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AN OVERVIEW OF GRAMMAR INSTRUCTION IN GRAMMAR TRANSLATION METHOD AND THE COMMUNICATIVE APPROACH

Abstract

Grammar teaching is an inseparable tool in second language teaching and different teaching methods approach it in different ways which influence the importance they give to this category. Both grammar-translation method and communicative teaching method have played an important role in teaching English as a second language; however, they differ from each other and simultaneously, have different impact on student' second language acquisition. This paper aims to give an overview of grammar teaching in grammar-translation method and communicative approach. The main purpose of this paper is to make a comparison of these methods based on the approach they have toward grammar while indicating the advantages and disadvantages when applied in second language teaching. Several studies on this issue have been conducted and the results have shown that chosen targets prefer each of the methods in relation with their specific intention of learning English as second language.

Key words: *grammar, grammar translation, communicative approach, second language.*

1. Theoretical Background

Nowadays, people tend to learn foreign language for several seasons. A second language may help them interact with other people, find jobs or succeed in their profession. Learning a new language does not only mean to know the words of that language. In contrary, students of a second language take courses on how to speak, read and comprehend, learn and practice grammar as well as how to write. Different methods approach these skills and categories in different ways.

Grammar, in particular, has been considered a key factor in learning a second language. Different type of students learn language in different ways. For this reason, teaching grammar has advanced and changed through time according to students' needs. The very first method of teaching grammar is known as Grammar Translation Method and it started in Germany. This method consists of the introduction of new grammatical rules and new words through translation into the native language and the teacher is the source of information (Fotos, 2005, p. 36). Some years later, Grammar Translation was criticized because of the great usage of native language. The Direct Method emerged. It favors the usage of second language and tries to not use at all the native one. Direct Method avoids translation and uses visual materials. Audiolingual is another method which still disliked the usage of native language in classrooms. The common activities of this methods are dialogues, memorization, listening and repeating. (Cook, 2013, p. 243). This method mostly fits auditory learners who learn through listening.

All these methods favored the usage of L2, unlike Grammar Translation method, however, they lacked the development of communication skill. This led to the emerge of Communicative Approach. Communicative approach derived from the intention to create an environment

as we are surrounded with people who only speaks the second language. The main purpose of Communicative approach is to develop communication skills (Harmer, 1991, p. 84). The variety of teaching methods also brought variety in teaching grammar, which is the focus of this paper.

2. Grammar teaching

Generally, grammar is thought to be a presentation and practice of language structures. The idea of teaching grammar arises by the early research of naturalistic L2 acquisition. There has always been the discussion if teaching grammar facilitates language acquisition or it has no influence at all. Nevertheless, researchers arrived to the conclusion that teaching grammar was beneficial but in order to be effective, it has to be taught in an appropriate method with the process of acquisition (Long, 1988).

According to Ellis (2002) grammar instruction contributes to both acquire and learned knowledge. Several studies have been conducted in order to figure out what kind of grammar should be taught. Generally, school syllabuses are constructed with structural and descriptive grammar Form-focused instruction is one of the most known types instruction of grammar teaching. A single grammar structure is presented and all the classroom activities are aimed at practicing that structure. The teacher presents the rules of the structure and the students practice through different activities. Besides the type of the grammar, the time when grammar is taught has its own contribution and influence on second language acquisition. Some researchers say that grammar should be taught at the very early stage of acquisition and they explain this in terms of "critical period" in which L2 learners can develop native-like L2 proficiency (Schmitt, 2002). Others argue that learners should

be introduced to grammar after they have formed their interlanguages (Ellis, 2006).

2.1 Grammar Translation Method

Grammar translation method dates back to the 18th century and then spread up through the 19th century. This method was named after its focus, as emphasis the instruction of grammatical rules. Back in antiquity, Grammar-translation was used as a method of teaching Greek and Latin as second language for the aristocrats in order to be able to read the original literary works (Aqel, 2013, p. 2470).

Prator and Celce-Murcia (1979) point out that in this method, the target language is learned through native language. The words are translated from English to native language by the teacher. The teacher presents the language structures and the students apply in writing exercises. Common exercises may be: translation from second language to the native language and vice versa, error correction or blank filling. Grammar Translation method is also known as the traditional teaching method and it finds wide application in many countries, particularly in EFL context.

Grammar translation method provides students with a wide range of vocabulary and grammatical rules but unfortunately, the students' performance in speaking is not in the same level as it is in writing. Since the teacher is the instructor and everything is given by him, the students are not engaged in communication during classes, which prevents them from having fluent conversations in the target language. According to Brown (1994), grammar translation method "does virtually nothing to enhance student's communicative ability in the language". Nevertheless, Grammar translation

method have been appreciated for the easiness that it gives to teachers who apply this method and the access they have upon their students. In this way, Austin Damiani (2003) argues that he can assume his students' intelligence while they discuss grammatical rule. In addition, "translation can make the student come to closer grips with the target language" (Chellapan, 1982).

Grammar Translation method is worldwide used as in this method, L2 is taught through the help of L1. The teacher is the source of information and student's guider. The teacher presents a grammar structure and the students practice through given types of exercises. This method allows the teacher to have control upon his students and their progress. Grammar translation method includes provided text that teacher can use. In this way, they have the first source of the information. They only have to interpret and translate grammatical structures. Nevertheless, Grammar translation method does not provide the development of communication skills. However, the interest on applying Grammar Translation method depends on the intention of learning a second language.

2.2 Communicative Approach

Communicative language teaching has its origin in the late 1960s (Richards J.; Rodgers T., 1986, p. 64). The aim of this teaching method was to "make communicative competence the goal of language teaching" (Chang, 2011, p. 16) and "it is supposed to mirror real world and relate to alive communication" (Richards, 2006, p. 1). Communicative language teaching focuses on "forming grammatical, lexical, phonetical, communication skills that help students to use a target language in communication" (A. Pavlovych; O. Ivanova, 2016, p. 86) and some of class activities may be: "games,

dialogues, monologues, discussion, brainstorming" (A. Pavlovych; O. Ivanova, 2016, p. 86).

Unlike grammar translation, grammar structures in Communicative language teaching is learned through discussions and shared ideas. Students can learn grammar rules but they are not always able to apply them if they have never practiced before. In this way, communicative approach aims to teach these rules communicatively in order to help the students develop speaking skills. Thus, the students will understand the usage of grammar rules in the target language.

Communicative language teaching applies inductive approach on grammar teaching as it provides the examples for a specific rule and the students can find the rule which derives from the practiced examples (A. Pavlovych; O. Ivanova, 2016, p. 87). Students interaction is provided through task-based instruction. According to Newby, "different parts of grammatical structures have to be presented and taught as a communicative event and the learners should perceive grammatical structures as parts of natural language" (Newby, 2015, p. 14).

Nevertheless, communicative approach has been criticized for the insecurity that it gives the teachers since there is no text provided and the teacher has to be fully professional to deal with every situation that can occur during classes. Moreover, Widdowson emphasizes that "learners do not very readily infer knowledge of the language system from their communicative activities." (Widdowson, 1999) and this approach demands a wide range of vocabulary and knowledge relatively the same as native speakers. Some other teachers argue on the intention that students have toward learning a second language. According to them, if the students want to study abroad in countries where this second language is spoken, communicative approach perfectly fits

the intention and the implementation of language teaching. Otherwise, when students want just to learn the basic concepts of the language, grammar translation method fits their intention. For instance, Lu (2004), a high school teacher has applied communicative approach to his students in China and he arrived in the conclusion that this approach does not fit in the Chinese classroom because the students speak and listen to Chinese language all the time and they only use English in the classroom.

Communicative Approach derived from the lack of communication skills development in previous teaching methods. In this way, communicative approach focuses on communication skills and makes students familiar with L2 culture. The difficulty on applying communicative approach comes from the lack of text books which requires the teachers to be prepared and qualified. However, communicative approach is preferred for its naturalness and the familiarity it gives to students.

Conclusion

The variety of students have made researchers and teachers apply different methods of teaching grammar. It all started with Grammar Translation: the introduction of the rules and their translation in the native language. With the spread of the importance of learning a second language, teaching methods advanced to Direct method, audiolingual method, natural approach, communicative approach and so on. These methods mostly emphasize the usage of second language and do not prefer the usage of native language.

This paper aimed to make a comparison of grammar teaching in Grammar Translation Method and Communicative Approach. According to

several studies, some researchers favor the usage of Grammar Translation method because they think that the students first have to understand what they are learning and the usage of native language is needed. On the other hand, others argue that the communicative approach prepares students for real life conversations and in case they want to study abroad, they are already familiar with the appropriate usage of the second language.

To sum up, both methods have their advantages and disadvantages. For instance, Grammar Translation method does not provide students with interaction while in communicative approach the teachers do not have the security that the text book gives them since in this method the focus is on communication and interaction. However, the reasons for learning a second language influences the choice between grammar translation method or communicative approach.

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Multi-ethnicity and patchwork self in Rebecca Walker Black White and Jewish

Abstract

Subtitling her book *Autobiography of a Shifting Self,* Walker describes how she developed from a rebellious black adolescent living with her mother in the bohemia of San Francisco, to an upper middle class Jewish girl living with her father and her stepmother in the suburbs of Manhattan. The unusual custody arrangement, the daughter having to spend two years with each parent, poses her shuttling between coasts and cultures and made her feel a movement child psychologically as well as politically. Placed on the mainstream's margins, and born biracial, comes to her as a conditioned invitation to view the world from the perspective of both an insider and an outsider. Adding a third dimension to the typically black and white dyad of U.S. race relations, her book deploys Jewishness to unfold the plurality of whiteness and challenge the dichotomies of race and identity..

Besides reflecting the experience of growing up biracial, Walker s narrative is also about the way parental neglect forced her to become prematurely independent, and extravagantly indulging in drug and sex attitudes. The author s depiction of a tangled upbringing comes out as frank to the point of lacking insight. Along the memoir Rebecca absorbs the very stereotypes she claims to recycle. The memory selectivity questions the reliability of every statement she makes, and the ancestral origins and matrilineal relationship serve as guidelines and route digressers at the same time, letting the work hover between the status of memoir and fiction. All these aspects will be treated in the paper along with an in depth analysis of the excerpts where these dimensions of the self appear.

1. Familiar Outsiderhood. Otherness in Rebecca Walker's Black, White and Jewish

Just as autobiographical writing rises up beyond the individual accounts of a specific person, woman-of-color mother-daughter writing raises beyond the constraints of double

marginality, promoting gender and ethnic consciousness and turning mothers into the political fronts against racism and sexism. As Wendy Ho observes:

> As much as there were intense conflicts with mothers, many women writers of color emphasized the mother s powerful social and emotional presence in nurturing their creativity and in establishing the home place as a political space for survival and resistance for their subordinated racial-ethnic families.(qtd. in Schultermandl 2005:7).

The mother-daughter relationship in Rebecca Walker s autobiography wavers from closeness and association to disruption and separation as a way of seeking identification, and at the same time waging war on one's search for identity. In her *Of Woman* Born(1986), Adrienne Rich considers the mother-daughter relationship as one of inherent symbiosis and reciprocal identification, life shaping since its pre-natal existence. It is likely that there is nothing in nature more resonant and more tuned than the flow of appreciation and mutual recognition between a mother and her daughter. In Rich s words, "this cathexis between mother and daughter-essential, distorted, misused—is the great unwritten story."(Rich 1986:226), but like every intense feeling and relationship it may sound threatening to men and this leads the daughter into a disruption from her mother, as a form of claiming acceptance in the white framework. The emotional and spiritual attachment is described even through a scene of bodily symbiosis:

> Night after night Mama and I are tucked into our king-size bed on the warm
> side of the blood-red velvet curtains, and night after night I fall asleep with
> my pudgy copper arms wrapped around her neck. As we drift out of
> consciousness, I feel the ether of my spirit meet the ether of hers and become
> all tangled up. As I fall asleep I do not know where she starts and I
> begin.(Walker *Black, White and Jewish* :56).

Another episode in which Walker feels completely at home in her mother s world is the one in which her mother takes her along to the Library of Congress, thereby opening up a new world of writing and escapism in verse, and making Rebecca feel proud of being identified as Alice s daughter. The Library of Congress is a niche where neither her father, nor her stepmother, nor anybody else may dare to stamp on:

> At the Library of Congress I become the daughter of my mother. That is how
> people know me. This is the speaker's daughter. You know the woman who
> read the poetry? [...]. It is easy to be my mama's daughter, all I have to do is
> stand next to her and smile at all the people who come over to talk and shake
> her hand.(102).

Nevertheless, as the rest of the work will reveal, this easy ready-made identification will not be long-lasting and the mother-daughter relationship will end up oscillating between reconciliations and separations. As feminist criticism reads it, Rebecca Walker s autobiography orients the protagonist s struggle for self-assertion and identity-mapping toward two tropes: the trope of Anzaldua's, "The Mestiza Daughter"; and of Jung's "Cultural Electra". The new "Mestiza", a hybrid identity, a cross-border, a mediator of different realities or cultures, literally travels between two worlds, developing a tolerance for contradictions and plurality and feeling, overwhelmed by a sensation of belonging to two localities and to neither of them at the same time. Finding herself immersed in a quest that opens up further ambivalences and ambiguities about her mixed ethnic identity and heritage, the "Mestiza" needs to claim her matrilineal relations rather than let herself be claimed by them and this entails self-negotiations and mediations of her multiple ethnic

heritages. It is this dilemma which leads to question ,"which collectivity does the daughter of a dark-skinned mother listen to?"(Anzaldua 1987:100), and it is the same dilemma that leads Walker into wondering whether she is possible, whether there exists anybody able to reconcile cultures and ethnicities without suffocating or misrepresenting one or the other.

Nowadays, the concept of the "Cultural Electra" reaches as an extension of the impact the Jungian psychoanalytical feminism has on the readings of contemporary ethnic texts. The sexually charged distortion of the mother-son relationship, coined as the "Oedipus Complex" by Sigmund Freud, has got as its counterpart the "Electra Complex" [xxvi], the identification of the daughter with the father figure, as an act of individuation. As Silvia Schultermandl states in her dissertation *Unlinear Matrilineage, Mother-Daughter Conflicts and the Politics of Location in Contemporary Asian American and Caribbean American Women* Writers(2004), when a daughter "sides with the dominant culture instead of identifying with the matrilineal heritage her mother embodies, she replicates the dynamics of the 'Electra Complex' on a cultural level."(Schultermandl 2004:50). Feeling that the matrilineal heritage is not strong enough to speak up for her in the world, the "Cultural Electra" targets and blames her non-American mother for the oppression and frustration she experiences and sticks to her father s supremacy for identification:

"But when I see them in my mind's eye, gray-haired Grandma Jennie, staring squarely into the lens and Grandmother Poole looking out, exhausted, over the hill, I can not help but wonder if either of them ever would have fully claimed and embraced me."(Walker *Black, White and Jewish*:151).

Adaptation to the father s cultural world and absorption of his suburban supremacy requires jeopardizing her African American heritage and her matrilineal bond. The context-boundedness of the "Cultural Electra", suggests a cultural and emotional alienation from the mother as a mode of societal affirmation. The process of disassociation from one s mother also takes up other different names: to Adrienne Rich it is a "radical surgery" from the mother (Rich 1986:78), to Hirsch it is an illustration of the daughter's *Othering* (Hirsch 1989:136-137). In Chodorow's terms, on the other hand, girls always have more flexible ego boundaries and need for the presence of an "Other" to succeed in their self-assertion, while boys have more rigid ego boundaries and come to define themselves as separate: "From the retention of the Oedipal attachments to their mothers, growing girls come to define themselves as continuous with others."(Chodorow 1978:169). The motherly consideration of daughters as extensions of themselves lays the grounds for identification with the father as a foil for her separation from the mother.

In Walker s autobiography, as well as in many autobiographies of second generation women of color, the collective matrilineal heritage also inadvertently absorbs the patriarchal societal expectations that it attempts to eliminate. In postmodern society, as Adrienne Rich claims, woman is principally viewed through the lens of motherhood, and the complexity of her being is dismantled by the absorption of such generalizations and stereotypes as "childbearer, and the center of life's creation."(Rich 1986:11). The disconnection with the mother, and the attempted assimilation with the father, is rooted in what Adrienne Rich calls "matrophobia"--"a womanly splitting of the Self, in the desire to become purged once and for all of our mother s bondage, to become individuated and free."(Rich 1986:236). The matrophobic rejection in *Black, White and Jewish* primarily originates in Rebecca s awareness that what she hates most are remnants of the mother s culture that make

her unacceptable in the eyes of the society.

To Rebecca, the mother stands for the victim, the scapegoat inside of her, the convex mirror of her innermost reality, a blemish which she would wish to hide or to ignore at every exposure to the critical eye of the white society. It is the rejection of her pre-teenage crush in the third grade that makes her aware of the fact that white well-to-do guys would never date a black girl, and leads her to think that she will have to show off in the company of not black people like her stepmother and her paternal grandmother, thereby considering her mother as a "clandestine Other."(Schultermandl 2005:9). Her *Othering* of the mother continues with her feeling reluctant to be seen accompanied by her in school plays, and her consideration of blackness as an uncherished dimension of her multiple identities and Selves.

Bryan Katon, her teenage crush, voices his dislike for black girls and immerses Rebecca into the existential dilemma of trying to uncover the innermost depths of her being: "Bryan Katon tells me that he doesn't like black girls [...]. And that is when all the trouble starts, because suddenly I don t know how to be not what he thinks I am. I don t know how to be a not black girl. "(Walker *Black, White and Jewish*:69). It is this episode with Bryan that will deepen the breach between her and her mother and cause in her mixed feelings of longing and relief, frustration and contentment.

> I don t tell my mother too much about the play, and she doesn t ask. It isn t a big deal I say, hoping she won't see through my mask of nonchalance; I don't want to hurt her but I don t want to lie either, but how else am I going to convince her not to come to see me on play night [.]. Even though everyone says I was good, my mamma, the one with the most important voice, can never say this to me. Shame sticks to me like sweat.(71-72).

Rebecca s alienation from her mother also stems from her recognition of the mother s failure to live up to the standards of good mothering. An eight year old cannot

understand that a mother has to neglect her children in order to be devoted to public engagement and activism, she cannot comprehend how a mother can chose books, poetry and writing to having walks and going shopping with her daughter. In the episodes to follow, Rebecca reveals of her mother being too busy working on a screenplay and so hiring someone to do the paperwork and act as a liaison between her and the school. The whole situation is awaited with confusion and revolt by the daughter, but it does not cause any kind of

reaction or empathy in the mother who quite cynically complies with Rebecca's hidden agreement not to rely on her mother anymore, and not to ask for her assistance:

> I miss my mother walking up the speckled smooth cement stairs with me on the first days of school, but I am so excited about being an Urban student. I don't dwell on it until the school has an open house for new students and their parents and my mother sends the woman she hired [.]. And then on a meaningful, comic but cynical postcard with a mother gorilla and her child on the front she writes to her daughter that ,"She is proud of me for being independent and being able to do well without her. She writes that I will have to continue to do what I always say I can: take care of myself. "(263-264).

Alice even sometimes seems to Rebecca like a nasty sister with whom she will have to quarrel over many possessions, but who will never provide her with the care and tenderness typical of a mother. Tired of life and of the many challenges being a single mother poses to her, Alice becomes blind to the behavior of Rebecca. Whenever her daughter acts in a vicious way, slamming doors, talking back and shouting, she thinks it is all part of her being spoilt in the urban environment of the father. Whenever she plays the perfect child, doing the household chores and toiling to look ideal, her mother declares that she finds a sister in Rebecca and makes her just part of the plot of looking good in front of the others.

> In interviews my mother talks about how she and I are more like sisters than
> mother and daughter. I am game, letting her sit in my lap for a photo for the
> New York Times, playing the grown-up to my mother s child for the camera.
> I feel strong when she says those things, like I am much older and wiser than
> I really am. It is just that the strength does not allow for weakness. Being my
> mother s sister doesn t allow me to be her daughter(231).

Nevertheless, the mothers always remain reference points for daughters. In the case

of *Black, White and Jewish,* Rebecca turns to another female figure, the stepmother,

for support. The stepmother seems to be there even when her mother is absent and

teaches her things about life. This middle class suburban housewife, her father prefers

to his artist ex-wife, becomes the norm of motherhood Rebecca measures her mother

with:

> While my father is upstairs sleeping and she is sewing name tags for summer
> camp on all of my jeans, hooded red sweatshirts, and underwear, it is she,
> my stepmother, who tells me about penises and vaginas and about how babies
> are made [.]. One day I have some kind of rash and I itch. I call out to her.
> She is downstairs in the kitchen. Before I can stop myself, I yell out ,"Mom,
> where is the calamine lotion? And then I stop, resting my hand
>
> on the wooden banister, waiting to see if she will answer me, if she will
> accept this new
>
> name."(91).

But mid-way through the memoir, the meanwhile teenaged narrator gives a more

critical account of her attempted assimilation and views even the stepmother under a

new light. Once her father and stepmother move to Larchmont, the Jewish dream in

the suburbs, Rebecca becomes more aware of the race tensions and the class

discrimination:

> The move is some kind of plot my stepmother has concocted to kill me, to
> wipe away all traces of my blackness or to make me so uncomfortable with

it that I myself will it away [.]. I think that she and I are doing battle for my father s soul, me with my brown body pulling him down memory lane to a past more sensual and righteous, she scratching the dirt off place Jewish roots I didn't know she had.(206-207).

By the end of her orientationlessness, Walker comes to the conclusion that she feels more closely connected with the African American heritage and entertains the notion that her black collective past and present are more representative of her personal experiences within the dominant white society. While feeling disparate from her father s extravagant, xenophobic attitudes and lifestyle and compelled to abide to the rules of the white suburban city, Rebecca chooses ethnic marginalization to being scapegoated as her father's *aupair* or *baby-sitter.* Her awareness grows as she realizes that the white culture is leaving no room for her multiple, fragmentary Selves, and that in a seemingly perfect urban landscape she is just an aberration of her father s life, just a "dark spot in an otherwise picture-perfect suburban family."(230). Rebecca engages in a quest for self-creation and self-assertion based on her mother's black culture and heritage. Feeling at the peak of her achievements and excelling in everything makes her draw closer to her mother by having something undeniable like naming run between them. As Schultermandl states in her book *Transnational Matrilineage(2009),* what can be more "undeniable than discharging oneself of the father s surname and highlighting the mother s one as a sign of privileging blackness and downplaying whiteness." (Schultermandl 2009:56).

> Why should that line, that clan of people who have been so resistant to my birth, claim the woman I have become? [...]. I want to be closer to my mother, to have something run between us that cannot be denied. I want a marker that links us tangibly and forever as mother and daughter(Walker, *Black, White and Jewish:312).*

By moving Leventhal to a more obscure middle position and placing Walker at the end, she emphasizes her link to the minority culture and claims her identity as a non-white woman rather than as a merciless Semitic. Faced with identity mapping

problems and having secured a stable position of outstanding existence in the dominant culture, Rebecca comes to realize that articulating empathy for the marginalized and paying respect to one s roots is the best way to finding a belonging. After some remarks her father had said on the trial scene she begins to react defensively and bringing out all the buried hatred toward the Jewish inheritance:

> I react defensively, asking why I should want the name of the man who disowned my father when he was only eight years old. Why I should carry the name of the man who beat my grandmother and has refused to this day to see me or any other of his son s
>
> children.(313).

The answer to all the whys lies in the realization that she mostly identifies with the underdog rather than with the supremacy of the white Jewish society. She finds herself in the legacy of slavery and the black struggle against brutality and prejudice:

> Do I feel I have to choose one of these allegiances in order to know who I am or in order to pay proper respect to my ancestors? No. Do I hope that what my ancestors love in me is my ability to master compassion for those who suffer, including myself? Yes.(307).

Walker s new home is in tolerance and in human compassion, and her new role is that of a cross-borderer, an ambassador of two or more cultures. This ambassador role of hers provides her with an epiphany about what is more important to one s identification and she concludes that identity goes beyond genetic make-up. It is only the liberal transnational and trans-cultural consciousness which provides the individual with the utmost freedom for the expression of one's true Self.

2. Hybrid Spaces and Borderland Corporeality. The Postmodern Self and Body in Rebecca Walker.

The fragmentary existence of Rebecca's identity and the difficulties she encounters in identity mapping are also fully reflected in the way bodily dimensions are depicted throughout her autobiography. Starting and ending her autobiography with a sense of bewilderment, awkwardness and alienation, Walker borrows from the fluidity, fragmentation and impermanence of her life experiences to depict her positioning on the borderland. Being told by her parents that she can do anything, she puts her mind to do and be anything she wants, Rebecca becomes conscious of her clumsy performance. She confesses, "I am too clunky, too big, not graceful", and complains "There is an awkwardness to my body, a lack of grace."(Walker *Black, White and Jewish:255).*

Imagining her skates to be an extension of her bodily ego, Rebecca regards them as clunky, cheap and awkward. There are episodes in which she tries hard to "will her body into some kind of normal posture, into some semblance of ease and comfort to disguise her feeling of not belonging."(178). Practically speaking, when involved in a game of football, she takes a snapshot of the kind of attitude and bodily bearing that each of her

friends takes up. Making herself a protagonist in this spontaneous brief documentary, she realizes that if everyone feels concerned about the kind of game they are making, absorbed in laughing and taunting, she is by contrast involved in a kind of fight for self-assertion. She recalls watching herelf perform, shift, contort, and sweat.

The problem with Rebecca s looks is that her passing does not allow for her to clearly fall into one category or another, thereby making her feel more constrained to internalize the very stereotypes and expectations she attempts to fight against. It is

blackness that Rebecca wants to adopt in most of the cases but, at the same time, it is that very blackness that threatens to alienate and detach her from the people. She feels even more estranged when the context-bound societal standards repeatedly blur and merge in front of her eyes. So, when in the presence of black girls, she regards her skin color as not black enough, her thighs not well-toned enough, her breasts not big enough, and her lips not sensual enough to fall into the group of real blacks. Such is the case with Colleen, whose bodily curves, way of dressing and putting on make-up provide her with a sense of allegiance to the black standards: "Colleen can stick up for herself. She's a real black girl. I am not [...]. They say I am more like a white girl."(126) **(but she can't successfully pass for that either**--my emphasis).

In the other episodes taking place in the white suburban community of her father, she has to go to great lengths to learn the Jewish ways and the Jewish clothing so as to reach a successful identification with the white heritage of her father. Nevertheless, as she almost never takes it quite right, she fails to wipe herself free of the black traits and to mold the white contours of her body. While at Fire Lake, a predominantly Jewish summer camp, she hopes to be labeled according to the labels she wears:

> I wear Capezios and Guess jeans and Lacoste shirts and I assume the appropriate air of petular entitlement. And I never quite get it quite right, never get the voice to match up with the clothes, never can completely shake free of my blackness [...]. At Fire lake, I am a Jap, but not one. I know baruch atah adonaih Elohainu and love Color War, but I don't own fifty le Sport sacs or spend the week before the camp starts on a Teen Tour in Israel. I move my body like I belong but I also hold it back.(177-178, 182-183).

It is in this very camp, that she gets denied the Sing Captain Honors, because of being considered as intimidating. The warp and weave of her shifting Self hasn t provided

her with the provisional peace of the in-between. Another hybrid space that Walker s body occupies is that in-between homosexuality and heterosexuality. In her ambiguous approaches to Malaika, she considers her as a sister; she likes to feel her warmth and twist with her this way and that, and subtly confesses to have found a sense of completeness she can not find in boys:

> In the dark there, we twist this way and that, sometimes sweating from all the rubbing [.]. When I look at her I feel the deep brown of her skin pour into me through my eyes and fill me up in a place that feels cold and empty, a place that I forget I have until I look at her naked body(96).

There are two episodes in Rebecca Walker s memoir when the body is mentioned in terms of its importance to a person s integrity and representation in society. Rebecca considers the motherly body as an extension of hers and exalts the incapacity of making the differentiation between the two:

> As I fall asleep I do not know where she starts and I begin. I do know that my mama is hurting and that what I have to give to stop that hurting is myself: my arms, my warmth, my little hands on the side of her face. I no longer am only for myself, but now I am for her, too.(56).

In another scene Rebecca is reminded of the last time body contact and sight was sufficient to build up harmony and comprehensiveness with her father. While daddy is in the bathtub, having a bath, and she is standing at the sink, they face one another in a scene where only the drip of the water seems to break the silence. Rebecca realizes that this will be the last time they share life without the need of culture negotiation or mediation, and that only through the power of fatherly love: "the last time we both will be quiet and exposed in the same room together, when we will not have to speak to be connected. When just being in his presence is all I need."(51). While involved in a heterosexual intercourse with Michael, Rebecca makes a gloomy depiction of the condition of her body. She considers herself as never at home in her

body, a mushy substance waiting to be shaped by society, community, lovers or ethnical expectations. If this is the cost she has to pay for being a trans-ethnic mediator and ambassador, she will pay it.

> I have never been at home in my body. Not in its color, not in its size or shape. Not in its strange, unique conglomeration of organic forms and wavy lines. In the mirror I am always too pale, too pasty, too honey-colored, not the glamorous sounding café -au lait. My breasts are always too small, my thighs too fat, my gait inelegant, my neck too long.(255).

Rebecca Walker concludes her memoir by revealing the failure of the parental expectations concerning her upbringing. They brought her into light believing that a merging of black and white features and Jewish and African American cultures would provide their child with the right mix for surviving as a hybrid. But, as Rebecca professes, they could not know that her little copper-colored body, not chocolate enough to be considered black, and not bleached enough to pass for white, held so much promise and broke so many rules.

Conclusions

Concluding we may state that Rebecca Walker's autobiography builds up on the consideration that deconstruction is the best response to the relativism and multidimensionality of the American experience.

In the mother-daughter relationship the focus shifts from the features of the bond in itself to the bond of mothers to society as a whole. The conflict between a mother and her culturally alienated daughter arises due to the daughter's recognition of a need for a break in the matrilineal legacy and the mother s growing awareness of her failure in social reproduction. While waging a war in her search for identity, considering herself as disparate from the mother and avoiding standing on the borderland, the ethnic daughter negates even an integral part of herself without which she can never be whole.

In conclusion, we might say that in her *Black, White and Jewish: Autobiography of a Shifting Self* (2002), Rebecca Walker challenges the notion of a home-place as a site of belonging. Acting as a catalyst of the difference between white and women-of-color feminism, and making the protagonist intentionally disassociate from the ancestral and matrilineal culture, she converts the supposedly self-asserting homecomings into geo

politically and socio-culturally insecure locations. The ether-like rhythm of her life breaks any possibility for a uni-linear traditional narrative and contributes to the sketchlike organization of chapters. Involved in the mad wandering through a multitude of spaces, locations and identities, Rebecca reaches the conclusion that the best way out is attempting to become mediators rather than claim for clear-cut identities never to be reached. Lacking the black contours, and the permanence of a unified gestalt, the body ends up being just a remnant of the past, a painful reminder of the happy days.

Whenever Rebecca chooses not to remember, memory is converted into some sort of parasite that creeps into the tissues of her body, and makes itself evident in any confrontation with different people, cultures or realities. but then she is reminded that the truth does not lie in what her parents told her about the infinite opportunities. She must once again wear a mask of calmness and tranquility and alignment with the reality.

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The General Features of the Literary Scene
in Antebellum America

The goal of this paper is to point out the most significant tendencies, trends and influences that marked the literary scene in America in the first half of the 19th century. Commenting on the most relevant cultural and literary features of the period of American Romanticism, in this paper particular attention is focused on the situation in New England, the creation of a literary centre in Concord and the conception of American Transcendentalism as well as the literary scene in general. Magazines, as a particular form of communication, had an "unbreakable link" with the short story, and enabled it to develop and shine, especially in the works of the greatest American Romantic writers. During the 1850s some of the most recognizable and significant American novels were published, such as *The Scarlet Letter*, *Moby Dick* and *The House of the Seven Gables*. This paper gives a general overview of the American literary scene in the first half of the 19th century and details the most important features which left an indelible impression on this scene.

Keywords: American Romanticism, literary scene, magazine, novel, story

Although European Romanticism is mainly connected with the second half of the 18th century, the wave of newness touched the shores of the New World at the beginning of the following century. Having in mind the fact that the term "American Renaissance" was used for the first time by the critic E. O. Matthiessen in order to explain the rising literary trends in the first half of the 19th century, primarily in the period from the 1830s to the Civil War, this movement proved to be much more "a birth" than "a renaissance" (Vukčević, 2005). The period was marked by great changes when it comes to the literary scene and the publishing industry.

The cylinder press accelerated the printing process and the problem of distribution of newspapers and books was facilitated mainly because of the development of the railway infrastructure. Having in mind the fact that by the 1850 almost 90% of the white people were literate (Gilmore, 1985, p. 4) we can not be surprised that this was the greatest reading audience in the world. In the cities, primarily, was created a new readership, the number of newspapers and magazines in the first three decades of the 19th century increased six times. Public lectures and debates on the current issues were organized frequently targeting wide audience and education of people, many clubs were opened, such as Boston's Saturday Club.

In this period, according to Michael T. Gilmore, the publishing activities were transformed into industry and the writer turned into a "producer" of goods for the literary market – all the transactions, including those between the writer and the reader, were transformed into money transactions. The majority of writers of the period, especially the greatest ones, did not accept the fruits of the period without criticism. On the contrary, they refused to consider the literary work a kind of goods, ready for exchange. They did not like the idea of trying to suit the taste of the readers in order to ensure good sales of the

books or positive reviews. The 1850s were also called "the feminine fifties". During this time appeared novels dealing with the home, family, cherishing traditional values and "the domesticity cult", so called "domestic novels" whose authors were mainly women and which were written according to the current taste of the readers. Novels such as Susan B. Warner's *The Wide, Wide World* (1850) or Maria Cummins' *The Lamplighter* (1854) were extremely popular. More than 40 000 copies of *The Wide, Wide World* were sold for less than a year (Gilmore, 1985, p. 7). Opposing this kind of popularity, Nathaniel Hawthorne called abusively these female authors "scribbling women", commenting that he himself had no chance for success as long as the readers prefer this type of novels. Furthermore, Hawthorne claims he would be ashamed of that success. Henry David Thoreau emphasizes that if you earn money as a writer or a lecturer it means you are popular, accordingly you have to "bow to pressure". Many writers made a distinction between the readers identifying the vulgar mass and more demanding readers. Therefore, Herman Melville made a distinction between educated people and the "imperceptive" readership. In the latter one Melville recognized a monster with "the head of a jackass, the body of a baboon and the tail of a scorpion" (Melville in Gilmore, p. 7).

Although the greatest and the most influential American Romantic writers had a "defending" mechanism when it comes to the current market demands many of them were ready occasionally to make a compromise (Gilmore, 50). Let us mention Nathaniel Hawthorne's *The House of the Seven Gables* with a happy ending as a contradiction to a gloomy atmosphere of the 17th century Puritan Boston depicted in *The Scarlet Letter* published just a year before (Wilhelm, 2015).

As Michael T. Gilmore put it, American Romanticism represents the market era concerning the fact that in the period from 1832, when Ralph Waldo Emerson left formally the pulpit, and 1860, when Hawthorne published his last and the most complex book *The Marble Faun*, the economic revolution transformed the land in the market society (Gilmore, 1). These changes were indicated earlier but the climax was achieved in the time of the publication of those books that have always been considered to be the classics of American literature: *The Scarlet Letter*, 1850; *Moby Dick*, 1851; *The House of the Seven Gables*, 1851; *Walden*, 1854.

The progress that was evident in the country had another side of a coin – the differences between the rich and the poor were not only apparent but unbridgeable. By the end of the 1830s the country falls into an economic crisis mainly due to the risky speculations on the West. This is the period of reforms and utopian communities which "were cropping" all over the States. Unfavorable conditions for life and work as well as huge dissatisfaction with social events made many people turn to the life in communities, usually moved away from the urban influences. Accordingly, the Reverend George Ripley, came up with the idea to establish Brook Farm in West Roxbury, Massachusetts, in 1841, one of the most significant American utopian communities. Many writers, painters and philosophers such as Ralph Waldo Emerson, Margaret Fuller and Nathaniel Hawthorne belonged to the Brook Farm circle, at least temporarily. Hawthorne was a member of the community from April to November 1841. Apart intellectual activities, the members of the Brook Farm also performed various outdoor duties based on agriculture and the research of the flora and fauna. They supported the utopian ideas and principles of a French socialist Charles Fourier though not without reserve. Hawthorne used his experience from Brook Farm for the creation of his book

The Blithedale Romance ⁱ. Though he joined the community full of enthusiasm, he became very soon disillusioned and disappointed with the way it functioned ⁱⁱ. This dissatisfaction with the idea of confraternity and the life in community is evident in his book *The Blithedale Romance*.

Huge changes happened in the field of religion. Even in this period religion was used to justify the slavery and intolerance towards certain national groups such as Irish Catholic newcomers. The problem of slavery emerges, the problem that would eventually divide the country. However, not only Afro-Americans wanted their rights. In American society in the first half of the 19th century there were many "burning" questions concerning Indian tribes, workers' syndicates and women rights. Many of these issues were exploited in some of the literary works of the period, just to mention James Fenimore Cooper's *The Leatherstocking Tales* or Harriet Beecher Stowe's *Uncle Tom's Cabin*.

In this period professional, creative writers stepped onto the literary scene, the artists who could finally make for living due to their profession. This was not the case in the previous periods of the Enlightenment and the Colonial Age. Accordingly, Lawrence Buell claims, Boston was at the forefront when it comes to the quality of the published literary works of the writers such as Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Longfellow, Harriet Beecher Stowe. One of the most influential literary magazines, *Atlantic Monthly*, was launched in 1857. By the mid19th century publishers from New York and Philadelphia dictated American literary taste. The Boston publishers had mainly a local influence. However, Ticknor and Fields had a great role in publication of some great books such as *The Scarlet Letter*, the first American psychological romance ⁱⁱⁱ. Many authors were "forced" to go to New York or Philadelphia in order to be known outside the borders of New

England. This was the situation till the mid19th century. According to Buell, when it comes to the publishing of short prose forms and magazines, then the New York centripetalism was even more obvious or, to put it in another way, the number of writers from New England who supported each other was significant and could justify the paranoia of Edgar Allan Poe, "the tomahawk man" who laid foundations for professional criticism in America (Buell, 35 – 37).

There was also a literary center in Concord, Massachusetts. The members of the literary circle were American Transcendentalists such as R. W. Emerson, H. D. Thoreau, Bronson Alcott, Ellery Channing. Their ideas were greatly supported by Margaret Fuller, the poets Jones Very and Christopher Cranch, Unitarian pastors such as Theodor Parker. Transcendentalism was a religious, literary and philosophical movement. Transcendentalists believed in the unity of the world and the God, the soul of the individual is identical with the soul of the world, they emphasized the benevolence of nature and glorified life in nature and with nature, praised individuality, exploration of the self and personal freedom. That is why Emerson begins his essay "Self-Reliance" with the Latin saying *Ne te quesiveris extra* which means *Do not search outside yourself* and then states "*Trust Thyself*! [...] *Trust your emotion*". Transcendentalism could be understood as a reaction against the 18th century rationalism, the philosophy of John Lock and the Puritan Calvinistic dogmas. According to some critics, it could be considered to be a "romantic, idealistic and mystical" movement. American Transcendentalism flourished under the direct influence of German philosophy, primarily Kant's ideas. According to Transcendentalists, the God, or the Over-Soul, could be revealed in nature, the world is seen as a microcosm holding within all the laws and meanings of one's being. Many critics emphasize Emerson's vision of the man as "a part of

absolute good" and Henry David Thoreau's image of himself as a mystic, a transcendentalist, and the natural philosopher to boot, claiming "Methinks my own soul must be a bright invisible green".

Romanticism in general is connected to imagination and infinity opposed to classicism which refers to reason and restrictions. According to modern criticism, the specific flavor of American Romanticism is reflected in the following traits: individualism, "optimism of the borders", the glorification of the wilderness, appraisal of the American pioneers, the idea of *Noble Savage*, the admiration of the simple life, preoccupation with the past and the Puritan heritage, the "psyche" of the man, the problem of isolation, introspection and alienation, the world of mystery, the world of fantasy as well as dualisms of the spirit and the matter, the light and darkness, the body and the soul. When it comes to the world of mystery, melancholy and introspection than we can claim that a special place in American literature belongs to Edgar Allan Poe. Poe's literary expression is original and effective – he is considered to be the father of the modern detective story and one of the first authors of the science fiction. He did not invent the Gothic story but he contributed significantly to its development. Furthermore, as Kenneth Silverman claims (1993, pp. 7–12) Edgar Allan Poe experimented with seven types of tales: Gothic tales (such as "The Fall of the House of Usher"), "extravaganzas" (broad-comic tales such as "The Angel of the Odd"), tale-like hoaxes such as "purportedly factual account he published in a New York newspaper announcing that the Atlantic Ocean had been crossed in three days by balloon", "post-mortem reveries" (such as "Shadow – A Fable"), imaginary voyages (such as "Haans Phaal"), tales of ratiocination (or the tales of crime and detection, such as "The Murders in the Rue Morgue") and tales of contemporary life (such as "Some Words with a Mummy") [iv]. Not only that he wrote poetry, he also brooded over the

poetic principles according to which the poem functions, especially in his essays "The Philosophy of Composition", "The Poetic Principle" and "The Rationale of Verse" as well as his "Marginalia". As a literary critic he laid the foundation for professional literary criticism and stood for the cultivation of the readers' taste.

Washington Irving's *The Sketch Book* was the first book written by an American that attained great popularity both in his homeland and England. He was the first American man of letters who achieved international fame. Irving's contribution to the development of the short story as a genre is evident though it is much more modest compared to those stories written by Hawthorne or Poe. However, Irving in his stories, such as "Rip Van Winkle" and "The Legend of Sleepy Hollow", tried to connect and intertwine history, imagination and creation. As modern critics have pointed out, he used a recognizable pattern: he would adopt a folk tale, mainly taken from German tradition, endow it with a new setting and descriptive characterization and, eventually, enrich it with a specific American flavor. There was a strong link between the development of the short story and magazines in Antebellum America. Magazines, as a particular form of communication, had an "unbreakable link" with the short story, and enabled it to develop and shine, especially in the works of the three greats of American Romanticism – Poe, Hawthorne and Melville.

The New York literary scene was marked, to a large extent, by the endeavour to launch a serious literary magazine that might be able to be a rival to well-known English magazines, as well as the establishing of literary clubs. As Perry Miller pointed out, the dream of having an outstanding literary journal "was born with the achievement of American independence" though this dream could not come true for years because almost "every attempt spluttered

out in a matter of years, usually of months" (1997, p. 11). The launching of
The Knickerbocker was of major importance as well as the stamp that was
given to the magazine by Lewis Gaylord Clark, who saw in *The Knickerbocker*
the potential to "conquer" New York and the whole of America. On the other
hand, members of *The Knickerbocker* very quickly came into conflict with
some other "camps", particularly members of the Tetractys club, who launched
their own magazine *Arcturus*.   The Tetractys was founded by Evert A.
Duyckinck [v], William Alfred Jones, Jedediah B. Auld and Russell Trevett.
These two focal points of educated people, desirous of literary fame, status and
prestige, had their own vision of American literature and the way that it should
develop. These opinions did not overlap and led to open "conflicts" which
sometimes exceeded the limits of good taste[vi].

The goal of this paper is to highlight and discuss the most significant
tendencies, trends and influences that marked the literary scene in America in
the first half of the 19th century. The intention was to give a general overview
of the American literary scene in the Age of Romanticism, to point out and
comment the most relevant features which left an indelible "stamp" on this
scene and "announced" forthcoming literary trends and demands in the
following period(s) of American literature.

[1] William E. Cain points out that some phrases and sentences Hawthorne used in his letters
to his future wife Sophia Peabody while he was at Brook Farm prove to be very close to
certain parts of the text of *The Blithedale Romance*. "The letter of April 13, for example,
refers to Hawthorne's arrival in a snowstorm (see chs. 2 and 3), alludes to the Pilgrim settlers
(chs. 2 and 14), mentions a cow kicking over a milk pail (ch. 8), comments on the kindly
Mrs. Barker (Mrs. Silas Foster in ch. 2), and records the demands of manual labor (chs. 8,
10, and 24)", (Cain, 1996, p. 415).
[1] Hawthorne's letters sent to Sophia Peabody reveal his changed vision of Brook Farm.
April 13th 1841: "Belovedest, I have not yet taken my first lesson in agriculture, as thou mayst
well suppose – except that I went to see our cows foddered, yesterday afternoon. We have
eight of our own; and the number is now increased by a transcendental heifer, belonging to
Miss Margaret Fuller. She is very fractious, I believe, and apt to kick over the milk pail.

Thou knowest best, whether, in these traits of character, she resembles her mistress. Thy husband intends to convert himself into a milk-maid, this evening; but I pray heaven that Mr. Ripley may be moved to assign him the kindliest cow in the herd – otherwise he will perform his duty with fear and trembling".

April 14th 1841: "Sweetest, I did not milk the cows last night, because Mr. Ripley was afraid to trust them to my hands, or me to their horns – I know not which. But this morning, I have done wonders. Before breakfast, I went out to the barn, and began to chop hay for the cattle; and with such 'righteous vehemence' (as Mr. Ripley says) did I labor, that in the space of ten minutes, I broke the machine. […] After breakfast Mr. Ripley put a four-pronged instrument into my hands, which he gave me to understand was called a pitch-fork; and he and Mr. Farley being armed with similar weapons, we all three commenced a gallant attack upon a heap of manure . […] Pray heaven that this letter retain none of the fragrance with which the writer was imbued. […] Dearest, I shall make an excellent husbandman. I feel the original Adam reviving within me".

September 3rd 1841: "The real Me was never an associate of the community; there has been a spectral Appearance there, sounding the horn at day-break, and milking the cows, and hoeing potatoes, and raking hay, toiling and sweating in the sun, and doing me the honor to assume my name. but be not thou deceived, Dove of my heart. This Spectre was not thy husband. Nevertheless, it is somewhat remarkable that thy husband's hands have, during this past summer, grown very brown and rough; insomuch that many people persist in believing that he, after all, was the aforesaid spectral horn-sounder, cow-milker, potato-hoer, and hay-raker. But such a people do not know a reality from shadow." (Hawthorne in Cain, pp. 416 – 421).

[1] Nathaniel Hawthorne in "The Custom House", the introductory sketch of _The Scarlet Letter_, explains that romance could be considered "a neutral territory somewhere between the real world and fairyland, where the Actual and the Imaginary may meet and each imbue itself with the nature of the other" (Hawthorne, 1994, 31). Consequently, he made a distinction between romances and novels, pointing out that the latter ones "aim at a very minute fidelity, not merely to the possible, but to the probable and ordinary course of man's experience" (Hawthorne in Cowley, 1979, p. 562).

It is worth mentioning that Evert A. Duyckinck, one of the most prominent intellectuals of the period, was the first critic to call _The Scarlet Letter_ a psychological romance. In his review published in _The Literary World_ on 30th March 1850, he wrote the following: "_The Scarlet Letter_ is a psychological romance. […] It is a tale of remorse, a study of character in which the human heart is anatomized, carefully, elaborately, and with striking poetic and dramatic power" (Duyckinck in Kesterson, 1988, p. 23).

[1] Edgar Allan Poe considered the tale to be the outmost form of fiction requiring from a half an hour to one or two hours to be read at one sitting. He laid foundations for his theory of the tale on "lucid and far-reaching aesthetic principles", demanding a short prose narrative which ensured both "high excitement in the reader and maximum artistic control by the writer" (Silverman, p. 9). In a typical Poean tale, every part of it has to function properly and fit in a previously prepared plan, thus contributing to the unity of effect.

[1] Evert A. Duyckinck proved to be one of the most outstanding and influential American intellectuals of the period. "The truth is that at heart he [E. Duyckinck] was a man of culture – gentle, bookish, but patriotic enough to be worried, even without external provocation, about how this boisterous land would ever be civilized. […] His mission was to cultivate taste. Hence, he declared early in his career, an American critic must employ simultaneously two methods: first, the synthetic, by which he takes the poet's own words, proceeds with him in the development, and lets the author do the teaching: second, the analytical, which explains

an author's departures 'from any law of natural growth'. If American literature was to come of age, there had to be in New York a critical journal capable of the synthetic, but courageous enough to exercise the analytical method" (Miller, 1997, pp. 75-76).
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topic: the influence of the native language in the production of writing skills in english language for high school students: a case of mehmet akif girls

ABSTRACT

This study aims to prove the negative impact of native language on students' English writing process. The lexical and syntactic structures of every language differ from one another and direct translation of words and sentences cause errors. The distinctiveness of cultural background and the discourse are two other effective factors that induce mother tongue interference. This paper concisely examines the negative effect of native language over high school students' English writing skills. It reviews the language barrier occurring when a non-native composes in English. The nature of EFL students' attempts to produce an English text with direct translation from their native language and thus committing errors is also discussed. On the basis of using quantitative and qualitative research methods, a survey with 100 questionnaires was conducted in the high school of "Mehmet Akif Girls." 40 students participated to the second part of the survey where they had to write an English text. The results of this analysis disclose the negative affect of native language on EFL students' English writings. The other important conclusion is that most of the English language learners transfer ideas, words, and sentences from their mother tongue to English; thus, unconsciously committing errors during the process of writing in English.

Key words: Native language, interference, English learners, English writing skills

Ky studim synon të vërtetojë ndikimin negativ të gjuhës amtare në procesin e shkrimit të studentëve në gjuhën angleze. Strukturat leksikore dhe sintaksore të çdo gjuhe dallojnë nga njëra tjetra dhe përkthimi i drejtpërdrejtë i fjalëve shkakton gabime në fjali. Dallueshmëria e prejardhjes kulturore dhe diskursi janë dy faktorë të tjerë efektivë që nxisin ndërhyrjen e gjuhës amtare. Ky studim shqyrton ndikimin negativ të gjuhës amtare në lidhje me aftësitë e shkrimit të anglishtes të nxënësve të shkollave të mesme. Ky studim gjithashtu shqtyron pengesën gjuhësore që ndodh kur një folës i një gjuhe tjetër amëtare kompozon në anglisht. Përgjatë studimit meret në diskutim natyra e përpjekjeve të studentëve EFL për të prodhuar një tekst në anglisht, duke përkthyer drejtpërdrejt nga gjuha e tyre amtare dhe duke kryer në këtë mënyrë gabime të ndryshme gramatikore. Në bazë të përdorimit të metodave sasiore dhe cilësore të hulumtimit, në shkollën e mesme "Mehmet Akif Girls" u zhvillua një sondazh me 100 pyetësorë. Pjesëmarrja në pjesën e dytë të studimit ishte 40 studentë ku ata duhet të shkruanin një tekst në anglisht. Rezultatet e kësaj analize zbulojnë ndikimin negativ të gjuhës amtare në shkrimet angleze të studentëve EFL. Përfundimi tjetër i rëndësishëm është fakti se shumica e nxënësve të gjuhës angleze transferojnë ide, fjalë dhe fjali nga gjuha amtare në gjuhën angleze, duke shkaktuar gabime në mënyrë të pandërgjegjshme gjatë procesit të shkrimit në gjuhën angleze.

Fjalët kyçe: *Gjuha amtare, ndërhyrje, nxënës të anglishtes, shkrime*

1. Introduction

1.1. Background of Study

The age we live in gives importance to learning new languages due to its advantages of finding plenty of job opportunities around the world, building-up an educational and academic life abroad, making foreign friends, creating cross-cultural communication, boosting brain's memory and intelligence, sharpening cognitive skills, and so on. The most need-to-know among all languages is English. Used as a lingua franca, English is the language of international communication and the fact that it is the most commonly spoken language, wherever you go in the world, knowing English is essential to contact with people. Concerning the field of education, in many countries, children in schools are taught English as a second language. Numerous universities around the world offer English taught courses in order to attract international students and provide them opportunities to pursue their studies abroad rather than in their own countries.

A vital element of acquiring a second language is to master the four skills; listening, speaking, reading, and writing. They all complement each other and mastering these four skills result in the capability of using the language thoroughly. Learning and grasping the language's vocabulary and grammar rules are not enough to reach full potential of a language unless you put your knowledge into use. Writing and speaking demonstrates how well you use the language. Being one of the most important communication type, writing has a crucial role determining and examining the learners' progress of acquiring a new language. Producing a good writing in target language means that you have a good command over that language, but it requires too much endeavor to achieve this. As writing is widely recognized as a complex part of using the language, it is natural for English learners to commit errors in during the composition.

When confronting with something new, it's in human nature to correlate and analogize it with what is already known. Language learners assimilate the linguistic knowledge of their mother tongue with that of second language, and simply transfer words, phrases, and thoughts from native language to second language during the process of writing. This transfer might be positive or negative, depending on the similarities or differences of both languages' linguistic structure and cultural background. There are some researches about the correlation between native language and second language verifying the presence of positive transfer between two linguistic systems. However, negative transfer proceeding from interference of mother tongue and consequently causing linguistic errors cannot be disregarded.

English writing practices are mainly considered as an effective method to teach English to students in schools; however, because the grammar and vocabulary principally constitutes the fundamental part of the curriculum, writing is not given enough attention or it is even overlooked in some places. Fortunately, it is not the case in Albania. Albanian students are deeply interested in learning new languages, notably English. Teachers, as well, attach importance to teach English, encouraging students to master the four skills. Among these skills, writing practices are necessary in terms of enabling both teachers and students to identify the errors and work on them.

The objective of this study is to detect if the students' writings in English show any indications of native language interference causing them to commit errors. This study provides information about the topic, examines the results of survey that is conducted in a high school in Albania, and evaluates the errors aroused from mother tongue interference in students' writings.

1.2. Problem Statement

As mentioned, the linguistic system of the mother tongue negatively interferes with the students' writing process in English. Due to the implementation of native language's rules and structures into second language's students unconsciously make errors and fail to produce accurate, coherent and meaningful sentences and paragraphs, thus, writings.

1.3. Purpose Statement

The aim of this study is to examine the influence of native language on high school students' English writing skills.

1.4. Hypothesis

The hypothesis of this study is that the native language of English learners interferes with their English writing skills and affects them in a negative way.

1.5. Importance of Study

This study could create awareness to students and teachers that the linguistic systems of their mother tongue and second language are distinctive and assimilating native language to English while producing writings can cause inaccuracy. By analyzing the given information and obtained results, students can get conscious about the errors they make when transferring ideas, words, and sentences from their native language to English during the process of writing. It will also help teachers to be aware that EFL learners should be taught to differentiate the rules, patterns, structures, and the format of native language and the second language.

1.6. Research Questions

1. Do students think in their own native language first and then translate what they produced to English or do they think in English while writing in English?

2. Are there any patterns or traces of native language in students' English writings?

3. Do English learners experience language complexity while writing in English?

4. In what way the native language affects the second language in regard to act of writing?

1.7. Limitations

This study had some limitations. The first limitation is that the survey was conducted only in one high school consisting merely of girls. The questionnaires could be handed out to more schools, also to male students who might contribute to the questions about their writing skills rather different than female students. The second limitation was the fewness of the number of participants; only 100 students took part in the survey, and only 40 of them were asked to write down an English text that we could examine. Further research is needed in other high schools in Albania with more English writing samples in order to attain more specific and comparable results.

1.8. Organization of Study

This paper consists of five chapters. The first chapter introduces the topic and provides a brief explanation of what the paper concerns with. Second chapter concentrates on the theoretical part, literature review, clarifying the role of writing in language learners' educational life, explaining the mother tongue interference on English writing, and presenting the terms interlingual and

intralingual errors. The third chapter contains the methodology part which explains the methods used in conducting the survey and collecting the data from questionnaires. The fourth chapter gives an analysis of the results obtained from the questionnaires and the evaluation of students' writings. The fifth chapter, which is the last one, concludes the paper by giving overall review, and gives prospective recommendations.

2. Literature review

2.1. What is Writing?

Communication is the essential key for people to convey meaningful information to one another. It is used to transmit the message one intends to say, the emotions one acquires, and the opinions one intends to express. Communication is possible in several ways including the most used and effective methods which are speaking and writing. Written communication, being difficult to a greater extent, is the combination of words which produce a meaningful set of ideas, opinions, and information one aims to impart to the readers. It has been with us for centuries and in contemporary world, it is extra crucial than ever (Coulmas, 2003).

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability (Kellogg & Raulerson). Providing that one has a good language skills, one is able to produce a well-constructed composition regarding the language ability he or she possesses. Spoken communication is relatively more effortless method to convey the message; therefore, it is frequently in use of people with the help of utterances. Writing, on the other hand, is effective when the message is conveyed in such a manner that the reader or the audience is affected the way writer wants to (Farooq, Hassan, & Wahid, 2012). Since, acquiring this skill is a demanding task, it

should be taught in schools or universities as a route to critical thinking and a good linguistic performance. Students, in their education life, should be trained how to write well. It further depends on practicing rather than merely being instructed (Kellogg & Raulerson).

Writers, like painters or musicians, must perpetually be educated and improved, so that they can restore their knowledge and productively apply it during composition (Kellogg R. , 1994). Various kind of professions, along with philologists, linguists, anthropologists, and sociologists, pay attention to writing and deal with how it is carried out, and what type of role it has (Coulmas, 2003). Educationalists have their interest, as well, in this. While learning a new language, four major skills are notably taught by educationalists; reading, listening, speaking, and writing. Trainers must be aware of the fact that writing is a cognitive activity and it requires more in-depth thinking (Williams, 2013). Writing offers teachers an opportunity to keep track of students' progress; how well is their grammar, vocabulary, spelling and even their creativity to use the language, specifically, second language. Writing clearly demonstrates the way students think about language and the way they put it into practice. Writing systems in the world have many characteristics in common; however, they also differ in significant ways due to their distinctive historical pasts and the diverse structural principles on which they are based (Coulmas, 2003). Regarding this, students must carefully be trained about how to compose in their own mother tongue first, and then, how to operate it in the second language. It is absolutely a challenging procedure. Nonetheless, taking every aspect of writing into account, the well-known novelist Gabriel Garcia Marquez defines writing as;

"Writing is like making a table. With both you are working with reality, a material just as hard as wood. Both are full of tricks and techniques.

Basically, very little magic and a lot of hard work are involved. What is privilege, however, is to do a job to your satisfaction."

2.2. Writing in English as a Second Language

People usually experience difficulties dealing with a foreign language due to their capability of expressing themselves best in their mother tongue (Silva, 2008). Each language has its own certain grammatical rules as well as lexical and syntactic structures. Second language learners can attain the structural systems of the target language but encounter complications in coordinating this knowledge into applicable format (Sharma, 2015).

While speaking, the learner might substitute words from the mother tongue under stressful circumstances (Khan, 2014). When the student fails to communicate or convey a message in target language, he or she instinctively seek help from mother tongue. Writing is relatively more difficult in terms of expressing oneself in L2. Since the students have no access to replacement of words from native language, they might struggle when they need to combine their thoughts and their knowledge of L2 together and generate a composition with a logical structure (Olana, Zeleke, & Jiregna, 2015). Bearing in mind that writing requires a great deal of effort, it is the skill most students strive for. A route to good writing in English involves penning a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms (Cumming, 2001). Grammar is the most difficult area for ESL writers.

Grammar skills include run-on sentences, fragments, verbiage, use of different type of sentences, subject-verb agreement, placement of modifiers, tense agreement, and parallel construction (Bradley-Johnson & Lesiak, 1989). Inadequate proficiency of grammatical structure of the second

language leads students to write a text without using correct sentence form and paragraph development. Apart from poor grasp of grammatical structures, lack of vocabulary, the incorrect use of punctuation marks, incorrect spelling, illogical sequence are also some of the writing difficulties faced by students, which can affect their academic success and prevent their progress (Farooq, Hassan, & Wahid, 2012).

2.2.1. Differences between L1 and L2 Writing

Writing demands mindful effort and practicing to produce, develop, and analyze ideas. Compared to those who write in their mother tongue, those who write in L2 also have to gain language proficiency of how to use it, as well as writing strategies and skills (Myles, 2002).

Writing in a second language is a more difficult task because one's L2 abilities may be less advanced than one's capability of L1 (Schoonen, et al.). The most significant difference concerning the writing of L1 and L2 is the linguistic competence one acquires (Garcia). This means that the reason why L2 writers fail to compose as professional as in their native language is ensued from low language proficiency. Writing well in L2 further depends on overcoming lexical and syntactical obstacles (Garcia). These obstacles contain differences in the level of sentence, formation of word and differences in the choice of word; differences in the level of sentence, sentence patterns and the position of subject; and differences in writing conventions of discourse community (Wang Y. , 2012). Since differences in social conventions of discourse community plays an important role in writing, it is essential to be familiar with the cultural background of the target language and the people who own it as a mother tongue (Wang Y. , 2012). Even though the knowledge of L2 discourse conventions is related with second language

proficiency, L2 writers might still face difficulties due to lack of discourse competence (Scarcella, 1984). Trainers need to represent the culture of the second language which is being taught, to inform them about the cultural norms so that students can apply them in their writing, and even develop their writing in academic context (Hinkel, 1999).

Another challenging aspect of writing in L2 is the fact that it requires conscious attention and concentration as well as a good memory. One's ability to write more fluently and to access the words and grammatical structures more easily is rather developed than writing in L2 (Schoonen, et al.). It means that during composition of L2, students might have difficulties recognizing the words or how to apply the grammatical rule to a certain sentence or paragraph. As a contrary, students are able to retrieve words and grammatical structures of their own native language more comfortably that it even comes automatically in the process of writing. The discourse and metacognitive knowledge that L2 writers can achieve in their L1 writing may be unused in their L2 writing (Schoonen, et al.).

2.3. Error Analysis in L2 Writing

Error is an incorrect way of uttering or writing a word, a phrase, or a grammatical structure without realizing that there is something wrong with it. It is a systematic deviation occurring when the learner has not learnt something very well and persistently gets it wrong (Norrish, 1987). Learners, second language learners in particular, tend to repeat errors continuously as they are not able to recognize them (Ridha, 2012). The reason it differs from mistake is that mistakes can be inconsistent and sometimes the learner identifies and corrects it (Norrish, 1987).

There are three considerable factors that cause errors; incomplete acquisition of the second language structures and rules, difficulties of teaching and learning process, and errors arising from common complications of language performance (Sawalmeh, 2013). However, it is widely assumed that inadequate linguistic knowledge is the major reason of committing errors. Yet, it is an ultimately universal and natural occurrence. In the course of learning process, it is an unavoidable circumstance that happens to learners (James, 1998). Considering how students struggle to acquire writing skills, the analysis of errors and understanding how they are generated is necessary to assist the students (Phuket, 2015). Trainers in schools and colleges should deal with the students who have problems with written deviations in their second language learning process and help them individually if needed.

Error analysis can be viewed as a method of giving feedback. It is one of the most influential theories of SLA, and one important point in the field of error correction for educationalists is to appreciate the errors as a nature of learning a second language (Ridha, 2012). Focusing on the errors learners commit is crucial to recognize what sort of hindrance block their way and what could be done to eliminate it. By receiving feedbacks, students benefit from their errors and endeavor more to successfully achieve the corrected version of words, phrases, sentences, paragraphs; thus, they achieve the writing skill itself.

2.4. Mother Tongue Interference on Writing English as a SL

When experiencing a new challenge, or simply encountering with something new, it is an instinctive approach to look for similarities with things that are familiar, or correlate it with what is known already. Trying a new

food, meeting a new friend, reading a new book; they are all included in this process of comparison which is done spontaneously. Accordingly, to analyze, to compare, to contrast, and to try to find connections with native language is totally natural throughout the period of learning a new language. Consciously or unconsciously, we bring what we know to what we do not, resulting in learning a new language with relying on our mother tongue (Sharma, 2015).

Learners try to acquire a new language with depending on their background experiences and earlier general knowledge of native language which they are accustomed to (Xhemaili, 2017). First language acquisition is a natural process in which the children grow up to learn, possess and develop the linguistic knowledge of the environment and setting they live in (De Bot, Lowie, & Verspoor, 2005). In contrast, differing from the mother tongue, second language learning occurs when it is the language spoken in the community (De Bot, Lowie, & Verspoor, 2005). When the linguistic standards and conventions of the target language show a remarkable discrepancy, students get confused, and commence to apply the rules of native language to their L2 learning process (Krashen, 1981). This is an issue regarding the learners' language use, since a foreign language involves new grammatical rules, vocabulary, sounds and such; so, students, when they face difficulties with this new system, they rely on structures of their native language which may result in both positive or negative consequence (Xhemaili, 2017). When there are elements in common, first language helps with L2; on the other hand, when the language systems contradict, it restrains the learning process (Cook, 2001).

During composition, students may face writing difficulties at times due to negative transfer, also known as interlanguage which is a theory related to language transfer (Yuanhua & Xiaoling, 2016). Negative transfer, including

interlanguage one, creates unwanted outcomes while writing, due to errors concerning word usage, use of nouns, use of phrases, verbs, syntactic errors, omission, word order, capitalization, punctuation marks, and simplification or overgeneralization of the target language (Yuanhua & Xiaoling, 2016). The first language has an impact on second language writing, not only in terms of grammatical and lexical structure but also with regard to developing and generating ideas in English (Olana, Zeleke, & Jiregna, 2015). After all, because of incorrect transfer of structures and vocabulary from mother tongue, the second language acquisition of ESL writers can be constrained and this may even interfere with the production and accomplishment of second language skills (Friedlander, 1990).

2.5. Interlingual and Intralingual Interference

There are two types of interference in regarding the ESL learners' issues with language acquisition including the performance of writing; interlingual and intralingual interference. Interlingual errors are viewed as one of the most significant problems affecting the writing in second language due to negative transfer from native language (Kaweera, 2013). Students generally seek help from their mother tongue when they are unable to find or understand grammatical structure and linguistic rules of the target language. Under time constraints, they feel more stressful and end up creating a composition full of errors; mainly because of word for word translation from L1.

Thinking in mother tongue language is responsible for making errors as well (Kaweera, 2013). Learners think with patterns, systems and rules of her or his own language, causing intervention of acquiring these in the format of second language (Corder, 1981). This theory of thinking that L2 forms are

similar to that of L1 gives way to inaccuracy in writing (Brown, 1980). Apart from interlingual, intralingual interference plays a role in committing errors while writing, too. These kinds of errors occur when there is a negative transfer within the target language (Brown, 1980). They have no connection with mother tongue interference; they are related to students' low comprehension of L2.

Intralingual errors can be divided into four categories; overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized (Richards, 1974). Students mainly have problems with observing and applying the rules due to inadequate knowledge of L2. False perception result from learners' inefficacy of comprehending the distinctions of second language elements (Richards, 1974). Overgeneralization is a type of error when the writer estimates that one rule is applicable in every context without any exception (Scovel, 2001).

2.5.1. Interlingual Interference

As it is mentioned above, interlingual interference refers to the negative transfer from native language to the target language. It mainly occurs when a student assumes that the second language's rules, forms and patterns are similar to those of native language. Interlingual errors consist of lexical, syntactical, and discourse inferences of mother tongue (Kaweera, 2013).

Lexical interference is the type of error ensuing from translating the native word directly into the second language without paying attention to the restriction of rules in L2 and probable differences between two languages (Kaweera, 2013). If the words are not chosen properly and attentively while writing, the overall meaning turns out to be vague causing confusion to the

readers (Shalaby, Yahya, & El-Komi, 2009). Syntactic interference refers to the deviance of sentence structure. These errors caused by syntactic deviance include subject-verb agreement, tense-verb agreement, word order, grammatical differences, using relative clauses and so on (Kaweera, 2013). Students face problems of differing the sentence structures of their mother tongue from the second language that is being learned. Direct translation of the sentence leads to the production of a segmented sentence structure that is hard to comprehend. The major problem why syntactic interference takes place in students' English written texts, is that they divide sentences into words and translate them individually rather than a whole entity (Dweik & Othman, 2017).

Discourse interference, on the other hand, is related to the influence of one's own culture and social values on his or production of second language writing (Kaweera, 2013). Because it is mostly focused on the language system and the rules of grammar, students ignore the fact that discourse has an impact on writing, too. Cultural background and social meanings of the target language influence writing in L2 since language forms may not be enough in some cases, and writing requires a language application in real life (Wang J. , 2011). Acquiring writing skills of a foreign language is a demanding task, and even though most of the students usually think it is easy to write in L2 as long as you are familiar with some rules and structures of it; they are not aware of the impact of their native language on their writing. Lexical deviance step in when the student directly translates a word from L1 to L2; syntactic errors arise when the whole sentence is translated; and discourse interference occur when two languages' cultural background differ.

3. Methodology

The aim of this study is to ascertain whether Albanian EFL students commit errors in their English writings on account of their mother tongue interference. The process of gathering data comprised of handing out questionnaires to students to observe their thoughts about complexity of writing process, and having them write texts in English in order to scrutinize their errors caused by language barriers. Quantitative and qualitative research methods were used in the conduct of the study.

Regarding the quantitative research section, questionnaires with the number of 100 were distributed to the group of high-school students consisting of 50 students from 10th and 50 students from 11th grades. The age range is between 15 and 17. The survey is carried out in "Mehmet Akif Girls College" where the most of the courses are taught in English, meaning that students are sufficiently acquainted with English language.

The questionnaire involved two main parts. The first part of the questionnaire contained questions inquiring students to give information about the position of English language in their educational life, the frequency of their English writing practices, and their opinions about the qualification of their English writing level. Additionally, the students were also asked to give their opinion about whether their native language affects with their English writing skills and in what way it affects. The second part of the questionnaire contained only an agree-disagree scale consisting of 10 statements about the challenges students face during the process of composing in English.

	Number of Questions in the Questionnaire	
Background of students' English knowledge	2	Q5-Q6
Frequency of English writing practices	2	Q7-Q8
Self-evaluation of English writing skills	4	Q9-Q12
Personal opinions about the affect of native language	2	Q13-14
Challenges of writing in English	10	Q15-Q24

Before the questionnaires were distributed, the students were informed about the content of it and the details and the points they should take into consideration before filling in. Students received help when needed. The survey lasted approximately for 20 minutes and took place during students' study time after the school finished.

In regard to the qualitative data, students' English texts were collected. About 40 writings of students were analyzed with the help of an English teacher whose native language is Albanian. The texts were written under time constraint, which lasted about 15-20 minutes. Limitation of time and the supervisor who keeps control over the students were both essentially needed to not allow the students to check the internet or a dictionary; or even seek help from the others. The English texts were written based on their pure

English knowledge so that the indications of language interference could easily be seen and examined. Two types of topics were presented to students; one of the topic requested students to write down an informal letter written to a friend, and the second topic wanted them to write a formal email to a device selling company. The students were asked to choose one of the topics and create a composition using more than 150 words.
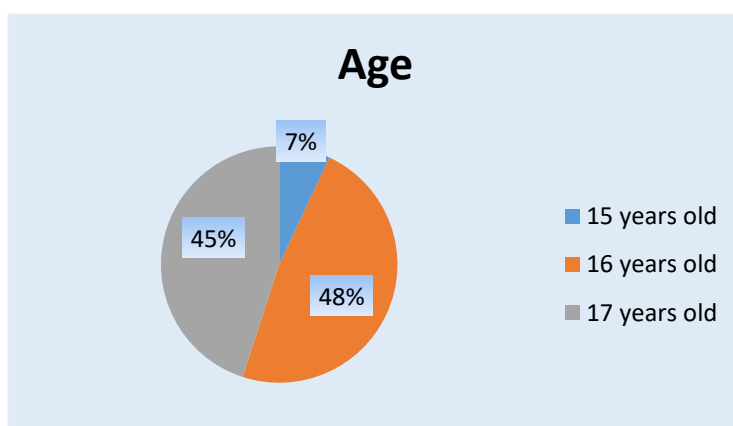
4. Analysis of results

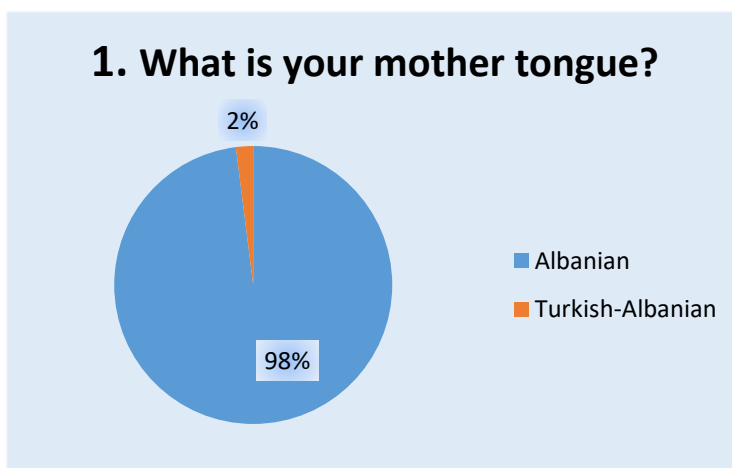## 4.1. Analysis of the Questionnaires

Illustration 1

Students who participated to the survey are mostly in the age of 16 or 17. Students who are 15 years old constitute a minority with only 7%.

Illustration 2

As it is shown in illustration 2, the vast majority of students who participated in this survey predominantly consisted of Albanians. Only two of the participants, who are bilingual, have also Turkish as their native language.
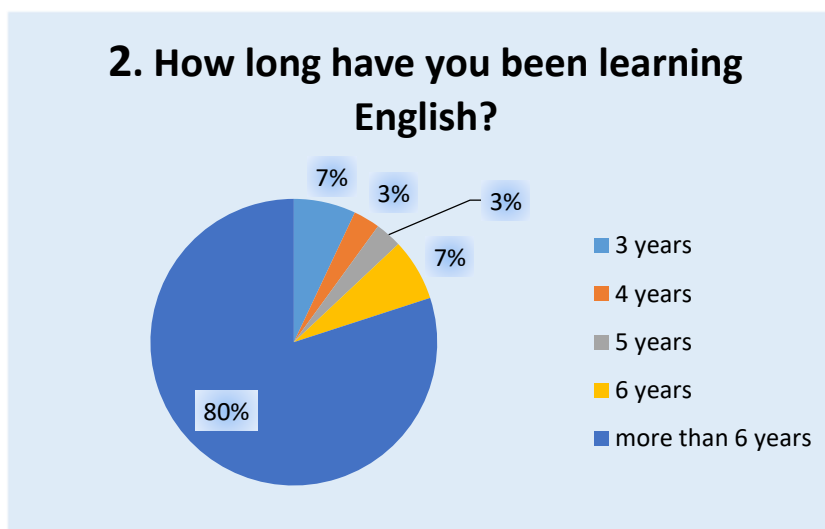
Illustration 3

From the illustration 3 it is clear that most of the students with the ratio of 80% have been learning English for more than 6 years. A small minority of students have been learning English less than 6 years; 7% of them have been learning for 6 years; 7% of others have been learning for only 3 years; 3% of students for 4 years; and another %3 of students have been learning English for 5 years. According to the data given, most students are expected to have satisfactory English skills to communicate and interact with the language well enough.
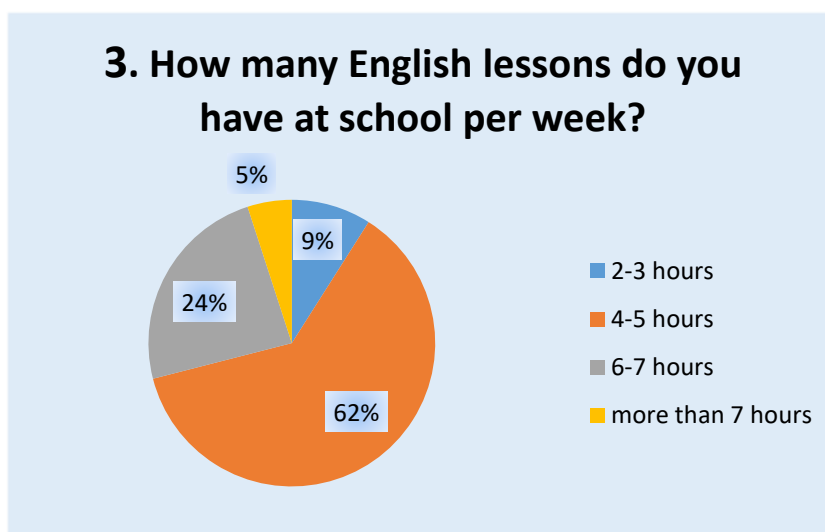

Illustration 4

As illustration 4 demonstrates, precisely two thirds of students have around 4 to 5 hours of English lesson per week. The amount of students who take English lessons for 6 to 7 hours within a week is almost a quarter. This means a large proportion of students are dealing with English language during

their school life. Considering how often the students are being instructed in English at school; it should be assumed that their English knowledge might be enough to write non-academic, simple paragraphs or even compositions.
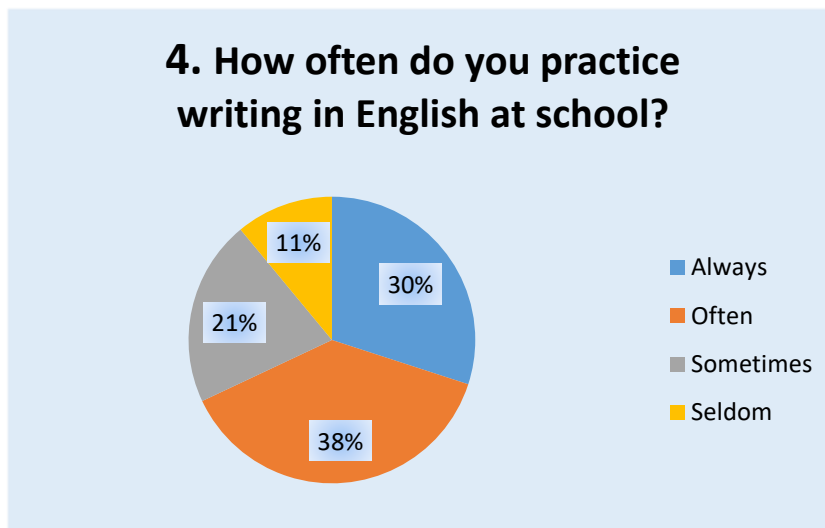
4. How often do you practice writing in English at school?

- Always 30%
- Often 38%
- Sometimes 21%
- Seldom 11%

Illustration 5

This question is included in the survey with the purpose of finding out what students mainly think about the frequency of writing exercises and activities conducted during English lessons. When examining the results, we observe that 30% of students state that they always practice; and 38% of them state that they often practice writing in English. With regard to these answers, it seems like students adequately receive training for English writing skills.

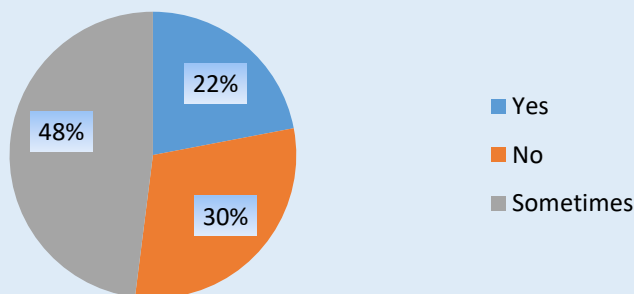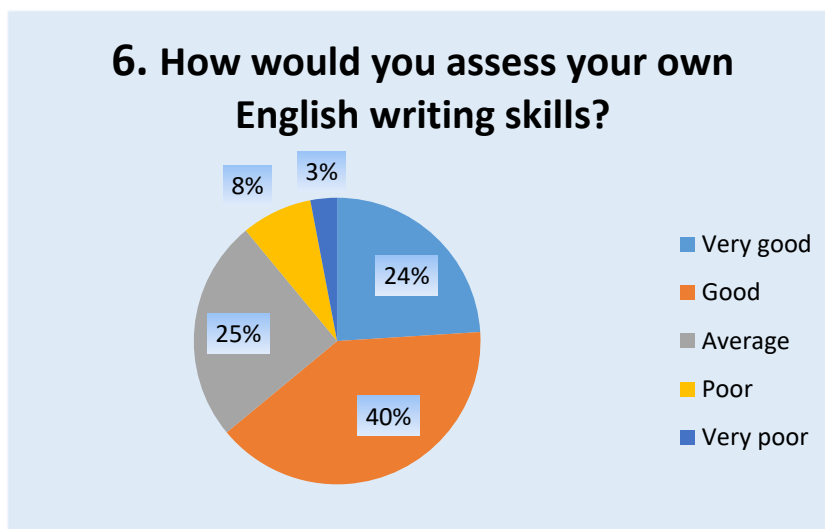## 5. Do you practice writing in English at home?

Illustration 6

Dealing with English writing in the lesson is essential to improve one's English writing skills. However, further practice outside the school considerably enhances students' writing abilities especially with the right self-study methods. Illustration 6 reveals the number of students who prefer to practice or not to practice at home. 30% of the students do not practice writing in English at home; while 22% do. Nearly half of the students practice writing at times, which is an agreeable amount since writing in a language other than your mother tongue may not be a fun activity for everyone.

6. How would you assess your own English writing skills?

- Very good
- Good
- Average
- Poor
- Very poor

24%
40%
25%
8%
3%

Illustration 7

Students were asked to evaluate the quality of English writing skills they have. As it is clearly displayed in the illustration 7, the students who consider themselves as good writers outnumber the ones who believe they have poor skills of writing in English. 25% of the students think they can write in English with an average level. A small fraction of participants with only 3% seems to be fully aware of their inabilities in terms of composing in English language.

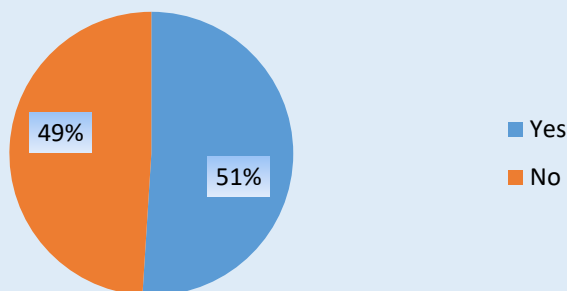**7. Can you easily write on any relevant topic?**

Yes 51%
No 49%

Illustration 8

Almost half of the students who took part in the survey state their inability to easily write on any given topic in English. The other assertive half suggests that, with any relevant topic, they can write easily in English.

8. Do you feel confident expressing your ideas while writing in English?
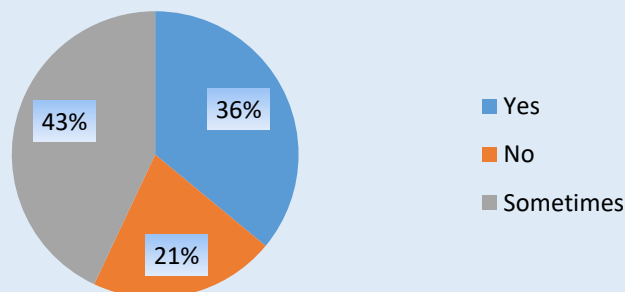
Yes 36%
No 21%
Sometimes 43%

Illustration 9

The aim of this question was to determine whether students feel confident or not during the production of English composition. Being self-reliant is important in most cases but when it comes to learning a new language; students might struggle with self-confidence problems. The results shown in the illustration 9 reveal that only one fifth of students truly feel insecure in their English writing skills. Nearly half of them indicate that they face problems related to confidence at times; and 36% of others appear to be confident during English composition.
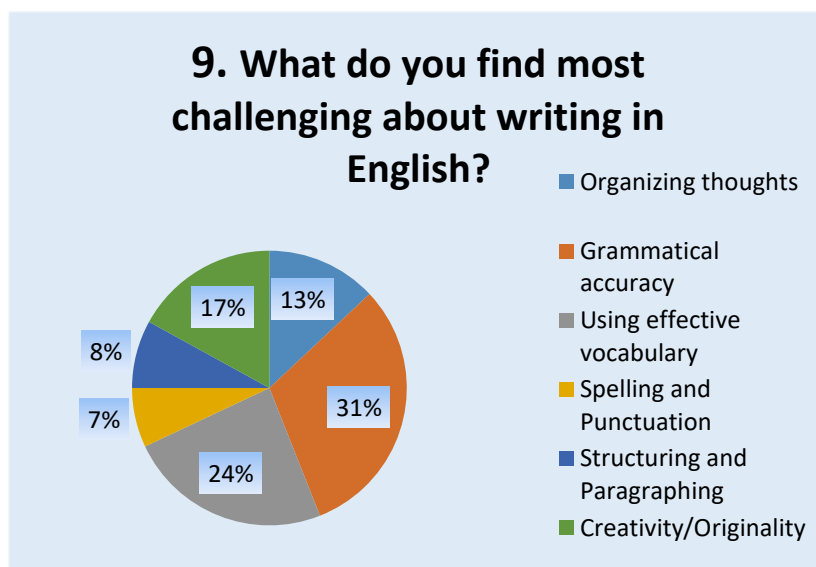

Illustration 10

Participants were asked to specify what certain problem they are chiefly struggling with while writing in English. Grammatical accuracy seems to be a major challenge among students considering the fact that 31% of participants have chosen this option. Right after it, with its amount of 24 percent, using effective vocabulary comes, demonstrating that one fifth of

students face difficulties with using effective words and with appropriacy of vocabulary. 17% of students confront problems with producing a creative and an original text. With a ratio of 13 percent, the complication of organizing thoughts also constitutes a problem among students' English writing skills. The least problems students are facing appear to be structuring and paragraphing, with 8%; and spelling and punctuation, with 7%.
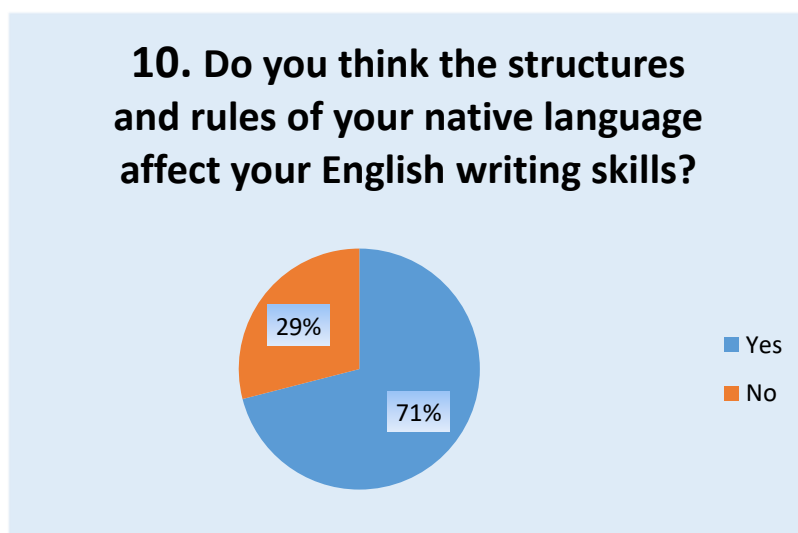

Illustration 11

The purpose of asking this question was to figure out how much students are aware of the fact that somehow their native language has an impact on their English writing skills. Surprisingly, a majority of them think their mother tongue affects their writing; while only 29% think that it has no any interrelated connection with their English composition abilities.

11. If your answer is "yes" how does it affect?

17%

49%

34%

- Positively
- Negatively
- It depends

Illustration 12

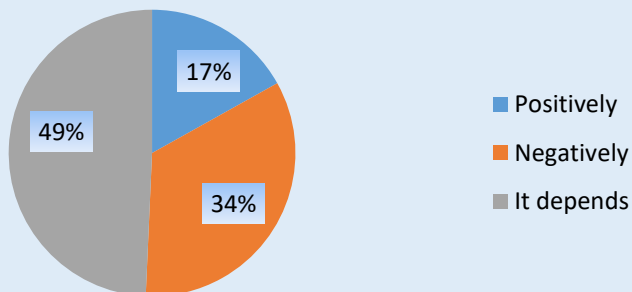Out of 71 students who believe their native language influence their English writing abilities, half of them think their mother tongue might have both positive and negative impact depending on the circumstances. 17%, with the lowest amount, consider their native language to have a positive role. 34% of participants, however, clearly state that it negatively impacts their production of English writing.

12. I find it difficult to write in English.
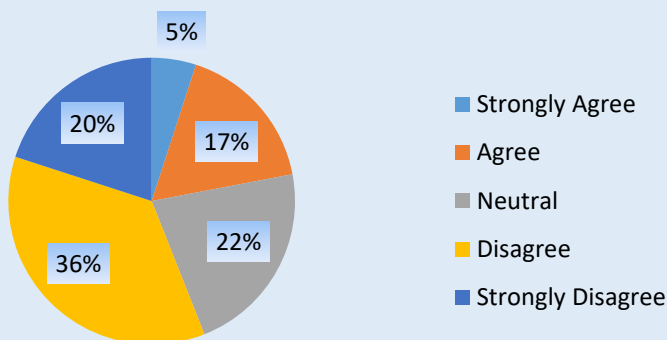
Illustration 13

The obtained results show what amount of students find writing in English difficult and how many of them find it easy. A small minority of them strongly agree with the statement "I find it difficult to write in English" and 17% simply agree with it. The number of participants who strongly agree and agree with the statement mentioned above, illustrate that they do not face difficulties writing in English. Apart from these, slightly more than one fifth of students seems to be neutral about the difficulty of writing in English.

13. Writing in English is easier than writing in Albanian.
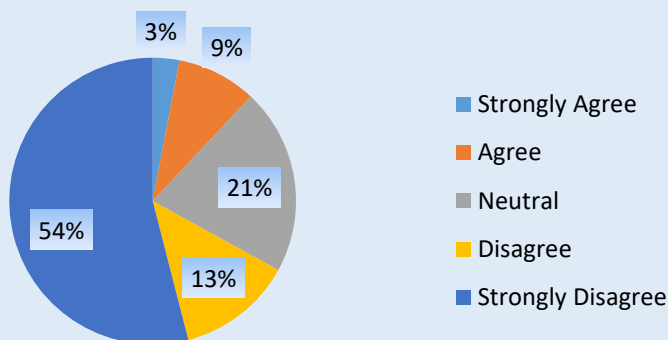

Illustration 14

When they were asked to give opinion about the statement "Writing in English is easier than writing in Albanian," more than half the students strongly disagreed with it. Surprisingly, a remarkable amount of students, with 21%, state they are neutral with it, meaning that they find the level of difficulty of writing in English and writing in Albanian almost the same.

14. **When writing in English, I think of ideas and sentences in Albanian first and then translate them into English.**

8%

12%

18%

20%

42%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
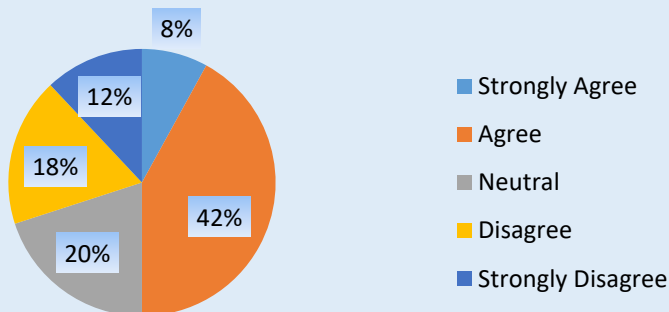
Illustration 15

The statement given in the illustration 15 is crucial in terms of finding out if students think of ideas and sentences in their own mother tongue first and then translate them into English or if they think in English while writing in English. 42% agreed and 8% strongly agreed with it showing that half the students seek help from their mother tongue first before they start their composition in English. 18% disagree and 12% strongly disagree with the given statement; so, from these results, it can be concluded that 30% of participants think and organize their ideas in English and transform them into English words and sentences during writing.

15. I revise rules of writing in English before I start writing.

- 8%
- 4%
- 21%
- 28%
- 39%

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
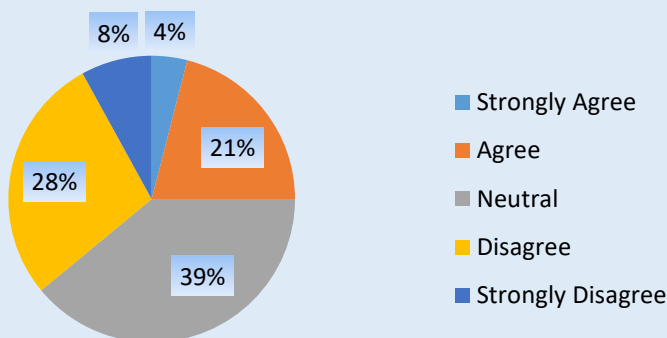
Illustration 16

Revising the rules and structures of the foreign language that is being learned, might be beneficial in order to internalize them as to not face problems while writing in that language. Students needed to give opinion about it in the conducted survey. 28% indicate that they do not revise; whereas, 21% state that they do. 39% of students look neutral about it.

16. I have difficulties while forming sentences.

- 2%
- 10%
- 20%
- 24%
- 44%

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Illustration 17

Students were asked to give an idea about the difficulty of writing a sentence in English. The importance of this question is obvious since if the stud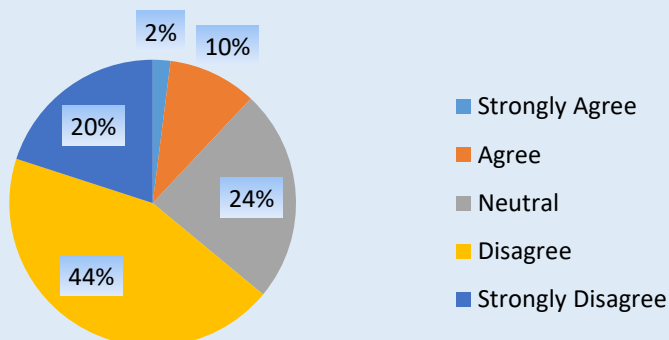ents do not even simply produce a sentence in English; it means their overall English writing is not well-constructed. When the statement "I have difficulties while forming sentences" was given to students, the majority of them disagreed with it. Only a small minority agree with this statement, meaning that more than 10% struggle with forming an English sentence. 24% of students are neutral; they may face difficulties sometimes writing a complex sentence in English.

17. I have difficulties in the use of grammatical rules and structures of English.

10% 5%
32%
24%
29%

- Strongly Agree
- Agree
- Neutral
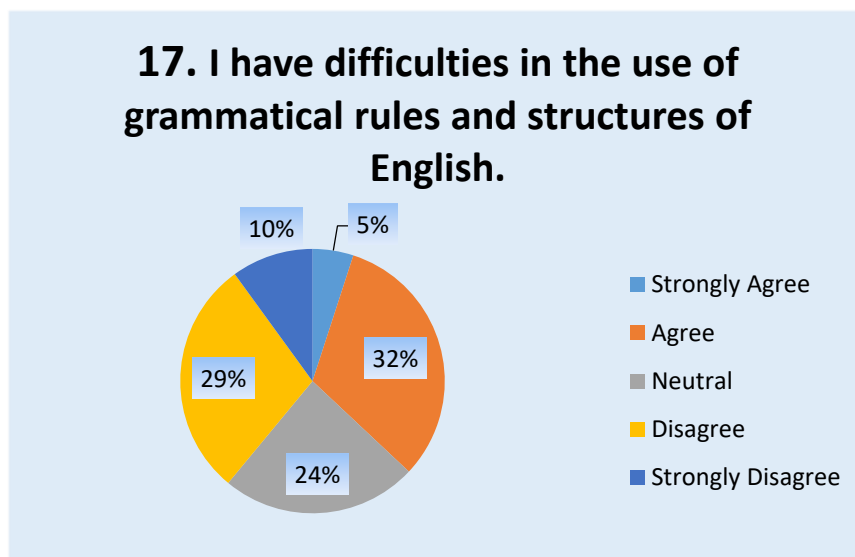- Disagree
- Strongly Disagree

Illustration 18

Grammar has a big role in writing considering its mission of connecting a group of interrelating words together and thus, developing a

meaningful sentence. To fully comprehend and acquaint the grammatical structures and rules of a foreign language might be difficult because each language has a distinctive grammatical system, and students' knowledge of the grammatical structure of their own native language might interfere with that of second language. This statement was given in the survey to observe if students struggle with English grammar. 32% accept that they have difficulties, while 29% deny having difficulties in English grammar. 24% of students have chosen the option "neutral". It means that an acceptable amount of students, while writing in English, confront with grammatical problems.

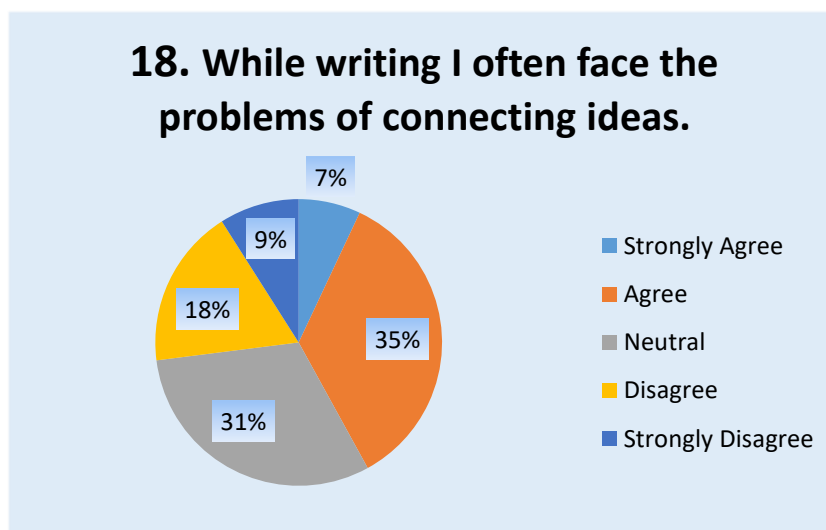
Illustration 19

Problems with connecting ideas during writing in a foreign language has a significant influence on the process of composing a text in that language. Students' answers varied about the statement "While writing I often face the problems of connecting ideas." As it is shown in illustration 19, the vast majority of students, with 35 of them stating that they agree and 7% stating

that they strongly agree with the statement, struggle with connecting ideas. 31% of students look neutral about it, refusing to decide whether they have problems or not with connecting ideas. There are also students disagreeing with it, with 9% strongly disagreeing.
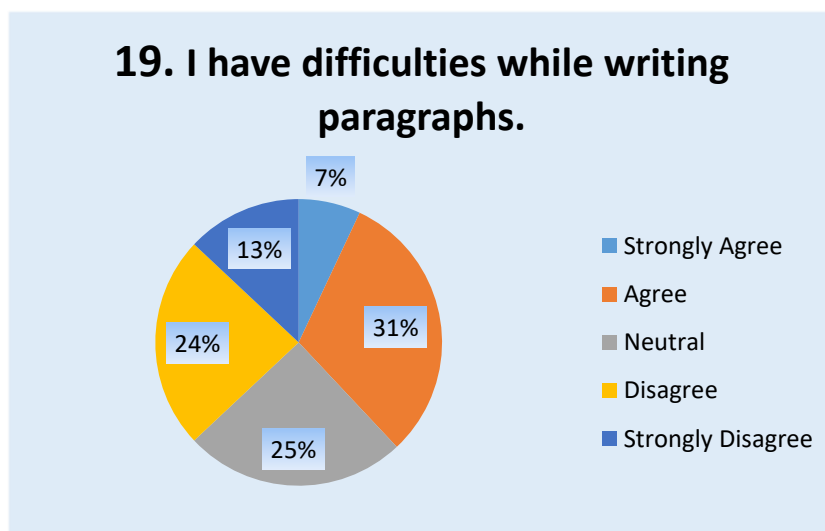
Illustration 20

Generally, when students are asked to write a paragraph in English, especially under time constraint, they experience difficulties while forming a paragraph. They may face problems with connecting the sentences, including more ideas and opinions to the text, or structuring the paragraph. It can be seen by checking the illustration 20, the answers here vary too. A quarter of students approach neutrally to the difficulty of writing a paragraph in English. The other quarter, 24%, disagree; and 31% agree, stating that writing a paragraph is not that easy.

20. Writing is difficult for me because I have lack of vocabulary.
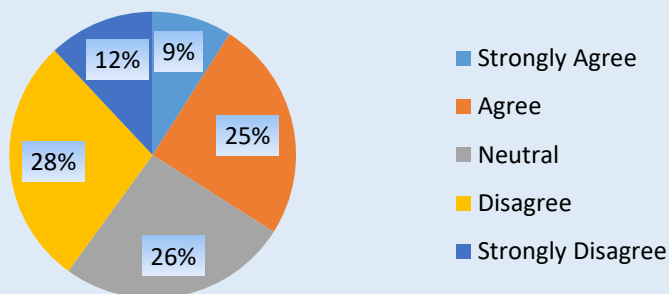
Illustration 21

The knowledge of vocabulary is essential to create a clear and apprehensible text, and by using more words, students can express themselves better and be more precise through the writing process. Insufficient vocabulary leads to a poor writing. The aim of the statement shown in the illustration 21 is to find out whether student have enough knowledge of vocabulary to produce a composition in English. Most of the participants disagree with having lack of vocabulary, with the percentage of 12% strongly disagreeing with it. 25% of students agree that they have problems of using effective and wide range of words while writing in English. As demonstrated in the illustration, 9% have chosen the option "strongly agree", meaning that their level of English vocabulary surely affects the effectiveness of their writing.

21. I face problems using the appropriate spelling, capitalization, and punctuation.

6%

18%

20%

26%

30%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
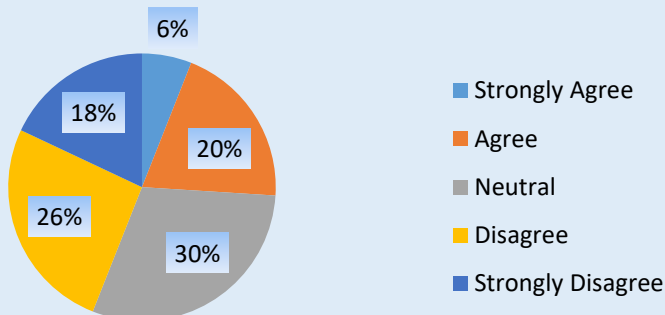
Illustration 22

Facing difficulties with the style of writing, which can be considered as technical part, means not being able to write with the correct way of spelling, capitalization, and punctuation. With the largest percentage, students have chosen the option "neutral." 20% of students agree with the statement 21, while a remarkable majority denies having problems of spelling, punctuation, and capitalization. 18% strongly disagrees, and 26% disagrees with it, constituting a remarkable majority denying to have problems of spelling, punctuation, and capitalization.

4.2. Analysis of the Writings

The process of analyzing the writings of students proceeded with the guidance of an English teacher whose mother tongue is Albanian. In contrast to what they claimed about their English writing skills in the questionnaires, the students' writings led up to disclosure of their lack of self-awareness.

Most of the students indicated they had few problems with English writing and the skills they acquired were quite well to be able to produce a good writing. Out of 40 students who took part in the writing a text section; nearly 30 writings appeared to have serious problems regarding the students' use of language, poor grammatical and vocabulary knowledge, mechanical errors related to spelling, punctuation, and capitalization, word order, co-ordination of thoughts, flow of ideas, sentence structure, and errors caused from native language interference. These errors, which were caused by mother tongue, included lexical errors, capitalization, word order, use of preposition and pronouns.

Intralingual Interference	**Number of Errors**
Sentence Structure	18
Inaccurate Use of Tenses	11
Appropriacy of Vocabulary (Wrong Word choice)	21
Grammatical Errors (Passive voice, subject-verb agreement, use of affixes etc.)	20
Spelling	24
Punctuation	10

As the table above displays, students have intralingual errors in their English writing as well. Intralingual errors are the errors resulting from the lack of second language knowledge. The errors students committed were about spelling, sentence structure, using the tenses in a wrong way,

appropriacy of the words they have chosen, some grammatical errors including wrong application of passive voice, subject-verb agreement, and use of plural and so on. Misuse of punctuation induced errors too; some students failed to use punctuation in a correct way, causing ambiguity and confusion to the reader. The intralingual errors totally differ from interlingual errors since it only has to do with students' incompetency or lack of linguistic knowledge of the second language. Students mostly had difficulties with spelling the words in a correct way. The other major problems contained grammatical inaccuracy and appropriacy of vocabulary. By failing to choose the correct word that would fit into the sentence, students caused confusion most of the time. In regard to misusing tenses of verbs, the tense students chiefly struggled with is present perfect tense. By observing their errors about application of tenses to verbs, it was identified that they, as English learners, are having difficulties differentiating the affixes of past tense and past participle.

Interlingual Interference	Number of Errors
Organizing Thoughts	11
Misuse/Omission of Preposition	10
Omission of the Pronoun	6
Word order	6
Word Choice	11
Direct Translation from L1	18
Use of L1 word	3

Interlingual errors are the deviations emanated from the interference of native language's linguistic rules and structures. In the students' writing in English, pattern and indications of their native language, Albanian, could easily be noticed. According to the students' writing samples, they face problems with organizing their thoughts, misuse of preposition, omission of preposition and the pronoun/subject in the sentence, word order, word choice, direct translation from their mother tongue, and even the placement of Albanian words.

1. Organizing Thoughts

Because majority of the Albanian EFL learners think of words, colloquial expressions, sentences, and ideas in their own native language first; while translating them and trying to arrange them and create a logical, meaningful sentence, students seem to have difficulties organizing a sentence. Some of the sentences are remained segmented; while some of them look like as if the student is having a monologue. Some of the sentences were too long and complicated since the thoughts were not organized in an ordinary way because of language barriers. It could be obviously understood in some of the students' writing that they conveyed their ideas from Albanian to English since their sentences or texts sounded totally non-native.

2.   Misuse/Omission of Preposition

While the writings of students were being observed, omission of prepositions was detected. Since Albanians do not locate a preposition while referring to someone with using object pronouns (me, you, him, us, etc.), between the verb and the referred person, people or objects.

Example 1: Remember when I <u>said you</u> that coming here (Italy) was my biggest dream.

Example 2: Sorry that I haven't <u>written you</u> but the reason…

3. Omission of the Pronoun

During the spoken or written communication, Albanians might take off the subject while forming a sentence if they find it unnecessary to use. This removal of the pronoun induce creates a segmentation and causes the sense of relation to disappear.

Example 3: I am also thinking about coming for a short visit, <u>but haven't</u> decided yet.

Example 4: Just requires and requires things. (Talking about her boss)

4. Word Order

Word order is clearly related to syntactic structure of a sentence. When the words are ordered in a disorganized way creating a non-acceptable inverted sentence, it could be understood that the syntax rules of your own native language interfered with the language you are learning.

Example 5: But the projects and school <u>take a lot of my time</u>.

Example 6: I know <u>pretty well the city.</u>

5. Word Choice

Lexical interference occurs a lot during the process of learning a second language. Mainly, students neglect the fact that not every word is appropriate in some certain situations or sentences. It is examined in the writings of students and discovered that some students translated the Albanian word directly into English and put it in the sentence without paying attention if it creates compatibility or not. This lexical interference reveals the fact that language barrier emerged because of mother tongue.

Example 7: I will send you some <u>photos</u> that I have <u>done</u>. (…taken)

Example 8: I am thinking to come back in Albania and <u>making</u> holidays. (Go on holiday)

Example 9: We have <u>done a lot of travellings</u> with our class. (Go on trips)

6. Direct Translation from L1

When EFL learners directly translate a sentence, a collocation, or their daily life expressions into English, semantic errors occur. The vast majority of Albanian students, who were to write a text in English for this paper, appeared to have difficulties taking their knowledge of native language under control and think in English while writing. The fact that they thought in Albanian were recognizable through analyzing the writing and finding out patterns of their mother tongue.

Example 11: I hope all is well with you. (I hope you are doing well.)

Example 12: What's new from your side? (Do you have any news?)

7. Use of L1 word

A few students have written a word in Albanian in their texts. The reason why they have committed this kind of error is that some words in English and Albanian are similar; accordingly, they might unconsciously put the Albanian word into the English sentence. This occurrence happens because the Albanian students are thinking in their native language.

Example 13: After doing all the fill ins of <u>formulars</u> and other applications… (Forms)

Example 14: Here is very beautiful and the <u>universitet</u> is not hard. (University)

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The main purpose of this study was to investigate in which way the EFL students are affected by their native language while writing in English. Throughout the investigation the English writing skills of the EFL students were examined as well in order to identify how they consider their writing abilities and how much self-aware they are about their English writing competence.

With the aim finding out if the linguistic rules and structures of native language negatively affects writing in second language, English in particular, and determining in what aspects of linguistic system or language use are affected by mother tongue, the qualitative and quantitative research methods were used. To gather the quantitative data, questionnaires in High School in Tirana were carried out. To gather the qualitative data, students were asked to write an English text within limited time.

The results obtained from the questionnaires demonstrated the students' frequency of practicing writing in English and what challenges they notably confront with while composing in English. The results of the questionnaires showed that some students experience complications because they lack knowledge of grammar, lack of vocabulary, misuse of spelling and punctuation, diffiuclties of structuring sentences or paragraphs, organizing thoughts, and being creative while writing. The writings of students showed that their native lanuage affects their English composition negatively, causing them to commit errors. This is considered as mother tongue interference. The errors of students' writings mostly consisted of

lexical and syntactic errors, and negative results of direct translation from mother tongue. The way students form their sentences and structured their paragraps also prove that they face problems with organizing their thoughts.

The sentences containing native language interference were taken out attentively to be used as an example in the analysis part of the paper. Each error commited because of mother tongue interference were mentioned and briefly explained. The examples were shown to support the hypothesis of the study, Students commonly made mistakes because of direct translation from their native language. Some of them showed indication of having difficulty to organize their thoughts and arrange them to form a meaningful sentence. With the help of the English teacher, these failures of structuring sentence bevause of not being able to coordinate ideas and thoughts identified as a native language interference too. Students seemed to think in Albanian first and then translate the words and convey their ideas into English. These illustrations were given in the paper to support the hypothesis.

5.2. Recommendations

In this paper, the difficulty of the process of acquring English writing skills for EFL learners were mentioned demonstratively. Writing practices should be given more emphasis by English teachers. They must draw attention to the importance of mastering English writing skills. EFL teachers should invent innovative methods to make writing practices more appealing to students, by using technological devices, by making students write journals or dairies, by finding penfriends for them and so on.

Regarding the errors students make while writing in English, both the interlingual and intralingual errors must be detected attentively. Teachers should give feedback and show the reason why these errors are being made. Most of the students generally do not notice their mother tongue interference while they write in English. On this matter, teachers should raise their awareness and demonstrate the differences of language systems. Students should also be instructed to deal with the native language interference and how to avoid errors created due to language barriers.

5.3. Further Research

In the end of the study, it was found out that mother tongue interferes with production of English writing. However, regarding the limitations, this study can be conducted with more methods or with more number of participants in order to obtain relatively more accurate results. The future studies should also take primary school, secondary school, and even university students into consideration and conduct studies in these institutions.

APPENDICES

STUDENTS' QUESTIONNAIRE

1. **Gender:** M / F   2. **Grade:** _____   3. **Age:** _____

Please choose only ONE option.

4. **What is your mother tongue?**

   ☐ Albanian   ☐ Other (Please specify) _____

5. **How long have you been learning English?**

☐ 3 years   ☐ 4 years   ☐ 5 years   ☐ 6 years   ☐ more than 6 years

6. How many English lessons do you have at school per week?

☐ 2-3 hours   ☐ 4-5 hours   ☐ 6-7 hours   ☐ more than 7 hours

7. How often do you practice writing in English at school?

☐ Always   ☐ Often   ☐ Sometimes   ☐ Seldom   ☐ Never

8. Do you practice writing in English at home?

☐ Yes   ☐ No   ☐ Sometimes

9. How would you assess your own English writing skills?

☐ Very good   ☐ Good   ☐ Average   ☐ Poor   ☐ Very poor

10. Can you easily write on any relevant topic?

☐ Yes   ☐ No

11. Do you feel confident expressing your ideas while writing in English?

☐ Yes   ☐ No   ☐ Sometimes

12. What do you find most challenging about writing in English?

☐ Organizing thoughts   ☐ Grammatical accuracy   ☐ Wide range of vocabulary

☐ Spelling and punctuation   ☐ Structuring and paragraphing   ☐ Creativity/Originality

13. Do you think the structures and rules of your native language affect your English writing skills?

☐ Yes   ☐ No

14. If your answer is 'yes' how does it affect?

☐ Positively   ☐ Negatively   ☐ It depend

Sr.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongl Disagree
15.	I find it difficult to write in English.					
16.	Writing in English is easier than writing in Albanian.					
17.	When writing in English, I think of ideas and sentences in Albanian first and then translate them into English.					
18.	I revise rules of writing in English before I start writing.					
19.	I have difficulties while forming sentences.					
20.	I face difficulties in the use of grammatical rules and structures of English.					
21.	While writing I often face the problems of connecting ideas.					
22.	I have difficulties while writing paragraphs.					
23.	Writing is difficult for me because I have lack of vocabulary.					
24.	I face problems using the appropriate spelling, capitalization, and punctuation.					

Questions in "Writing Task" Part

Choose only one of the given tasks.

Task 1: Imagine you are away from home either travelling, studying or working in another country. Write an email to a friend back home giving them your news. Write 150-180 words. Include the following elements:
- ask them how they are and apologise for not writing sooner
- give them your news; explain what you have been doing
- tell them what your plans are
- ask them for their news

Task 2: Imagine you bought a camera from an online retailer. When you opened the box, there was no instructions manual inside. Write a short email to the manufacturer explaining the situation and asking them how to get an instruction manual. Write 150 words.

Writing Samples of Students from "Writing Task" Part

Task: 1

① Hello Amdy,

How are you? I am writting to tell you the latest things that have happened to me. But firstly, how are things going for you? Have you been well? We haven't talk in a while and you won't believe what has happened to me.

I am in Munich! Finally I am im Germany...

② I'll take it from the begining. (I o) I filled in an application form for a computer engineering bachelor degree in Munich, and they (a) not only accepted me, but also offered to me 80% scholarship. Apparently my IELTS (scor) points were quite good, I had reached B2 level im their exam, and suprisimply I come third in the gemeral exam at suiences.

I just couldn't believe it, and cried my heart out, & being so happy. After doing all the fill in's of formulars and other applications, I bought the ticket, (pa) (d) (po) did my luggages and took a flight to Munich, to see the school.

If you were here with me. (A) Anyway I am sending you photos. Hope you are healthy, and please write me soon. I can't wait to talk to you face to face!

with love

2

Task: 1

Hello Ann

- How have you been? I hope all is well with you. I apologise for not writing these times but I have been very busy. The life in NYC is very complicated and I have been very tired. The work here is tiring, and also annoying.

- Now I am working in a fashion mode company I really don't like this job, but I need money for my studies. I'm all the day listening the complains of the others, and my boss is a bad person. Just require and require things. But I have found a new friend here, her name is Mary. She is a good person and she helps me with everything.

- Like I said Mary is a wonderful person and I am thinking to stay in home with her. She has a big house and is in the center of the city. But is not a problem, sure I will pay the bills with her. Write me back see you soon. waiting your response.

Task: 2

Hello

I am writing to explain my dissatisfaction about an order that I made online. I ordered a camera from your website, but when I received it, there was no instruction manual inside the box. Being told that you are a very serious company, I regret to tell that I am very dissapointed.

- As I can do nothing than asking you to send it to me or tell me a way how I can get an instruction manual, I'll be looking forward to your response. To be honest, I hope that none of your other clients will experience it, as it is a big dissatisfaction when there are missing parts of the order like it happened to me.

I hope that my case will make you reflect about the order mistakes and also other problems of the corpory.

Sincerely,

Task: 1

Hello Greis

I hope all's well with you. I've been meaning to write for ages but my journale takes up a lot of my time. Please don't think It's because I haven't been thiking about you. all I have and I getting quite homesick.

I'm now in Sri Lanka visiting some tea plantions and talking to people about how their lives have changed in the last 15 years. The country side is amaizing. At the moment I'm in the hills just outside. Kandy which are so lush and green, you wouldn't belive it. There people are friendy (parks are amaizing, coffes everything is good. I love this place, the culture, population everything I made many friends. So my plans is to stay here until the end of october then get a plane back to Albania. How is your family? How is Am going with school? Does she again studing that horrible subjects So give them all my love. I'll write again soon.

All the best

Hey Anra.

How are you? Sorry for not writing, but you know I have had a lot of things to do. Finally I found time and I'm writing to you. I'm fine and thing hee are going very well.

Here is very beautiful but the univeristet is to hacd. I have had a planty of exams, but I did them.

I've made new friends and they are so kind. They're learning to me the city and their cultures. I've visited the most beautiful places in here. Normally I've other to visit but I don't have time now.

I think that after two months I'm going to come in Albania. Can't wait. I miss you so much. I wish you were here with me and making crazy things 2 you know. Now I'm going because I have to learn for tomorrow. write me and tell, everything that has hapend. waiting for you

---

Task: 2---

Hello Sir or Madam

I am writing to explain and complain to you about the product that, arrived at my house two days ago. I bought a camera from your official webside on the internet. on 21th of May, 2018. The camera arrived two days ago, on 27th of May 2018. On the official webside was written that the camera will come with the proper instructions to explain me how to use it. When it arrived, there was no instruction manual inside. Even the color that I ordered was different.

Through this letter, I expect compensation and also need from you and your company to not promise to the clients things that you cannot offer. I felt really disappointed from you, because I was a client that always purchased on company. Please don't do this to other clients!

How are you getting on? I am sorry for not written sooner, but I have been very busy, here in German. You know that to be a student in this place it is difficult and time for me is precious. I have so many years that I haven't heard anything about you. I hope you are doing well.

I have been working about my new project, it is a science project for finding a new medical about cancer. Actually, our school gave us premissions to take part in this project, for learning more and more. And it worth because, I have learned very interesting and new things. After finishing the project, I am thinking to come back in Albania and making holidays. I need, really. This project is getting difficult and complicated and has enormous things to do. Miss u so much, so please write me when you get a moment and cross your fingers about my project.

Task: 1 Dear Anna

I hope everything is well with you. Sorry that I haven't written you but the reason is not that I haven't thought about you. I missed you a lot. How things are going with you? Are you okay?

I'm writting you to tell everything that happened to me like My school and my new friends are amaiting. Everyday I learn new things from them. They come from different countries and very different cultures. I have learned a lot about Spain, Japonaise, and German cultures. They are very different from us. They have special foods, special traditions and special kind of thinking. We had done a lot of travellings with our class. My school about IT is very difficult but I have learned things that I never knewed before. I have a lot of tests and project but it's okey. I know that I can make it. What is your school going? I will come back in Albania for my summer holidays. In switzerland everything is great here and I can't wait to see you and all my friends here. I missed you all a lot. I should go now because I have a party with all a lot.

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The effect of Reward and Punishment on pupils at primary schools. (Case study: Memorial International School of Tirana)

1.1.1. Abstract

This study reveals the impact of reward and punishment on elementary school students and it shows how reward and punishment can help shape behavior at a young age. The aim of this study is to show the importance of reward and punishment and to present the main strategies on managing different behaviors in the classroom. To have a better understanding of the topic a survey was conducted by the elementary school teachers at Memorial International School of Tirana. The study was completed by using primary data and secondary data. Primary data sources were the questionnaires and observation that took place at Memorial International School of Tirana and the secondary data were books, articles, journals, and different websites as well. This study is focused on elementary school pupils and it shows the impact of reward and punishment used at a young age. This study provides important information on how to deal with different situations in the classroom, especially on how to decrease undesirable behaviors and to increase the good ones. It helps teachers and educators improve their teaching strategies and managing different behaviors in the classroom.

Keywords: *reward, punishment in class, motivation, achievement.*

1.1.2. The effect of reward in learning

One of the most important aims of education is to make students want to learn. Intrinsic motivation is focused on behaviors that are driven by inner rewards. Particularly intrinsic motivation comes from the inner side which means that a child wants to learn for the sake of learning. While on the other hand extrinsic motivation the student is forced or encouraged through the use of reward and punishment (Cherry, 2018).

According to Levine, he says that when we face someone who is not motivated to learn, firstly we should understand why the motivation was gone and after that making them want to learn by facilitating the learning process and make them believe they can achieve their aims through different teaching strategies (Levine, 2002). Moreover, nowadays we are in need of a book that is going to include all the forms on how we can motivate students in the classroom (Gilbert, 2002).

On one hand, the use of reward can be a good way to motivate students but as educators, we need to find the right moment where to use it. Munn states that by rewarding good behaviors, later on, these behaviors become a habit for the students (Munn, 1999, p. 20). On the other hand, researches on different classrooms have shown that sometimes the use of reward can be difficult to be used by the teachers who have lack of help in the classroom and they deal with large groups of pupils at the same time (Doyle, 1989). Furthermore, Doyle argue that teacher should mostly focus on helping the students recognizing their responsibilities in the classroom rather than having the teacher finding different strategies on how to reward them (Doyle, 1989, p. 19). However, Munn believes that when the teacher rewards the desirable behavior and punish the bad one, the desired behavior will be encouraged. In

this way, the pupils will focus more on doing their task and making their teacher "happy" rather than causing problems. "Catch them being good" and let them know about it can help more on making the good behaviors a habit.

Rewarding good behavior

Bronfenbrenner identifies that all the behaviors that a child shows are part of the process of growing and it is the responsibility of parents or adults to identify all kind of behaviors and strengthen the good ones by using reward (Bronfenbrenner, 1979).

First, it was B.F Skinner that introduced the theory of operant condition. According to Saul, Skinner is considered as the father of Operant Condition. Itself Operant Condition is a way of learning when we reward the desired behaviors and punish the bad ones. In the moment when a behavior is followed by a pleasant feeling the desired behavior will be more encouraged than the unpleasant one (McLeod, 2018). During the last decades, different scientists have been studying the effects of reward in schools. In his article Eduard Deci states that when we use money as an external reward the inner motivation is at a lower rate, while on the other hand, students that did not receive money as a reward but they got positive feedback their inner motivation tended to increase. In addition, he came up with the conclusion that when money is used as an external motivation the behavior is being under surveillance. However, when the behavior is not being under control it will increase the inner motivation and strengthen the desire to learn more (DECI, 1972, p. 113). A study was conducted by Njeru showed that the way how a student reacts towards the instructions of the teacher shows indiscipline depending if the reaction is positive or negative. In addition, rewarding the desired behaviors can have most of the cases positive feedback on students. By rewarding the desirable behavior it will increase the respect for the school

rules and the desire to come to school (NJERU, 2012). On the other hand, it will decrease involvement in undesirable behaviors.

1.1.3. The effect of punishment on learning

Punishment as a definition is the act of grounding your child because they were not following the instructions (Your Dictionary, 2018).

If we go back to ancient times, punishment such as working extra hours, suspension or expulsion from school have been used as techniques in order to prevent undesirable behavior (Doyle, 1989, p. 19). "Corporal Punishment" indicates physical and emotional pain it includes punishment that are considered extreme such as hitting students using strong objects, preventing them from food or even giving them nicknames. A different strategy that can be used in order to punish undesirable behavior can be the suspension, but this is not seen as an effective way because it prevents students from education, in this case, this is what they are looking for (Doyle, 1989, p. 20). So this kind of punishments are not seen as an effective way on how to get students to fix their behavior, using this kind of punishment it can make things worse.

In order to manage easily the class, the rules are provided to students together with the consequences if they don't follow the rules (Munn, 1999, p. 35). However, this procedure is a lot easier if parents and students are working together. When they show undesirable behavior some of the rules above are applied such as verbal warning, exchanging student's seats, doing extra exercises, moving the student to a higher or lower classroom, or "detention". In the cases when it is something serious, other rules where they can be excluded from the class or informing the parents. Furthermore, Pamela Munn suggested an effective way to manage undesirable behavior can be punishment point sheet. The sheet is given to the teacher and he completes it

during the week by adding the pupils' name and the number of the undesirable behaviors, if the number reaches ten or something serious happen parents are informed. Each week the sheet is given to the head teacher and a new week starts again. Keeping them updated can help on reducing undesirable behavior and encouraging the good ones. Another possible point of view here is that punishment sheets or reward sheets build up a positive relationship with parents (Munn, 1999, p. 21). So, it is very important to provide feedback to pupils and parents as well.

How to reduce undesirable behaviors

According to Sandra.M.Way, in a school when students recognize rules and the interaction teacher-student is positive the chances for students to show undesirable behavior are lower. While on the other hand, if a school full of rules and high discipline, it brings more undesirable behavior not less (Sandra.M.Way, 2016). Moreover, it is very important that teachers let the students know earlier about the consequences of their actions before making their choice; it will help reducing undesirable behavior. So, Mah suggested that by trying to make them think of what happened can help improve their behavior, informing them of what is going to happen next depending if their behavior is good or not can help improving undesirable behavior, using warnings to remind them about the consequences can help as well (Mah, 2007, p. 25). Solnick, identifies that ''Time out'' is considered to be one of the most used strategies to reduce undesirable behaviors. Time out means removing privileges or missing out things the student enjoy because of undesirable behavior. He suggests that teachers that are using punishment as a way to reduce undesirable behavior they should observe the children's behavior while they are isolated because if they find it preferable and they feel comfortable getting punished through that way, the time out punishment

it's not going to be effective (Solnick, 1977). Moreover, Mah suggested the theory of "Think about it''. "Think about it" or "Think about what you did" can be an effective way to make the children think and understand why they are time out now, so they can realize that it was because of their actions that they are punished. So, when the teacher goes and asks the child what happened, he has already thought about it earlier and he does not want to be in trouble, so he is going to tell what he did, and after that he will ask for forgiveness and then nicely he will ask if he can join the rest of the class (Mah, 2007, p. 34).

In addition, the theory of "How would you like it if…" asking them how you would like it if someone at home hits you, of course, they would stop for a minute and think that no one likes if someone hurts you. However, still we can't think that the other child will understand immediately how his friend is feeling. It needs a little bit of guidance, so asking them questions like: Do you think your friend's likes you to hurt them, how do you think it feels when someone hurts you. Then you ask about, how about someone hurts you would that be alright for you and you can explain it feels very bad in this way "empathy" to understand each other will rise.   Somehow, it is going to help the children so they can find common feeling with their friends (Mah, 2007, p. 37)

1.1.4. DATA ANALYSIS OF "THE EFFECT OF REWARD AND PUNISHMENT ON PUPILS AT PRIMARY SCHOOL PUPILS''GRADE 1-3 AT MEMORIAL INTERNATIONAL SCHOOL OF TIRANA

1.1.5. The results obtained from teachers questionnaires

The use of reward and punishment in the classroom provides many benefits as for the students and for the teachers as well. The questionnaire has ten questions which will be explained below to have a better understanding of the responses. The questionnaire was given to four primary teachers at first, second and third grades. What makes this survey interesting is that the teachers are Albanians and foreigners, their answers were very interesting and helpful which made possible this study.
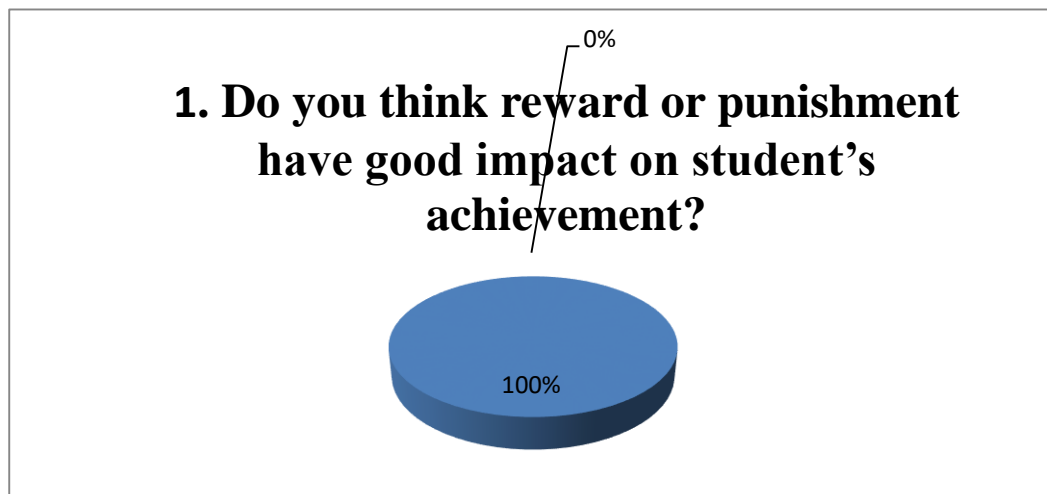

1. Do you think reward or punishment have good impact on student's achievement?

0%

100%

Figure 1

According to the survey result on the first chart, all the teachers stated that either reward or punishment have a good impact on students achievement.

This chart shows that reward and punishment are great strategies to be used in the classroom.
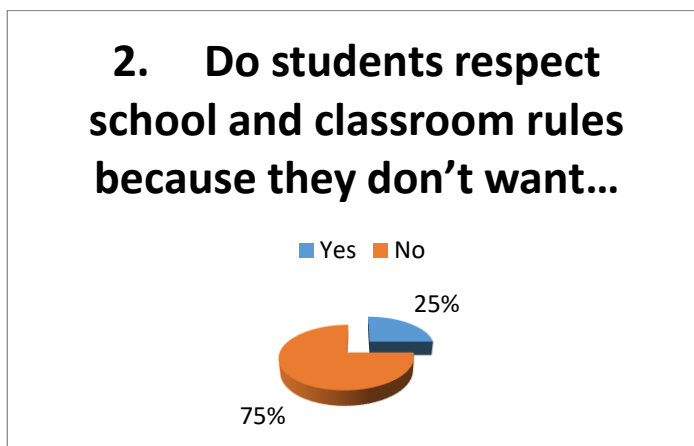
2. Do students respect school and classroom rules because they don't want…

■ Yes ■ No

25%

75%

Figure 2

It is clearly seen in figure 2, that out of 4 teachers 3 of them disagree that students respect school rules because of fear. Only 1 of the teachers agrees that punishment can have an impact on students to respect school and classroom rules. The answer to this question shows that students are taught to evaluate school rules not by fear but through respect.
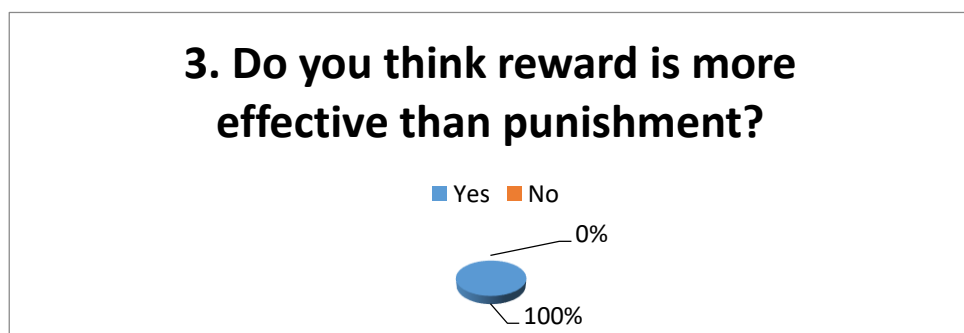
3. Do you think reward is more effective than punishment?

■ Yes ■ No

0%

100%

Figure 3

As shown in figure 3, 100% which means all of the teachers stated that reward is more effective than punishment. One of the first year teachers

said that reward is more effective to shape behavior, making them feel good and wanting to do more to improve themselves being better. Another teacher added that researches indicate positive rewards have a greater impact even though they must both be present reward and punishment. Similarly, two other teachers said that a teacher should reinforce positive behaviour and not punish. The answer of this question shows that reward is more effective than punishment.
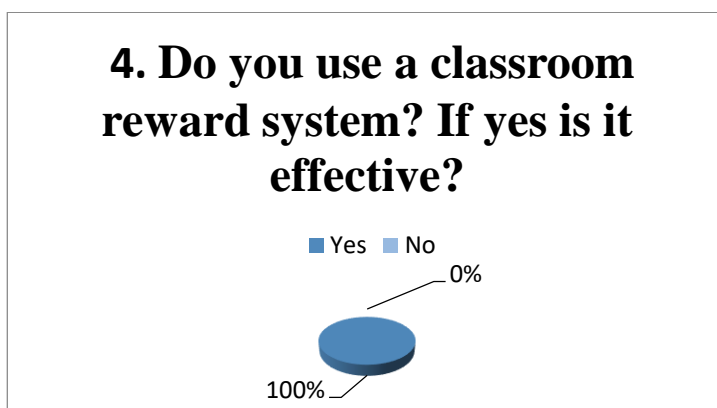

Figure 4

Regarding to the fourth question in figure 4, 100% which means all of the teachers stated that all of them use a reward system in the classroom. They mentioned that it is effective, and it helps students shaping their behaviour not their results. The answer for this question shows that a classroom reward system is used in the classroom and it is effective.

5. What about an individual reward system? If yes, is it effective?
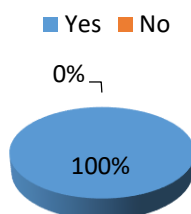
■ Yes ■ No

0%
100%

Figure 5

In figure 5, 100% which means all the teachers stated that they all use an individual reward system reporting that it is effective. One of the teachers at second grade said that an individual reward system can meet a student individual needs, interests and goals. Similarly, two other teachers stated that a classroom reward system should address individuals and groups, especially for young learners.

6. Do you see punishment as a solution to decrease undesirable behaviours?
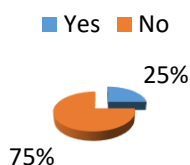
■ Yes ■ No

25%
75%

Figure 6

The figure nr 6, shows that out of 4 teachers 3 of them do not really see punishment as a solution to decrease undesirable behaviours. Only 1 of them said that punishment can be a solution for that. The answer to this

question is that natural consequences are more effective, and punishment itself can't be considered as a solution.
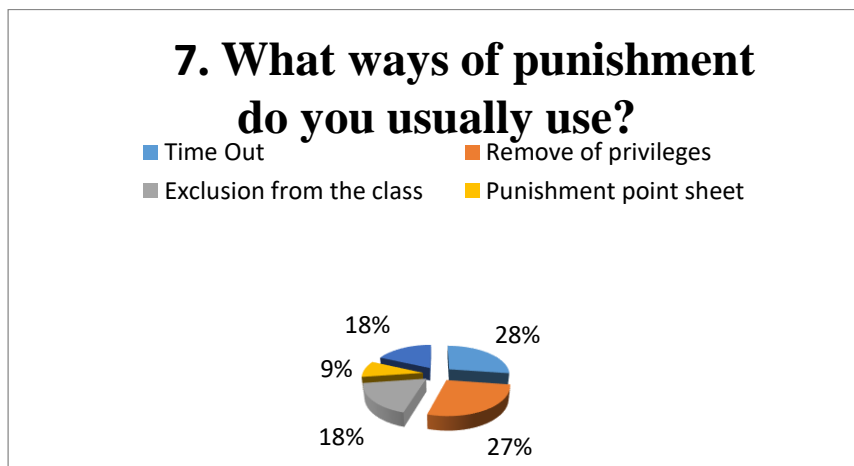

Figure 7

The above chart on figure 7, shows that out of four teachers three of the teachers answered that they use time out and removal of privileges as a way to punish undesirable behaviours. 2 of them said they use exclusion from the class sometimes as a way of punishing undesirable behaviours. Only 1 of them is using a punishment point sheet. 2 of the teachers were using even other ways of punishment as well. The answer to this question shows that different teachers choose different ways of punishment but the most used ones are time out and removal of privileges and sometimes exclusion from the class.

8.   Which is more motivating? Why?
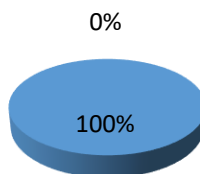
Figure 8

In this chart in figure no 8, it is clearly seen that 100% which means all the teachers agree that reward is more motivating then punishment. One of the first year teachers said that reward makes them feel good, making them want to do more, which means it is continual improvement. On the other hand, another teacher at second grade added that you can't expect to motivate students out of fear. The answer to this question is that reward is the best way to motivate your students to have a continual improvement. Motivating and wanting them to be successful.

9. What do you use to reward your students?

Figure 9

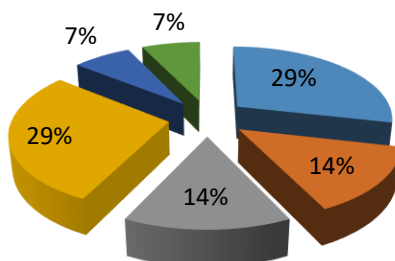Regarding to the chart above in the figure no 9, indicates that 100% all the teachers use stickers and giving them the right to choose what to do next as a way to reward their students, 2 of them has chosen the free time to draw and reward stickers sheet as a reward system. Only 1 of the teachers has chosen to get a price from the price box and the last answer all of them. The answer to this question is that all the ways of reward mentioned above can be applied by the teacher in the class.

10. What do you think is the key for a successful class management?

In the question above teachers were asked to give their opinion for a successful class management. One of the teachers said you can achieve that through knowledge of behaviourism and a student centred classroom. Another one mentioned being consistent, positive model and fair toward students. Furthermore, another teacher mentioned student ownership of classroom and learning, students feeling good about school. Similarly, all of them mentioned positive teacher-student interaction as an important key for a successful class management.

1.1.6. Observation as a way of data collection

The observation took place at Memorial International School of Tirana, at first, second and third grade. During observation, it was noticed that both reward and punishment were present in the learning process. The teacher was very clear in the directions which were given to the students and making them clear of what is going to happen next and that is going to depend on their behaviour only.

Reward had a great impact and it motivated students to do better next time. So, for example, if one of the pupils would be a nice friend the teacher encouraged him to continue doing it, in this way not only that specific student but the whole class learns from that one. On the other hand,

punishment had an impact so if they show undesirable behaviours they would think about what they did and find a solution. So, natural consequences are the best way to learn from mistakes.

Conclusion

As a conclusion reward and punishment have a great impact on education. In this study, the main findings collected from the data analysis show the real effect of reward and punishment has on student's achievement at a younger age. According to many scholars and writers or departments of education mentioned, studies have shown that reward and punishment have a great impact on students. Both reward and punishment must be present during the education process, therefore teachers should be very careful when and how to apply them. On one hand, many scholars and writers agree about the fact that reward can be more motivating and can help increase intrinsic motivation. On the other hand, others suggest that punishment can help reduce undesirable behaviors especially by using methods such as making them think on what they did that they are in trouble now and what they need to do to fix the problem. Also, teachers should have the appropriate training and methods in order to deal with different undesirable behaviors from the students.

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Kristina Shyta

MSc.Eduina Maksuti

The perception of albanian society for children with down syndrome: young people ability to bring to life a child with down syndrome.

Abstract

This study targets individuals with Down syndrome and people dealing/taking care of them. The research focuses on the factual idea, if our society is ready to discard prejudices on children with Down syndrome, and also to figure out what is the possibility to influence the others with their negative or positive perception. The instruments used are closed-ended questionnaires at the "Beder College University" and 'Aleksander Moisiu University' for student in Bachelor at the Department of Education Sciences with a sample of 133 students. The basic data as primary research is taken from parents that have children with Down syndrome who can better understand and explain the challenges that they face. Most of parents are initially shocked when they learn that their child has a Down syndrome. The overtaking of the first difficulties is accompanied with another feeling of love and gratefulness by understanding that their child is just like the others.

Actually, this is the focus of this research, emphasizing the fact that Down syndrome is not an illness, it is just a developmental disability and the society must treat such a category equally with the other children and not prejudicing them. Conclusion is that, unfortunately our society is not ready to bring to life a child with Down syndrome. And they still do not know what Down syndrome in the reality means.

Literature Review

According to Berndt, people with disabilities are like the normal people, but differ only in the performance. All people in terms of their development process stand in a linear straight line and differ only from the place they occupy in this straight line, which means that they can be standing in the beginning or in the later parts of it, it does not matter, what matters is that they are in a straight line, equal, in a place where everyone can develop, although everyone is different. So people are not born outside the norms, but it is society that makes them to be outside of them. (Analysis of the history of educational development of children with disabilities in Albania during 1945 – 2011, pg10).

'Stop thinking in terms of limitations and start thinking in terms of possibilities', says Josephson. (Terry Josephson, 2019)

Religious model suggests that disability was considered a condemnation and a curse by God and the society despised, denigrated individuals with disabilities, even condemned them through various forms of punishment. In other countries, people with disabilities were considered devoted and executed. In the early middle ages, the treatments of these individuals were originally driven by mercy and pity, and were viewed as worthless or not important, and as a burden to our society.

In the biological model people with disabilities began to be treated as sick people and disability began to be treated as a disease, making their treatment and assessment more human.

Social model tells that these persons were diagnosed and on the other were excluded as members of society or community. They were divided into large groups and treated simply for their vital, utilitarian needs, thus being excluded from social life and from the circle of society. (Analysis of the

history of educational development of children with disabilities in Albania during 1945 – 2011, pg10)

Methodology

For the purpose of this study, a quantitative and qualitative design has been used. The instruments used are questionnaires carried out at the "Beder College University" and 'Aleksander Moisiu University' for student in Bachelor at the Department of Education Sciences with a sample of 133 students. The questionnaires include eleven closed-ended questions and one open-ended question where they can give their own opinion about what is Down syndrome.

The questionnaires include eleven closed-ended questions and one open-ended question where they can give their own opinion about what is Down syndrome.

Hypothesis

Does our society have a positive perception for children diagnosed with Down syndrome?

Hypothesis problem

The latest 10 years, have been seeing some cases when the ladies that were informed during their pregnancy that their child is diagnosed with Down syndrome, they have decided to take him off because they thought that he will be born with an 'illness' and their family were going to suffer from him

all the time. And being afraid from children with Down syndrome, prejudging them, calling them 'ill' or 'stupid', is a huge problem of our society that we face all the time in nowadays.

Research questions

1. Are young people aware for individuals with Down syndrome?
2. Does the background of people affect their perception?
3. Are they prepared to bring to life a child with Down syndrome?

Aim of the research

The aim of this research is to raise awareness in our society that Down syndrome isn't an illness; it is just a developmental disability and we don't have to do labeling, not only for them but also for other children with special needs. Even it isn't curable, in many fields, they can develop during their life with support and we must be aware that they are normal like the rest of us.

Objectives

- To understand that disability is not an 'illness'.
- Should understand that our life may be more beautiful if we don't kill them.
- To know that only people change the nation future.
- To tell that seeking help at a psychology is the best thing you can do for your child.

Obstacles

- Some students don't want to give their opinion because are afraid of prejudgments.
- Some questions may be misunderstood.
- A major number of students trick by searching on the internet about Down syndrome.
- The biggest part of our society is very poor in their heart and mind, they don't see those individuals with emotion intelligence.

Results

While analyzing the results of the questionnaires it can be seen from demographic questions that 127 students are females and 6 males, 88 students study education and 45 psychology. Their age consists from 18 years old to 45 years old. Other answers are as follows:

- Do you think Down syndrome is an illness?
  Yes 44*(33.1%)* No 89*(66.9%)0*
- Do you think that our society is ready to bring to life and also to carry for a child with Down syndrome?
  Yes 62 *(46.6%)* No 71*(53.4%)*
- Does everybody can be with Down syndrome?
  Yes 102*(77.9%)* No 29*(22.1%) (2 didn't answer)*
- If the first child would be with Down syndrome, will be the same the second child?   Yes 5*(96.2%)* No 126*(3.8%) (2 didn't answer)*
- Is the age of mother a factor that causes Down syndrome?
  Yes 57*(43.2%)* No 75*(56.8%)*
- Do you ever think for the babies you will have in the future?

Yes 121*(93.1%)* No 9*(6.9%) (3 didn't answer)*

- If in the 3rd month of pregnancy will be noticed that the baby has Down syndrome, would you keep him/her?

  Yes 76*(58%)* No 55*(42%) (2 didn't answer)*

- On the other hand, what if you will be noticed that the child has diagnosed with Down syndrome after birth, would you abandon him?

  Yes 4*(3%)* No 129*(97%)*

- If your partner would think the opposite of you, would you accept it?

  Yes 113*(87.6%)* No 16*(12.4%) (4 didn't answer)*

- Would you seek for help to a psychologist?

  Yes 125*(94%)* No 8*(6%)*

- Do you think it is the best way to keep him in the institutions?

  Yes 15*(11.3%)* No 118*(88.7%)*

- According to you, does our society should be more aware for individuals with special needs to be part of our everyday life activities (working, studying, participating, playing, etc.)?

  Yes 132*(99.2%)* No 1*(0.8%)*

Conclusion

It can be said that most of young people are aware about individuals diagnosed with Down syndrome, and their background is a good indicator for their opinion.

Fortunately, our society does not feel embrace to seek for help to a psychology.

According to the answers our society is not ready to bring to life and to carry on for a child diagnosed with Down syndrome.

Recommendation

It is recommended to have a specific lesson in public and private high schools, so that starting from adolescence, people would be more aware for children with special needs and the perception of our society would be better than nowadays. A meeting could be arranged with directors of high schools in order to plan the proper procedure for this step.

We, as a society have to learn how to care for children with special needs even in daily life, to treat them with love, kindness and empathy, as it is a case that every family can be touched. Maybe, only by this way our society would reflect by making a real inclusion.

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[i] William E. Cain points out that some phrases and sentences Hawthorne used in his letters to his future wife Sophia Peabody while he was at Brook Farm prove to be very close to certain parts of the text of *The Blithedale Romance*. "The letter of April 13, for example, refers to Hawthorne's arrival in a snowstorm (see chs. 2 and 3), alludes to the Pilgrim settlers (chs. 2 and 14), mentions a cow kicking over a milk pail (ch. 8), comments on the kindly Mrs. Barker (Mrs. Silas Foster in ch. 2), and records the demands of manual labor (chs. 8, 10, and 24)", (Cain, 1996, p. 415).

[ii] Hawthorne's letters sent to Sophia Peabody reveal his changed vision of Brook Farm.

April 13th 1841: "Belovedest, I have not yet taken my first lesson in agriculture, as thou mayst well suppose – except that I went to see our cows foddered, yesterday afternoon. We have eight of our own; and the number is now increased by a transcendental heifer, belonging to Miss Margaret Fuller. She is very fractious, I believe, and apt to kick over the milk pail. Thou knowest best, whether, in these traits of character, she resembles her mistress. Thy husband intends to convert himself into a milk-maid, this evening; but I pray heaven that Mr. Ripley may be moved to assign him the kindliest cow in the herd – otherwise he will perform his duty with fear and trembling".

April 14th 1841: "Sweetest, I did not milk the cows last night, because Mr. Ripley was afraid to trust them to my hands, or me to their horns – I know not which. But this morning, I have done wonders. Before breakfast, I went out to the barn, and began to chop hay for the cattle; and with such 'righteous vehemence' (as Mr. Ripley says) did I labor, that in the space of ten minutes, I broke the machine. […] After breakfast Mr. Ripley put a four-pronged instrument into my hands, which he gave me to understand was called a pitch-fork; and he and Mr. Farley being armed with similar weapons, we all three commenced a gallant attack upon a heap of manure . […] Pray heaven that this letter retain none of the fragrance with which the writer was imbued. […] Dearest, I shall make an excellent husbandman. I feel the original Adam reviving within me".

September 3rd 1841: "The real Me was never an associate of the community; there has been a spectral Appearance there, sounding the horn at day-break, and milking the cows, and hoeing potatoes, and raking hay, toiling and sweating in the sun, and doing me the honor to assume my name. but be not thou deceived, Dove of my heart. This Spectre was not thy husband. Nevertheless, it is somewhat remarkable that thy husband's hands have, during this past summer, grown very brown and rough; insomuch that many people persist in believing that he, after all, was the aforesaid spectral horn-sounder, cow-milker, potato-hoer, and hay-raker. But such a people do not know a reality from shadow." (Hawthorne in Cain, pp. 416 – 421).

[iii] Nathaniel Hawthorne in "The Custom House", the introductory sketch of *The Scarlet Letter*, explains that romance could be considered "a neutral territory somewhere between the real world and fairyland, where the Actual and the Imaginary may meet and each imbue itself with the nature of the other" (Hawthorne, 1994, 31). Consequently, he made a distinction between romances and novels, pointing out that the latter ones "aim at a very minute fidelity, not merely to the possible, but to the probable and ordinary course of man's experience" (Hawthorne in Cowley, 1979, p. 562).

It is worth mentioning that Evert A. Duyckinck, one of the most prominent intellectuals of the period, was the first critic to call *The Scarlet Letter* a psychological romance. In his review published in *The Literary World* on 30th March 1850, he wrote the following: "*The Scarlet Letter* is a psychological romance. […] It is a tale of remorse, a study of character in

which the human heart is anatomized, carefully, elaborately, and with striking poetic and dramatic power" (Duyckinck in Kesterson, 1988, p. 23).

[iv] Edgar Allan Poe considered the tale to be the outmost form of fiction requiring from a half an hour to one or two hours to be read at one sitting. He laid foundations for his theory of the tale on "lucid and far-reaching aesthetic principles", demanding a short prose narrative which ensured both "high excitement in the reader and maximum artistic control by the writer" (Silverman, p. 9). In a typical Poean tale, every part of it has to function properly and fit in a previously prepared plan, thus contributing to the unity of effect.

[v] Evert A. Duyckinck proved to be one of the most outstanding and influential American intellectuals of the period. "The truth is that at heart he [E. Duyckinck] was a man of culture – gentle, bookish, but patriotic enough to be worried, even without external provocation, about how this boisterous land would ever be civilized. […] His mission was to cultivate taste. Hence, he declared early in his career, an American critic must employ simultaneously two methods: first, the synthetic, by which he takes the poet's own words, proceeds with him in the development, and lets the author do the teaching: second, the analytical, which explains an author's departures 'from any law of natural growth'. If American literature was to come of age, there had to be in New York a critical journal capable of the synthetic, but courageous enough to exercise the analytical method" (Miller, 1997, pp. 75-76).

[vi] See: Miller (1997).

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