table, seated in an arm-chair rather higher than the rest, was a particularly fat gentleman with a very round, red face. (Oliver Twist, 12)*

The readers notice that on the one hand, there are skinny children who have been harmed physically, mentally, morally and deprived from a proper education, but on the other hand there are 'fat-gentlemen' who never care for them and think only of their own selfish benefits. The 'fat-gentlemen' never attempt to work; what they really know best is just to sit lazily, eat gluttonously and make bulgy bellies. That is why they are stereotypically portrayed as fat with red faces:

*'Boy,' said the gentleman in the high chair, 'listen to me. You know you're an orphan, I suppose?'*

*'What's that, sir?' inquired poor Oliver.*

*'The boy is a fool--I thought he was,' said the gentleman in the white waistcoat.*

*'Hush!' said the gentleman who had spoken first. 'You know you've got no father or mother, and that you were brought up by the parish, don't you?'*

*'Yes, sir,' replied Oliver, weeping bitterly.*

*'What are you crying for?' inquired the gentleman in the white waistcoat.*

*And to be sure it was very extraordinary. What could the boy be crying for?  
(Oliver Twist, 14)*

Dickens portrays the fat gentlemen as ignorant, shameless, insensible and insensitive, so that the readers may easily see that they do not have any pedagogical expertise of how to treat a small child, especially a parentless sensitive child. Dickens pinpoints the fact that it is surely an extraordinary case for these people and he invites us to think "what the boy could be crying for." As Walter Allen explains in his book *Six Great Novelists*, "it is the abandoned child's cry of anguish at the inhumanity which he is subjected, scorched and orchestrated by a composer genius and the child's cry becomes the arraignment of the age." (W. Allen in Srivastava, 32)

Oliver is chosen by his friends to ask a question. They cannot dare to ask because they already know how children are punished for being inquisitive. But they are so hungry that they want to use an alternative way to convince their master that they would like more food:

*Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity: 'Please, sir, I want some more.'*  
*The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralyzed with wonder; the boys with fear.*

*'What!' said the master at length, in a faint voice?*

*'Please, sir,' replied Oliver, 'I want some more.' ...*

*'That boy will be hung,' said the gentleman in the white waistcoat. 'I know that boy will be hung.'* (Oliver Twist, 17)

They know that the ones who ask for more are *hung* as a punishment. It is decided that Oliver's name has to be *hung* as an announcement! A notice or a kind of flyer is *hung* for any volunteer who wishes to look after him. It is amazingly remarkable how the 'fat', 'healthy' and 'red-faced' men turned pale, paralyzed and astonished with an innocent demand. Sending away or getting rid of these poor people was the policy of the boards in the parishes because more people meant more expenses for them. When compared with the total population (one million) who lived in London (See

<http://www.oldbaileyonline.org/static/London-life19th.jsp>), the historian Ben Wilson points out the number of the parishes in 1800s as follows:

*The oldest areas lay under the administration of the Common Council of the City: the Square Mile (population 58,400) and sixteen parishes (72,000) lying outside the City walls but within its jurisdiction...A further five parishes –such as Marylebone and St.Pancras– lay outside London’s ancient boundaries, but were still part of the metropolis, connected by an interrupted succession of houses; 224,300 people lived in these parishes. (Wilson, 248-9)*

Wilson, in fact, states these numbers to show that the number of the police assigned to patrol the different areas in London, was not sufficient to prevent the crimes in those years. From the figures we clearly see that there were many poor people to take care of. This might be one of the other reasons why the children were sent away as soon as any volunteer was found. It was not a great matter for the ‘fat members’ of the board whether the children are sent away for hard work or not.

### 3. THE ‘GENTLEMAN’ IN THE WHITE WAISTCOAT

From a different perspective, John R. Reed focuses his attention to *the gentleman in the white waistcoat* in his essay *The Gentleman in the White Waistcoat: Dickens and Metonymy*. He claims that “he might be an intensifier, since Dickens not only endorses the board's treatment of Oliver but seems to relish it with sadistic enjoyment.” (Reed, 413) Leaving the detailed analysis to the chapter “The Wicked, Devious Gentleman”, we should note that the unkind and insulting manners applied in one’s attitude not only attract other people’s hatred which might cause counter uncontrollable outbursts, but also they cut off mutual understanding and dialogue. It is also claimed that Dickens wrote *Oliver Twist* just after three years the Poor Law Amendment Act 1834, because he was strongly against this act and this provoked his angry memories of his deprivation, of his separation from his family and his own obsessive comparison of the need for food with the need for love. Nevertheless, L.Smith, S.J. Thorton A.N William agree that Dickens’s novel is a timeless chronicle of abused childhood. Its strength and vigor still reminds people today of those who are disadvantaged and outside of society. And they conclude their views with the fact that Dickens’s fictional ‘truth’ does not always coincide with the facts.

On the contrary, as Dr. P. O Brennan from Sheffield Children's Hospital in UK mentioned in her article entitled "Oliver Twist: Textbook of Child Abuse", what might have been acceptable in Victorian England was not acceptable with Dickens, who expresses his disapproval of this situation. According to the childcare standards in Britain in the year 2001, much of the childcare described in *Oliver Twist* constitutes child abuse. The examples are listed from Oliver's mother's death in childbirth attended by a drunken 'midwife' and an uncaring doctor to the children neglected, barely fed or clothed in baby farms and later in the workhouses; from children's emotionally abused, being deprived of all human adult love or affection to the punishments as being locked in a small dark room 'after asking for more'; from physical abuse to the sequel abuse, including absconding, passivity, 'stupidity', depression, poor self image, and vulnerability to corruption by anyone who seems to show them some love or attention; and from sexual abuse, vaguely referred to in descriptions of Nancy and Betsy, the prostitutes to substance abuse, in the form of alcohol abuse like Bill Sikes who drank alcohol at almost every appearance.

From the examples mentioned above, how people, especially the weak ones like children, behaved, had a deep impact on their characters. Psychological and pedagogical refined approaches to children have much more importance to create gentle manners in their behavior. There were many poor and unemployed people at that time.

*Oliver fell on his knees, and clasping his hands together, prayed that they would order him back to the dark room--that they would starve him--beat him-- kill him if they pleased--rather than send him away with that dreadful man. (Oliver Twist, 27)*

Somehow Oliver's sincere facial expressions and touching begging impress the board and they give up the idea of sending him away with that dreadful man. Luckily, Oliver's destination from the workhouse is postponed for a few days. But he is on the black list and sooner or later he is to leave the workhouse.

*When little Oliver was taken before 'the gentlemen' that evening; and informed that he was to go, that night, as general house-lad to a coffin-maker's; and that if he complained of his situation, or ever came back to the parish again, he would be sent to sea, there to be drowned, or knocked on the head, as the case might be, he evinced so little emotion, that they by common consent pronounced him a hardened young rascal, and ordered Mr. Bumble to remove him*

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*forthwith...The simple fact was that Oliver, instead of possessing too little feeling, possessed rather too much; and was in a fair way of being reduced, for life, to a state of brutal stupidity and sullenness by the ill usage he had received. He heard the news of his destination, in perfect silence; and, having had his luggage put into his hand--which was not very difficult to carry, inasmuch as it was all comprised within the limits of a brown paper parcel, about half a foot square by three inches deep--he pulled his cap over his eyes; and once more attaching himself to Mr. Bumble's coat cuff, was led away by that dignitary to a new scene of suffering. (Oliver Twist, 32)*

The bolded words are used to draw the attention on how these 'gentlemen' behave to a young boy. Oliver is threatened severely, abused emotionally, scorned heavily and treated sullenly. The term 'gentlemen' is in quotation marks for the reason that Dickens implies its opposite meaning. It is almost impossible to make this kind of 'gentlemen' aware that other people are also human. Unfortunately, their feelings and thoughts are so badly deformed that the terms *virtue*, *goodness*, *grace* and *merit* do not make any sense for them at all. As Dickens uses the term 'gentleman' in quotation marks, he makes the readers think if these gentlemen are *true* or *fake*.

Mr. Sowerberry, the coffin-maker and a friend of Mr. Bumble the beadle, takes Oliver from the parish to use of him for his own work. On the way, Oliver starts crying again leaving all the acquaintances behind whilst getting into a new scene of suffering.

*'So what?' inquired Mr. Bumble in amazement?*

*'So lonely, sir! So very lonely!' cried the child. 'Everybody hates me. Oh! sir, don't, don't pray be cross to me!' The child beat his hand upon his heart; and looked in his companion's face, with tears of real agony. (Oliver Twist, 34)*

It is human nature that people prefer living, travelling, talking and sharing their lives with other people. Socializing is one of the crucial needs of human beings. In addition, 'loneliness' for an orphan being deprived of parental love is much more a sensitive case. In another place, Dickens emphasizes a similar impression when Oliver is shot and abandoned in the middle of a remote countryside. At that time, he was with the criminals who captured him and forced him to steal with them and he was trying to escape from the people whose house he attempted to burglarize.

He looked about, and saw that at no great distance there was a house, which perhaps he could reach. Pitying his condition, they might have compassion on him; and if they did not, it would be better, he thought, to die near human

beings, than in the lonely open fields. He summoned up all his strength for one last trial, and bent his faltering steps towards it. (*Oliver Twist*, 264)

With these descriptions, Dickens aims at creating a hopeful atmosphere that not all the humans are as bad as he had described by then. There are some generous, benevolent, gentle, and caring people as well in this world.

In his new 'home', Oliver is shown his bed which is located under the coffin counter. Why did not the Sowerberrys show *Oliver* a better place? Dickens invites us to think of a little child's psychology that was forced to sleep among the coffins. Sometimes, the gloomy atmosphere confines us on every side and we feel that *death* is much better than being alive. In such dreadful situations, one should have patience, courage, and determination that every winter is followed by spring and every dark night is followed by a bright and sunny day. Therefore, Dickens sets a similar hopeful atmosphere for Oliver and the readers are led to think of the death which could be better for him. Actually, Mr. Sowerberry's occupation has a close relationship with *death*. Dickens gives a clue for the readers choosing an eccentric name for these people, as the term 'sower' is the homophone of the word 'sour'. While people enjoy eating 'strawberry' as they have delicious taste, they most probably dislike the 'sour-berry'. Dickens criticizes people like the 'Sowerberrys' by giving them names with certain significance. Oliver meets Mr. and Mrs. Sowerberry, the serving girl Charlotte and Noah Claypole who is the other high ranker boy working for this family. Dickens again gives some clues about his mean character from his family name. While the term 'clay' implies dirtiness, impureness, filthiness and mess, the term 'pole' implies that Oliver and Noah have completely opposite personalities.

*It shows us what a beautiful thing human nature may be made to be; and how impartially the same amiable qualities are developed in the finest lord and the dirtiest charity-boy. (Oliver Twist, 40)*

Dickens takes the readers' attention to Noah's background and then he especially focuses on the human nature. Although the boys are impartially in the similar conditions, the qualities, the personalities they will turn into in the future, will be different. The lived hardships for the finest lord type (reference to Oliver) and for the dirtiest charity-boy (reference to Noah) will grow and have opposite impacts on them. Similar to goodness or disasters, the life's ups and downs, usually have different effects

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on people and things according to the strengths and weaknesses which they encounter. We will be involved in many events and cases and will have experiences in this life. There will be inputs and outputs. Nevertheless, all the inputs and outputs will be different from one another. Therefore, Dickens implies here that Oliver's 'noble' background has some effects on his 'naïve' and 'honorable' character containing the features of a *true gentleman's* nature.

*'There's an expression of melancholy in his face, my dear,' resumed Mr. Sowerberry, 'which is very interesting. He would make a delightful mute, my love.'* (Oliver Twist, 41)

The unbearable sufferings which have drawn melancholic features on Oliver's face mean something else for Mr. Sowerberry. Whereas he might have shared Oliver's heart-breaking grief and be helpful as much as he could, his hardened heart has never had any mercy for the others. *Selfishness, ignorance and callousness* make the eyes blind at other people's sufferings. Another weakness or illness in human nature, which a true gentleman should stay away from, is *jealousy*. Noah's jealousy rises when *Oliver* is promoted by Mr. Sowerberry to another job due to his natural melancholy that works better in funerals. Noah's ill-treatments get worse each day as a result of this jealousy.

*That Oliver Twist was moved to resignation by the example of these good people, I cannot, although I am his biographer, undertake to affirm with any degree of confidence; but I can most distinctly say, that for many months he continued meekly to submit to the domination and ill-treatment of Noah Claypole: who used him far worse than before, now that his **jealousy** was roused by seeing the new boy promoted to the black stick and hatband, while he, the old one, remained stationary in the muffin-cap and leathers.* (Oliver Twist, 50)

Dickens describes a very important turning point about Oliver's life at this stage.

*And now, I come to a very important passage in Oliver's history; for I have to record an act, slight and unimportant perhaps in appearance, but which indirectly produced a material change in all his future prospects and proceedings.* (Oliver Twist, 50)

Thus, fighting for *honor* plays an important role in human nature and the positive results will be mentioned shortly afterwards.

*Crimson with fury, Oliver started up; overthrew the chair and table; seized Noah by the throat; shook him, in the violence of his rage, till his teeth chattered in his head; and collecting his hole force into one heavy blow, felled*

*him to the ground. A minute ago, the boy had looked the quiet child, mild, dejected creature that harsh treatment had made him. But his spirit was roused at last; the cruel insult to his dead mother had set his blood on fire. His breast heaved; his attitude was erect; his eye bright and vivid; his whole person changed, as he stood glaring over the cowardly tormentor who now lay crouching at his feet; and defied him with an energy he had never known before. (Oliver Twist, 52)*

Since his mother is a very sensitive subject to him, Oliver becomes really furious. Noah continues to taunt him and insults his mother until Oliver attacks him. Oliver, who used to be naïve and calm until then, cannot stop fighting the boy who verbally attacks his mother. We may argue that this is another important ‘noble’ feature of character: fighting for the *honor*, which is portrayed by Dickens to show another quality of the gentleman, reminiscent, perhaps of the knightly code. Despite the fact that Dickens is against dueling, he uses fighting to recover the character’s honor from time to time in his novels. For instance, in order to save the miserable boy, Smike, from the mercilessly beating hands of Mr. Squeers, Nicholas Nickleby stops his beating and then gives him physical punishment which might be more effective. Therefore, it could be deduced that Dickens agrees to give punishments to the villains when they cross limits. He uses this kind of violence when it is meant to stop tyranny, cruelty or oppression.

*'Meat, ma'am, meat,' replied Bumble, with stern emphasis. 'You've over-fed him, ma'am. You've raised a artificial soul and spirit in him, ma'am unbecoming a person of his condition: as the board, Mrs. Sowerberry, who are practical philosophers, will tell you. What have paupers to do with soul or spirit? It's quite enough that we let 'em have live bodies. If you had kept the boy on gruel, ma'am, this would never have happened.'* (Oliver Twist, 58)

The outrage against Noah is wrongly interpreted by Mr. Bumble, who is the representative of the unfair system, as the effect of consuming meat. According to these ‘gentlemen’, giving meat to children is a great mistake! They should be given gruel only! As they believe that, a kind of luxury like meat, cause to raise an artificial soul in them! The unfair system makers and its parasites have always considered the weak and the poor as second-class citizens. Dickens’s purpose in describing these atrocious conditions was both to reveal the reality behind the industrial façade of the British economic system and to create a melodramatic scene which would increase the number of readers. The fat gentleman and the gentleman in the white waistcoat are meant to caricature portraits of what may wrongly be named gentlemanly behavior.

They are the characters set in opposition to the requirements of the ideal portrait of the gentleman, as envisaged by Dickens and offered to the Victorian readers as a goal to attain.

### 3. THE MAKING OF A GENTLEMAN

Counted alongside George Meredith and Thomas Hardy as one of the best three novelists of the turn of the century, George Gissing writes about Dickens's political views that, like other men of letters, Dickens was very much concerned about social questions. Therefore,

*he imagined that the columns of a great newspaper would afford him the best possible field for making known his views and influencing the world. One step which has tempted writers from their appointed task he seems never to have seriously contemplated; he received invitations to stand as a Parliamentary candidate, but gave no ear to them. The term which described him as politician and social reformer is no longer in common use; he was a Radical. (Gissing, 66)*

Through Gissing's view it could be concluded that Dickens, who brought forward the miserable and harsh conditions of the poor children by writing the novel *Oliver Twist*, did not show any tendency to be a politician to solve social problems and he never claimed that he was a social reformer. According to Gissing, it could probably have been quite easy for Dickens to become a member of the Parliament if he really desired and attempted to use his fame and popularity. However, Dickens's preference for writing, instead of getting involved in politics, is considered as 'radical choice' by Gissing so that he describes him as a 'Radical' man rather than a 'politician' or a 'social reformer'. Dickens's main concern was to serve the society willing to see everybody taking a part in solving the socially unfair and unjust regulations or laws and their application to the underprivileged and the poor. Thus, to Dickens gentility could be inherited, but it could also be obtained through education, which, we may argue, was of two kinds: street education and school education. This is what also awaits Oliver in his life journey and growth into a real gentleman.

After his fight with Noah and the punishment, Oliver makes up his mind to flee to search of new opportunities in London. Hoping to meet kind people and get better conditions, he runs away. Dickens uses this fictional trick, sending the main or important characters to other towns or countries (namely to London and Australia), in

the hope of getting better conditions of life and job opportunities, to reflect the positive thinking and the dreams of the Victorian people. On the way to London, he meets a ‘good-hearted’ turnpike-man and a ‘benevolent’ old lady who voluntarily help Oliver, in spite of their own poverty. The *kind* behavior, which has a ‘deep impact’ on the protagonist, is praised by Dickens as follows:

*In fact, if it had not been for a good-hearted turnpike-man, and a benevolent old lady, Oliver's troubles would have been shortened by the very same process which had put an end to his mother's; in other words, he would most assuredly have fallen dead upon the king's highway. But the turnpike-man gave him a meal of bread and cheese; and the old lady, who had a shipwrecked grandson wandering barefoot in some distant part of the earth, took pity upon the poor orphan, and gave him what little she could afford--and more--with such kind and gentle words, and such tears of sympathy and compassion, that they sank deeper into Oliver's soul, than all the sufferings he had ever undergone. (Oliver Twist, 65)*

Although the old lady has very little food, she shares it with Oliver. Especially her *kind* and *gentle* words with *sympathy* and *compassion* affects Oliver deeply. He forgets all his suffering and the way that she approaches him feeds his soul. In other words, *kind* and *gentle* words have deep influences on his ‘noble’ character. Dickens gives a special emphasis on how a very little help with the ‘kind’ and ‘gentle’ words transferred into ‘sympathetic’ and ‘compassionate’ mood could give positive energy to a child and how this kind of attitude may shape one’s character and develop ‘kind’ and ‘gentle’ manners.

According to Alfred Adler, a psychotherapist and founder of the school of individual psychology in the twentieth century, “the most important and the most valuable part of our existence is ‘inner life.’” (Adler, 417) He explains this view as follows:

*For in the life of a child and in his physical and mental growth, there is a largely hidden trend that leads “upwards,” that unceasingly guides and regulates all the psychological realities mentioned above, thus placing them in its service: Instincts and reflexes are adjusted, recognized as “appropriate,” modified and utilized; movement of eyes, limbs, and trunk respond to a “plan”; all emotions – pleasure, joy, grief, pain, anger, love, hate, desire – manifest themselves at appropriate occasions, and by the manner and the degree in which they are expressed, they establish close contact with the environment and with the people in their immediate surroundings. There also soon appear traces*

*of character traits, like call and response to the demands of the environment, represent a further connection to the outside world. (Adler, 417)*

Adler pinpoints the formation of a child's manners with the faculties of his 'inner life' and his surroundings 'outside world'. Whether people are aware or not, children who record all kinds of behaviors and manners they come across within the social life record or codify them on their minds. Then, they behave according to the recordings which they acquired unintentionally or naturally before. Mr. Brownlow's and Rose's continuous *kind, benevolent* and *generous* behavior that Oliver experiences later in the story has a deep impact on his character. Even Nancy's desperate attempt to save Oliver from Sike's severe punishment has a deep influence on his manners. Since it is not quite an extraordinary behavior to see goodness from a kind person, but it is extraordinarily remarkable to see that a good deed is performed by an *evil, sinful character*. With this, Dickens aims at emphasizing a very significant human nature about the *wicked characters* that they are not always so bad. Since they are also human beings they might behave well because from time to time their *compassionate* and *merciful* sides – hidden in each individual's nature - might weigh more than their *cruel* and *ruthless* side.

After a long and tiring journey, Oliver succeeds in reaching London with the help of Dodger whom he meets on his journey. Dodger invites him to the place where he loves. There he meets Fagin and the other boys and girls. He is shown a bed and offered some food. The next morning, the boys begin playing a game in which they practice picking Fagin's pockets without being noticed. Fagin asks Oliver if he would like to try the game. Oliver is praised with his great talent and in time he begins to learn how to 'unmark' silk handkerchiefs.

*Oliver wondered what picking the old gentleman's pocket in play, had to do with his chances of being a great man. But, thinking that the Jew, being so much his senior, must know best, he followed him quietly to the table, and was soon deeply involved in his new study. (Oliver Twist, 79)*

Fagin's teachings start with these games. 'Stealing' without 'being noticed' is systematically and professionally taught to little children in the den. They are taught in a play format so that children would enjoy these 'unofficial' lessons. Meanwhile, Oliver gets bored to stay at home alone when the other boys are out. He asks Fagin to go out with the other boys and finally he is allowed. On his first day out, Oliver realizes

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that the boys commit crimes and is shocked when he sees them stealing a gentleman's handkerchief. While the readers expect better opportunities for Oliver, Dickens, who also planned to show the 'dark' world of the criminals located in London, intentionally pushes his naïve protagonist to Fagin's den so that his readers may become aware of the various crimes in a city in which poverty reached a high percentage. Lynn Pykett describes the city as follows:

*As experienced by Oliver the city is a maze, an 'infernal labyrinth', at the centre of which are Fagin and his criminal associates. (Pykett, 47)*

The traps and webs are set by all sorts of criminals whose behavior resembles the spiders' or hunters' deadly waiting for their prey. The big cities have always been the centre of criminal conduct. Newcomers, especially children, might fall into these traps easily. As mentioned before, by Philip Collins, "crime was topical issues in his time" (Collins, 2) and Dickens gets the opportunity to point out the criminal gangs who appeared in the poor areas of London. In general, while Dickens makes the readers see how Fagin has created an illegal system in a big city, he also points out the weakness of this system and the need for proper education to turn the poor into peaceful members of the society. In *The Making of Victorian Values*, Ben Wilson reveals the large number of poor children going to Sunday schools, learning to read and more importantly learning good manners. He states that:

*On average a child who attended a school on Sunday and learned to read from the Bible might be tolerably literate within three years. The possibilities of better life were apparent enough to motivate children and parents. Employers such as shopkeepers and keepers of warehouses and who needed servants preferred to take on boys and girls with good manners and at least a rudimentary education. By no means all children went to a Sunday school, but the numbers were impressive; in London 35,460 poor children were taught each week by four thousand voluntary teachers. (Wilson, 268)*

To prevent crime and built an educated and well-mannered society, the literate individuals (boys and girls) with good manners are offered jobs and a motivation to improve their economic and social position in life. Hungry and jobless people might get involved in crimes but especially *uneducated* and *aimless* people are potential criminals in the society. To be a *gentleman*, to behave like a *gentleman* and to be respected like a *gentleman* becomes an important goal in life, a social force for the lower and the middle class Victorian people. We therefore argue that Dickens's purpose in this novel

is to stress not only the in-born noble nature of Oliver, but also the way in which a poor child may grow into a gentleman.

#### 4. CONCLUSION

We have mentioned that, firstly, Dickens is a *radical* who wished to improve the conditions of underprivileged and ordinary people in the society and aimed at increasing awareness to social problems, especially to the crimes and *criminal organizations* that threatened thousands of lives. Instead of being a Member of Parliament and becoming a politician, Dickens prefers to write. Believing that the words that touch hearts have special powers on people, Dickens aims at influencing the minds and souls with his books that can contribute to the construction of a healthy society. Only the individuals whose moral faculties are enriched by useful knowledge, love, affection, kindness, respect, gentleness, goodness, and honesty can form such a society. Secondly, Dickens gives a special emphasis to the moral issues related to heart which forms the real dimension of a person. Thirdly, like people's strong social consciousness, their beliefs have great influences on the positives changes in human souls and in society. Fourthly, I oppose critics, like Castronovo, who think that a person just like Oliver Twist, is almost impossible to retain his goodness in an environment of crimes and evil deeds. It seems that it is not logical, but, on the other hand, there are many examples in history of such *pure-hearted* individuals disgusted of evil things. Millions of them were born, lived and even gave their lives just for an ideal.

With *Oliver Twist* Dickens chooses a sentimental way to touch the hearts of his readers with brutal incidents experienced by a pure-hearted child, draws the people's and the government's attention to the social problems in a metropolis and raises awareness of children's abuse and psychology. However, these are concrete paths to the rise of the gentleman, or at least to gentlemanly behavior, irrespective of the nobility of birth. Oliver may be seen as the first illustration of the gentleman of birth and manners in Dickens's fiction. Oliver's inborn qualities make him a gentleman, not his allegedly noble parents. In other words, Oliver becomes the image of the democratic gentleman, the person who goes through suffering but does not lose his pure heart, the essential characteristic of a gentleman's attitude towards the society. Oliver is the nineteenth-century Romantic kind of gentleman, whose ancestor seems to be the "very parfit" medieval knight, whom Chaucer describes.

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**THE IMPACT OF “A CITY UPON A HILL”  
ON SHAPING AMERICAN CULTURE AND VALUES**

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**Abstract**

*The purpose of this study is to identify the relationship between Puritanism and American culture. It displays why this two cultures are often correlated with one another and the impact that Puritan culture have had on the other cultures. The importance of studying the Puritan legacy upon America is because it is crucial to understand the culture of a nation, thus to know and to understand the language of that nation. Therefore studying the influence of Puritanism in America makes it more facile to approach the language.*

*This religious group, which was influenced by religious and political upheavals of the Europe, especially England, of the seventeenth century, moves to the New World. They brought new ideas and a new manner of life. Their simple, religious life and their vision of the world would shape the standpoints of the New Continent. Values such as individualism, exceptionalism, the values of the self-s (self-reliance, self-improvement), and their attitudes towards hard work and education serve as the core values of America today.*

*Hence, this study makes an analogy of the same values being represented during seventeenth century Puritans and modern Americans. It describes the reflection of those values on American society and the changes, if there is any, that have these values have undergone through time. It draws the similarities between Protestant and American values.*

**Keywords:** *Puritans influence, American culture and values, exceptionalism, individualism, self-reliance, education and self-improvement*

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## **1. INTRODUCTION**

In 1630, 20.000 immigrants coming from England went across the Atlantic to a new world (Maier). They went to a land which God had promised them. It was a land of prosperity where they could settle and build their lives. This moment would be as a turning point in the history of United States after the sailings of Columbus.

The purpose of this study is to understand the influence of Puritanism in the core values and culture of Americans. At this stage of the research, the Puritanism will be generally defined as the main factor to have an impact on the American national identity.

## **2. HISTORY OF PURITANISM**

### **2.1. The Emergence for a New Religious Movement**

There are many factors that influenced the new religious movement in England including social, economic, religious, cultural and political factors. By the sixteenth century England faced a rapid growth of population which resulted in people suffering famine and great population shifts from village to towns and cities. According to Boyer, “Large or small, towns were dirty and disease ridden and towns’ people lived closely packed with their neighbors” (Boyer, 2010, pp. 19-24). Religion and church is another factor. Church and clergies start to sell indulgences by the 15<sup>th</sup> century, which were used to pay off the sins that people had done. They were supposed to be “blessings that would shorten the repentant sinner’s time in purgatory” (Boyer, 2010, pp. 22-24), (Lord, 2008, pp. 1-9). Renaissance and the cultural reformation it brought had their impact as well. New ideologies and philosophies were represented and more and more people became literate. This signed a new era. People started to have a more rational judgment over things, their social life and activity etc. (Head, 2004), (Lord, 2008, pp. 1-9). Also, the conflict between Henry VIII of England and the pope because of the pope not solving King Henry’s marriage with his first wife was another factor not to emerge, but to spread the new religious movements (Boyer, 2010, p. 24).

## 2.2. Puritanism in England

Reformation began in England under King Henry VIII who ruled from year 1509 to 1547. King Henry VIII asks pope to annul his marriage. The pope refused to dissolve it. He met the Parliament and pushed it to draft the laws that would cancel King's marriage. According to these laws, the marriage between Henry and Catherine was annulled, and the king was declared the head of the Anglican Church or the Church of England. This dates a new era for England, which religious conflicts and disagreements would follow for a longer period than 100 years (Boyer, 2010, p. 24).

After the death of Henry VIII, his son Edward VI becomes the king. He allowed more forms of worship and practices of Protestantism in England. He died at the age of fifteen after six years of reigning. Mary I became the queen of England when her half-brother dies. She was a religious woman and a devoted Catholic and asked for the restoration and reformation of the Catholic Church in England and fought for that. She is known in the history as the Bloody Mary because of her execution of Puritans and other Protestants (Boyer, 2010), (Lord, 2008, pp. 60-68), (Wilsey, 2014). After five years of terror for Protestants, Elizabeth I becomes the new queen of England and the Bloody Mary dies. She returned England to Protestant Christian rule, and permanently exiled the Roman Catholic Church's rule from England for the next 453 years. Though she had Protestant convictions, Puritanism and Puritans were not supported as Anglicans were (Wilsey, 2014). In 1603, James I becomes Elizabeth's successor. In 1603, English puritans had high hopes that James I being more amenable to ecclesiastical reform than Elizabeth I had been, but their hopes were soon violated (Sommerville), (History World, p. 9), (History of England). "[Their] leaders asked him to grant more reforms, including abolition of bishops.", but King James responded negatively (Kang, 2009, p. 148). Bremer notes on King James I relations with Puritans.

He rejected most of the puritan requests, though he did make provision for a new translation of the Bible—which became known as the Authorized Version, or the King James Bible. During the reign of Queen Elizabeth the distinction between the establishment and puritan reformers was not always clear since many bishops and key members of the Queen's Privy Council were sympathetic to further reforms in the

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church. Under James I and his son and heir Charles I, friends of the puritans were less likely to be found at court or in bishops' palaces (Bremer, 2009, pp. 10-11).

Those Puritan ministers who refused to subscribe the changes were deprived to their livings. There were a number of conflicts between the Church of England and the Puritans that diminished during the leading of George Abbot as Archbishop of Canterbury who called for Puritans to join other Protestants against Catholicism which, according to him, was the real threat (Lord, 2008, pp. 133-180).

### **2.3. Puritanism in New England**

By the beginning of the 17<sup>th</sup> century Puritans in England were struggling under repressive conditions by the government of the time and the church hierarchy. They had to emigrate to Netherland and the New World so they could be free of persecution. Kearny, Kearny and Crandall emphasize the reason of their settlement in New England "Consequently, among the early settlers who came to America in the 1600s, there were many Protestants seeking religious freedom" (Kearny, Kearny, & Crandall, 1984),

Puritanism reached North America with English Puritans who were usually referred to as the English Pilgrims. In 1620 they founded Plymouth Colony. Afterwards more Puritans emigrated and they built more colonies, including Massachusetts (1628), New Hampshire (1629), Connecticut (1633), Maine (1635), Rhode Island (1636), and New Haven (1638). The Puritans brought strong religious beliefs to bear in all colonies north of Virginia (Kang, 2009, p. 148).

Their settlement in New England had the results, with Puritanism being the major religion and Puritans instituting 35 churches at the time. They attempted to create a godly kingdom in America (Bremer, 2009), (Puritanism, 2015). According to McKenna, "The settlement of America was turned into a holy quest and was put into the context of a millennial crusade." (McKenna, 2007).

### **3. UNDERSTANDING PURITAN VALUES**

In order to understand the influence that puritans had in America, one must at first understand the puritans. Puritans were a religious group that emerged in England in the 16<sup>th</sup> century. They were devoted to God and they wanted the purification of the Catholic Church.

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Puritans different than other Protestants, did not become institutionalized which means they did not have a church leader or any official documents to state the faith. They “never achieved that type of clear identity”. Puritan attempts’ on changing the society depended on making the God’s will one’s own will. They used the “instruments of power as well as those of persuasion” (Bremer, 2009) to imply, to persuade and to have an impact on others. Their attempts to live an exemplary life would help them on the persuasion of the others to follow the path of the belief that they thought was right. Having the political power in America after the Civil Wars of 1640, Puritans had the ability to use those instruments and to not alter their objective on making the society they lived a godly kingdom, though the responsibilities they had while being on power were followed by many challenges. Puritans attempted to employ their understanding of God on education, being the firsts to promote education in America, on redefining marriage and family life, and on other institutions having still nowadays a huge impact on America and England (Bremer, 2009, pp. 2-3).

#### **4. THE IMPACT OF PURITANISM - “A CITY UPON A HILL” ON AMERICAN CULTURE**

The influence of the sermons of Puritans was not seen only in the Massachusetts Bay colony, but afterwards in the American nation as well. The most important values, ethics and morals of Americans are a continuation of Puritan morals.

##### **4.1. America’s Exceptionalism**

The belief in America's exceptionalism is deeply rooted in the Americans mindset. According to Jack P. Greene, Puritans that settled in Massachusetts Bay colony “believed they were a spiritual model for Europe and the world.” (Calabresi, 2006, p. 1347). They believed in the idea that America would be as a New Israel. Morgan emphasizes this when says that Puritans brought to Massachusetts. The sense of a special mission that had formerly attached to England. England’s covenant with God had been jeopardized, if not forfeited, by the failure of her monarchs to press forward in the reforms so happily begun. Massachusetts, however, had taken up the cause and made its own covenant with God. In the eyes of its founders Massachusetts was at once a new Israel and a New England (Calabresi, 2006, p. 1347).

America's exceptionalism stands today as a core value of Americans. They regard themselves as being an exceptional country with a holy mission in the world. This belief is deeply enrooted in American's consciousness and the American Dream is the best example to display it.

#### **4.2. Individualism**

Individualism is one of the basic values of Americans which derives from Puritan heritage, Puritans being regarded as the first individualists landing the New World. There are two reasons for this: a) puritans were the first Christians to deny the authority of Pope (Kang, 2009, pp. 149-150), and b) they rejected the system of hierarchy of Catholic Church and founded a new church of their own (Kang, 2009, pp. 149-150)

According to Kang "... Puritans' anti-authority and their strong self-awareness paved the way for the development of individualism in colonial America, and later becoming one of the most important values of American people." (Kang, 2009, p. 150). Jost, Kay & Thorisdottir (2009) view individualism as the core value building the national character of Americans which differs them from other countries (Jost, Kay, & Thorisdottir, 2009, pp. 33-34). Tocqueville observed American culture and notes on American individualism,

Since men are no longer attached to each other by any bond of castes, classes, corporations, families, they are only too inclined to become preoccupied solely with their particular interests, and are always too ready to consider only themselves and to withdraw into a narrow individualism in which every public virtue is suffocated (Tocqueville, *The Old Regime and the Revolution*, 1856, p. 74).

The American individualism, being represented by Puritans in America, has a great attachment to other American core cultural values as well, meaning that the self-reliance, work ethic, self-improvement etc, are values that basically derive from this sense of individuality being enrooted in American beliefs and understanding.

#### **4.3. Self-Reliance**

Relying on one's self is another American value which is a derivation of individualism or the *self-s*. Since the colonists first came to New England, they wanted to be free of the controls that existed in the old continent so they wanted to rely on their own selves. Different than other colonists settled before in New World, the Puritans of New England learned how to grow their own food, how to plant and many other farming.

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Paul Boyer, when describing the colonizing of the New World says that the colonists coming from England would steal food and corn from natives. In order to avoid this, when Puritans settled, Indians taught them to farm by themselves. So since the Puritans first settled New World, they learned to rely upon their own selves and not upon Indians (Boyer, 2010, pp. 33-36).

This idea of relying on your own is still a representation of American's mindset. Scholars, starting with Tocqueville, have observed this trait as a typical American one. When Tocqueville came to America in 1830s, he explains about Americans.

The latter owe nothing to anyone, they expect nothing so to speak from anyone; they are always accustomed to consider themselves in isolation, and they readily imagine that their entire destiny is in their hands. (Tocqueville, *Democracy in America*, 1998, p. 884). Kearny, Kearny & Crandall emphasizes that "Americans believe that individuals must learn to rely on themselves or risk losing freedom" (Kearny, Kearny, & Crandall, 1984, p. 21). For this reason, a typical American family is so nuclear because the Americans have that attitude to rely on their own. Weaver (Weaver, 1999, p. 7), concludes in his study that the children by the age of 18 separate by their parents when they become able to support their own finances, even when they do not become able to do so, because they want to be independent and not to rely on their family finances. This shows the inner feeling of Americans to feel independent and self-reliant, a feeling that their Puritan predecessors held as well.

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**4.4. Work Ethic**

Hard work and strong work ethic is a value that is deeply rooted in the Protestant origin of Americans. Alexis de Tocqueville emphasizes in *Democracy in America* that the English Pilgrims were “hard-working, egalitarian, and studious”, and they provided “a firm foundation for American democracy” (Tocqueville, *Democracy in America*, 1998). Puritans believed hard work was a religious duty through which they could oppose their sins and could gain their salvation. For Puritans the achievement of an individual through hard work was a blessing from God and showed the position of that person before God (Kang, 2009, p. 149). Kearny, Kearny & Crandall display the impact that Puritan’s work ethic has had upon Americans’ view of work. They explain its importance.

It is important to understand that the Protestant work ethic has had an effect far beyond influencing only the members of the Protestant Churches. Members of all the many religious groups found in the United States share much of what is called the Protestant ethic. Americans who have no attachment to a particular church, Protestant or Catholic, have still been influenced by the Protestant ethic in their daily lives (Kearny, Kearny, & Crandall, 1984, pp. 43-44).

**4.5. Education and Self-improvement**

The contribution of Puritans to the education in America is of fundamental importance. Their eagerness to education is found in the doctrine of “Covenant”. The main and central book to perform their studying was Bible. Puritans held such a strong zeal for education because they wanted people to learn to read and to understand Bible. Through this they could achieve the purification of the church and they could attain a living in accordance with the God’s laws (Kang, 2009, p. 151). Puritans would afford education for all children by providing public teachers for them.

Traditionally, Americans have considered higher education as of primary importance in order to achieve success and to improve oneself (Kearny, Kearny, & Crandall, 1984). Thus for Americans being degreed in college appears to be very significant. Americans consider education as essential in order to achieve success, to have a good job and to achieve some financial security which is related to their individualistic, self-reliant and hard-workness as well. According to a report by Public Agenda, “Higher education is perceived as extremely important, and for most people a college education has become

the necessary admission ticket to good jobs and a middle-class lifestyle.” (Immerwahr & Foleno, 2000). This supports another time the value that Americans put on being educated.

## **5. CONCLUSION**

This article introduced Puritans and explained their impact on American cultural values. It introduced the manifestation of Protestantism (Puritans being a group of the Protestants) due to social, political, cultural, religious and economic problems of England and Europe of the time and Puritan’s settlement in the New World. The difficulties, through which this religious group was founded and evolved, affected on the elaboration of some basic characteristics that are typical of Puritans.

Puritanism provided a social, cultural and economic ethic known for their values. The first individualists in America are considered to be the Protestants, who, while seeking religious freedom, settled America. It stands today as one of the core values of Americans. The second important value is exceptionalism, indeed the belief on America’s exceptionalism. Puritans viewed America as a New Israel with a special mission in the world. According to them, New England was a Godly kingdom on earth, meanwhile in the today’s America this belief still takes place. People still believe that America is an exceptional country with a holy mission in the world. The third value is self-reliance. It is closely related to individualism and hard work. This article explained why this value derives from Puritanism beliefs and how it is presented in America. The forth value explored is work ethic. Puritans are described as hardworking people. They viewed work as holy. Americans are as much hardworking people as Puritans were, regarding work as a way to improve themselves and to achieve success. They also connect work with holiness. The last American value being observed is education and self-improvement. Puritan’s zeal for education is inherited by Americans. Both Puritans and Americans viewed education as a way to improve themselves. In this article, we realized the similarities that stand between Americans and Puritans and their resembling perception of and attitude toward life, work, and education.

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**THE NEGATIVE AND POSITIVE INFLUENCES OF INDONESIAN  
LANGUAGE IN THE PROCESS OF LEARNING ENGLISH**

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**Abstract**

*In this article we will investigate how the Indonesian language affects English language learning. Both the negative and positive influences of the Indonesian language as a mother tongue through the linguistic point of view will be our main focus. Many fascinating facts happen with Indonesian native speakers when they try to learn English. English language learners from any background would find it useful about the unique side of Indonesian language which brings the advantages and disadvantages during learning process.*

*The grammatical influences and the impact that it could raise in learning foreign language will take a part in this article. Furthermore, the structure of Indonesian and English languages, and what they have in common, including letters of alphabet, identical words and how they are formed in sentences will be evaluated in another section. Additionally, the historical background between Indonesia and Britain that unintentionally make a significant influence in the language itself will be explained briefly.*

*To sum up, this article mainly deals with the negative and positive influences of Indonesian language while learning English as a foreign language.*

**Keywords:** *Mother tongue, Indonesian Language, learning English as a foreign language, negative and positive influences of first languages*

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## 1. INTRODUCTION

While the role of mother tongue is very important in learning a new foreign language, because every new language is confronted by an already-existing mother tongue (Butzkamm, 2003), and it shapes the way we learn that language and the way we use it. We have aimed at pinpointing the strategy of learning English language searching for the negative and positive influences of Indonesian language. Both positive and negative effects could be a practical key to personalizing the knowledge we get when we learn English language. Therefore, in order to learn English language successfully learners are supposed to have proper strategy that precise and concise not only for handling the problems that will appear during the learning process, but also developing a strategy that would be used to maximize the positive effects of mother tongue while getting rid of its negative effects to enhance the effectiveness of learning English.

The negative influences of Indonesian language definitely play an important role in learning English language, and some linguistic differences could be an obstacle in understanding English as a foreign language. One of the problems might be the grammatical aspects from Indonesian language which might confuse the learners when they learn English, because the structure of the tenses is completely different in both languages. Moreover, the pronouns, attributives, and auxiliary verbs are other aspects of grammar which would be difficult to understand by learners, on account of the difficulty to finding the right form to guide them according to their mother tongue. Then, the phonological difference is another element which we need to take into consideration for the negative influences. Several examples are provided to help us portray clearly the negative impacts in Indonesian language towards learning English language. In this part, we try to understand and perceive the logic of target language and find the best way to minimize these negative influences, and later on, to use a strategy that we need to apply in this learning process.

However, the positive influences of the first language would play a different role in facilitating learners to study. In other words, several elements of Indonesian language in certain degree affect the result of proficiency or competency while learning English. The most obvious ones are the syntactical and lexicological aspects, especially when the root of the languages are the same, for example, English and German, both languages come from the same root, West Germanic language (Schuffelen, 2006). In

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contrast, even though Indonesian and English languages come from different root, there are still similarities that we could find in both languages in terms of lexicology and word order. People learn or acquire foreign languages easier when they find similar linguistic elements on the target language. For example, there are some similarities between Indonesian and English languages, such as, letters of alphabet, identical and similar words, and word order that bring advantages when the learners try to understand and perceive English. In addition, there are some negative effects behind these positive effects or the consequences of positive influences that could destroy the essential purpose of the language itself. The words from the English language that have been standardized to Indonesian language and would have intention to be used more often in Indonesian books or even in public speeches ensued other important phenomena. This phenomenon could slowly destroy the originality of Indonesian language.

This article is completed by analyzing and searching data through several practical steps. The fundamental step is through analyzing the mother tongue first and then evaluating the way native speakers of the target language using the language. After that, we have focused on comparing and contrasting Indonesian and English languages thorough linguistic point of view.

## **2. NEGATIVE INFLUENCES**

In the process of learning a foreign language, mother tongues, have some negative and positive influences to the learners. They are often called, *negative transfers* and *positive transfers*. Indonesian language normally has more differences rather than similarities when we compare it to English language. Considering this circumstance, here we will investigate these negative influences. The available evidences suggest that negative influences of Indonesian language in English language learning are mostly identified in their difference through the concept of grammar. Some of these negative influences are the grammatical ones such as tenses, the logic of plural and singular forms, modifiers, auxiliary verbs, and pronouns. The rules of tenses in English tend to be more convoluted than Indonesian, it must follow the rules in order to form a sentence. While the plural and singular forms of nouns in English and Indonesian have their own uniqueness and logic to be followed, the modifiers are comparatively have different usages creating another obstacle in learning English. Furthermore, auxiliary verbs and

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modal verbs that give grammatical and additional meaning for the main verb of a sentence also come up as a negative effect for learning process. Again, different concepts of grammar such as pronouns, especially, third person pronoun occurs to be the other negative influence of Indonesian language while learning English. Ultimately, the phonological influence of Indonesian language that gives different impact on pronouncing English words regarded as another negative influence.

### **2.1. The Grammatical Influences**

One of the negative transfers that Indonesian language has towards English is the tenses which are completely different in both languages. The English grammar constructed from many elements of linguistic that interdependent to each other and frame one sentence with specific period of time, or we can say the formulation that define the structure, a system of inflections associated rules of syntactical agreement (Farley, 1904). For example, in English language when we form a sentence we determine the specific time like, the past, present, or future. Within this period of time there are more specific tenses to be used, in order to make a clear way of understanding when the event happen which is very confusing for Indonesian people to be understood, for instances, past perfect continuous tense, present perfect tense, or even past future perfect continuous tense, (*I would have been swimming when you called me yesterday*). In other words, English is an explicit language with the interdependent participles and certain rules that shape the way grammar works and form the sentences. Moreover, there are special circumstances of the verb in the past form, often called irregular verbs. These verbs have a random change and contradict the usual rules of the verb in the past form *-ed*. Indonesian people who are in the process of learning English at the first sight will find the rules frustratingly difficult, because they do not have certain rules to be followed, and if they refer to Indonesian language there are no similar principles of verb in the tenses. In fact, Indonesian language syntax is really simple; it does not have any perfect tenses and merely consists of three major period of times, like, past, present, and future. The consistency and simplicity that Indonesian has within the language are the keys to lead other people find easy to learn, but, at the same time make Indonesian native speakers face many obstacles when they learn other foreign languages, particularly, English language. For instance, in Indonesian language we just need to add adverb or adjective at the end of the sentence to refer to the particular time,

there are no needed to change verbs and auxiliary verbs to create a specific tenses in Indonesian language. For example, if we compare both tenses of the languages, it would be like:

- *I drink coffee (saya minum kopi)* in present tense

and

- *I drank coffee (saya sudah minum kopi)*,

with this word *sudah* we can clearly reveal our intention to specify time in the past form without considering other elements of grammar. One of the common mistakes that Indonesian students make, obviously a tense confusion. When Indonesian people speak English they sometimes use present tense in order to refer to past or even future, for example, saying;

*"Yesterday I go to school"* instead of

*"Yesterday I went to school"*.

We have to admit that this flexibility of Indonesian language leads negative influences for Indonesian native speakers to learn tenses English as well as other foreign languages.

### 2.1.1. Singular and Plural Forms

The other negative transfer that learners might face is the logic of singular and plural forms of nouns. For example, in Indonesian language, the plural form is made by reduplicating the singular form, whereas English has its own pattern and rules that should be followed.

**Table 1.**

Indonesian singular	Indonesian plural	English singular	English plural
kertas	kertas-kertas	paper	papers
kotak	kotak-kotak	box	boxes
kaki	kaki-kaki	foot	feet
Laki	laki-laki	man	men

And sometimes it could be more complex when it comes to different letters ending of the words, so that Indonesian language does not have a plural suffix which is comparable to the English "s". The logic of plural could be analyzed through the examples of sentences below:

**Table 2.**

<b>Indonesian Language</b>	<b>English Language</b>
Andi memotret <i>gedung</i> .	Andi takes a picture of <i>building</i> .
Andi memotret <i>gedung-gedung</i> .	Andi takes a picture of <i>buildings</i> .
Randy memiliki satu <i>rumah</i> .	Randy has one <i>house</i> .
Randy memiliki dua <i>rumah-rumah</i> .	Randy has two <i>houses</i> .

Thus, another common mistake that some students might make could be a reduplicating the form of English plurals and treat them as the logic of Indonesian plural. Indonesian plural concept is understood from the context or the addition of other words to express the concept of something being "more than one" (Kencana, 2014). So, when Indonesian people try to learn the plural forms of English, they become a bit confused at first, and try to apply the rule of Indonesian language syntax to English. Generally speaking, this case usually happens in lower levels, when learners face this structure for the first time.

### 2.1.2. Modifiers

Modifiers are important elements to express the idea in a more specific way, They are divided into two fundamental components in English language. The first one is premodifiers, an optional modifying elements in a noun phrase which come between the determiner and the head noun. The Second one is postmodifiers, an optional modifying words, phrases, and clauses which follow the head noun in a noun phrase (Wisconsin-Parkside, 2014). The negative influences in these elements always happen from their difference in a way of expression. For example, the attributives in Indonesia are always put before the modifiers, so we only need to think in one way when we try to give a noun some kind of modification with adjective, adverbs or participle, while it has distinction between premodifiers and postmodifiers in English, for instance;

**Table 3.**

<b>English Premodifiers</b>	<b>English Postmodifiers</b>	<b>Indonesian Postmodifiers</b>	<b>English Translation</b>
<i>red</i> balloon	the day <i>before</i>	sup <i>ayam</i>	<i>chicken</i> soup
<i>married</i> man	the trip <i>abroad</i>	meja <i>kayu</i>	<i>wooden</i> table
<i>nail</i> clippers	a book <i>on the table</i>	telepon <i>gengam</i>	<i>mobile</i> phone

Thus, Indonesian students have great difficulty in mastering the usage of the pre modifiers in English, because the place where the learner should put the words and

modifiers when they form a sentence will be often exactly the opposite as in Indonesian language. According to the experts, Albert and Obler, “people show more lexical interference on similar items” (Bhela, 1999, p. 23). So, it may follow that languages with more similar structures like English and French are easier to learn than languages with fewer similar features like English and Indonesian, as the learner would find it difficult to learn and understand a completely new and different usage.

### 2.1.3. Auxiliary Verbs

In English, auxiliary verbs assist main verbs to give grammatical information, for example about tense, which is not given by the main verb of a sentence. Some words are categorized as auxiliary verbs such as, have, do, dare, need, be, etc. Then, be consisting of some verbs like, am, was, are, and were, which can not be interpreted to Indonesian language. In other words, English has different spelling rules for the third person singular, Indonesian language maintains the verb for all singular verb forms. Indonesian language in its spoken form has no auxiliary verbs like the English words, such as, be, am, is, are, was, or were. (Understanding Indonesian Translation, 2015). As we have mentioned before, the tenses in English language are completely different compared to Indonesian language and if we include this element of auxiliary verb, it becomes more complicated to be understood by learners. Because the further distinctions of both languages have, the more difficult problems they face, due to literally untranslatable forms of sentences and obstructions in grasping the sense of them. It has to be kept in mind that Indonesian and English languages do not come from the same family of language; likewise, there are few languages that do not have auxiliary verbs in their grammar concept, such as, Indonesian and Malaysian languages. Hence, the outcome of this interference become a factor that we can categorize as negative influences in both directions. For example,

**Table 4.**

English Language	Indonesian Language	Literally Translation
I am a pilot.	Saya seorang pilot.	I a pilot.
The soldier was killed in the war.	Prajurit itu terbunuh saat perang.	That soldier kill during war.
Small fish are eaten by big fish.	Ikan kecil dimakan oleh ikan besar.	Small fish eat by big fish.
They are attractive people.	Mereka orang-orang yang menarik.	They people who attractive.

### 2.1.4 Pronouns

Additionally, there is another aspect in Indonesian language that influences the process of learning English language negatively, namely, pronouns. Even though, the personal pronouns, *he* and *she* are the only specific gender pronouns in English, it is often confusing to Indonesian learners. Indonesians categorize them just by natural gender and generalize them into *dia* which refers to *he* and *she*. As we know that *he* refers to males, and *she* refers to females. The use of pronouns has an inflection on the verbs and auxiliary verbs, not like first and second person pronouns, it is considered a special case when it comes to third-person pronouns. Although the pattern of the verb is consistent, the use of these particular pronouns is tricky for new learners. For instance, in the present tense form of third-person pronoun the verb changes like, *he goes to school (go)*, while negative and interrogative form we need to add auxiliary verb like, *does* for third single personal pronoun and *do* for the first and second personal pronouns, such as, *he doesn't go to school - does he go to school ?*. In other words, we can categorize them like, *do* is used for the subject pronouns, such as, *I, you, they, we*, and *does* is used for, *he, she, and it* in English language. These small elements of grammar might seem easy and unimportant for English native speakers or other nations, but for Indonesian people, they are the impediments that could render the different type of difficulties. Some examples are shown in the following table:

**Table 5.**

Subject Pronouns	English Language	Indonesian Language
He, she, it	He <i>watches</i> a play. He <i>does not watch</i> a play. <i>Does he watch</i> a play?	Dia <i>menonton</i> pertandingan. Dia <i>tidak menonton</i> pertandingan. <i>Apakah dia menonton</i> pertandingan.
I, you, they, we	We teach biology. We do not teach biology. Do we teach biology?	Kami mengajar biologi. Kami tidak mengajar biolog.. <i>Apakah kami mengajar biologi.</i>

### 2.2 Phonological Influences

The phonological system of the language is the system of phones used in particular language, or in this case pronunciation. It has a crucial influences, because the basic purposes of learning language are to use it in written and spoken forms. Indeed, pronunciation has their own impact, as mentioned before students tend to refer to their mother tongue's features when they learn a foreign language, because they are familiar

with it. Even though, alphabets of Indonesian and English languages are identically the same, the sound of the letters are differed in both languages. As a matter of fact, when the English letters are formed into words, they would have more sounds than the exact total numbers of the alphabet. Many English consonants and vowels sounds do not exist in Indonesian language, so students would struggle to say what they intend to, though they know how the words are spelled and how the words are formed in sentences. For example, we can recall our own experience when we learn English at the low level, we made some mistakes when it came to pronunciation, so we wrote the sentence in two times. First, the correct sentence with the correct way of spelling, second the correct sentence with the spelling refers to Indonesian way of spelling. For instance, we try to write this sentence ‘*Ken ay barou yor pen plis?*’ in order to guide us to pronounce this sentence correctly, *Can I borrow your pen please?*. Here are some examples to be considered:

**Table 6.**

<b>Correct Spelling Words</b>	<b>IPA (<i>International Phonetic Alphabet</i>)</b>	<b>Indonesian Way of Pronouncing</b>
Bad	/bæd/	baad
plate	/pleit/	pleyt
Hot	/hɒt/	hat
Fail	/feil/	feyl
Can	/kən/	ken
borrow	/'bɑ:r.oo/	barou

On the one hand, this method of writing is useful, but, on the other hand we realized that this method do not help, because we will be accustomed to see the wrong writing form of a sentence. Still, the phonological effects could lead to misunderstanding among Indonesian people when they use the English language as a way to communicate with interlocutor or conversational partner of English native speakers or other users of English. In some cases they assume that they have uttered the word perfectly, but somehow they fail to pronounce them correctly. As a result, the conversational partner could be confused and this kind of mispronunciation lead them

to misunderstanding. Therefore, this phonological influences of English are to be categorized as negative influences or transfers to Indonesian language.

### **3. POSITIVE INFLUENCES**

So far we have investigated the negative effects of Indonesian languages in learning English as a foreign language and saw how they could affect the learning process. As Butzkamm states that “every new language is confronted by an already-existing mother tongue” (Butzkamm, 2003), and it shapes the way we learn the language and the way we use it. That is why not only negative influences that mother tongues could cause, but they may also have positive influences. It has often been said that a learner who really wants to learn a language succeed whatever the circumstances are. Despite this possibility, these negative transfers could be obstacles that may slow down the process. On the other hand, the positive transfers are considered as remarkable factors which facilitate the process. Several positive effects in this chapter are the basic and the most influential aspects that both languages share in common. Here, the positive effect or positive transfer of Indonesian language in learning English as a second language will be investigated. Positive influences have some advantages that mother tongue gives to facilitate learners in their foreign language learning process. Since the learners’ main goal is to grasp the target language, the learners begin the process of learning a foreign language through a consistent way of studies to reach the highest point. In this process, the role of mother tongue functions as an impetus to increase their knowledge in the learning foreign language.

#### **3.1 Letters of Alphabet**

Indonesian language has exactly the same alphabet like English consisting of twenty-six letters without any differences. It has positive influences for Indonesian learners in their English language learning process. Indeed, the Indonesian language is hospitable towards foreign languages, especially the English. Also, because of the immigration phenomenon to the Netherlands, from which it has borrowed words to find their equivalents. The history tells that Indonesia was one of the Dutch colonies in Southeast Asia, and after the Dutch most of the area of southeast Asia were British colonies. As early as 1602, the Dutch East India Company was competing with Portugal and Britain for dominance over the trade market in Indonesia (World Class Language Solution, 2015). Britain arrived in Indonesia and took control over some parts of it for a short

period of time, although it was short they had an opportunity to share their cultures and languages as well. The most significant example that they brought was the alphabetical system and borrowed words. However, it does not necessarily mean that all the letters have the same spelling system with English, because, later on, the language was standardised the term *Bahasa Indonesia* was adopted as the name of the language (Ager, 2015). After that, they implemented a common spelling and the alphabet reform like in English language. However, unlike English, Indonesian language was designed to be phonetic meaning that a word's spelling can almost certainly be predicted from its pronunciation, and its pronunciation can be predicted from its spelling. Hence, Indonesian speakers find English language learning easier as a result of these similarities of writing system in both languages.

### **3.2 Identical and Similar Words**

Words are the key elements to understand and communicate with each other in any language. They are extremely important because when two people meet they reveal their ideas through words. If average Indonesians were asked about their knowledge of grammar, they would say they do not know any of them. What we mean by this, of course, they can not explain to you about the formulation of grammar and its component, but they can communicate and reveal what they meant without misunderstanding. That is why, identical words are advantages for learners who learn foreign languages, because they can use the same words in a different language without becoming confused, even without knowing grammar at all. As a matter of fact, there are many words that are identicals to both Indonesian and English languages, at least 780 identical words and approximately 1,200 words are very similar (Danielson, 2010). These words might include terms in technology, such as, software and hardware, or even jargon. At certain point, the history of both countries that we have been mentioned previously must have influences to this phenomenon, such as, the words from colonization era, globalization, music, and entertainment. Also, their Indonesian counterparts follow an easily predictable pattern for example; *promosi, aksi, atraksi, evaluasi ambisi, profesi, diskusi, konsepsi, emisi, transmisi oposisi, globalisasi, informasi* (Macmillan English Dictionaries magazine, 2006). We can easily guess what the words would be in English, the pattern *-si* in Indonesian equal to pattern *-ion* in English, below is a list of some examples:

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**Table 6.**

<b>English Word</b>	<b>Direct Borrowing</b>	<b>Indonesian Neologism</b>	<b>English Meaning</b>
promotion	Promosi	dipromosi	Promoted
discussion	Diskusi	berdiskusi	to discuss
evaluation	Evaluasi	dievaluasi	Evaluated
		menevaluasi	to evaluate
		berevaluasi	to be evaluated

While we look at these examples, first thing that comes to our mind is the ease of interpreting these two languages when we understand the patterns, because they are consistent. Then, the process of learning foreign language meets its harmony and, as a result of this positive transfer learners are able to understand the contexts and the words without any difficulties.

### 3.3 Word Order

According to Chomsky's theory of language acquisition device (LAD), a correlate of the LAD is that human languages must share a Universal Grammar (UG); that is they "share the same general design characteristics, are subject to the same formal constraints, and draw on a common pool of language 'universals' (Singleton & Ryan, 2004, p.186). Considering this theory, Indonesian language basically has almost the same word order as English. It follows the same pattern (Subject-Verb-Object), below you could find some examples with modifiers and phrases as well.

**Table 7.**

<b>English Language</b> <i>(subject+verb+object)</i>	<b>Indonesia Language</b> <i>(subject + verb+object)</i>
I love weekends.	Saya menyukai akhir pekan.
He rides a bike.	Dia mengendarai sepeda.
My father teaches math.	Ayahku mengajar matematika.

With this similarity it is certainly a great advantage for Indonesian students who learn English. Every language has something in common, and for Indonesian and English people this is the most useful concept of grammar that they share. When native speakers of both languages try to form a sentence they do not find it confusing. Consequently, it assists the progress of learning process and accelerate the competency result of understanding the foreign language.

### 3.4 Consequences of Positive Influences

However, many denominations not only in learning process of second language, but, in the field of information technology, finance, market economy, business, modern art and so on which today have a separate development enters the Indonesian language with the concepts that they express, and in the meantime replacing the vocabulary of those languages. This borrowing definitely has its enriching value, but, if it were done without any control, it would turn into a harmful phenomenon for Indonesian language, especially when the spoken or written form in public activities such as, writers, journalists, political and social activists, people of culture and art are replaced with foreign words. There is a growing support for the claim that companies and business report in Indonesia tend to use many English or other foreign language words to make it sounds more *'international'* and *'intellectual'*.

In addition, there are more linguistic borrowings with their equivalents in Indonesian language, coming from the press and the internet. Therefore, serious efforts should be taken to prevent the meaningless tendency of using 'new' words from other languages or to avoid the use of foreign words. If Indonesian people do not use their own 'existing' words in the daily life or in all means of communication, then it might cause a great loss in terms of the quintessential purpose of the language itself. As we can see, even though mother tongue as a great asset that wait to grow and develop in a foreign language learning, there are still many risks behind it that can destroy itself. Even worse those risks might create another phenomenon namely "language death"; a phenomenon that a language extincts and vanishes as a result of the domination of other 'popular' languages like English. The current research seems to validate the view that:

*Every fourteen days a language dies. By 2100, more than half of the more than seven thousand languages are spoken on Earth--many of them not yet recorded--may disappear, taking with them a wealth of knowledge about history, culture, the natural environment, and the human brain (National Geographic Society, 2013).*

## 4. CONCLUSION

Thus, mother tongue as a basic knowledge of Indonesian learners in the process of learning foreign language or in this case English language has two main influences,

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namely negative and positive influences. Negative influences emerge when the elements of syntax and phonology in the Indonesian language are rarely encountered in the English language. As we have investigated, they include the grammatical influences, such as, tenses, singular and plural forms, modifiers, and pronouns. In the tenses, one of the major problems was to find the equivalent of the right tenses in Indonesian language which does not exist, and results the tense confusion that obstructs the learners in lower level to form a sentence in English.

Meanwhile, the logic and structure of the singular and plural forms between Indonesian and English that are entirely different lead into another obstacle in the learning process. The modifiers bring out another negative influence to the learners. This kind of modification of the words in English language has two major types, premodifiers and postmodifiers, whereas only postmodifiers that exist in Indonesian language. As we expected, learners would find it difficult to learn and understand a completely new and different usage of post modifiers. Likewise, the tenses confusion related to auxiliary verbs has its own distinction between Indonesian and English languages and could be categorized as a negative influence in both directions. Having some sort of simpler rule than English, Indonesian generalized the third person pronoun only by *dia* that refers to *he* and *she* in English, and without any inflections to the verb or auxiliary verbs make it easier to understand. Although, it caused negative influences to Indonesian learners in terms of finding the right forms of each pronoun when it comes to the inflection on the verb and auxiliary verbs. In addition to the negative influences, there is phonological effect that we have analyzed and investigated. Realizing the fact that several consonants and vowels sounds in English do not exist in Indonesian language, there is a simple method that we have evaluated and could be a tool for Indonesian learners to assimilate the pronunciation of English words.

On the other hand, the positive influences appear when there are many similarities that could be found between Indonesian and English language. Some of them are, the letters of alphabet, identical and similar words and word order. Fundamentally, the letter of alphabet in both languages are exactly the same with the same writing system. Even though, the sound is different, the letters could help learners, because they do not have to encounter a new different usage of writing system or alphabet. Then comes the similar and identical words that help in a more sustainable way. They become very

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useful and facilitate the process of learning using the language with the predictable pattern that exist in Indonesian language and easily interpreted and translated into English. Moreover, the word order of both languages which have the same structure give a great advantage in the process of learning language. However., while drawing conclusion is risky, because the contexts vary so widely when it comes to more long and complicated sentence. For that reason, the similarities of grammar that both languages shared in common is limited and depend on the context and circumstance.

Although positive influences have numerous advantages that facilitate the learners, they still have other disadvantages that could possibly happen during the process of foreign language learning. For example, language death is a phenomenon when a language is not used anymore due to the frequent preference of foreign words from other popular languages slowly displace the original language filling the vocabulary of that language or it results with the complete displacement of one language by another in the meantime.

Further research in this study may include different kind of strategies with a broader range of implementation. However, the current research is basically a combination of our own experiences in learning English, theories from experts, and the facts from English language learners. Target audience of this paper is not only professional and academics, but also students who are in the process of learning foreign languages and have some difficulties on deciding the best strategies to use. Indeed, English language is becoming more and more important language in this era of globalization when everything has been grown to a global and worldwide scale. Thus, the need of using English as a way of communicating to each other has become an important quality not only in various sciences but also in communication skills. Considering this relevant relation between our new era and English language, we settle an issue of this thesis based on this phenomenon and try to make some contributions by classifying the negative and positive influences of Indonesian language in the process of English language learning.

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**“WE ARE MAKING ONE STORY, YES?”  
THE POETICS OF INTERCONNECTION IN POSTMODERN LITERATURE  
IN A GLOBAL AGE**

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**Abstract**

*During the last decades, theories of interconnection and linking have been in the centre of many academic discourses: what goes back to the ancient hermetic worldview that regards everything as connected has been taken up in studies on our globalised world, for example as relationality in the form of cosmopolitanism. Thus, society has been regarded as linked in areas as different as social networks or globalised markets. In this paper, it is shown how such interconnections are created by storytelling. For this purpose, three metafictional novels with a multiplot structure are analysed. In Jonathan Safran Foer's novel *Everything is Illuminated* (2002), storytelling helps two very different characters to search for their identity and a traumatic family past influenced by the Holocaust. In the novel, three textual levels and several narrators make it visible that the search for identity and the past is only possible by interlinked stories and a process of co-authorship. The intricate structure of Catherynne M. Valente's fantastic novel *Palimpsest* (2009) thematises the connection between human beings and their stories which even spans different worlds. Metafictional structures – especially the structure of the palimpsest – illustrate how the whole world consists of stories written on other stories. David Mitchell's novel *Cloud Atlas* (2004) consists of six narratives set in different times and places which are connected by symbols, intertextual links, or intermedial adaptations. Hence, in the novel it is shown that despite wars, violence, and the struggle for power throughout history, human beings are connected across time and space – by their stories. By analysing these literary devices, a postmodern poetics of interconnection becomes visible that shows how human history is created by transglobal storytelling.*

**Keywords:** *literature in a global age, cosmopolitanism, interconnection, postmodernism, metafiction*

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**1.INTRODUCTION: "EVERYTHING IS LINKED TO EVERYTHING ELSE": THEORIES OF CONNECTION AND LINKING FOR THE GLOBAL AGE**

Our world seems more than ever to be in a state of war, and division and separation become visible in xenophobia, racism, religiously motivated attacks, and civil wars. At the same time, however, theories of interconnection and linking have been in the centre of many different academic discourses in the last years. How do they visualise and discuss interconnection? And why does literature play the central role for highlighting and creating interconnection? In the following, it will be shown that interconnections in a global age are created by storytelling, as many postmodern novels illustrate. For this purpose, three metafictional novels with a multiplot structure are analysed – Jonathan Safran Foer's *Everything is Illuminated* (2002), Catherynne M. Valente's fantastic novel *Palimpsest* (2009), and *Cloud Atlas* (2004) by David Mitchell – where apparently disparate stories are linked by various literary devices that together create a poetics of interconnection (Whereas in theoretical approaches to phenomena of linking, the terms of connection and interconnection are often used interchangeably, the term connection mainly refers to the linkage between two elements while interconnection refers to connections among multiple nodes and can assume a more global meaning.)

The concept of universal interconnection discussed in many academic fields goes back to the ancient hermetic worldview that regards everything as connected in a web of correspondences. In *Access to Western Esotericism*, Faivre states that "Symbolic and real correspondences [...] are said to exist among all parts of the universe, both seen and unseen. ('As above, so below.')

We find again here the ancient idea of microcosm and macrocosm or, if preferred, the principle of universal interdependence" (1994, p. 10). Far from being antiquated, this world picture has undergone periodical resurgences, for example in postmodernism where this concept "has recently been contributing to the development of a postmodern worldview of environmental and psychic relatedness, a re-enchanting cosmology of meaningful correspondences that would offer itself as a response to what is sometimes called the crisis of modernity" (Ivakhiv 1996, p. 237). This belief in "relatedness" and "a re-enchanting cosmology" is likewise crucial for many approaches to ecology. Spretnak, among others, shows that "Ecological postmodernism recognizes not only that all human beings are structurally related through our cosmological lineage, but also that all beings are internally constituted by

relations with others, even at the molecular level" (1991, p. 20). The mechanisms creating such a cosmic connectedness will be analysed in the three postmodern novels. During the last decades, it has become clear that we live in a "network society" and a "Weblike universe" (Barabasi 2002, p. 5) which is structured by connections in areas as different as social networks or globalised markets. Thus, as Barabasi states, "We have come to see that we live in a small world, where everything is linked to everything else." (2002, p. 7) (See Easley and Kleinberg 2010 who approach such links by focusing on graph theory, game theory and strategic market interactions in networks as well as on the structures of information networks). These theories concerned with connection are in fact connected to and make use of the umbrella term globalisation which is notoriously hard to define: While the dangers of globalisation are widely discussed (These debates are summarised and commented on for example by Schoene 2010, 1-34), the concept of cosmopolitanism has been regarded as a reaction, a resistance strategy, or even a solution to the unequal power relations of globalisation. In this context, Moraru states that "the cosmoderns read the world in terms of self-other interconnectedness" (2011, p. 6) (See D'haen 2013 for an utilisation of Moraru's cosmodernism for an analysis of the novels *Omega Minor* and *Cloud Atlas*). Thus, on the one hand, we are confronted with the "leveling thrust of globalization" which often triggers the "resurgence of violent factionalisms, 'clashist' views, and crude antinomies such as we/they, the West/the rest, or 'McWorld'/'Jihad'" (Moraru 2011, p. 4). On the other hand, we encounter cosmodernism which emphasises our common humanity, a concept which presents a countermodel to egotism, the fear of the "other", and the foregrounding of difference.

## **2. CREATING STORIES – CREATING INTERCONNECTIONS: POSTMODERN LITERATURE**

Each culture can be regarded as "a complex social network" (Barabasi 2011, p. 7), but how are those interconnections and links created? By foregrounding storytelling itself, postmodern fiction furnishes an effective vehicle for exploring the mechanisms of interconnection in a global age. For this purpose, three novels are analysed in which the often intricate multiplot structure as well as various techniques of metafiction mirror postmodernist doubts about truth and metaphysical security. In this way, storytelling time and again thematises its own mechanism; therefore, metafiction has been variously described as fiction with self-consciousness, self-knowledge, or self-

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awareness (Compare Stonehill 1988 and Currie 1995). In this paper, a poetics of interconnection is traced which is based on various metafictional techniques of storytelling.

### **2.1 *Everything is Illuminated***

In Jonathan Safran Foer's novel *Everything is Illuminated* (2002), storytelling is the vehicle for different characters to search for their identity and a traumatic family past affected by the Holocaust. In a typically postmodern metafictional manner, the author of the novel writes himself as a character into the story, a young American Jew journeying to the Ukraine to search for a woman called Augustine who had saved his grandfather's life during the Nazi liquidation of Trachimbrod, his family shtetl. He only has an old photograph showing Augustine and his grandfather and has contacted the Ukrainian Alex Perchov who becomes Jonathan's translator, although his English skills are very limited so that he has to invent new words and phrases. Alex' grandfather drives the car.

During the journey, the three characters meet a woman who is the last survivor of the lost shtetl. She keeps the memories in labelled boxes in her house – one of the scenes that illustrates Foer's use of magical realist writing techniques especially in order to represent traumatic experiences. When the characters meet her, the story turns out not only to be relevant for Jonathan but also for Alex because his grandfather Eli played a major role in this story: When the Nazis came to Trachimbrod, they forced all inhabitants under pain of death to reveal the Jews in the town. In this situation, his grandfather revealed his best friend Herschel who was then immediately shot by the Nazis. By being confronted with the last survivor of Trachimbrod, the grandfather also recovers his memories and has to face the trauma he had never talked about.

The journey for recovering the past becomes the focal point for the multiplot structure of the novel which is at the same time full of metafictional reflections (For historiographic metafiction see Hutcheon 1995. She utilises Hayden White's theories as point of departure on her reflections on the connection between history and fiction. Also compare Wallraven 2014), on how to narrate the past and how to connect the stories. First, there is the account of Jonathan's journey to search for Augustine, the woman in the photo, and thus for his family history. This story is written down by Alex and is sent to Jonathan who corrects it. Second, Alex' letters form one strand of the

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plot; in those, he reflects on the writing process of the journey story and he comments on the third layer, the story of Jonathan's ancestors written by Jonathan himself. In fact, like the other plot strands, the letters are connected with the two other narratives: They are answers to Jonathan's letters to Alex (which are not presented in the novel) and they contain comments on Jonathan's text.

Thus, every text is dialogical and only comes into existence in the process of textual exchange, of reading, commenting, and rewriting. Metafictional devices such as the repetition of "We are writing... We are writing... We are writing..." (Foer 2002, pp. 212-213) repeated for one and a half pages in the novel effectively question and problematise storytelling as such: How can experiences be written down? How are truth and storytelling connected, and how much liberty to modify the story does a narrator have? Telling a story opens up various degrees of truthfulness, which makes the storytelling process one of continual negotiation between truth and fiction: "We are being very nomadic with the truth, yes? The both of us? Do you think that this is acceptable when we are writing about things that occurred?" (Foer 2002, p. 179). Such metafictional reflections constitute a central device for a postmodern poetics of interconnection because they underscore the fact that the stories are not separate but instead connected by a process of co-authorship.

By reading, exchanging, commenting on, influencing, and "correcting" each other's stories, the seemingly separate quests for identity become connected. Writing a story together – although in markedly different voices and styles – leads to the revelation, in fact the "illumination" of the novel's title, that the past and present stories are really connected. This process of co-authorship, of connected storytelling, is shown in many instances in the text. For example, Alex writes: "I undertook to input the things you counseled me to, and I fatigued the thesaurus you presented me, as you counseled me to, when my words appeared too petite, or not befitting. If you are not happy with what I have performed, I command you to return it back to me" (Foer 2002, p. 23). By thus influencing each other and their respective stories, they become friends and connected in a closer way than any of them had thought possible. At times, the traumatic story that connects both of them becomes so painful that it is only possible to tell the story together: "Here it is almost too forbidding to continue. I have written to this point many times, and corrected the parts you would have me correct, and made more funnies, and

more inventions, and written as if I were you writing this, but every time I try to persevere, my hand shakes so that I can no longer hold my pen. Do it for me. Please. It is now yours." (Foer 2002, p. 226).

This discovery of a connected past that has to be told by both of them together leads to a connected present, and the ensuing co-authorship not only connects stories in a temporal respect but also on a spatial level. This form of connected storytelling thus creates a transglobal connection: The search for a place – the shtetl Trachimbrod – turns out to be a connected search for the past that brings together different generations, perpetrators and victims as well as different nations. Past and present, it turns out, are connected by this act of storytelling: "Everything is the way it is because everything was the way it was" (Foer 2002, p. 145). Remembering is thus a connected effort, too: "With our writing, we are reminding each other of things. We are making one story, yes?" (p. 144). Confronting the trauma of the Holocaust is only possible together and collectively, because the different stories created in *Everything is Illuminated* indeed make one story.

The connection that is build up throughout the journey and the search for the past initiated by Jonathan also highlights the connection between the three men. As their past is connected, and their identities which they had perceived as very different in the beginning merge. Alex writes to Jonathan: "Let us not praise or reproach. Let us not judge at all. We are outside of that already. We are talking now, Jonathan, together, and not apart. We are with each other, working on the same story, and I am certain that you can also feel it. Do you know that I am the Gypsy girl and you are Safran, and that I am Kolker and you are Brod, and that I am your grandmother and you are Grandfather, and that I am Alex and you are you, and that I am you and you are me?" (Foer 2002, p. 214). In the end, all characters realise that there is no separation between victims and perpetrators, between past and present when each character sees that "I am you and you are me." In the novel, the different textual levels and narrators – who reflect on the processes of storytelling and fiction-making – make it visible that the search for identity and the past is only possible by interconnected stories.

## 2.2 *Palimpsest*

Catherynne M. Valente's fantastic novel *Palimpsest* (2009) thematises the connection between human beings and their stories which spans different worlds and thus develops a global dimension. The novel focuses on two women and two men who discover a portal to the fantastic world of Palimpsest. It follows those characters who travel to and explore this mysterious world: Oleg, a New York City locksmith, the beekeeper November who lives in California, Ludovico, an Italian binder of rare books, and a young Japanese woman named Sei. Every character has lost someone or something important – a wife, lover, sister, or their direction in life – and is only left with a story of the past. Each of the characters is portrayed as living a solitary and isolated life and longing for fulfilment, and each of them spends a night with a stranger who has a tattooed map of a section of the city of Palimpsest somewhere on their bodies. When they enter into a sexual connection with the stranger, they travel to Palimpsest where they find a world full of meaning. By sexual connection they travel to the area carried on the skin of their sexual partner. When they awake again in the real world, they too are marked with a map of a different part of Palimpsest which other characters are eager to explore.

In the novel, various symbols are connected to each other: The tattooed mark, the map, writing, and the body become inextricably linked. From the beginning, the tattoos are like maps and create an access to the other world of Palimpsest: "November stroked the inside of Xiaohui's thigh gently, a mark there, terribly stark, like a tattoo: a spidery network of blue-black lines, intersecting each other, intersecting her pores, turning at sharp angles, rounding out into clear and unbroken skin [...] 'It looks like a streetmap'" (Valente 2009, p. 19). This map is created and expanded by a connection that is made physical and thus it becomes clear that this fantastic world is only created and written by interpersonal connections. Sexual connection and travelling to a foreign country are thus explicitly linked: "To touch a person... to sleep with a person... is to become a pioneer," she whispered then, "a frontiersman at the edge of their private world, the strange, incomprehensible world of their interior, filled with customs you could never imitate, a language which sounds like your own but is really totally foreign, knowable only to them. I have been so many times to countries like that" (Valente 2009, p. 26-7).

Crossing the borders to a country such as Palimpsest is only possible by crossing the borders of the individual body, an act which creates a web of interconnections between people. Yumiko tells her lover Sei about the map-tattoo: "It's ... like a ticket. And once you've bought the ticket, and been to the circus, ridden the little red train, then you can sort of see other people who've done it, too. They... walk a certain way. Smell a certain way. Their whole body becomes like an accent. And you always recognize your own accent. I recognized you" (Valente 2009, p. 43). Each character with access to Palimpsest walks "a certain way" and smells "a certain way." The tattooed map thus connects them, while their "own accent" remains. In this way, individuality and interconnection exist together. The mentioning of an "accent" also brings in the level of language; it hints at the personal stories that constitute the map. Hence, the map is only expanded when there is contact with a new character: "Why did you bring me here?' [...] 'It's where I've got, Oleg. Only place I could take you. That's how it works. You sort of... lease your skin to this place. This is the part you saw on my chest, so this is where we end up'" (Valente 2009, p. 70). In this way, Palimpsest turns out to be a world made from different layers of stories.

Metafictional reflections and structures in the novel – especially the structure of the palimpsest – illustrate how life and indeed the whole world consist of stories written on other stories. In this sense, a palimpsest is a parchment which has been written upon twice or even more times, while each time the original writing has been erased in order to make place for another layer of writing. Since the writing has often been erased imperfectly, the traces of the underlying story are still present: "The palimpsest is an involuted phenomenon where otherwise unrelated texts are involved and entangled, intricately interwoven, interrupting and inhabiting each other" (Dillon 2005, 245). In *Palimpsest*, "otherwise unrelated" characters are suddenly brought in relation to each other because their stories become "entangled" and "intricately interwoven." In the novel, the interconnection of various stories in the past and the present are reflected on as palimpsestuous layers: "Do you know what a palimpsest is, Ululiro? It's vellum, parchment that has been written upon and then scraped clean, so that someone else can write on it. Can't you hear us? The sound of us scraping?" (Valente 2009, p. 311). In this view, a palimpsest consists of stories of the past and the present and can also be

written on again in the future. This temporal aspect will also be prominent in *Cloud Atlas*.

Access to Palimpsest does not only require bodily sexual contact with a stranger but in order to enter the world, four characters are connected to each other and from this point onwards their stories and emotions remain inextricably interconnected. The frog-woman Orlande welcomes the travellers to Palimpsest: "Thus it is that four strangers sit in the red chairs, strip off their socks, plunge their feet into the ink-baths, and hold hands under an amphibian stare. This is the first act of anyone entering Palimpsest: Orlande will take your coats, sit you down, and make you family. She will fold you four together like Quartos. [...] Wherever you go in Palimpsest, you are bound to these strangers who happened onto Orlande's salon just when you did, and you will go nowhere, eat no capon or dormouse, drink no oversweet port that they do not also taste, and they will visit no whore that you do not also feel beneath you, and until that ink washes from your feet [...] you cannot breathe but that they breathe also" (Valente 2009, p. 5). In this passage, two symbols link writing with creating a world and with interconnection: When the characters have to place their feet in an ink-bath, they quite literally become the creators of new maps and new stories. Second, the name "Quarto" for the four people who become interconnected when entering the world refers to the book format. In this way, people become books: they are written und folded. Apart from that, they remain connected in both worlds, since "What happens here happens there" (Valente 2009, p. 199). Thus, they feel everything one of them experiences, which illustrate their bodily and emotional connection by the maps and the stories.

Finally, in order to be able to stay permanently in Palimpsest, the four people have to find each other in the real world. Only when the interconnected people are linked in the real world, can the worlds be connected and the bridge be crossed. Ironically, in the "real" world, they cannot even talk to each other since they all speak different languages. What seems to separate them, however, is no issue in Palimpsest where they all speak the same language. It appears to be the special characteristic of the world of Palimpsest that human connections are made visible and palpable.

Essentially, Palimpsest is a world made up from stories that can only be created by interconnection to others, hence the travellers turn out to be co-dependent if they want to enter and even stay permanently in Palimpsest. On a more general level, the novel

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hints at the fact that worldmaking is a communal event dependent on interconnecting stories. The whole world only exists in connection to others and new stories only come into existence in connection to previous stories, as the concept of the palimpsest suggest. The world of *Palimpsest* turns out to be a network based on a community which is created by all the individuals together who meet, connect, travel. It signifies the all-encompassing interconnection created by stories and bodily contact of seemingly isolated individuals.

### **2.3 *Cloud Atlas***

David Mitchell's novel *Cloud Atlas* (2004) consists of six nested narratives (This structure has been analysed as "Chinese Box", or "Russian Doll"; compare O'Donnell 2015, 74 and Schoene 2010, 113) set in different time periods and characterised by various generic features (such as traveller's diary, crime novel, dystopia) while being interlinked by intertextual references and symbols (O'Donnell justly states that the stories in *Cloud Atlas* are "all intertextual in a triple sense: they bear multiple references to previous literary texts, to Mitchell's other novels, and to each other" (2015, 71)). Each of these six tales is read, seen, or heard by the main character in the next. The first five stories are each interrupted at a pivotal moment. After the sixth story, which is told as a whole, the other stories are closed in reverse chronological order.

The first story and outer layer is "The Pacific Journal of Adam Ewing", a diary written in the middle of the nineteenth century by a Californian notary on his way home from the Chatham Islands. Before he is almost poisoned by a "doctor" who is after his money, he is saved by an escaped slave. Ewing's diary plays a role in the second story, the "Letters from Zedelghem", which is set in Belgium in the 1930s where Robert Frobisher offers himself as a muse to the famous composer Vyvyan Ayr. During this time, he writes letters home to his lover Rufus Sixsmith in London and finds "The Pacific Journal of Adam Ewing." The third section of *Cloud Atlas* is the detective story entitled "Half-Lives: The First Luisa Rey Mystery" set in California in 1975. The reader meets the now much older Rufus Sixsmith, a retired atomic engineer with a company whose dangerous plans are investigated by the young journalist Luisa Rey. Luisa meets Sixsmith and is given secret material about the criminal schemes of the company and also comes into the possession of Frobisher's letters to Sixsmith which

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connect these stories. The fourth part in the novel is constituted by the comic story "The Ghastly Ordeal of Timothy Cavendish" set in Great Britain in the present day. Cavendish is a 65-year-old vanity press publisher and has to escape from his gangster clients. Cavendish's brother, fed up with Timothy's endless pleas for financial support, tricks him and books him into a nursing home from which Timothy cannot escape. There, he reads the manuscript of "Half-Lives: The First Luisa Rey Mystery." The fifth text, "An Orison of Sonmi-451," is set in the future in the dystopian state Nea So Copros (Korea). The story consists of an interview with Sonmi-451 who is a genetically engineered clone ("a fabricant") designed as a worker in a fast-food restaurant. In this totalitarian society, fabricants are created as slaves who are exploited by the "purebloods." Sonmi's story is connected to "The Ghastly Ordeal of Timothy Cavendish" which has been made into a film which Sonmi watches. "Sloosha's Crossin' an' Ev'rythin' After" occupies the central position in the novel. In it, the protagonist Zachry lives in a post-apocalyptic society in the future on Hawaii. The people he belongs to are peaceful farmers without any technological equipment, and they are often raided by another tribe. The connection to the previous story is central for the lives of the people, because they worship Sonmi as a Goddess. The island is regularly visited and studied by a technologically sophisticated people known as the Prescients. When Zachry becomes suspicious of one of the visiting women and he sneaks into her room, he finds an "orison," an egg-shaped device for recording and videoconferencing. In the orison, Zachry sees Sonmi's interview.

All these texts are linked, since characters in other places and different times read or watch the previous stories. Robert Frobisher, for example, finds a part of Ewing's journal: "I came across a curious dismembered volume, and I want you to track down a complete copy for me. It begins in the 99th page, its covers are gone, its binding unstitched. [...] To my great annoyance, the pages cease, mid-sentence, some forty pages later, where the binding is worn through" (Mitchell 2004, p. 64). For the whole novel, this image of the story that survives even if it is incomplete, "dismembered", and "unstitched" is crucial because it turns out that all stories are interconnected. Frobisher is desperately searching for the missing parts of Ewing's story. Although he is not consciously aware of it, other people's stories take on a great significance due to the connection between them. Sonmi, for example, watches the first part of the film "The

Ghastly Ordeal of Timothy Cavendish" (p. 243), whereas Ayr's dreams of the future and of Sonmi's world: "I dreamt of a ... nightmarish café, brilliantly lit, but underground, with no way out. I'd been dead a long, long, time. The waitresses had all the same face" (Mitchell 2004, p. 80). These unexplainable connections already have a temporal aspect ("I'd been dead a long, long, time") but are not conscious but intuitive brought about by dreams and strange feelings. In the central story, Zachry finds Meronym's "orison" in which he watches Sonmi. Although he does not understand her, he feels strongly drawn towards her: "But I cudn't forget that ghost-girl neither, nay, she haunted my dreams wakin' and sleepin'" (Mitchell 2004, p. 278). The name "ghost-girl" draws attention to the connections that exist without the characters' awareness and "haunt" them.

Apart from the explicit reading or viewing of the other stories, the interconnections in the novel are created by subtle signs that the characters are unable to decode. First, there is the sense of déjà-vu, the feeling of "knowing" as well as the symbol of the comet-shaped birthmark that connects most of them. When Luisa reads Frobisher's letters, she reflects on the unfathomable feeling of connection she experiences: "the dizzying vividness of the images of places and people that the letters have unlocked. Images so vivid she can only call them memories. [...] Robert Frobisher mentions a comet-shaped birthmark between his shoulder-blade and collar-bone. *I just don't believe in this crap. I just don't believe it. I don't*" (Mitchell 2004, p. 121-2). The fact that Luisa has the same birthmark is explained by her as coincidence: however, she has "memories" of another story being mysteriously linked to her life. Essentially, the connection of many of the characters by a "birthmark" evokes the idea of a blood connection over different times and places (In the 2012 film adaptation, the same actors play multiple roles, which reinforces the notion of rebirth and interconnection of human souls transcending time and space. Compare O'Donnell 2015, 100). When Cavendish reads the manuscript of "Half-lives", he ridicules the idea of reincarnation that is behind the symbol of the birthmark: "One or two things will have to go: the insinuation that Luisa Rey is this Robert Frobisher chap reincarnated, for example. Far too hippie-druggy-new age. (I, too, have a birthmark, below my left armpit, but no lover ever compared it to a comet...)" (Mitchell 2004, p. 373). While ridiculing it, however, he at the same time reaffirms its existence.

The second device for creating interconnection in *Cloud Atlas* is the image of the clouds itself which evokes the idea of the transmigration of souls. The cloud atlas in the title is a map that is ever changing and can be compared to the constantly changing tattoo map in Palimpsest which each character expands and changes with his or her story. Clouds and souls are connected in an intricate way; hence, soul travel is connected with the cloud atlas, a connection that Zachry reflects on: "I watched clouds awobbly from the floor o'that kayak. Souls cross ages like clouds cross skies, an' tho' a cloud's shape nor hue nor size don't stay the same it's still a cloud an' so is a soul. Who can say where the cloud's blowed from or who the soul'll be 'morrow?" (Mitchell 2004, 324).

This symbol is directly connected to the main topic in the novel, the reflections on history and civilisation, and the Social Darwinist "Eat or be eaten" (Mitchell 2004, p. 509). Instead of defining the "nature" of humanity, it is people's belief system which shapes humanity, as Ewing argues who becomes an abolitionist in the end: "If we *believe* that humanity may transcend tooth & claw, of we *believe* divers races & creeds can share this world as peaceably as the orphans share their candlenut tree, if we *believe* leaders must be just, violence muzzled, power accountable & the riches of the Earth & the Oceans shared equitably, such a world will come to pass" (Mitchell 2004, p. 528). The interconnection of human beings is crucial to his reflections: "He who would do battle with the many-headed hydra of human nature must pay a world of pain & and his family must pay it along with him! & only as you gasp your dying breath shall you understand, your life amounted to no more than one drop in a limitless ocean!' Yet what is any ocean but a multitude of drops?" (Mitchell 2004, p. 529). In this way, the motif of the drops in the ocean is linked to the symbol of the clouds both signifying the universal interconnection of humanity. Hence, on the one hand, the history of humanity is characterised by the exploitation of other human beings, conquests, enslavement, genocide, colonialisation, and oppression. On the other hand, however, the interconnections also counterbalance these tendencies because human beings love and support each other and fight for freedom and equality, as all the interlinked stories show. These two opposing forces are thematised in all of the six stories in *Cloud Atlas*. The interconnections – symbolised by the comet, the cloud, and the ocean – across temporal and spatial domains become quintessentially global. Since they appear

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random and unorganized, and on the whole more virtual, elusive, unfathomable than in the other two novels, it is drawn attention to the fact that connections exist naturally and just have to be noticed. Mostly people, however, are not aware of these connections of humanity as a whole and of the subtle signs that indicate their existence. Whereas in the novel they are not made conscious for the characters, the readers are able to decode them.

Finally, *Cloud Atlas* pursues the idea that while every story appears as new, it is nevertheless dependent on and connected with stories that came before and stories that will come after. Again, this evokes the concept of the palimpsest where old stories are always visible on the parchment and can be glimpsed through the new stories and at the same time form the foundation on which new stories are written. Hence, in *Cloud Atlas* it is shown that despite wars, violence, and the struggle for power throughout history, human beings are connected across time and space – by their stories.

### **3. CONCLUSION: INTERCONNECTION, STORYTELLING, AND THE GLOBAL WORLD**

In the last decades, society has been understood as a dynamic cluster, network, or web of narratives. In fact, storytelling has a crucial significance for the self-reflection and meaning production processes of societies in functioning as a cultural pattern of understanding as well as for critically questioning dominant cultural formations. Hence, it is a cultural force that enables human beings to make sense of a world that would otherwise be unstructured and is therefore an anthropological universal, as Roland Barthes states: "narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has been a people without narrative. All classes, all human groups have their narratives, enjoyment of which is very often shared by men, with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, narrative is international, transhistorical, transcultural: it is simply there, like life itself" (1977, p. 79).

The three novels discussed not only stress the connection of stories in and for a culture but the transcultural interconnection that is created by storytelling, and together they create a postmodern poetics of interconnection: Whereas in *Everything is Illuminated*, the connection is created in a conscious process of co-authorship, in *Palimpsest* it is

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much more complex and convoluted. Here, multiple connections link all the stories in Palimpsest, which is essentially a world made up by all the past and present stories. In *Cloud Atlas*, the interconnections are more unfathomable still so that the characters and the readers have to actively search for these interconnections in the forms of stories that are passed on and symbols that link humanity in a web of temporal and global interconnections.

As Schoene argues, "In the twenty-first century the task is to venture beyond our nationally demarcated horizons into the world at large and understand the domestic and global as weaving one mutually pervasive pattern of contemporary human circumstance and experience, containing both dark and light" (2010, pp. 15-6). His argument can be read as a call for thinking in a more interlinked way which signifies the opposite of a perception of human beings as singular, isolated, separate, and ultimately different. When Moraru states that "the cosmopolitans read the world in terms of self-other interconnectedness" (2011, p. 6), interconnection is not only about *writing* interconnected stories but it is actually also the reader's task to search for it, to *read* for what connects all human beings – in life and in literature.

The three novels reflect on the topical issue of interconnections and thematise how they are created in a globalised world: The act of storytelling does not only connect human beings throughout history but with that also places, identities, and different worlds. Hence, with their metareflections on narration and their structure of multiple connected plots, these novels create a postmodern poetics of interconnection that proposes an antidote to wars, violence, the struggle for power that leads to fragmentation, a fear of difference, and a fear of the "other." In *Everything is Illuminated*, Alex asks Jonathan: "We are making one story, yes?" (Foer 2002, p. 144). If we are able to read these interconnections in a global world, we can see that the whole of humanity actually makes "one story."

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**THE RECIPROCAL EFFECTS OF BOTH RESPONSIBILITY AND  
MOTIVATION IN FOREIGN LANGUAGE LEARNING PROCESS: A  
COMPARATIVE STUDY**

**Lokman COŞKUN <sup>u</sup>**

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**Abstract**

*This study aims to analyze the significance of personal responsibility and its positive benefits and also its relations with motivation in foreign language learning environment. Particularly, responsibility enhances motivation and benefits from values and capabilities, since they are considered as central to what it means to learn in the life. In accordance with it, each individual has freedom how to consider his/her choices, behaviors, and actions in the life as well. The study on personal responsibilities and motivation were taken into account to demonstrate how these two features of foreign language learning process can help students take control of their own learning in order to become self-regulated learners. In this regard, self-regulated learning/learner (SRL) model based on social cognitive, cyclical, triadic, and multi-level models by Zimmerman (2001, 2002, 2008, 2011 & 2013) shed lights to explain the details of this article in terms of foreign language learning and the benefits of those models were added in the conclusion. The features of personal responsibility, motivation, cognition, and individual differences (capabilities) were presented in details in order to find out their reciprocal relations, which cause positive outcomes in learning process.*

*Instructional approach was used to compare both responsibility & motivation also their reciprocal relations. As limitation, the study does not include any questionnaire and interview, only the first data, secondary data and the researcher's individual views were used to explain the study. The study reveals that responsibility not only makes the ways for high level motivation also creates a positive atmosphere for both instructors and students in terms of fruitful outcomes. Actually, responsibilities cause the particular person to benefit from his/her available abilities through self-control and self-regulation.*

**Key words:** *responsibility, motivation, cognition, individual differences, reciprocal relation*

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## 1. INTRODUCTION

With the aid of this study, the researcher would like to find out which rewards of motivation; intrinsic or extrinsic is more effective? How/how much capability (abilities) is influential on responsibility in order to motivate the particular person. Actually, how responsibility and motivation affect each other reciprocally? Do responsibilities make the ways to benefit from existing abilities of the respective learner? And why do the teachers prefer students who know their responsibilities in foreign language learning environment? Also, when the particular student thinks how enjoyable the result of success is, conversely he thinks how painful the result of failure is. Thus, can the responsibility overcome those problems in order to get positive outcomes? As a result, to what extent the responsibilities cause/contribute motivation in learning environment with the help of values/capabilities/satisfaction?

Through this study, the above-mentioned questions will be studied from unifying approaches, emphasizing the mutual effects of responsibilities and individual motivation in learning foreign language learning environment. To analyze these features, the researcher considers here the importance of personal assessment, values and capability, since “students are already assessing their own work and generating their own” capability (Nicol & Macfarlane-Dick, 2006) and values with the aid of their responsibility.

But what makes learning more meaningful, so that the students are demonstrating better motivation for learning foreign language. More than that, what makes students engage their capabilities, values and assessment as the side effects of responsibilities? In addition to this, teachers always consider the “students’ willingness to assume personal responsibility for their academic learning and performance” (Zimmerman, 2013, p. 135). In this regard, self-regulated learning/learner (SRL) model by Zimmerman (2001, 2002, 2008, 2011 & 2013) illuminates this article to clarify the details.

Also, the more the teachers are responsible, the more they care about the learning process for the good of their particular students. A caring teacher creates an atmosphere for the students in order to make them use their capabilities well. Whenever the students use their capabilities, then they become satisfied by what they are doing. Therefore, the self-regulated approach might be a good option for answering above-mentioned questions regarding motivation and responsibilities in foreign language

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learning process. In this regard, the self-regulated model can also solve the problems of both teachers and students in foreign language learning as stated by Nicol & Macfarlane-Dick (2006, p. 202) “self-regulated learning is an active constructive process whereby learners set goals for their learning and monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment”. This definition also expresses the purposes of the present article and supports the idea of self-regulation and also presents the positive contributions of responsibility in learning process.

## **2. LITERATURE REVIEW**

The responsibilities and motivation and also their reciprocal effects are interpreted in various ways, which can help students how to demonstrate their capabilities & values in learning environment and how to engage in learning activities to satisfy their needs. Having continuous responsibility and enhancing motivation involve individual differences, since the “individual differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other” and also “individual differences in psychology have been equated with personality and intelligence” (Dörnyei, 2005, pp. 1-7). Actually, individual differences and features of human cognition involve capabilities. Thus, respective teacher needs to consider “how to reconcile the motivated (“hot”) and rational (“cold”) features of human cognition, and could be used in any setting where a demand for motivated beliefs arises” (Bénabou & Tirole, 2002, p. 87).

Also, teachers “have wrestled with the presence of substantial differences in individual students’ backgrounds and modes of learning. Some students grasped important concepts easily and seemed highly motivated to study, whereas others” appeared disinterested. And a student’s failure to learn was widely attributed to personal limitations in intelligence” (Zimmerman, 2002, pp. 64-65).

For that reason, it is necessary “to accommodate students’ individual differences, such as grouping of students homogeneously according to age or ability, introducing perceptual-motor learning tasks, and broadening course work to include training in practical skills” (Zimmerman, 2002, p. 65).

Zimmerman (2002, p. 65) states that students’ individual differences are coming to light as metacognition and social cognition. The first is known “as the awareness of and

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knowledge about one's own thinking. Students' deficiencies in learning were attributed to a lack of metacognitive awareness of personal limitations and an inability to compensate". The latter involves "in social influences on children's development of self-regulation", and "such as the effects of teacher modeling and instruction on students' goal setting and self-monitoring".

The present study focuses on metacognition and social cognition in order to clarify the issues of motivation and responsibilities and presents their reciprocal effects for obtaining positive outcomes in foreign language learning process.

Thereby "students' metacognitive (i.e., self) awareness of particular aspects of their functioning could enhance their self-control. Of course, self-awareness is often insufficient when a learner lacks fundamental skills, but it can produce a readiness that is essential for personal change. Not only the teachers but also the students are in need of knowing "student's strengths and limitations in learning", and the respective teachers' "goal should be to empower their students to become self-aware of these differences" (Zimmerman, 2002, p. 65).

Thus, the students are guided by metacognition that makes ways for self-control and they are guided by social cognition, which opens the ways for self-regulation. "Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals". If the students have self-awareness and self-regulation, they can easily "monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness, (and) this enhances their self-satisfaction and motivation to continue to improve their methods of learning" (Zimmerman, 2002, pp. 65-66).

According to Zimmerman (2002, pp. 66-68), self-regulation makes ways not only for "detailed knowledge of a skill" but also "self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately" and self-regulated students' self-motivation quality might stem from intrinsic interest. Therefore, "intrinsic interest refers to the students' valuing of the task skill for its own merits, and learning goal orientation refers to valuing the process of learning for its own merits". Moreover, "self-motivation stems from students' beliefs about learning" and "having the personal capability to learn". In relation to self-regulated learning (SRL), Moos & Ringdal (2012, P. 2) express four assumptions regarding students; firstly, they have potential to "monitor and regulate their cognition, behavior, and motivation, processes

that are dependent on a number of factors including individual differences and developmental constraints”. Secondly, they know how to “construct their own, idiosyncratic goals and meaning derived from both the learning context and their prior knowledge. Thus, students engage in a constructive process of learning”. Thirdly, they demonstrate a behavior of goal-direction and the process of self-regulation in order to obtain their goals. Fourthly, self-regulation appears as “the relationship between a student’s performance, contextual factors, and individual characteristics”.

On the contrary, if the students do not have “incentives to enhance or maintain their interest during the task” and if they do not consider self-consequences, which help them overcome difficulties while experiencing progress (Panadero & Alonso-Tapia, 2014, p. 456), they might face handicaps in the motivational process. Therefore, they need to take individual responsibility in order to manage the motivation not only while taking incentives for maintaining interests during the task but also for taking into account the consequences of progress. Actually, individual responsibility is necessary to control the success of the motivation when self-control, self-regulation and self-monitoring are considered together.

### **3. METHOD AND METHODOLOGY**

In the present study, a comparative approach was used to clarify responsibility and motivation in foreign language learning process. Through instructional approach, the researcher aimed to discuss responsibility, motivation, capabilities, metacognition, social cognition, and values in order to explain their effects on responsibility and motivation reciprocally.

### **4. DISCUSSION**

Responsibilities pave the ways for the students to show rational behaviors more than irrational behaviors, for responsibilities are likely to channelize the students to benefit from their capabilities for positive outcomes.

As a matter of fact, we are responsible for our choices (thinking), behaviors, and actions (motivation) in our lives. Responsibilities seem to appear as consequences of our choices, behaviors and actions. But students “are motivated when their responsibilities are meaningful and engage their abilities and values. The most motivating responsibilities are those that stretch and develop skills. Responsibilities are most meaningful when they fit a person’s values” (Maccoby, 2010, p. 1).

For that reason, with the aid of metacognition and social cognition, we can self-control and self-regulate the above-mentioned responsibilities for the good of us overall in life. If there is responsibility within the students, more or less they can consider consequences of what they do and will do with the aid of motivation.

As mentioned by the researcher; “motivation affects students’ performance in language learning environment” (Coskun, 2014, p. 150). But what about the factors, that affect motivation? There are internal and external factors for students’ motivation in learning process and they are mainly known as extrinsic and intrinsic motivation. The researcher focuses on which one is the more effective motivation when compared to another? And, what the positive contribution of the respective motivation is? Extrinsic motivation stems from rewards and intrinsic motivation is the result of individual interest and desire within the respective person.

In this regard, teachers need to be careful, because “rewards (extrinsic motivation) have a limited impact on current performance, and reduce the agent's motivation to undertake similar tasks in the future” (Benabou & Tirole, 2003). In relation to intrinsic/extrinsic motivation, “students are intrinsically motivated, when they seek personal success, competency, development, excitement and have fun. For example, they like to write a story for fun of learning, curiosity and sharing experience”. In extrinsic motivation, students “like grades, money, medals, discount of school fee and trophies”. For that reason, they are likely to “learn, behave and achieve as a result of highly regarded outcome” (Coşkun & Öztürk, 2012. P. 141). But, responsibility has potentials to develop intrinsic motivation considerably, which engage students in long-term learning.

On the other hand, “offering rewards for performance may signal low trust in the abilities of the agent (child, student, worker) or in his suitability to the task, such extrinsic motivators may have only a limited impact on his current performance, and undermine his intrinsic motivation for similar tasks in the future” (Bénabou & Tirole, 2002, p. 908). As a matter of fact, the management of responsibility can meet the needs of intrinsic motivation by dint of self-control and self-regulation.

In understanding the values, the researcher considers shortly the following components proposed by Dörnyei (1998). They are as follows; “attainment value (or importance), intrinsic value (or interest), extrinsic utility value, and cost”. Attainment value involves

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doing well a task based on personal values and needs. Intrinsic interest value is related to the enjoyment or pleasure stemming from engaged task. Extrinsic value considers how useful the task is in order to obtain future goals. The first three components involve positive valence of the task. The last component, cost contains “the negative valence of a task, involving factors such as expended effort and time, and emotional costs (e.g. anxiety, fear of failure)” and all the values are “believed to determine the strength or intensity of the behavior” (Dörnyei, 1998, p. 120).

The benefits of all models for the present study by Zimmerman and the others can be as follows; the more the students have responsibility for self-control and self-regulation in their foreign language learning, the more they are motivated intrinsically, which paves ways for long-term learning. Also, due to students’ “superior motivation and adaptive learning methods, self-regulated students are not only more likely to succeed academically but to view their futures optimistically” (Zimmerman, 2002, p. 66), since individual responsibility paves the ways not only to control the success of the motivation but also to maintain the motivation in learning foreign language with the aid of self-control, self-regulation and self-monitoring. Cyclical self-regulation model by Zimmerman (2011) makes clear that students are influenced by their previous success in order to maintain the same success or to do better success than before. Also, Zimmerman (2013, p. 145) adds that the cyclical model gives a scope in order “to explain the results of repeated efforts to learn, such as when learning a new language” and “a cyclical phase model that depicts the interaction of metacognitive and motivational processes during efforts to learn” (Zimmerman, 2013, p. 135). So, overall the foreign language learning process, the managerial role in motivation is a requirement and which is in the hand of personal responsibility for successful outcomes. Actually “the core assumptions are active engagement in learning and learner responsibility for the management of learning” (Nicol & Macfarlane-Dick, 2006, p. 200)

The “cognitive modeling was also found to increase observers’ personal choice of the learning task, a key indicator of enhanced motivation” (Zimmerman (2013, p. 136). In social cognitive model, “each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, can be learned from instruction and modeling by parents, teachers, coaches, and peers. Actually, self-regulated students seek out help

from others to improve their learning” (Zimmerman, 2002, pp. 69-70). And, teachers never forget the role of responsibility, which is “most meaningful when they fit a person’s values”. Also, teachers need to put students “in roles with responsibilities that fit their values and stretch their capabilities”. Thus, students are “satisfied when they felt that their capabilities were being fully engaged” (Maccoby, 2010, pp. 1-2).

## **5. CONCLUSION**

With the help of both cognitive and social psychology, the present paper proposed a self-regulated approach of why students consider their responsibilities more valuable in order to motivate themselves in foreign language learning environment and how they tempt to show rational behaviors in this endeavor, since responsibilities prompt to consider awareness management and cause the capabilities to be used for beneficial outcomes.

Students regulate their own learning process through their capabilities and values, which engage them in learning activities well in order to benefit from their own features of human cognition. The self-regulated approach can provide some valuable directions. If the students are self-regulated learners, they generally actively get engaged in self-controlling and regulating their respective performance in order to obtain their desired goals.

The term responsibility is used in various ways by various researchers. In the present paper, the researcher makes clear that self-control and self-regulation entail more responsibility, which makes ways for motivation everywhere in learning process. Our main point is that the more students have responsibility the more they have motivation. We base our recommendation on evidence that “self-regulated students focus on how they activate, alter, and sustain specific learning practices in social as well as solitary contexts” (Zimmerman, 2002, p. 70). Therefore, it can be said that only responsible students devote their time for learning, wherever they are. Actually, responsibility crosses the border of learning environment and triggers motivation of students for better learning even beyond teachers’/parents’ expectation and beyond formal learning environment.

Moreover, if the students have self-awareness and self-regulation, they can easily “monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness, (and) this enhances their self-satisfaction and motivation to continue to

improve their methods of learning” (Zimmerman, 2002, p. 66). Also, Nicol & Macfarlane-Dick (2006, p. 199) express that “self-regulation refers to the degree to which students can regulate aspects of their thinking, motivation and behavior during learning”.

In addition to this, the researcher adds that we are responsible for our choices (thinking), behaviors, and actions (motivation) in our lives. Responsibilities seem to appear as consequences of our choices, behaviors and actions. For that reason, with the aid of metacognition and social cognition, we can self-control and self-regulate the above-mentioned responsibilities for the good of us overall in life. Also, responsibility makes the way for student-centered learning, because in student-centered-learning, “the core assumptions are active engagement in learning and learner responsibility for the management of learning” (Nicol & Macfarlane-Dick, 2006, p. 200). Thus, it can be said that responsibility has a role of management in learning; it can regulate & control motivation as well. In this regard, teachers should focus on how to strengthen the skills of responsibility in their instructional activities for their respective students.

The contribution of the present article is to clarify how personal responsibility can develop self-control and self-regulation for better motivation due to the managerial role of responsibility in learning. So, teachers can make beneficial changes in their instructional activities in order to give more responsibilities to the students to regulate and control their own learning, which channelize them to be more motivated in foreign language learning.

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