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ECO'S INTERPRETATIVE NATURE OF THE TEXT AS A SEMIOTIC STRATEGY

Bujar HOXHA [a]

Abstract
The aim of the present text is to elaborate some of the textual strategies as explained in Eco (1994). The focus shall be on their semiotic status, as a tool towards differentiating the various sorts of artistic writing. Instancing the "model" and "empiric" reader, Eco has not only created the mentioned strategies but has developed a revolutionary pedagogics in the comprehension of modern poetics. I aim in turn to number such strategies, so as to develop an interpretative theory of the text. Besides its ontological understanding, semiotics today cannot do without its epistemological comprehension: it is for this reason therefore that Greimas (1973) here shall represent a tool to expose such theoretical postulates to a semiotic representational methodology. My aim is to advocate the "indetermination" of a work of art as rightfully defined by Eco (1962), for the sake of a semiotic comprehension of various artistic expressivities.

Keywords: *semiotics, reader, text, interpretation, philosophy.*

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1- INTRODUCTION

The multiplicity of a semiotic comprehension of various life spheres (that can be documented by Eco's contribution to semiotics in general) [see, specifically: (Eco, 1976)], allows us to treat one of its components that is widely treated by Eco: the narration process itself. As is otherwise known, the term is of Latin origin, and is used also in psychology and psychiatry [see:(Schwartz, Luyckx, & Vignoles, 2011)], as well as in artistic articulations, literature and other social contexts. The term is furthermore used for other goals in the mentioned spheres: for instance, seeking the patient's activities in the near and farther past, so that a therapist could assign the appropriate method of a possible recovery of determined pathologies. It should be understandable, in conclusion, that semiotics uses the term metaphorically, in an attempt to expose such "realities" which can be conceived of in the world of human creativity.

My aim here, therefore, is not an explication and elaboration of the term in various scientific contexts, but is instead its treatment in the frames of semiotic study as an academic discipline. If one sees this phenomenon in such a context, then one should be aware of Umberto Eco's contribution to it in the frames of text study and textual strategies, with a special attention to the artistic expression. In conclusion, in order to reach a narration process in terms of artistic expressions, as we noted, one needs to be aware of the textual strategies as used in Eco. My aim is to present a part of "his theory" [for instance such as exposed in:(Eco, 1994a, 1994c)], so as to approach the anticipated goal of the present text.

1.1.TEXTUAL STRATEGIES AND THEIR SEMIOTIC RELEVANCE

The methodological approach of the present text shall be principally based on the structural and post-structural approaches to semiotics. The aim is to present some of the definitions of the notion of the text, in the way as they are given by Eco, so as to expose them to a semiotic representational methodology. Naturally, there are some reasons which drive us to such a methodological approach, which belong not only to semiotics (and/or semiology in other instances), but as well to literary and other arts' theories, among other related fields. Let us number some of the reasons here:

1. The contribution of the Russian Formalists [see: (Beker, 1986)] introduced the earlierestablished dichotomies, for the purpose of extending the domain of

semiology eveninto artistic expressions. Namely, initially, inspired by Saussure's semiology [see:(Saussure, 1959)], they distinguished between form and content. Not only that then itwas a widely used concept in the linguistics of science, but it also became an integralpart of literary studies, critique, and other interrelated disciplines within humanities ingeneral. Naturally, other scientists have further enlarged its domain: thus performingempiric studies in the fields of discourse analysis, as well as text analysis in theframes of other sorts of artistic expressivities, as well [as can be exemplified, forinstance, in:(Chatman, 1978)].

2. After a basic semiotic function had been absolved, (in the sense that can beexemplified within Russian Formalists in regard to the artistic expressivities, especially), narrative structures were created as an innovative tool in textual semiotics, so as to demonstrate a way and/or a method of a contemporary art's articulation. Greimas's contribution specifically in this sense of the word, brought about the "subject" notion into the semiotic method [see: (Greimas, 1973)], which enabled the deduction of semantic units. Or, in other words: his theory initially was dedicated to a text study, and then was extended to other social phenomena, which then became exposable to a semiotic analysis: thus, further extending semiotics' domain, even in such sort of complexities as "modalities" and "modalization" processes. Consequently, such theory as developed by Greimas and Fontanille (1993), aimed at deducing passions out of the initially established dichotomies, which contributed to analyzing even realistically "lived" social contexts. In conclusion, therefore, towards the end of the previous century not only was a clear-cut distinction between "semiology" and "semiotics" demonstrated, but as well the field of semiotics, as inter-disciplinary as it is today, could be seen either from the ontological or epistemic point of view. Our discussion here, as should be understandable, shall be concentrated on the semiotic interpretation of the text, as a tool for decomposing and fragmentizing semiotic totalities, aimed at constructing a "semantic universe," as after all is shown by a revolutionary contribution to semiotics by Greimas (1973), and Fontanille [see: (Greimas & Fontanille, 1993)].

Owing to the fact that our main preoccupation here shall be Eco's contribution to text theories, we consider that a significant issue to discuss is exactly a textual strategy as conceptualized by Eco, including as well what he intended by an "encyclopedic knowledge"

2-THE "ENCYCLOPEDIA" AND THE INTERPRETATIVE NATURE OF THE TEXT

The aim of the present part of the text is to present at least some of Eco's definitions in relation to the text and textual theory in semiotics. It is also to remark that an important contribution to it has been given by Barthes, [see:(Barthes, 1953, 1974)], if seen from the point of view of decoding various artistic messages. Prior to discussing other authors, let us explain Eco's prospective on the text study.

According to Eco, an encyclopedia represents all we have to know about the text or, in other words, our knowledge (of the reader), or the contextual background in relation to a certain text. In Eco's words:

The Author has thus to foresee a model of a possible reader (hereafter Model Reader) supposedly able to deal interpretatively with the expressions in the same way as the author deals generatively with them. (Eco, 1984:7)

As can be seen, by "an encyclopedic knowledge" Eco intends the creation of a textual strategy, which assists at decoding a text. In this context, "a model reader', as we shall try to explain later, refers to the one holding the competence of reading a determined text.

One asks then: in what a way is such a reader conceptualized? By the "competence" of the reader one should understand a metaphoric assessment of his overall knowledge: a "reader" who would possess the knowledge as well as the context of a given text. Let us attempt a further elaboration of this notion.

Each sort of text, if one pertains to Eco's provisions, represents a sort of "encyclopedic knowledge", owing to the fact that the text itself is presented in a form of a totality or a wholeness. Not only is the text a part of the abovementioned notion, but so too are the co-text and/or "the embedded text" as well. The "inter-textual" references, or fragments of the text "embedded" into the main text, are otherwise a characteristic of a modern prose writing. All of these, as "parts" and/or "fragments" of a totality of a text,

represent various relations and relational attitudes in regard to the text itself, and are therefore an integral part of the semiotic method [see among other related issues; (Deely, 2009)]. One can naturally document this by Eco's artistic production (which shall partially be presented here), in an attempt to show a practical applicability of "Eco's theory." This will contribute to the notion of the "indetermination" of a work of art, which shall be elaborated further in the text [see: (Eco, 1962, 1989)]. If one has to take into account other communicational and semiotic theories as related to the text, then such conceptualized wholeness would take the following shape:

"In such a way (and, this should be intended as a textual theory of the second generation), the codes' theory and the text theory, seem to be strongly interrelated. In a semantics which is oriented towards its textual actualizations, the "sem" should appear as a virtual text: and a text is nothing more than an extended sem (it is as a matter of fact, a result of the expansion of many semems; although it is theoretically productive to presuppose that such semems can be reduced to the expansion of one and only central semem)" (Eco, 1994a) [the translation is mine; italics, as in the original].

As can be seen, Eco here interconnects two different theories, to which he himself has dedicated a considerable number of written pages. If one looks closely at both theories, it is worth noting that the first one, as is clear, originates from the informational processes [such as once established in: (Shannon & Weaver, 1948)]. Notwithstanding this fact, Eco has enlarged and further specified such processes' domain, within human inter-relationships as well [see:(Eco, 1968, 1976)]. In "his theory" one can document such informational and communicational processes applied even in contexts which, semiotically speaking, can be intended as narrative structures in the Greimasian sense of the word [the paraphrase is mine; see: (Greimas, 1973)]. Therefore, not only a mathematical provision of a "code" concept could be applied, but "encoding" and "decoding" as well and, according to Eco, may refer to other contexts: such as for instance, artistic ones. In such cases naturally one may gain unequivocal signs, instead of precisely deducted semantic units. This last assertion entails referring to various Greimasian concepts (such as the "sems" themselves, or the tiniest semic units), which additionally evidence the creation of a trajectory, as an integral part of the process of rendering "semiotic objects" narrative. How does one conceive of this? How does the text become semiotically "readable," and interpretable? In order to answer these questions, we have to explain some textual strategies, in the way they are explicated by Eco himself.

2.1-THE MODEL READER

In order to conceptualize a strategy, which would pertain to a semiotic comprehension of the text (and the text study), specifically referring to the narration process as a tool, Eco proposes creating, and/or founding a "model reader" [in the way as explained in: (Eco, 1994a)]. One logically asks: why should such a strategy be necessary? After all, how do different parts of the mentioned concepts correlate for the aim of obtaining a semiotic relevance? As should be understandable, answering these questions requires elaborating some scientific notions, as explicated by Eco himself.

First, when narrating, authors may use various techniques: either speaking in the first or third person singular, or using the present or past [in the sense that can be seem in: (Eco, 1994c)]. Why should this be relevant after all? Narrating in the present perfect tense, (as examined in Eco), gives the reader the impression that a determined event is durable and continuous. It therefore also implies the curiosity and the will of the reader to "read" and "explore" more in a given artistic text. Second, such durability will enable including "other" timelines of the story narrated, but as well will enable disclosing various formal aspects of the text, which shall render it a semiotically treatable entity. In that sense of the word, we usually ask first: who is narrating? The question naturally entails a twofold comprehension: one which shall pertain to its denotative meaning and a second one, which shall pertain to its connotation. All of this: but for what reason?

Rendering the text metaphoric or encoding it (if one pertains to semiotics "proper") is a task of the author, above all. As is evident, an artistic text of whichever kind (one should here consider that each and every artistic genre is capable of narrating) would presumably use "acts of speech", "fragments" inter-textual interventions, instead of purely denotative and precise sentences. The aim is naturally, the aesthetic component, which contains its uniqueness for the aim of a supposed "difficulty" in decoding its messages. After all, this is one of the significant tools to render a message artistic. This sort of semiotic understanding for the purpose of comprehending the method and/or the "way" of art's creation is widely used in Eco's theoretical provisions [such as can be seen in: (Eco, 1994c, 1994b, 1994a)]. It is from the aforementioned principles, which belong to the semiotic method, that "the Model reader" and "the Model Author"

emerge. Rendering both notions scientifically useable and applicable, as a matter of fact, means organizing a text semiotically. As is otherwise observed by Eco (1984):

To organize a text, its author has to rely upon a series of codes that assign given contents to the expressions he uses. To make his text communicative, the author has to assume that the ensemble of codes he relies upon is the same as that shared by the possible reader (Eco, 1984:7).

Eco here explicates what a "model" reader represents. It means: establishing a "possible" reader, on the part of the author, is a tool which assists at a proper reading of what the author intends to say. Not only does this technique facilitate reading, but it entails other processes which we have described above, in the sense of narrating or creating the contents of the story narrated. It thus advances the dichotomy between story and discourse. Thus the codes' theory is competent for the chain of meaning units which we obtain as a result. Only in such specific contexts, it gives a chain of trajectory, deducible, according to their different meaning(s). There are two issues to keep in our minds here: first the formal aspect of the text, and second the meaning itself, which otherwise pertains to the transformation of different semantic units, thus being in compliance with Greimasian theories.

Let us give some examples. In order to understand "the role of the reader", as Eco also expresses himself, one has to differentiate between two readers: the "model" one and the "empiric" one. If, on the one hand, a "model" reader is the one who shares the competence of the real author, then logically on the other, an "empiric" one is one who does not. Creating and reading a work of art comprehensively, means co-participating in its creation, with the aim of making it "readable", or as Barthes expresses himself "readerly" [see: (Barthes, 1974)]. Thus, we come to the "model" reader's notion. Consequently, as has been clarified by Eco himself, this is an invention of the real author of the artistic work.

2.2-THE MODEL READER: A REAL OR AN IMAGINARY ONE

The key question to which Eco implicitly answers considers the issue of whether an author imagines these kinds of readers [at least, according to:(Eco 1994a)], or they realistically exist. The question which we attempt to respond to here is: from where does a work of art emerge? Is it that the author's creation brings it to reality, or the process itself, in which it has been created, and/or thought of? Moreover, is it true that authors usually include facts from their realistic lives? What is it that an author

"adds" to the work of art, besides realistically lived events? Eco gives response to such questions elsewhere [see: (Eco, 1962, 1994a)] as well, among the related topic which we discuss in the present text.

One more question however which we have to advance now is the following: is this situation not in compliance with Eco's well-known discourse on the relation between reality and fiction? Such a context can be encountered in Eco's narrative artistic creations, where there are realistically "lived' situations described (even in terms of documenting determined historical periods of human existence), but as well, such situations are given fictive components, aimed at well-established goals in Eco's writing. The dialogue between Adson and William in "The Name of the Rose" [see: (Eco, 1980)] is an instance of this.

We emphasize the following: that such categories, as a matter of fact, contain their scientific validity; they represent facts (either intended in their artistic sort of production or as theoretical entities) which, all in all, finally contribute to a semiotic approach to literary theory, among other related fields.

In order to answer some of the above enigmas we shall quote Eco, who says that a Model Reader, has "to know everything, as his power is encyclopaedic" [the paraphrasing is mine]. Therefore, we cite the following:

Many texts make evident their Model Readers by implicitly presupposing apertis verbis a specific encyclopaedic competence. (Eco 1984:7)

What is the encyclopedic competence Eco talks about? The same one we have mentioned in relation with the wholeness of the text, and/or in relation to the culture context one has to possess in the event of creating an artistic text. In this situation, such competence—which can be imagined by the real author—is that of the Model Reader, aimed at a text's creation, as we already emphasized. Because of such formatting and/or the creation of a determined text, the real author needs the Model Reader. Thus, it can be concluded that this tool is an invention, a fiction of theoretical importance which serves as a textual strategy, with the sole aim of rendering the text narrative or, speaking more generally, rendering it a semiotic entity.

The Model Reader must come into existence for the text creation, because of the mentioned competence. Here is what Eco has to say:

To foresee the proper Model Reader doesn't mean only "hoping" that he/she exists, but it means moving the text into the creation mode. Not only that a text relies on, but it contributes to producing a competence. (Eco 1984:7)[b]

It is the real author of the work then who imagines having a Model Reader. Such a conclusion rests on firm ground, as it serves the real author for creating a textual strategy. The role of the Model Reader therefore is of twofold nature: first, it is owed for technical reasons for the creation of a textual strategy, and second, it is owed to the competence of the reader. Only a "professional," i.e. a well-prepared realistic reader is able to create a textual strategy out of the Model Reader in order to make himself/herself readable and/or "competent".

2.3-ANOTHER KIND OF TEXTUAL STRATEGY: THE MODEL AUTHOR
2.3.1-OPEN TEXTS

We have to clarify the following: there are open and closed texts. An open text is a text which can be read and interpreted in cooperation with the reader, whereas a closed text is such a text that does not possess that possibility. Although such problems have also been treated by Barthes as well (some of which have already been mentioned), our duty here is to explicate the gradual procedure which brings us to the Model Author. Here is Eco's explication concerning the openness and closedness of texts:

Nulla e più aperto di un testo chiuso. Salvo che la sua apertura è effetto di iniziativa esterna, un modo di usare il testo, non di esserne dolcemente usati. (Eco, 1994:57-8)[c]

Or:

Nothing is more open than a closed text. The difference lies in the fact that its openings have an external initiative, a way of using the text; but they are not sweetly used [the translation is mine].

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[b] *A part of this citation is my own translation. The English version says: "But at the same time (...) text create the competence of its Model Reader" (7).*

[c] *I have used the Italian original here, as Eco's translations have been updated with new information. Therefore, I considered that the original source would originally transmit Eco's message.*

We hope it is now clearer what a closed text is. Eco shows it to us in an allegorical way: if there is not any external factor (and/or a reader) to open the text, it will remain closed. What does Eco mean by this? He asserts that the "intervening" will open it, and/or the presence of the real author through the Model Reader. The Model Author, on the other hand, will be capable of—and competent for—the various digressions, implications, allegorical references, addition of another timeline of narration etc.: components which otherwise contribute to the openness of a text.

Here is what he defines as an open text:

(…) Decide (ecco dove la tipologia dei testi rischia di diventare un continuum di sfumature) sino a che punto deve controllare la cooperazione del lettore, e dove essa va sucitata, dove va diretta, dove deve trasformarsi in libera aventura imperativa. Dirà /un fiore/, e per quanto sappia (e voglia) che dalla parola si levi il profumo di tutti i fiori assenti, saprà per certo che non si leverà il bouquet di un liquore ben stagionato, allargherà e contrarrà il giocco della semiosi illimitata come vuole. (Eco 1994:58)

Here is the same in English:

(The real author)[d] Decides (here is the point where the text typology risks of becoming a continuum of tiny ornaments), to what an extent should he control the reader's cooperation, where should it be a direct control, where it should finish, and where should it transform into an imperative adventure. He will say /a flower/, if he wants to know (and he wishes to know) that from the word the aroma of all absent flowers will come, he will be naturally sure that it will not be the bouquet of a good liquor, thus he will enlarge the game of unlimited semiosis the way he wishes. [the translation is mine].

An open text is the one which is open to "digressive interventions." The real author decides whether the temporality (or better expressed: the timelines of narrativity's explicitness) in the work will be of one dimension, or multi-dimensional. One logically asks then: what if another text is embedded into the main text? The conclusion is that it is the author (i.e. the real author) who decides about such matters. The author cannot be "deux es machina, (cannot resolve determined events by God's participation). Or, in other words, the author cannot express full preciseness of events described or occurring in the story as narrated. It is for such reasons that the work created renders itself unique or, in other words, artistic.

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[d] *My note (in brackets). Due to translational equivalency.*

3- CONCLUSION

Everything that is found out from this preciseness and exactness can, according to Eco's explanation, find itself in the frames of the "unlimited process of semiosis" (naturally, referring to Peirce above all) [see:(Hartshorne Charles & Paul, 1960)]; consequently, one operates with such issues in the field of interpretation. Such a confirmation leads us to the hypothesis that the author can imagine many readers in such a context (a fact which, again, is in a close relation with the technique of managing the way of writing), so as to contribute to the formal contents of his/her work. I consider that both terms in question (sorts of readers and authors as a strategy, as well as the process of interpretation) are inter-related and result in a mutual process of semiosis.

One might rightfully ask: why does Eco mention interpretation? The answer is, that because of the fact that within frames of arts, authors, in addition to using stylistic "figures" and/or other connotational references in the semiotic sense of the word (which represent a result of a semantic deduction emerging from encoding and decoding processes), wish purposely to delay the disclosing of the true meaning of the text and/or of their creations. Their aim is, as a matter of fact, to draw our attention to another sort of comprehensiveness, which might seem to readers difficult to decode: the "enigma", or "secret" of their artistic message. Even in the metaphoric sense of the word, it is the task of the "honoured and respected" Reader (in the sense that Eco wishes to express himself: of the "Model Reader") to find out the truth, the author's secret: which is of a semiotic nature.

An open text, as we have attempted to show, is one which allows interpretation. The term, in turn, being of a philosophical provenance, makes a semiotician believe that there can be more than one interpretation. This assertion obviously makes semiotic suppositions complex, on the one hand, but on the other, it renders semantic outcomes visible. It means that it asserts the interpretative nature of semiotics, as well as its omnipresence in almost all life spheres.

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QUILTWORK PATCHES OF IDENTITY. OTHERNESS IN HOOKS' AND AUDRE LORDES AUTOBIOGRAPHY

Tidita ABDURRAHMANI [e]

Abstract

The Self/Other should be considered as an ideological, linguistic, philosophical and social binary that posits a state of ideal existence against one of non-existence. Since the rise of postmodernity, it has come to represent the exclusionary relationship between subjects who occupy opposite positions on the center/margin models of race, gender and power relations. In this kind of opposition, the Self is always characterized as all that is positive, significant and whole; while the Other has come to stand for the negative, insignificant and partial. The Self also represents possibilities for agency and fully inhabited subjectivity, while the Other is dispossessed and incapable of self-actualization. No matter how confounding the bond may sound, collectivity and reliance on the Otherness is seen as the solution to alienation and fragmentation. Several theories of Self and the body claim that the female's attraction for the Otherness should be traced in the biological givens women are provided with: women are meant to be pregnant and to bring to light an Other whom they will love more than themselves, and through whom they will find the way to their real Selves. In postmodernism alterity is used as a substitute term for Otherness.

Postmodern thinkers have almost unanimously rejected the understanding of alterity and Otherness which is found in the dialectic and logic of G.W.E Hegel. Otherness in hooks' terms is associated with the black color trope and the ancestral heritage. Blackness is a fluid, open category that becomes synonymous with the experience of

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exile, pain and struggle. The grandmother and the grandfather are quite important revelation figures in terms of the spiritual and mnemonic heritage they represent. The relational Self in hooks develops along the questioning of the personality, and the acceptance of the irreconcilable character traits. It proceeds then with the possibility for an erasure of the Self, and a possible death and resurrection, and shifts the focus of the attention to the complimentary dimensions of Otherness respectively—Self and the Color Trope, Self and Sexuality, Self and Ancestry, and Self and Nature. Audre Lordes Zami shapes a multifaceted cultural and corporeal Otherness into a coherent subjectivity to the point that what would otherwise be named as Other becomes Self. It is this absorption of the Self that challenges the Western subject-object dichotomy leading to the conclusion that by redefining the Other in ourselves, we can recognize our own Otherness. In accordance with what James Olney states about the absence of a unilinear consistent Self; Lorde assumes that social change, as well as the affirmation of difference and sameness should start from the individual for then being projected into the others that judge him.

Keywords: *otherness, multifaceted, postmodern self*

1- QUILTWORK PATCHES OF IDENTITY. OTHERNESS IN HOOKS'AUTOBIOGRAPHY

The relational Self in hooks develops along the questioning of the personality, and the acceptance of the irreconcilable character traits. It proceeds then with the possibility for an erasure of the Self, and a possible death and resurrection, and shifts the focus of the attention to the complimentary dimensions of Otherness respectively—Self and the Color Trope, Self and Sexuality, Self and Ancestry, and Self and Nature.

As Dorotha Glowacka suggests in her "Anarchic Vision: Occular Constructions of Race and Challenge of Ethics": "hooks' work can be read as a necessary corrective to the proliferating theories of Otherness that have proven insufficiently attentive to the multiplicity and specificity of ethnic, racial, or sexual differences."(Glowacka 2003:2). Considering race and gender as complex cultural constructs, hooks struggles to reclaim the "black woman's visibility in the realm of representation."(hooks 1992:167), and refuses to accept the widely held recognition of having no substantial control over life.

According to hooks, nobody can recognize her better than she can, and nobody better than her can know where she belongs. This confidence in self-definition comes out quite clearly in the episode of her glancing at the childhood photo of a fat baby wearing

a pink dress. She knows that she is not the one in the photo. The real hooks is the one hidden in the mysterious darkness of the cave, the subtle, unrevealed Self finding expression only when absorbed in the fumes and flames of the ancestral fire:

I know this is not me and has never been, for this baby has no hair. Her skull is smooth and shiny like polished silver with black jade for eyes -- this cannot be me. The grownups identify it as me, happy baby, smiling baby, baby with no hair. I know who I am, the one not seen in the photo, the one hiding under the bed, hiding in the dark, waiting for the camera monster to go away. (hooks Bone Black: 146).

Absurd as early childhood recognitions may sound, hooks are never proud and self-confident, always willing to emerge rebellious and problematic. While refusing to do house chores and choosing to read books instead of ironing, hooks shares with us the pain of her difference, the willful sense of Self that drives her to rebel against the people she would like so much to please. Growing awareness about some inherently unacceptable facet of her character makes hooks consider herself as the problem child, the one likely to end up in a mental institution. The sense of estrangement and alienation is such that she starts to believe that she was born into that family and into that community by mistake, and she can never get rid of it unless she is released of self-hate. Most of the time, little hooks feel ignored and invisible, and when they finally notice her, she will be stigmatized as the scapegoat:

She is seeing that the man owns everything, that the woman has only her clothes, her shoes, and other personal belongings. She is seeing that the woman can be told to go, can be sent away in the silent, long hours of the night. (148-9).

Conscious of the connotations of the word scapegoat, she starts thinking of herself as in exile in her own land, and learns that striving to reconcile her warring Selves is no solution. She just has to accept the wilderness within her spirit, and the autumn colors of her existence:

Even though she is young, she comes to understand the meaning of exile and loss [...]. Their world is the only world there is. To be exiled is to be without life. She cries because she is in mourning. They will not let her wear the color black. (130-131).

Whenever she feels that the pieces of her life cannot be arranged into a liberating whole, she challenges death or even thinks of the phoenix metaphor of resurrection as

the most successful way out. She makes this point when reflecting on the act of autobiographical writing:

In the end I did not feel as if I had killed the Gloria of my childhood. Instead I had rescued her. She was no longer the enemy within, the little girl who had to be annihilated for the woman to come into being. In writing about her, I reclaimed that part of myself I had long ago rejected left uncared for, just as she'd often felt alone and uncared for as a child. (159).

The childhood nightmare of coming and finding one's house burned sets the scene for the development of the memoir, and anticipates the awakening of hooks' sense of Self. The idea that the hope-chest has not been completely burned ignites the hope that after every destruction there can come a promising constructive experience. The ancestral spirit invites them not to cry, and to pay attention; while the grandfather makes it clear for the little hooks that once the fire is over, there will be a revival and transformation in the way she views life.

That night in my sleep I dream of going away. I am taking the bus. Mama is standing waving goodbye: later when I return from the journey, I come home only to find there has been a fire, nothing remains of our house and I can see no one. Suddenly they appear with candles, mamma and everyone. They give me a candle. Together we search the ashes for bits and pieces, any fragment of our lives that may have survived. We find that the hope chest has not burned through and through. We open it, taking out the charred remains (hooks Bone Black: 2-3).

At the time when she is desperate enough to long for jumping off the cliff, "the one inside herself. "(181), she experiences an encounter with the priest, the one to predict that her sufferings will come to an end, that her loneliness and outsiderness can be avoided by delving deep into the abysses of the spirit through poetry and writing. It is the priest who, for the first time, will make her realize that she is not alone to experience feelings of solitude and to think of drowning or committing suicide. In spite of his black robe, the priest is one of those people who attempt to view life with rosy spectacles: "For the first time in my life I hear someone say that there is nothing wrong with feeling alone, that he too has been at the edge, has felt the fear of drowning, of being moved toward death, without consciously contemplating suicide."(177).

An important element that lingers for a long time in hooks memory, and that conveys a clue about her world view and racism considerations, is the black color trope. As our eyes grow accustomed to images that reflect nothing of us, blackness is an open

category that becomes synonymous with the experience of exile, pain and struggle. That is the reason why the critical look must: "confront and subvert the commodification of blackness and the seduction of simulacra visibility, in which unique, cultural and historical signification of black experience is compromised."(Murilyani 2004:9).

Practically speaking, the memoir is punctuated throughout with a refrain viewing black as a woman s color and transforming blackness into the color of everyday experience as well as into the feminine jouissance. While trying to arrange the occurrence of this nuance in the protagonist s daily experiences, daydreams and nightmares; we would start with the blackness of the cave, the motherly scoldings not to wear black, the use of the tinge in Mr. Harold s painting classes, and ultimately the encounter with the priest with the black robes. All summarized, black seems to stand for the Other, the unacceptable and the irreconcilable in everyone of us; something we would wish to alter, but without which the I is not whole.

Being forbidden by her mother to wear black clothes just because "black is a woman's color" (hooks Bone Black:176), hooks hankers after this nuance as a part of her ethnic identity. She does not understand why she has to play with a blond and white Barbie doll instead of playing with a doll of her own color. Barbie dolls seem fake to her, nothing like her, so she destroys them: "I had begun to worry about all this loving care we gave to the pink and white flesh-colored girls. It all meant that somewhere left high on the shelves, were boxes of unwanted, unloved, brown dolls covered in the dust."(24). Trying to sketch the landscape of her dream cave, hooks think of black as the starting velour, in particular "bone black"(24) -- a black, carbonaceous substance obtained by burning bones.

In her proceedings with the brushes, "bone black" is an inherent black remindful of the fire, the ashes, and the resurrection.

As Susana Vegas-Gonzales proceeds to argue in her "The Dialectics of Belonging": "Bone Black is hooks own rebirth into maturation. By going inside her inner cave, by being burnt into the fire of redemption, she is reduced to the ashes only to be reborn out of them like the Phoenix."(Vegas-Gonzales 2001:245). She is reborn to a world of potentiality and power, forgetful of the anguished search for a spiritual shelter.

Growing up as a girl in rural Kentucky, on the other hand, increases young hooks' awareness of the racial apartheid system of the South. She experiences racial discrimination in every instance: school, society, and even amongst her own relatives.

She and the other children want to understand Race but no one explains it. They learn without understanding that the world is more a home for the white folks than it is for anyone else, that black people who most resemble white folks will live better in that world [...]. Over the years your bodies become walking autobiographies. (hooks Bone Black 31-32).

The passage from segregation to an apparently successful desegregation is depicted by hooks through bitter realizations of the color complex. Moving out of a segregated school in the neighborhood, into a desegregated high school in a neighboring community, hooks hates being pushed and herded into a mixed community for the sake of integration. Politics and socialization sound less efficient in her dating white boys. They seem all interested in either raping black girls, or treating them like laboratory rats used for testing their parents' feelings of love and discrimination:

Already we feel like cattle, in the stockyard near our house, herded, prodded, and pushed. Already we prepare ourselves to go willingly to what will be a kind of slaughter, for parts of ourselves will be severed to make this integration of schools' work. (157).

She can see that he has demanded that his parents prove they are not racist with actions, not just with words. She admires his parents that they love him enough to act. She tells him later that she will not be his little experiment that he uses to test his parents. Alone in his room, listening to records, she says no to his kiss. (165).

The inborn hatred and fear of whites, and the puzzling implications of the word 'savage', come out more clearly in Chapter 11, while hooks recognize that they "learn without understanding that the world is more a home for white folks than it is for anyone else, that black people who most resemble white folks will live better in that world."(31). Intra-racial desegregation, rather than interracial one, seems the most difficult and painful to be achieved as hooks feels forced to obey all the social rules about being a decent black southern girl, and as she is reminded of her father refraining her from pursuing higher education in the name of subservience and domesticity. Feeling racially and culturally alienated, she feels more at home with friends from foreign countries who share the same experience and survive on the margins of the American society.

An important element of the relational Self is hooks' frankness and discreteness in speaking about sexual orientation in her narrative. The reader is slowly exposed to the attraction the character shows for women and we get a hint of her starting to adopt a lesbian identity for herself. Similarly, as Audrey Lorde speaks about homophobia, she mentions the idea of black lesbians becoming a threat to the Black family and thus being converted into a source of conflict: "let anyone, particularly a Black man, accuse a straight Black woman of being a Black Lesbian, and right away that sister becomes immobilized, as if that is the most horrible thing she could be, and must at all costs be proven false."(Lorde 1984:28).

After achieving reconciliation with one s sense of Self, one is always inclined to attempt to reach a kind of compatibility with the external Others, be they family ancestry, or the community. hooks memories of her parent s turbulent relationship have a great influence on the way she views male-female relations. While, on the one hand, she regards her mother as traditional in performing the role of a dependent housewife, and a full-time mother and homemaker; on the other hand, she views becoming a writer as an act of determination in breaking the hierarchical oppositions of man and woman. As Cixous suggests, the place held by this binary system in the canon of writing shows that: "the act of writing or écriture is associated with man while word, speaking, and parole are with woman."(qtd. in Murilyani 2004:15).

As the grandmother and the grandfather develop as revelation figures, the relation to the ancestral roots and to the spiritual and mnemonic heritage permeate throughout hooks work. Seeking her origins in the roots of the beloved grandfather, hooks dreams of existing in the form of smoke, a hybrid identity which is shapeless but moldable, unreachable but perceivable.

This story is about a magic woman who lives inside smoke. She hides in the smoke so no one can capture her. Smoke is to her what call is to the red bird god. She can take the smoke and make it become many things. Using the smoke, she turns herself into a male. She must be male to be a warrior. There are no women warriors. (hooks Bone Black :50).

Central to hooks autobiography is the episode of the grandfather getting involved in a fire while trying to burn the trash in a white woman's garden. He is virtually rescued by the grandson who sends him to hospital, and the doctors say he has survived because

the heart hasn t failed him: "He does not smell the burning clothes. He has lost all memory. He has entered the cave[...] the heart knows there is a secret in the flames that is ongoing and everlasting". (90).

As it is psychoanalytically predicted, there is some consciousness in every subconscious act, there is some truth in every lie, and some reality in every dreamlike experience. The components of hooks dream are not unintentionally white women, ladies and trash. The author believes that the fire helped the grandfather recover the real Self, while the entire surrounding scene stands for the wickedness and evil of the white society, its oppression and atrocity.

In nature, hooks find the understanding she is denied by her fellow humans, and the communion not only with the trees, but also with the animal world. In her book Myth Types: Signatures and Signs of African/Diaspora and Black Goddesses (2000), Alexis Borrows de Vita argues that trees play a crucial role in the life of women of African descent who have lost their mothers. For them, trees are spiritual mothers and signs of power: "beyond death and beyond social injustice, deprivation or personal assault. They represent a symbol of empowerment."(qtd. in Vegas-Gonzales 2001:241).

The landscape of the cave and the nuances employed for its depiction demand thorough cross-examination. The red of the heart stands for her desire for a new life, a resurrection in a phoenix-like manner; the black of the ashes stands for the remnants of the past memories, frustrations and denials; while the gray of the mist stands for the dreamlike and agonizing confusion that accompanies every step of her life.

I am trying to remember the pictures in the cave, the animals. If I can paint them all I am sure I can discover again the secret of living, what it was I left in the cave. I start with the color black [...]. Bone black is a black carbonaceous substance obtained by calcifying bones in closed vessels. Burning bones, that s what it makes me think about, flesh on fire, turning black, turning into ash [.]. I begin with the mouth of the cave, add red to the black: the red is the heart of the seekers, the animals and human beings who come [.]. At the bottom of the fire is the color black. This is the remains of all the animals who have given their life in sacrifice to keep the spirit moving, burning bright [.]. I want to make the color gray to paint a world covered in mist. But this is what I see when I leave the cave. (hooks Bone Black:170).

After somehow building up a riddle-like landscape for us, hooks herself reveals the connotation of the childhood cave trope. The cave as an image stands for the wilderness of her rebellious spirit: "The picture I am painting is of the wilderness my spirit roams

in. I tell him I left the cave and went into the wilderness [...]. All around are fading colors that contain bits of pieces of their earlier brightness. I call this painting Autumn in the Wilderness""(171). Trying to find a justification for the prejudice and injustice that revolves around her, hooks comes to believe that this is an adult s world, and the belittling and persecution she has to go through originates from this very fact: "there is so much to celebrate about being old, I want to be old as soon as possible because I see the ways the old ones live--free. They are free to be different--unique, distinct from one another."(188).

2- OTHERING IN AUDRE LORDE'S ZAMI: A NEW SPELLING OF MY NAME

Feminist studies recognize identity as weaved along the fluidity of the boundaries in-between Self and Other. In Feminist Studies/Critical Studies (1986) Teresa de Laurentis, specifies the paradigm of contemporary feminist discourse by claiming that the:

identity is not the goal but rather the point of departure of the process by which one begins to know that and how the personal is political, that and how the subject is specifically and materially engendered in its social conditions and possibilities of existence. (De Laurentis 1986:9).

Parallel to this definition, the border school defines ethnic identities as the ones accepting the contrast between the two polarities and confessing the ambiguity of the speaker's subject positions. The concept of a single unitary Self, is being replaced day by day by the concept of multiple identities and a relational Self made up of conflictual ingredients.

These theoretical assumptions are also supported by Audre Lorde who claims that "denying any of the different people within one's identity."(102) would mean living a lie to oneself and to the others. Only by accepting the different facets of oneself, can one achieve wholeness and live a fulfilled life. Thus, the litany of Selves dwelling within one person, cannot fall into clear-cut categorizations: "I am not one piece of myself. I cannot be simply a Black person and not be a woman too, nor can I be a woman without being a lesbian."(Lorde 1984:59). It is the weaving of the various

Selves into a quilt-like tapestry that gives uniqueness to every woman, and grants authenticity to her words:

If we don't name ourselves, we are nothing. As a black woman I have to deal with identity or I don't exist at all. I can't depend on the world to name me kindly, because it never will. If the world defines you, it will define you to your disadvantage. (Lorde qtd. in Georgoudaki 1991:71).

Several critics have released statements about the bonding of Self and Otherness in Audre Lorde's works and especially in her hybrid genre work Zami: A New Spelling of My Name (1982). Barbara Christian acclaims Lorde's eloquent voice as a black, lesbian and feminist and praises the attention dedicated to the concept of difference. According to her, Lorde's ability does not only consist in tuning the differences, but also in emphasizing the need to acknowledge the Otherness within ourselves. Thus, she maintains that: "we are all children of Eshu/god of chance and unpredictable/and we each wear many changes/inside our skin."(Christian 1987:114).

Zami shapes a multifaceted cultural and corporeal Otherness into a coherent subjectivity to the point that what would otherwise be named as Other becomes Self. It is this absorption of the Self that challenges the Western subject-object dichotomy leading to the conclusion that by redefining the Other in ourselves, we can recognize our own Otherness. In accordance with what James Olney states about the absence of a unilinear consistent Self; Lorde assumes that social change, as well as the affirmation of difference and sameness should start from the individual for then being projected into the others that judge him: "We should use difference as a dialogue, the same way we deal with symbol and image in literary study: We need to use these differences in constructive ways rather than in ways to justify."(Olney qtd. in Smith, Watson eds.1998:78). What Lorde herself articulates in essays like "Age, Race, Class and Sex: Women Redefining Difference", is that "racism, sexism, classism, homophobia all stem from the same source--an inability to recognize the notion of difference as a dynamic human force which is enriching rather than threatening to the defined Self. "(Lorde 1980 rep. in Lorde 1984:83).

The extent to which Otherness is important for the shaping of Lorde's and specifically Zami's life, can be deduced since the very beginning where we are faced with a

dilemmatic question, "to whom do I owe?"(Lorde Zami:3), which receives as an answer a dedication to all those who have helped shape the power behind the narrator's voice: "Images of women flaming like torches adorn and define the borders of my journey stand like dykes between me and the chaos. It is the images of women, kind and cruel that lead me home."(3). The author's debt dates back to the double-sided image of Afrekette/Kitty and stretches to include the Belmar women of Carriacou, the trickster divinities of West Africa, Ma-Liz, de Lois, Louise Briscoe, Aunt Annie, Linda and Genevieve, etc. The best answer to this rhetorical question is given in the epilogue where the author expresses gratitude for what she has become to every woman who has left emotional and spiritual tattoos on her identity. So, if every meeting and reconciliation adds something different to her heterogeneity, every separation teaches her how to cohabit with the warring facets of her character.

Every woman I have ever loved has left her print upon me, where I loved some invaluable piece of myself apart from me--so different that I had to stretch and grow in order to recognize her. And in that growing we came to separation, that place where work begins. Another meeting. (255 Epilogue).

Calling herself "lesbian, fat, black, nearly blind and ambidexterous."(240), Lorde simultaneously asserts and denies the identity transformations and lays the grounds for the development of the concept of "border permeability". Similarly, to Anzaldua she insists on borders that are open, permeable and shifting, reflective of the societal dualisms and expressive of one's assertion as community members. Thus, considering that an important part of the bonding between Self and Otherness lies in the relation between stereotyping and scapegoating, we can regard the misogyny of the 1960s as one having its origins in the black male stereotyping of the partners of the opposite sex with epithets like 'matriarch', 'monster' and 'beast of burden'. The way it is represented by Lorde, outsiderhood is a complex feat of balancing racial and sexual overtones. Mostly a victim of colorism rather than of racism, she is labeled a "brownie"(29) in grade one, one of the "branded"(81) in high school, and one living a "triple life"(85) in adulthood and this is the stereotypization to chase her all along.

2.1-OTHERNESS AND THE COLOR COMPLEX

The color complex dimension accompanies Lorde's growing self-awareness throughout. The narrative comprises of scenes of disdain felt by the lighter-skinned sisters, goes on with the expression of disgust by the white woman in the train, and concludes with the

segregation episodes in which she became the marked one "black, lesbian and female", triply removed from the mainstream society. While a little girl asking to her sisters about the meaning of being colored, Lorde is amazed to receive no response and be deprived of the "white same as mommy"(59) pretension. Confused more than ever, she recognizes this episode as the only one in which the reality of race is discussed in her family, and experiences the whole with a feeling of envy for her light-skinned sisters.

In another episode, the whole family makes a trip to Washington D.C. on the 4th of July. When pretending to eat in the dining car, she is told that it is all too expensive and held back the truth that blacks were not allowed into railroad dining cars headed south in 1947. She is clever enough to realize that it is something that has to do with black and white complexion:

The waitress was white, and the counter was white, and the ice-cream I never ate in Washington D.C. that summer I left, childhood was white, and the white heat and the white pavement and the white stone monuments of my first Washington summer made me sick to my stomach for the whole rest of the trip. (71).

An episode which surely leaves remarkable imprints on Lorde's character and her considerations of the impact of blackness and colorism on character formation is the one in which, while a five-year-old commuting by train and standing next to a white woman, she hardly but painfully recognizes that the source of all the white woman' s disgust and distancing is the color of her skin:

She [the woman] jerks her coat closer to her. I look; I do not see whatever terrible thing she is seeing in the seat between us- probably a roach. But she has communicated her horror to me. It must be something very bad from the way she is looking, so I pull my snowsuit closer to me, away from it too. And suddenly I realize there is nothing crawling up the seat between us, it is me she doesn't want her coat to touch. (165).

Strong as she is, Lorde is capable of arising above stereotypes and racial discrimination, and foregrounding issues of looks. A witness to this attitude is her love affair with white Eudora, the one who makes her discover the multidimensionality of her sexuality and makes her stop feeling invisible:

It was in Mexico that I stopped feeling invisible. In the streets, in the buses, in the markets, in the Plaza, in the particular attention within Eudora's eyes. Sometimes, half-smiling, she would scan my face without speaking. It made me feel like she was the first person who had ever looked at me, ever seen

who I was. And not only did she see me, she loved me, she thought me beautiful. This was no accidental collision. (173).

Here visibility involves a complex seeing of skin, color, and sexuality; queering and challenging gender stereotypes; and interrogating appropriate performances of femininity. An important dimension of the postmodern Self is the incessant quest for wholeness and reconciliation of the fragmentary state. As Judith Butler suggests, the key to the complex dynamics of claiming identities is avoiding exclusive categories and taking into consideration the multitude of people that live at border crossings. This theory applies to every category of person who feels alienated while subject to oppression and discrimination: "Making life livable, taking lesbian lives out of the shackles of shame and developing a vocabulary that is rich enough to sustain such lives in language, may sometimes entail entering into radical uncertainty over what the borders of the lesbian are."(Lorde qtd. Hall 2000:405). The only way to make one's multiplicity accepted and welcomed by the others goes through voicing one's concerns and worries and fight back: "I am not going to be vulnerable by putting weapons of silence in my enemies' hands. Being a lesbian in the black community or even being woman-identified is difficult and dangerous."(Lorde qtd. Hall 2000:62). Aware of the presence of unmatching Selves dwelling within one' s subjectivity, and recognizing the hidden existence of split identities and unexplored realities willing to emerge at any time, Audre Lorde fails to reconcile being female, black and lesbian.

While fleeing with Kitty in her car, these warring Selves seem to call out at Zami more loudly than ever: "Part of me felt like a raging lioness, inflamed in desire. But that part of me was drunk on the thighed nearness of this exciting unknown dark woman [...]. Another piece of me felt bumbling, inept and about four years old."(Lorde Zami:246). Even the gay bars of Manhattan, do not seem to be the resting place for her troubled spirits.

When I moved through the bunches of women cruising each other in the front room [...], it was hard for me to believe that my being an outsider had anything to do with being a lesbian. [.] But, when I, a black woman, saw no reflection in any of the faces their week after week, I knew perfectly well that being an outsider in the Bagatelle had everything to do with being black. (192).

Lorde' s description of the complex subject locations and fluid identities challenges the Western tradition of believing in a singular, unified subject. As the author shifts from a

state of fragmentation to one of complementariness and integrity questing, she often experiences social isolation and rejection due to her many differences and notes: "I grew black as my need for life, for affirmation, for love for sharing."(58).

Confessing the plurality of the Selves, Lorde's struggle is one of bringing the journeywoman pieces of herself together: "not in a single unitary Self, but into a community and to become Afrekete. "(Ball 1994:5). The conglomerate nature of the Self seems to be the most positive light under which one may regard oneself. In Gilmore's terms—while not acknowledging our different Selves and repressing their oddities into our shadow: "we end up projecting the oddities onto others. We then feel broken, incomplete and we are, for we are unable to access the strengths that these denied and rejected Selves possess."(Gilmore 1995:329).

The image of Afrekete is essential in acknowledging one's contradictory Selves and in healing one's sense of brokenness. As the dedication makes clear, this sense of collectivity and multiplicity is to be found in those who supported her, but even in those who demeaned her and by so doing made her discover new aspects of herself: "To the battalion of arms where I often retreated for shelter and sometimes found it. To the Others who helped, pushing me into the merciless sun--I, coming out blackened and whole." (Lorde Zami :5-Dedication).

Lorde's realization of a state of difference wavers between questioning her real Self and, desperately seeking complementation while blurring Self and Other boundaries and bridging the gaps between societal misapprehensions. In one of the episodes in High School, Lorde comes to understand that she is different just because she claims to be herself: "it was in High School that I came to believe that I was different from my white classmates not because I was Black, but because I was me."(82). In another episode, in the hospital, she wonders what happens to two people who transfer blood to one another through blood transfusion, and thus regards the whole process as a natural fusion of two disparate Selves. While in Muriel's presence, on the other hand, she feels a desperate need for being complemented by having another by her side:

Snail-sped an up-hill day, but evening comes: I dream of you. This shepherd is a leper learning to make lovely things while waiting out my time of despair. I feel a new kind of sickness now, which I know is the fever of wanting to be whole. (190).

Zami accepts the suicide of Gennie, the breakup of her first long-term relationship, and the loss of friends to alcoholism; and, like the snake shedding its skin, takes on the identity of a survivor who pledges to never forget the losses. The same life philosophy applies even as she separates from Afrekete. She simultaneously lets her go and keeps her close: "We had come together like elements erupting in an electric storm exchanging energy, sharing charge, brief and drenching. Then we parted shaping ourselves the better for the exchange."(53). So, despite the losses and disappointments of her life the protagonist chooses to survive.

3- CONCLUSIONS

In Zami, Otherness is an inherent element of claiming one's Self and identity, only by recognizing the omniscient presence of the Other within every Self, will we be enabled to comprehend the polyvocality of every Self and the conflictual composure of every identity. The intertwining of Otherness and the color complex speaks of simultaneity of narrative voices and a merging of identities by at the same time preserving their separateness.

While Audre Lorde pays special attention to the multiplicity and nonlinearity of Selves dwelling within every person, naming is the most tangible reflection of the freedom to adopt different identities in different contexts or along different encounters with facets of the Self and the Other. From an early childhood self-awareness, naming turns into an act of commemoration of the plurality of the voices and realities one is faced with.

Described through patches of stream-of-consciousness memories that irregularly shift from first person narration to third person narration, hooks' life provides a hazy image of the act of claiming one's authentic Self, the rejected, the irreconcilable, and the problematic of our sub-consciousness. The shift in narrative point of view grants secrecy and intrigue to the memoir and contributes to the depiction of the distortion of her character.

Regardless of the kind of game hooks plays with colors, "bone-black" remains the nuance she hankers after, an obsession that accompanies her in her dealings with the world, her approaches to class, and, moreover, her delvings within the innermost sites of herself. hooks herself will come to realize that this is a white man's world, and

African American women will be doubly if not multiply discriminated for as long as they live.

The dimension of Otherness unfolds through the protagonist s relationship to matrilineal heritage, the ancestral line as well as through the genderism and colorism preconceptions. Common to all the two autobiographies is the recognition of the matrilineal Diaspora and matrilineal family structure as important elements of the ethnic daughter s individuation process. The mother-daughter dyad appears as hovering between mainstream and marginalization, identification and separation, empathy and resentment. Daughters learn that they can never truly pretend to dismantle the cultural and societal constructions, or break the hard shell of their mothers for discovering their human side. They can at least avoid blaming their mothers for the oppression American society poses on them and start to define themselves through the motherly acts of self-denial, or come to praise the power that stands within these tiny Russian boxes. The "mestiza" and "Cultural Electra" notions open our eyes to the presence of difference and invite us to reconcile the conflictual categories inherent within every one of us. Situated on the borderlands, we should attempt to hide part of ourselves and develop a cross-border identity.

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ENGLISH WORDS OF TURKIC ORIGIN & THEIR PENETRATING WAYS TO ENGLISH LANGUAGE AND HOW TURKIC BORROWINGS HAPPENED

Lokman COSKUN [f]

Abstract

English Language is known as heavy borrower among the languages, since English Language borrowed plenty of words from various languages including the Turkic origin languages. The researcher used scanning method for finding out the relevant data from the written and electronic documents.

The adoption of Turkic words happened not only via Turkic Languages but also especially via East European languages and as well as the other languages. The adoption of Turkic words was mainly from Turkish Language itself. In the history, there were interactions among the languages through traders, soldiers, scientific literature, travelers, diplomats, ethnographic and historical works (Bikkinin, 1998).

Borrowing words from other languages do not decrease a language's value. On the contrary, it makes the respective language rich and powerful. In this regard, English Language is considered as a heavy borrower among the other languages. Maybe, by dint of side effects of this matter, English appears as a global language in the world. But most people might wonder if the English language borrowed words from Turkic languages; as Azerbaijani, Tatar, Uzbek, Kazakh, Kirghiz, Turkmen, Yakut, Uyghur and Turkish. Two important characteristics of Turkish language such as; "harmony in roots" and "structure of the words" and also including the "loan words" were considered in the present study.

The present study involves in the adoption of Turkic origin words to English Language and some well-known examples of them. The study reveals that English Language is a heavy borrower. In teaching a foreign language, the origin of the words makes awareness in order to keep in the mind easily and it helps the learners see how the

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language appears as dynamic in the life and also the learner would be aware of that. English borrowed from Turkic words, since they did not have equivalents in English and "most of the Turkic loans in English carry exotic or ethnographical connotations" and "the main language, from which the borrowings were made, was Turkish" (Bikkinin, 1998).

Keywords: *Turkic Languages, Turkish Language*

1- INTRODUCTION

From day to day, The Turkic Languages are known as Azerbaijani, Tatar, Uzbek, Kazakh, Kirghiz, Turkmen, Yakut, Uyghur and Turkish. Whenever the language family is considered, "many of them are common to Eurasian languages of the Altaic and Uralic types" (Johanson, 1998, p. 30). Under the Altaic unity, Turkish, Mongolian, Korean and Japanese might be counted (Igarashi, 2010). On the other hand, Uralic Languages include Finnish, Estonian, Hungarian and Sami (Uralic Languages, 2018).

But the researcher focused on the Turkish Languages and their traces especially on the English Language. Turkic origin peoples had influences on various languages, including the English language and Turkic borrowings occurred through the social and political vocabulary. At the same time, the words reflected the life of Turkic and Muslim peoples concerning their works in literature, history and ethnography (Bikkinin, 1998).

2- SOME SIGNIFICANT CHARACTERISTICS OF TURKISH LANGUAGE

Turkish Language has two important features such as; agglutination and vowel harmony. First of all, "The structure of the Turkic word is agglutinative, that is characterized by a highly synthetic structure with numerous bound morphemes, and a juxtaposing technique with clear-cut morpheme boundaries and predictable allomorphic variation" (Johanson, 1998, p. 35).

In the dictionary, agglutinate stands for that the elements of word need to combine in order to express relevant ideas. According to Wikipedia; agglutination as a term was utilized by Wilhelm von Humboldt in order to classify languages from a morphological angle. In fact, the Latin verb agglutinare, which stands for "to glue together" (Agglutinative Language, 2018).

For instance; the Turkish word akılsızlıklarından meaning that `because of their lack of intelligence` or `because of without their intelligence`. This Turkish word consists of akıl `intelligence`, -sız exhibits private suffix `-less`, -lık shows abstractness suffix `-ness`, -lar stands for plural suffix, -ın includes third person and plural possessive suffix, -dan reflects that ablative suffix.

```
Akıl        -sız  -lık  -lar       -ın                    -dan
↓                 ↓     ↓    ↓          ↓                     ↓
Intelligence less ness plural (s) possessive (their) ablative suffix (because of)
```

Secondly, according to Binnick (2016); vowel harmony is known as "harmony in roots" that maintain "the distinction in suffixes" and there are apparent high-level agreements between the previous and preceding vowels in the syllables in the Turkish languages; for example;

in relation to front vowel:
ev-de --- `in the house`
köy-de ---`in the village`
şehir-de --- `in the city`
nehir-de --- `in the river`
pencere-den --- `from the window`
testere-den --- `from the saw`
kedi-ler --- `cats`

in relation to velarised vowel:
okul-da --- `in the school`
saray-da --- `in the palace`
hava-da --- `in the air`
Arnavutluk-ta --- `in Albania`
masa-lar --- `tables`
çay-lar --- `teas`
yol-da --- `on the road`

2-THE ADOPTION OF TURKIC WORDS VIA TURKIC AND TURKISH LANGUAGES

A language has a strong influence on a nation and their existence since the presence of the language appears as a cement for a respective nation`s developments and togetherness. This togetherness opens ways for various growth. Firstly, the language and nation give valuable contributions to their growth reciprocally and the more a language has developments the more that language might penetrate the other languages too.

Turkic and Turkish words penetrated English in two ways. The first way happened directly from Turkic and Turkish languages and the second way was indirectly via other languages. By the way, Turkic loanwords entered in to English mainly from Turkish Language.

In relation to the first direct way, the Ottoman Empire played a significant role and most of the Turkish words entered the English Language during that time. It dates back to 16c, when the direct contact happened between England and Turkey (Ottoman) with the aid of "the writings of the travelers, diplomats, merchants, and through the ethnographical and historical works and but also through the press". Even two English-language newspapers were available in Istanbul in 1847. Moreover, English language borrowed not Turkish words but also Turkic loans through "contacts with other peoples – Azerbaijanis, Tatars, Uzbeks, Kazakhs, and Kirghiz" as well (Bikkinin, 1998).

But there are several reasons why the English Language took the Turkic and Turkish origin words without changing them. Because;

"Most of the Turkic loans in English carry exotic or ethnographical connotations. They do not have equivalents in English, do not have synonymic relations with primordial words, and generally are used to describe the fauna, flora, life customs, political and social life, and an administrative-territorial structure of Turkic regions. But there are many Turkic loans, which are still part of the frequently used vocabulary. Some Turkic loans have acquired new meanings, unrelated to their etymology" (Bikkinin, 1998).

Some well-known Turkic and Turkish origin words entered English Language via Turkic and Turkish Languages as follows;

English	Turkic	English	Turkic	English	Turkic	English	Turkic
Abode	Oba	Cake	Kek	Mammal	Meme	Tambourine	Tambur
Beetle	Bit	Candle	Kandil	Much	Munça	Tell	Tili
Brother	Birader	Cup	Kap	Yummy	Yemiş	Thief	Tef
Bog	Bog	Deep	Dip	Toilet	Tölet	Throne	Tören
Bad	Böd	Manat	Money	Truth	Dürüst	Tooth	Tis (ş)
Baby	Bebi	Man	Men	Sell	Sal	Topple	Topul
Baize	Bez	Marasmus	Maraz	Surrender	Süründi	Whip	ip (yip)

4-THE ADOPTION OF TURKIC WORDS VIA EAST EUROPEAN LANGUAGES

The language looks like a living organism. This organism needs a lot of things to maintain its life. Sometimes, the organism lives with meager needs or it requires a rich environment. Whenever this organism has ample richness for itself, it might offer opportunities for other organisms as well. As in this example, a respective rich language can have an influence on other languages with the aid of giving some words to them.

Accordingly, Turkic and Turkish words penetrated English through the other languages. Firstly, several words of Turkic origin penetrated English through Albanian and "East European languages like Russian and Polish, German, Latin, Spanish, Italian, French, Hungarian, and Serbo-Croatian (Serbo-Croatian contains around 5,000 Turkic loanwords, primarily from Turkish)" (Bikkinin, 1998). By the way, according to Balaban & Çağlayan (2014), "the presence of Turkish words in Greek is 3000" as cited in the study of Kukkidis in 1960. Also, there are a lot of borrowings in Albanian and "the number of these words is 4406" as cited in Dizdari (2005:4).

Except through those languages, Bikkini states that via the Arabic, Persian and the Indian, Armenian, Afrikaans, Jewish, Spanish, Malayan, "to a different extent, took part in the process of the transfer of the Turkic words into English. The main language, from which the borrowings were made, was Turkish" (Bikkinin, 1998).

Some well-known Turkic and Turkish origin words entered the English Language via others languages as follows;

According to Bikkinin, I. (1998). The following Turkic origin words entered English through Russian; astrakhan, ataman, hurrah, kefir, koumiss, mammoth, irbis, shashlik. Through Indian languages especially, the words such as; beebee, begum, burka, cotwal, kajawah, khanum, soorme, topchee, Urdu. The words; hetman, horde, uhlan, entered English via Polish. Some words as coach, haiduk, kivasz, vampire were taken by English from Hungarian through German and French. Also, shabrack, trabant were borrowed through German, bocasin, lackey trough Spanish, janissary, sable through

Latin and the word kiosk from Italian. At the same time, the words; badian, caique, caviare, odalisque, sabot, turquoise were borrowed via French too.

5-CONCLUSION

Most people cannot consider how English Language as being global language could borrow words from Turkish Languages. Those people mainly focus on the present globality of English Today and then they might exhibit their wonder about Turkish loan words in English. Also, they might not know how Ottoman had influences on Global life in those years.

The researcher is of the opinion that Ottoman took an international leadership role long time in the history in terms of business, policy, education etc. By the side effects of relations with various people, naturally, many countries made contacts with Ottoman and various bilateral transactions happened for the good of countries. As the results of these, the loan words entered English language or various languages.

The study reveals that the English Language is a heavy borrower. In teaching a foreign language, the origin of the words makes awareness in order to keep in the mind easily and it helps the learners see how the language appears as dynamic in the life and also the learner would be aware of that.

English borrowed from Turkic words, since they did not have equivalents in English and "most of the Turkic loans in English carry exotic or ethnographical connotations" and "the main language, from which the borrowings were made, was Turkish" (Bikkinin, 1998).

Borrowing words from other languages do not decrease a language's value. On the contrary, it makes the respective language rich and powerful. In this regard, English Language is considered as a heavy borrower among the other languages. Turkish words were not borrowed by English but also Greek, Albanian and Serbo-Croatian languages.

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THE IMPACT OF TEXT MESSAGING ON HIGH SCHOOL STUDENTS' LITERACY IN ENGLISH LANGUAGE: A CASE STUDY OF MAK GIRLS

Neliada MEMUSHAJ [g] & Albana ÇEKREZI [h]

Abstract

This paper investigates the impacts of text messaging on high school students' literacy in English Language. During the last two decades, text messaging has been a method of communication between people of different ages, especially the youth. Text messaging as a concept involves SMS and messages sent through online applications like: Instagram, WhatsApp, e-mail etc. These text messages have indirectly led to the invention of abbreviations and to textism as an attempt to shorten words while writing. Textism is usually found in informal messages, but it has also been found in school assignments and other formal texts written by students, which emphasizes the influence of text messaging on literacy.

The target group was chosen to be the students of Mehmet Akif Girls College(MAK). Quantitative and qualitative methods were used in this paper and the results were built upon conducted survey. Scholars are concerned about writings which contain new and old abbreviations and lack capital letters, punctuation, modal verbs and other grammatical structures. According to some of them, textisms is the reason why people have changed the way they write. Therefore, technology users stuggle while writing in standard language. Linguists argue on the impact of textism on students' literacy, as it has become inseparable part of texts.

Keywords: *Text Messaging, literacy, textism, "Mehmet Akif Girls" College, online applications.*

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1- INTRODUCTION

Nowadays technology is a utility of daily routine. It has influenced the way people act and think: starting from our houses where we can see how technology has improved the kitchen's equipments: washing machine, refrigerator, the oven and so on. It has reduced the time we need to do house chores and also the power to do such activities. While reducing the power, it has made people lazier than any time before, in such a way that they can wait for ten minutes for the elevator to come, instead of using the stairs to go to the fifth floor.

Nevertheless, domestic facilities mentioned above are not the only fields where technology has had its impact. What make us concerned is the way how technology changes our articulation, speaking, writing and thinking. Furthermore, computers and cell phones are the technological gadgets which seem to have changed people's behaviors, especially the youth which is influenced more by technology due to its widespread usage. There are a lot of ways which researchers can approach this concern since there is too much to study and analyze. So, this research tends to study the impact of text massaging on high school students' literacy.

High school students are highly exposed to technology because of their daily usage of computers and cell phones to communicate or get information. By doing so, they correlate technology and school in one and even the register of language they have to use in each of them. The extended usage of text messaging usually tends to change their writing behaviors which are influenced by several reasons.

There are numerous impacts of text messaging on literacy according to researchers who are divided into two different groups where each of them strongly supports their own thesis. Some of the researchers admit that text messaging negatively moderate the way students spell and write words, since they are all the time abbreviating and they use these shortenings often referred as textisms even in their formal writings. On the other hand, some researchers think that text messaging positively influence phonological awareness. According to them, students who have better phonological awareness and knowledge in language, are more capable to create and use textisms. Nevertheless, there is to be seen the way students use text messaging and the impact it has in their daily and school life.

1.1-PROBLEM STATEMENT

The expensive invention of abbreviations which are highly favored by technology and text messaging usually makes texts not fully understandable by everyone and these abbreviations are seriously damaging Youth spoken and written language.

1.2-PURPOSE STATEMENT

The purpose of this paper is to analyze the influence of text messaging on high school students' literacy.

1.3-HYPOTHESIS

Text messaging is negatively affecting high school students' literacy in English language.

1.4-IMPORTANCE OF STUDY

This study aims to answer the research questions relevant to the target group of population being used. It obtains data which show the deformation of students' written English. It will help the target group in the recognition of specific lexical items in English language and it will warn the target group of the way they are being affected by text messaging.

1.5-DEFINITION OF TERMS

Literacy- the ability to perform skills as reading and writing (Oxford Dictionary).

Phonological Awareness- the skill that someone should have in order to identify and manipulate units of oral language (Reading Rockets)

Text Messaging- an electronic message sent over a network from one gadget to another by typing words (Marriam Webster Dictionary).

Abbreviation- a shortened form of a word or phrase (Marriam Webster Dictionary).

Textism- the language used in text messages, characterized by the use of abbreviations, single letters and symbols (MacMillan Dictionary).

Textese- the abbreviated form of language and slang (Your Dictionary).

Instant Messaging- an electronic message sent in real time (Dictionary.com)

1.6-RESEARCH QUESTIONS

1)How does text messaging affect students' written English?

2)Why do students use textism in their assignments?

3)Is technology supporting the usage of abbreviations?

4)Are the old abbreviations substituted with the new abbreviations?

1.7-LIMITATIONS

This study also has some limitations. We were able to conduct the survey only in "Mehmet Akif" College Girls in Tirane, Albania, so in this way the number of participant would be in the right proportion with the total number of students in this school. Only first and second year students completed the questionnaires. Third year students were focused on Matura Examination during the time of survey conduction. The field of this study includes some approaches to literacy which each of them needs further detailed research to get more specific result. There was no similar academic study conducted in Albania before, so there were no data to compare or take as an example.

1.8-ORGANIZATION OF STUDY

The structure of this study contains five chapters. The first chapter introduces the topic and its main features to give an overall look of what the other chapters will be dealing with. The second chapter covers literature review: the theories related to the topic and previous studies which have been done by scholars and researchers worldwide. The third chapter explains the methods which were used to conduct the survey and a brief overview of the questionnaires. The fourth chapter analyses the data gathered from the survey by illustrating every question and giving the result within its own explanation. Finally, the fifth chapter summarizes the study and explains the result as an output of the survey. There are also recommendations added to this chapter.

2- LITERATURE REVIEW

"Technology has done more than extend our vocabulary; it has changed the way we use language, communicate and express ourselves" (McCrindle, 2010, p. 23).

2.1-TEXT MESSAGING AND THE CONCEPT OF LITERACY

Literacy as a concept is known to involve task-based and skill-based elements (National Assessmen of Adult Literacy, 2003). The task-based literacy is generally acknowledged as the degree where someone can execute literacy tasks as reading or writing, while skills-based literacy implies the ability an adult must have to complete the skills mentioned above. Literacy skills are very diverse; they vary from recognizing skills to higher level of understanding. Importance is given to the observation of the correlation between literacy and factors which affect and moderate it to an extent, because of the significant role it plays in developing and improving knowledge in a society.

Drouin (2011) argues that although "significant, positive relationships between text messaging frequency and literacy skills (spelling and reading fluency)" do exist, there are also "significant, negative relationships between textese usage in certain contexts (on social networking sites such as MySpace™ and Facebook™ and in emails to professors) and literacy (reading accuracy)" (p. 67). Moreover, Plester et al. (2009) have found in their study that texting density "was positively associated with word reading, vocabulary, and phonological awareness measures" (p. 145).

Ochonogor et al (2012) are more balanced in their conclusion and the result from 324 students showed two-sided influence of text message slangs (TMS). According to them, there are two ways which TMS affects students' academic performance: Positive influence because TMS is used when they want to communicate with family members or for important academic messages; negative influence when they use IM, SMS, TMS to that extent that they become addicted. They even use these forms of writing during their academic performance (p. 3).

Text messaging is not always thought to be a way of positively modifying the language. John Humphrys tremendously says that "texters were language vandals who are doing to our language what Ghengis Khan did to his neighbors 800 years ago" (McCrindle,

2010, p. 23). Other people find hieroglyphs to be the first abbreviations in the history. In contrary, Egyptian hieroglyphs were complex entities, combination of symbols representing both concepts and sounds (Sutherland, 2002). There have also been some concerns about computer spelling checks: "amongst other pitfalls, they do not recognize an error when homonyms are substituted –words like "to" and "two", "who's" and "whose"" (McCrindle, 2010, p. 24).

2.2-THE EMERGE OF TEXTISM

All the way through history, communication has been more efficient by means of new inventions as gadgets which ease everyday life and all this progression has been part of education since 1990 (Tallvid, 2015), while the Internet is unquestionably the fastest extending communication technology in the world (Matsuda P., Canagarajah A., Harklau L., Hyland K., Warschauer M.). The language used in the Internet is identified as the language of Computer Mediated Communication (CMC). CMC has also been acknowledged somehow a language in between spoken and written language, involving features of both (Thurlow C., Poff M., 2013). The language used in CMC is generally referred to as "textism and textese" (Farina F., Lyddy F., 2011) and contains:

☐shortenings (bcs),

☐clippings (comin),

☐letter homophones (l8r),

☐symbols (&, :-), @),

☐nonconventional spellings (skool, fone),

☐accent stylisation(anuva=another) and

☐missing apostrophes (Im, can't) (Wood C., Plester B., Bowyer S., 2009, p. 1).

This language is thought to trigger bad spelling and vanish the standards of a language (Anderson, 2015). However, in another report, young people's English writing skills are shown to still have the same progress as before the progression of technology (Clark C., Dugdale G., 2009).

2.3-DIFFERENT APPROACHES TO TEXT MESSAGING

Different studies have shown the impact of text messaging on the development of interpersonal social skills (Plester, B; Wood, C; Joshi, P, 2009), inappropriate and dangerous behaviors that texting may mediate, such as sexting and cyberbullting (Drouin, M. A.,Landgraff, C., 2012), (Parris, L., et al, 2012); distraction to classroom instruction and the reduction of students' attention and comprehension (Kuznekoff, J. H., Munz, S., & Titsworth, S., 2015), (Tindell, D. R., Bohlander, R. W., 2012) and its negative effects on literacy and learning (Drouin, 2011), (Drouin, M. A., & Davis, C., 2009), (Rosen, L. et al, 2011) and the development of linguistic skills (Chang, J.,et al, 2010), (De Jonge, S., & Kemp, N., 2012), (Drouin, M. A., & Driver, B., 2014).

Nevertheless, some scholars argued that "the claims of casual links between and the declining standards of literacy were taken to extremes" (Thurlow, 2006, p. 678) and are unproven; that "there is inconsistent evidence for negative relationships between adults' use of textisms and their literacy skills" (Grace, A., et al, 2014, p. 855); that "the increased exposure to print, facilitated by texting, is positively associated with standard English literacy" (Plester, B; Wood, C; Joshi, P, 2009, p. 158); that there is a "growing evidence for a positive relationship between texting proficiency and traditional literacy skills" (Kemp, N., & Bushnell, C., 2011, p. 18); and that "causal conclusions may be drawn based on found repeated positive relationships between use of text register language and traditional literacy skills" (Plester, B., & Wood, C., 2009, p. 1108)

2.4-TEXT MESSAGING AND PHONOLOGICAL AWARENESS

"Not only is technology responsible for non-traditional encounters with the written word, it is also assisting in the growth of new words and concepts" (McCrindle, 2010, p. 28). According to David Crystal (2002) new lexical items are created due to the modification of language from Internet usage (p. 7). 'Phonological awareness' implies the profiency linked with spelling and reading since the very early developing of skills (Wood C., Plester B., Bowyer S., 2009, p. 145). Linguists suggest that there is a connection between abbreviations and texting and it is closely related to phonological awareness (Beverly Plester, Clare Wood, Victoria Bell, 2008, p. 138), while texting seems to be profoundly associated with phonological awareness in students (D. Powell,

M. Dixon, 2013, p. 59). Stedje and David Crystal suggest that abbreviations have existed for as long as the written language has existed (Stedje, 2001), (Crystal, Txtng: The Gr8 Db8, 2008). A way to refer the literate difficulties students are facing is the identification and the evaluation of the correlation among texting and abbreviations (Wearmouth J., Soler J., Reid G., 2003, p. 188).

2.5-LITERACY SKILLS: WRITING AND SPELLING

De Jonge and Kemp (2012) investigated high school and university students on their hand written and typed message considering numbers and types of textism, spelling and texting behaviors. By doing this, they concluded in "significant negative correlations between texting behaviors and more traditional literacy and language skills" (p. 64). In addition to that, "texting and other forms of computer-mediated communication are becoming increasingly prevalent at increasingly younger ages, and further research will be necessary to clarify the interactions" (p. 65). Similarly, "when compared with those performing a single task, participants alternating between distinct activities required additional transition time and demonstrated more errors" (Vandierendonck, A, Christiaens, E & Liefooghe, B, 2008, p. 1251).

Baron (2005) in her study suggests that there are two dimensions in which we can linguistically interpret CMC: "On the one hand, such a dichotomous perspective ignores the variation in online communication, reflecting age, gender, education level, cultural background, personality, and years of experience with the CMC platform or the purpose of the communiqué (a well-crafted email message applying for a job vs. a hasty blitz mail note arranging to meet at the library at 10); on the other hand, many evils attributed to CMC, especially as practiced by teens, can be traced back to Arpanet days" (p. 30). Nevertheless, according to her "the most important effect of IM on language turns out to be not stylized vocabulary or grammar but the control seasoned users feel they have over their communication networks" (p. 30), and "knowledge of contemporary CMC style (and the social control IM and other media offer) is empowering" (p. 31).

In contrast, Searight (2011) chose another method to measure the impact of text messaging on academic performance. Thirty-seven students during the lecture were engaged and not engaged in text messaging. Their task was to listen to a ten-minute

lecture on a specific topic. During the lecture, a group of students received fifteen standardized questions, while the others continued listening to the lecture. At the end, they were asked to answer some questions related to the lecture. The group of students which continued listened without interruption had a better performance than the students who were engaged in text messaging (p. 7). The effects of cell phone usage during the lesson were also studied by Jasmin Chanon. She gathered data to a normal classroom through surveys. Most of the students accepted texting during the lesson but they did not change this behavior (Chanon, 2012, p. 323). Students also predicted that they would score better if they were not texting (p. 326). Once, when a group of educators were asked, "they said that they believe that texting has a negative effect on students' writing skills" (Verheijen, 2013, p. 595).

According to Baron (2008), if students are emailing and Instant-Messaging and text messaging using degraded language, then it's no wonder that spellings such as U for you or B4 for before are cropping up in school assignments (p. 162). Cingel and Sundar (2012) found text messaging to have a general negative impact on students' grammar skills. They reached this conclusion while testing 228 students in a midsized school district on the East Coast of the USA. The test consisted on two parts: 16 questions based on homophones, possessives, apostrophes, use of correct tense and noun verb agreement; second part required them to select the right spelling of a sentence (p. 1315). On the other hand, other researchers argue that the misconception of the negative influence of text messaging is discredited and students are able to "switch to the appropriate register or style when writing formally for academic purposes despite the fact that texting is their common way of communication" (Aziz, Sh., Shamim M., Aziz F. M., Avais P., 2013, p. 12890).

Standard language exams taken by 16 years old British from 1980 to 2004 were collected and observed. The conclusion showed the increase of writing quality and gave evidences that electronic communication did not have a negative impact on 16 years olds' ability to write (Thurlow, 2006). Similarly, according to the British Press: "Fears that text messaging may have ruined the ability of teenagers to write properly have been shown to be unfounded after a 2-year study revealed that youngsters are more literate than ever before" (FRESCO, 2005). "In fact, the more creative students are with

technology, the better their literacy skills at school become" (Wood C., Plester B., Bowyer S., 2009, p. 145).

Rosen et al (2010) questioned if there is a positive relationship between textism and informal writing and a negative one with formal writing. They also measured the usage of texism. As a conclusion, people without any college education used more abbreviated words and had bad formal writing. One the other hand, people with college education did not show negative correlation of their writing abilities. Moreover, "the data from the current study found negative associations between reported use of textisms in everyday electronic communication and writing skill, particularly for formal writing" (p. 437).

According to New York Times, Lee (2001) describes textism "as an ongoing attack of technology on formal written English" (p. 1). Furthermore, Humphrys (2007) believed that texting "is a type of vandalism that is gradually destroying the language; and it is pillaging our punctuation; savaging our sentences and raping our vocabulary and they must be stopped" (p. 1). Besides, Uthus (2007) puts emphasis on the modification of English language and blamed textism to give negative progress in writing ability (p. 17). Another study showed the impact of texism use on English literacy which consisted of decline in formal writing, damage to grammatical skills, confusion in vocabulary spelling and the extended usage of informal conversations (Tayebinika Maryam, Puteh Marlia, 2012).

"While it is debatable that the new technologies are negatively impacting literacy standards, one thing is for sure: they are definitely shaping our written language, communication and expression" (McCrindle, 2010, p. 24).

3- METHODOLOGY

The purpose of this study was to gather enough data in order to analyze the influence of text messaging on high school students' literacy. In this way, survey was conducted to prove the hypothesis of the study. Data were collected by using quantitative and qualitative research methods, due to the questions involved in the questionnaire.

"Mehmet Akif College" Girls was the high school where the survey was conducted with a maximum of seventy completed questionnaires. The age of the students varies from 15 to 17 years old. The reason why this school was chosen was the English taught courses that it offers where only four subject are taught in Albanian and the rest is in English. It was easier and more reliable to study the impact of textism in this school because of the considerable exposure to English Language during their daily school experience.

The questionnaire contained two parts. First part was mainly related to English language and their habits of reading and writing. It also involved some specific questions whose purpose was to know the way students of these ages communicate with their peers, if they abbreviate and why they do so. On the other hand, the second part of the questionnaire required students to write the abbreviations they use the most and to give meaning to some chosen abbreviations in order to make the distinction between old and new abbreviations and their understanding which is closely related to phonological awareness.

Number and field of questions in the questionnaire

Learning experience of English Language	5	Q3-Q7
Communication methods	2	Q8-Q9
Abbreviations usage	6	Q10-Q13; Q15-Q16
Abbreviations meaning	2	Q14; Q17

Table 1 Number and field of questions in the questionnaire

The last question of the questionnaire consisted of six abbreviations and students had to give their meanings and show if they were sure about the meaning or took a guess. If they did not know, they had to tick the box "I do not know". Four of the abbreviations were new (ASAP, L8r, IDK, LOL) and invented by textism users, while two of them (i.e., NB) were standard abbreviations of English Language.

ASAP = As Soon as Possible
L8r = Later
i.e. = For instance
IDK = I don't Know
LOL = Laughing out load
NB = Nota Bene

4- RESULTS AND FINDINGS

This chapter will show and analyze the data gathered by conducted survey to high school students. Each question from the questionnaire will be illusrated with table, its data and an analysis of the result.

Every question on the questionnaire had its own purpose in order to give a possible answer to research questions of this study. The first part of questionnaire asked students in general about their experience related to English language learning and reading habits
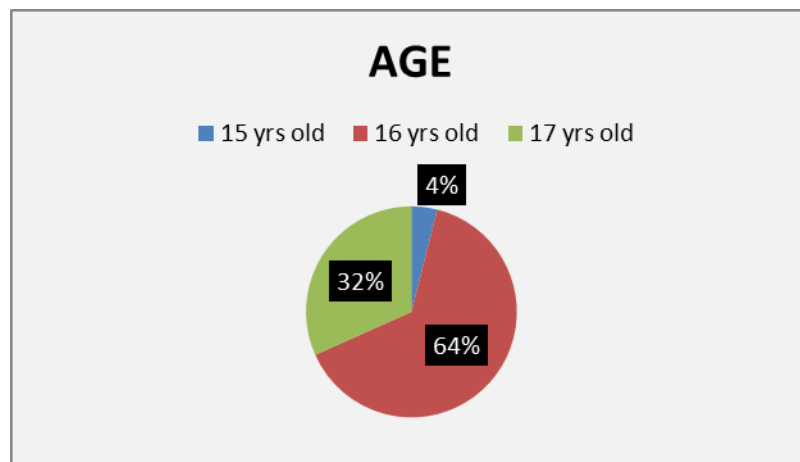
Figure 1

The majority of the students who completed the survey were 16 years old students (64%), followed by 17 years old (32%), and at the end with a minority of 15 years old students.
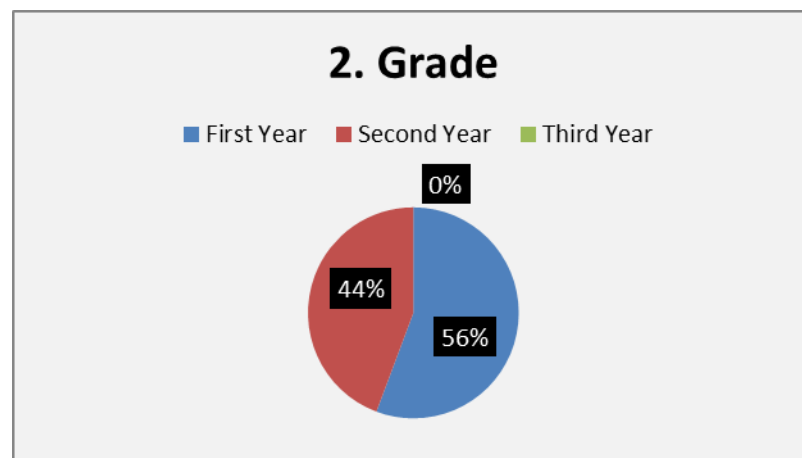
Figure 2

The second question was about their grade. Only first and second grades were able to complete the questionnaires because third year students were dealing with Matura Examination during the time when the survey was conducted.
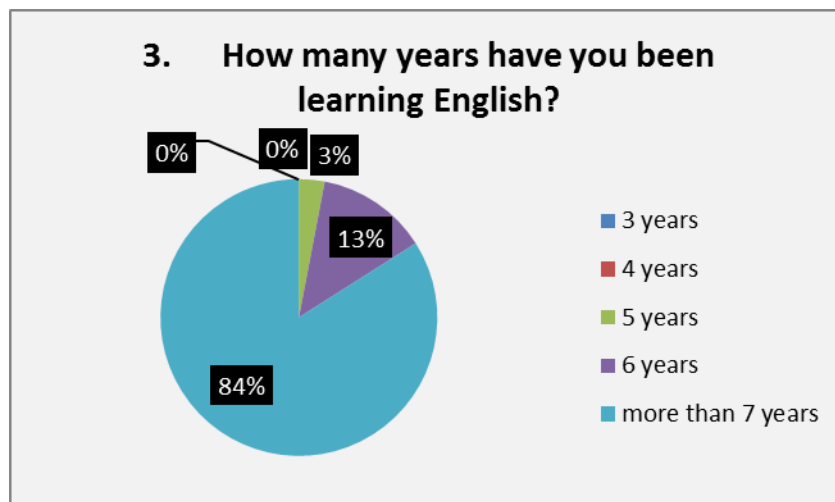
Figure 3

The majority, 84 % of the students said they have more than seven years of learning English. This fact helps us to approximately reach to an accurate conclusion because this long period of learning let us know that these students can make the distinction between formal and informal written English and may perform different tasks which involve literacy skills.
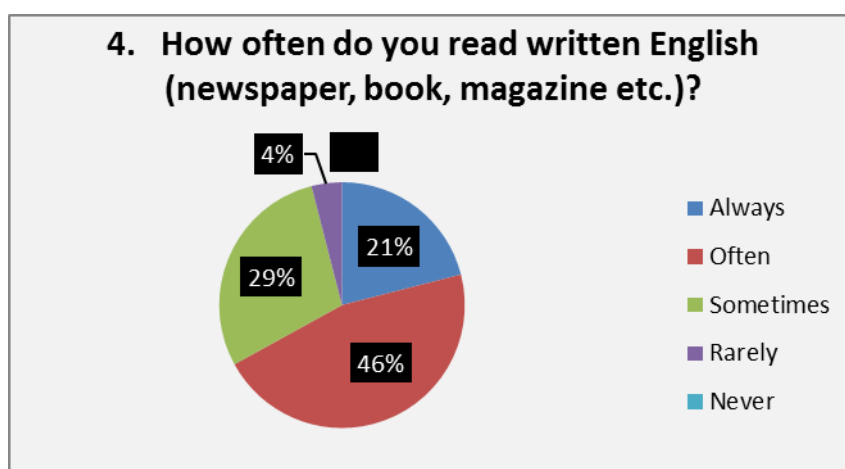
Figure 4

When students were asked about their reading habit in English, most of them often read written English (46%). Quarter of the students said they always read these kind of text while none of them chose the option "Never". However, the percentages are divided into the scale and students showed an interest in reading written English.
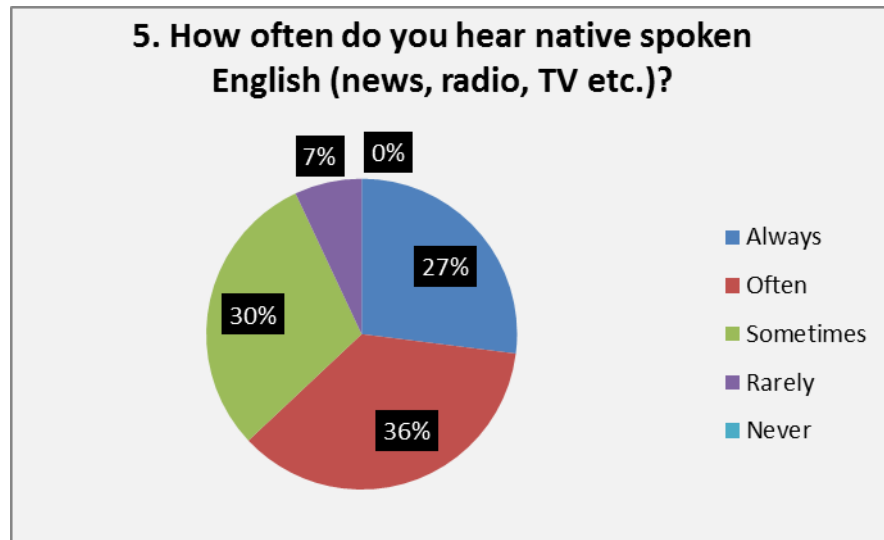
Figure 5

Still, the majority admits to often hear native spoken English and this result is close to "Sometimes" and "Always" options. Listening skills are closely related to phonological awareness which are being affected by text messaging. With the fourth and the fifth question we wanted to see if students are close to written and spoken native English in order to know if they can be able to understand both formal and informal English, since the majority of text messages are written in informal language. The fact that they almost every time listen or read native English, let us knows that they may have good phonological skills in English which help them to create and use abbreviations on their own.
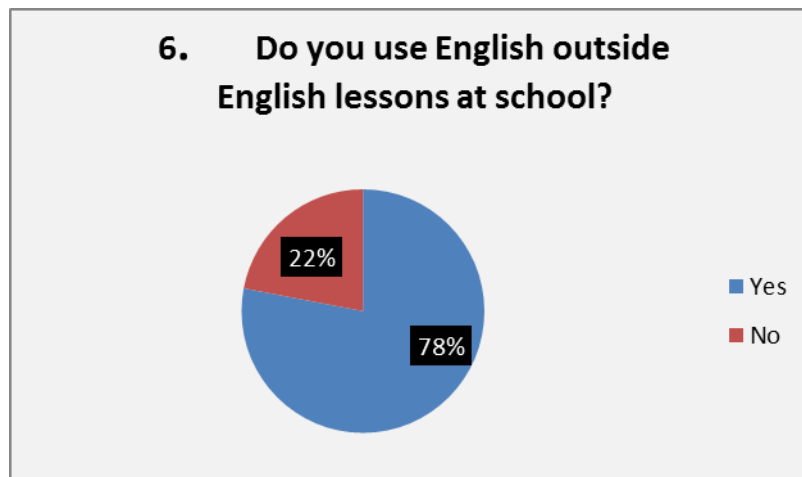
Figure 6

As it is visible, these high school students do spend time with English language in their everyday life. A majority of 78% accept using English outside lessons while almost the quarter said the opposite. The result of this questions positively favors the hypothesis because with this majority of confirmation, we can get the data we need to see the influence of textism.
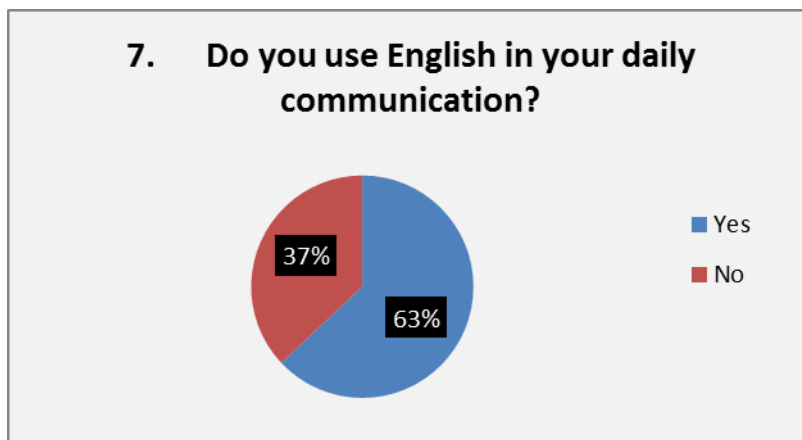
Figure 7

The students admitted using English in their daily communication with a majority of 63%, relatively significant percentage if it is compared with 37% of students who do not use. Let us recall the fact that English Language is not an official language in Albania and the result of this question shows that students do use English as part of their life and communication. In this way, English language and its innovations have had their influence to Albanian students. This frequency of language usage makes the

students understand English better and create their own vocabulary which is shaped by all these years full of experience.
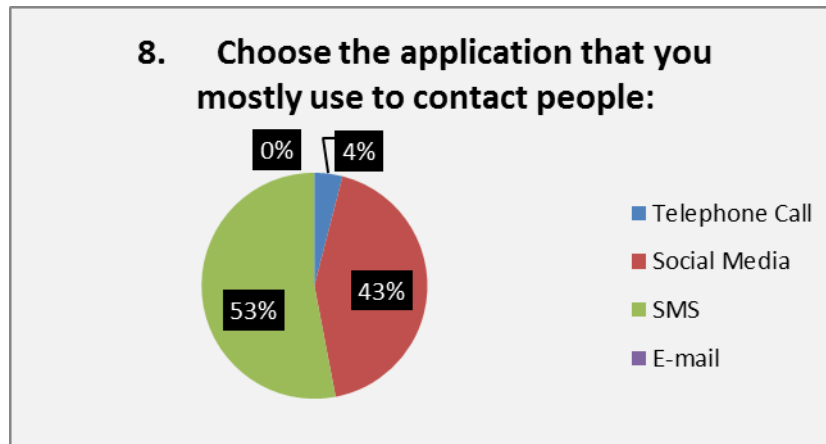
Figure 8

After asking different questions about language habits, we involved questions which will define the way they use to communicate with each other and see if there is any existence of text messaging and its own impacts and components. We had to gather data related to these applications that students use to communicate, in order to prove that text messaging is part of everyday life and one of the most common ways of communication. The categories which students chose the most were "Social Media" and "SMS" where both of them are applications which apply text messaging. 53% of students said they communicate via SMS and 43% of them use Social Media as a way to share and receive information. Students no more tend to communicate via e-mail and only few of them (4%) call people. Actually, it is a trend to teenagers to write to someone instead of calling them. Most of the time, phone calls frustrate them because while writing to someone they can still do other things like listening to music or surfing on the internet. The opposite happens when they call someone, all they can do is a direct verbal communication which prevents them from other technology related activities.
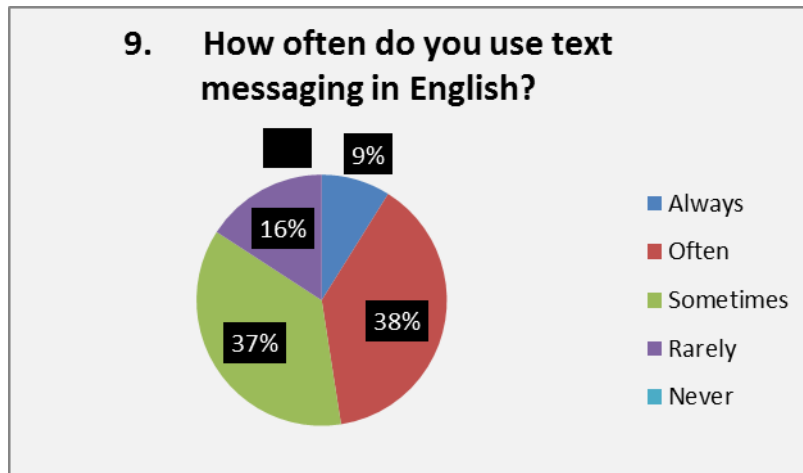
Figure 9

The ninth question required them information about their writing and communication habits but we needed to know if they use English language in their text messaging. They had to specify the frequency of English language use in text messaging. The survey was conducted to albanian students, so we needed to see if they use this language in their daily communication. As a result, most of the students chose the option "Often" (38%) and "Sometimes" (37%), which show great usage of English language in text messaging. Within this question, students admitted using English in their text messages.
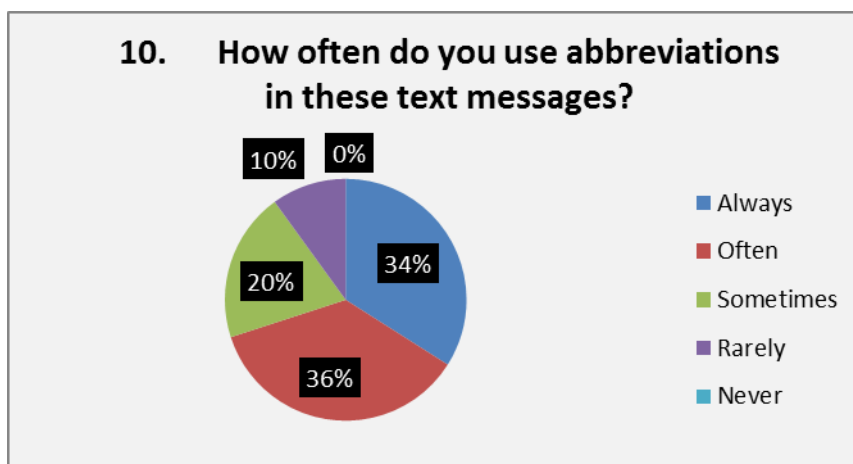
Figure 10

After being asked of English usage in text messaging, students were asked how frequently they abbreviate. Not surprisingly, there is a dramatic increase of the

percentage of "Always" and almost eight students out of ten abbreviate. Some students (20%) "Sometimes" use abbreviations, which is double as the ones who use them "rarely". Again, none of them chose the option "Never".

Purpose	Percentage
To send the message faster	26%
Save time	42%
To finish the conversation	8%
It is cool	8%
Laziness	6%
To write faster	10%

Table 2

The reasons of this great amount of abbreviations differ from one person to another. That is why they were asked to write down the purpose of abbreviating. As it is shown in the table above, 42% of them think that while abbreviating or using textisms, they save their time. 26% use it to send the message faster and others think abbreviations can finish the conversation faster, they are too lazy to write long sentences and some of them think it is cool to abbreviate. Only one student wrote: "I do not feel comfortable using abbreviations". Students find abbreviations as a way to save time while writing or in this way they can send the message faster. In order to be part of a group of friends, they use the same applications as their friends and have their own codes of communication. People, especially youth are so lazy to write full words since the screen of a cell phone limits the number of characters and the display of the message. If they would write letters like people used to do decades ago, then there will not be any blank part displayed on screen, which frustrates people. Massive texts make people lose concentration and the desire to continue reading. For this reason, students between their groups abbreviate in order to be updated with the new trends.
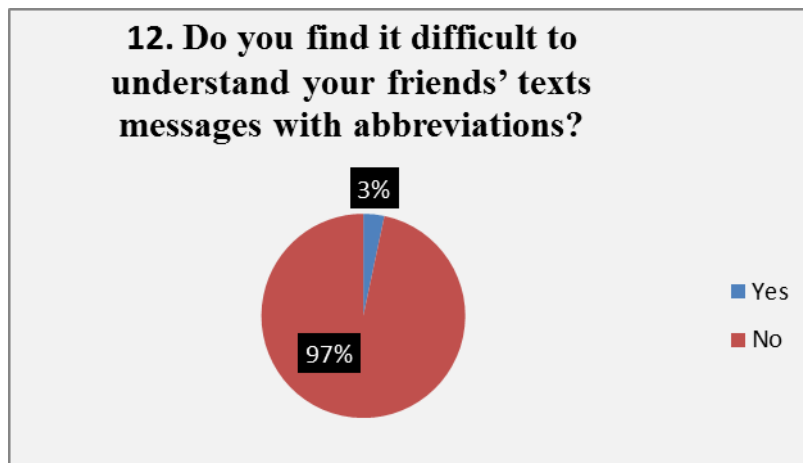
Figure 11

The last questions of the first part of the questionnaire was the twelve one which asked them if they find it difficult to understand their friends' text messages with abbreviations. As it was expected, 97% of them said they do not have difficulties and only 3% accepted having problems while reading their friends' messages.

This part of the questionnaire includes questions which can gather data related to textism usage during their lessons.
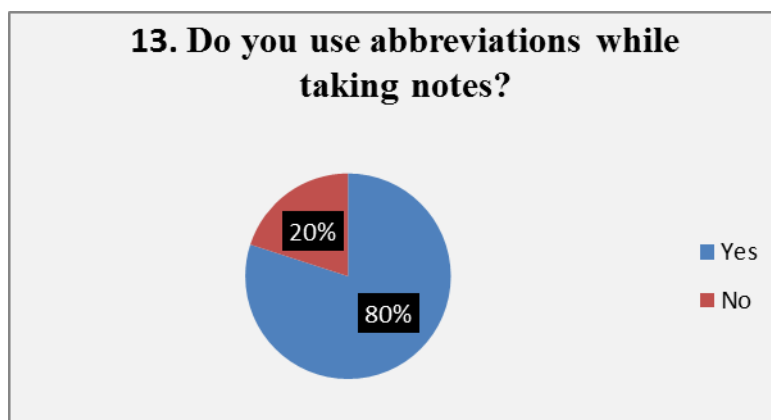
Figure 12

The first question of this part required them to accept or deny the abbreviations usage while taking notes. There is no rule or theory on how to invent textsim, so everyone can create and use their own abbreviations. There are some factors which influence these inventions as culture, language, age, gender, dialects and so on. In this way, different groups of students have their personalized abbreviations. The majority, 80% of them

accepts using abbreviations, which is a considerable percentage and at least they are aware of abbreviating not only in text messages but also while taking notes.

Purpose	Abbreabrviated form
Homework	HW
Substance	Sub
Example/exercise	ex
By the way	btw
Somebody	sb
Approximatelly	appr
Participle	part

Table 3

We also required them to write some of the abbreviations they use the most. We received lot abbreviations and most of the time they apply the same method of abbreviating: using the first letters of the word or omitting vowels. Furthermore, some students use an abbreviation different from some others. For example: "ex" was used for "example" and others used it for "exercise". In this way, students may misunderstand the text if they share their notes with each other. Most of the abbreviations were easily understandable like: "sb" for somebody or "thnx" for thank you. Moreover, some other abbreviations were more personalized compared to the majority, as you needed time in order to guess what it means. For example: a student wrote "part" which meant "participle". If we compare this abbreviation with "thnx" we see that we do not lose time thinking what the second one means while we stop and think for the first abbreviation.
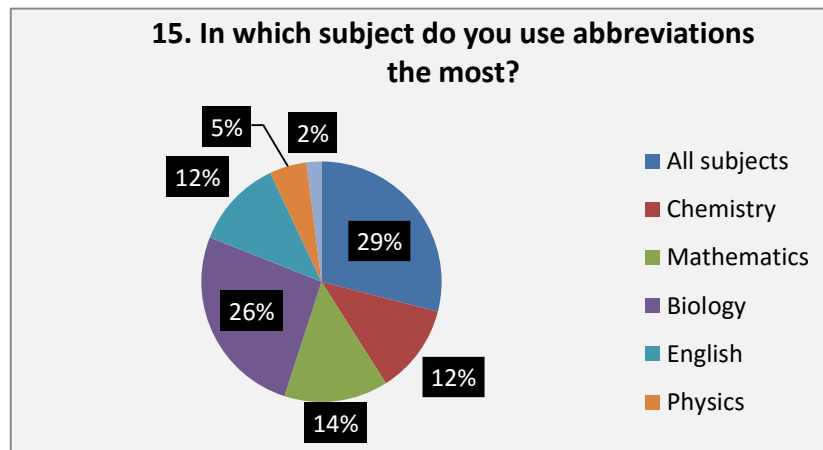
Figure 13

Students had to choose the subject in which they use abbreviations. 29% of them said they abbreviate in every subject, which is the biggest percentage in this pie chart. It is followed by "Biology" with 26% and "Mathematics" with 14%. The rest chose "Physics", "Chemistry", "English" and "History". As it is shown, abbreviations and textisms are not only written in text messages but also in their writings.
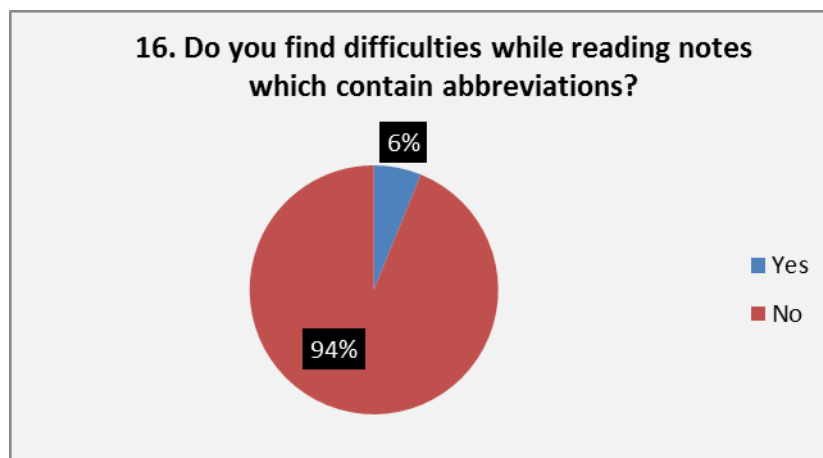
Figure 14

The following question asked them if they find difficulties while reading, in this case notes, which contain abbreviations. Still, the majority denies having this kind of problem and only 6% of them accepted facing difficulties while reading the others' notes. Here we can apply the same analysis as the question where we asked them if they had difficulties reading text messages which contain abbreviations. No matter if you ask them for text messages or notes; they will not accept the struggles they may experience while reading these kinds of text. Since they find textisms as cool and

attractive, they feel good while using textisms and also professional enough of how and where to use them.

4.1-ABBREVIATIONS MEANINGS

	Meaning	I'm certain of the meaning	I'm a bit uncertain of the meaning	I took a guess at what it could mean	I do not know
ASAP					
	As soon as possible	51	2	4	13
L8r					
	Later	43	7	6	12
	Letter	2			
	Listening and Reading			1	
i.e.					
	For instance	32	6	2	30
IDK					
	I don't know	62	1	1	6
	I don't care	1			
LOL					
	Laughing out loud	53	3	3	8
	Lots of love	3			
NB					
	No body	17	3	9	57
	Nota Bene	2		1	
	Nothing Better			1	

Table 4

The last question of the questionnaire required students to give meaning to six abbreviations where four of them were new and two of them were standard abbreviations (i.e. and NB). In case they were not sure about the meaning, they could choose the option "I do not know" or just take a guess of what it could be. The abbreviation they knew the most was "IDK". On the other hand, they barely knew "NB".

ASAP

ASAP is a new abbreviation which means "as soon as possible". Most of the students (51 out of 70) gave the right meaning and only 13 of them did not know what it stands for. The reason why this abbreviation was chosen is its wide usage in internet including messages and the length of the phrase which contains four words. Teenagers prefer to abbreviate the phrase instead of writing the full version of its which involves sixteen letters. This abbreviation is used among students but it will be inappropriate if it is used in formal language. None of the students gave another meaning to this abbreviation.

L8r

L8r (later) was the second new abbreviation in the list. Majority of students gave the right meaning while some others also gave meanings as: "letter" or "learning and reading". The fact that students give another meaning when they do not know it, is connected to phonological awareness and ability to create meaning based on what the abbreviation reminds them of. While completing the questionnaires, some of the students were asking about these abbreviations. In order to make them understand the task we required them to read the abbreviations out loud. After doing so, they were able to understand the letters and numbers and give the right meaning.

i.e.

The first standard abbreviation on the list was "i.e." which means "for instance". Half of students gave the right meaning and there was another possible meaning. Compared to another study conducted to university students (Memushaj Neliada, Omeri Arti, 2017), there is difference regarding creative thinking. University students gave much more possible answers than high school students, especially to

the standard abbreviations which they did not know the most. Nevertheless, the proportion between the answers was positive because students usually tend to know better new abbreviations instead of standard ones.

IDK

I don't know was the abbreviations they knew the most. 64 out of 70 gave the right meaning except of one student who gave the meaning "I don't care" and six other students did not know what IDK stands for.

LOL

LOL stands for "laughing out loud". There are some people who also give the meaning of "lots of love". This abbreviation has always confused people and sometimes put them in trouble because of the double meaning it has. According to the questionnaire result, this is the second abbreviation students knew the most with 59 right answers. Not only is LOL used in daily communication but it is also part of other activities: there is a movie titled LOL.

NB

The last abbreviation on the list was NB which is a Latin phrase and it is used for "Note Well". NB was the abbreviation they did not know the most and there were also given two other meanings: "nobody" and "nothing better". Most of students gave the meaning "nobody". If we compare with university students' questionnaires, there is still lack of creativity because they were able to give seven more possible answers (Memushaj Neliada, Omeri Arti, 2017).

5- CONCLUSIONS

The aim of this study was to analyze the impact of text messaging on high school students' literacy. After considering all the gathered data from questionnaires, it appears that text messaging most of the time is negatively affecting high school students. In general, these generations have enough knowledge and experience in English language, since the majority of them have more than seven years of studying this language. In this way, they are able to understand and perform different tasks related to English language. Technology as a part of their everyday life supports the usage of some shortened form of words as abbreviations and textisms. Students tend to send message instead of calling people when they need to communicate. Even though

their mother tongue is Albanian, they still use phrases in English while texting. The reasons why acting in this way are different. They differ from "texting in English is cool and trendy" to necessity because the applications do not offer emoji or gif in Albanian language. For instance, if they write a funny joke in Albanian, at the end they have to use an English emoji or gif like "LOL". These codes of communication are easily understandable and there is no place for confusion among peers.

If we take daily communication into consideration, it is easier for students to send and receive textisms. Nevertheless, informal conversations are not the only one where they use abbreviations. Students also use them during their classes. Most of them accepted using abbreviations while taking notes and they said they do not find difficulties while reading someone else notes which contain these shortened forms of words. They are self aware of using textisms but it is hard for them to accept the difficulties they may face while encountering abbreviations. This happens because they find abbreviations as cool and part of their lifestyle and it is hard for them to admit that they cannot understand what their friends are talking about. The conducted survey contained some questions which required them to accept or deny the difficulties of abbreviations understanding. Students answered negatively to both of the questions, so they did not accept finding difficulties while reading text messages or notes which contain abbreviations. Considering the reasons, we mentioned above for not accepting these kinds of difficulties, the last question of the survey was structured in that way that we could understand if they do or do not face difficulties.

As a result, students knew the new abbreviations but not at the same percentage as they answered the previous questions; and they hardly knew standard abbreviations of English language. Most of the time they substituted these abbreviations with new ones. While conducting the survey, we were expecting a brilliant creativity, especially to the last question with abbreviations meaning. Unfortunately, there was no creativity at all. It looks like all of them think in the same way and know the same abbreviations. Perhaps, technology is killing their creativity because they have kept in touch with it before they were teens, an age when creativity is developed and reaches its peak.

5.1-RECOMMENDATIONS

We cannot separate technology and literacy, but we can improve their correlation through some methods while teaching high school students and not only by:

1. Using technology in classrooms to see which are the difficulties that students encounter during literacy skills related performance.
2. The stimulation of students who correctly perform literacy skills and good formal writings.
3. Showing them good examples and importance of standard language use, but never criticize their own style of writing.
4. Using textisms in the best possible way while teaching, in order to increase their phonological awareness through different games.

5.2-FURTHER RESEARCH

Textisms and abbreviations do involve and develop phonological awareness but they also cause serious problems in spelling, writing and reading. Creativity is another field where we can see the impact of technology and textisms and it looks like they are killing this incredible ability of authentic ideas. Nevertheless, further research need to be done in order to study the impact of both to those generations who have kept in touch with technology since they were young.

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TEACHER'S AND PUPIL'S VIEWS AND PERCEPTIONS ABOUT THE USAGE OF AUDIO VISUAL AIDS IN TEACHING ENGLISH IN PRIMARY EDUCATION

Rashit EMINI [i]

Abstract

This paper sought to investigate the various opinions and attitudes of primary school English teachers and pupils regarding the usage of audio visual aids such as technology based audio visual aids, posters, pictures, flash cards, rialia, wordwalls, photos, illustrations and other supplementary aids in EFL classrooms and their effects on teaching and learning English in primary education. In order to investigate their opinions about the effects of audio visuals in teaching and learning English, two research methods were used, quantitative and qualitative research methods; that is, two questionnaires were prepared and handed to teachers and pupils. Interviews with the English teachers were conducted, as well. The aim of the research was to explore what audio visuals are most commonly used by the English teachers and how frequently they use audio visuals in their lessons, as well as their opinions about the effects of audio visuals in pupils' English language acquisition. The research was conducted at Hasan Prishtina Primary School in the Municipality of Cair, Skopje, Republic of Mcedonia

Keywords: *Audio visual aids, teaching and learning English, foreign language acquisition, primary education, views, perceptions*

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1- INTRODUCTION

The integration of audio-visual aids in teaching English as a foreign language is a very important process that strives to improve the primary school pupils' English language acquisition. During this process it is the teacher who plays the most important role as they are the ones who choose the kind of audio-visual aids in their teaching practices and the way that they think is the best to use them to achieve better results in learning outcomes of their pupils. The whole process has an impact on pupils' behaviour and learning as a consequence. Using audio-visual aids in English classes aims at improving the quality of teaching and learning English and make the learning process more interesting and more attractive for the pupils. Furthermore, it motivates them to participate in the class activities either by interacting with other pupils or with the teacher. Althouth, the various learning styles of the pupils as well play an important role in this context.

In their every day teaching of English as a foreign language English teachers strive to use various tools and materials to create a better learning environment for their pupils, whose interests in learning English might by different. Moreover, they strive to create authentic learning environment in the classroom taking into the consideration the fact that English in Macedonia is used as a foreign language and students do not encounter the language outside the classroom, as well as there are rare situations when pupils can communicate in English.

Therefore, in order for them to achieve the learning outcome of their pupils they have to choose the audio visuals in a very careful manner so that all of their pupils can find them beneficial and learn through them the target language, in this case English. Among many tools that are used in the teaching practices of English as a foreign language audio-visual aids tend to occupy an important spot in the English language profession and practices and therefore they play a very important role in teaching English especially to young learners.

In this context, this paper aims to provide some insight on teachers' and pupils' views and opinions about the role of audio-visual aids in teaching English and their effectivenss in English language acquisition. Mostly, it aims to examine the pupils' and

teachers' attitudes towards using visual aids in learning English as a foreign language and to what extent can help the teaching process at Hasan Prishtina Primary School in Skopje, Macedonia.

1.1-RESEARCH QUESTIONS

■ What are the views and perceptions of both the teachers and the pupils at Hasan Prishtina Primary School regarding the usage of audio-visual aids in teaching and learning English as a Foreign Language?

■ Do the English teachers use audio-visual aids in teaching English to primary school pupils and to what extent?

■ What kind audio visual aids are used by the English teachers to teach 6th, 7th, 8th, 9th grade primary school pupils and where they get them?

2- LITERATURE REVIEW

Audio-visual aids provide a learning environment in class which corresponds to real life contexts, that is authentic situations in classroom by exposing pupils to real life language context. It provides both the teachers and pupils with various opportunities to practice English as if they were in English speaking countries. There are many benefits that the usage of audio visual aids bring to the learning environment such as it makes the teaching process more effective and interesting as it increases the participation of the pupils in the teaching and learning process by solving some certain language barrier problems as they provide accurate visual image and facilitites communication among pupils (Chacko, 1981, in Shabiralyani, 2015). Moreover, it increases the interaction of pupils with the other pupils and with their teachers and it makes the communication lively and interesting.[j] The aim of using audio visual aids in teaching English is to enhance English teacher's ability to present lessons in a simpler, more effective and easier way so that the teaching English is more comprehensible and pupils learn English better.[k] The audio visual tools make ideas more concrete to the pupils (Jain and Billaiya, 2017). Furthermore, it encourages creativity as audio visual aids develop pupils' creative power (Malik & Pandith, 2011, in González-Vera & Hornero Corisco,

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[j] *Teacher interview, teacher questionnaire, and classroom observations Anexxes 2,3,4*

[k] *Ibid*

2016, Kishore (2003 in Shabiralyani, 2015). ''The use of visual aids in teaching and learning process has multifarious values'' (Mohanty, 2001 in Shabiralyani, 2015). In addition, according to Singh (2007) and Jain and Billiya (2017) it makes the learning permanent and meaningful as pupils learn fast and memorize better as well as it breaks the monotony of the formal type of teaching and makes learning more natural and easy. It serves the time of the teacher in teaching his or her lesson as well as it makes learning process more solid and durable. Teaching aids help the students to form direct bond between words and object what the teacher is teaching (Singh, 2007, Jain and Billaiya, 2017).

Uses of audio-visual aids induces pupils' discussion and their expressiveness and it increases pupils' motivation since audio visual tools increase their interest and excitement by expanding their real experience compared to the traditional classroom (Akram, 2012). According to JoomlArt.com, 2015 in González-Vera & Hornero Corisco (2016) audio visual aids help in reducing verbalism and they give clear concepts and thus help to bring accuracy in learning as well as provide different tools in the hands of the teacher to create an attractive and interesting classroom. Moreover, they create clear images when individual see, hear, touch, taste and smell as human experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest (González-Vera & Hornero Corisco, 2016, Jain and Billaiya, 2017).

On the other hand, there are certain challenges and disadvantages that can have a negative impact on English language teaching and learning process. According to Awasthi (2014) in González-Vera & Hornero Corisco (2016) using audio visual aids can be useful for making learning easy, effective and permanent, however there are certain problems that hinder their usage such as teachers' inability to use audio visual aids properly, that is utilizing the audio visuals to promote learning and teaching of English. In addition, lack of teachers' dedication to learn new ideas of teaching as well as their hesitation to bring innovations in their teaching especially with regard to using new advanced technology in class. Then school's financial hurdles, that is lack of funds in providing the costly technologically advanced audio visual aids in teaching and learning process in primary education is another problem. Another drawback is that audio visual aids are time consuming in preparation; it takes time to produce one''s own

video or slides. Films may be difficult to obtain, creating a PowerPoint presentation can also be time consuming (Park, 1999 in González-Vera & Hornero Corisco (2016).

'The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose' (JoomlArt.com, 2015) as well as 'it has not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective' (JoomlArt.com, 2015 in González-Vera & Hornero Corisco (2016). According to Pilar González-Vera and Ana Hornero Corisco (2016) teachers should be provided with necessary trainig in order for them to overcome the obstacles to effectively use audio visual aids. The audio visual aids provide information that contribute to the full understanding of the message. Working with audiovisual texts also allow pupils to see the target language (Pilar González-Vera and Ana Hornero Corisco, 2016),

Furthermore, according to Harmer (2007) integrating audio visual aids into an English class brings the reality directly through exposure to the native speakers' sounds. Examples of this equipment are (Audio cassettes/ tape recorder, Radio, Music/ songs and others). According to Harmer (2007) "Teachers use audio materials on tape, CD or hard disk when they want their students to practice listening skill". This was the case with the two English teachers at Hasan Prishtina Primary School who used a CD Player for listening skills activities in class.[1] Moreover, the two teachers and most of their students liked the usage of audio visuals in English classes and they considered them very important in the English language acquisition process.[m] According to Harmer (2007) there are some advantages and disadvantages of audio visuals when used in English classes. The advantages are:

1. Pupils hear native speakers on CDs who use a variety of voices apart from their teachers' voices.
2. Pupils meet various characters talking in English, the target language of the pupils

Whereas the disadvantages are:

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[1] Classroom observations, Annex 4

[m] Teacher interview and questionnaire, and pupil questionnaire

1. The audibility of recorded material might be a problem. Not all pupils can hear the same in the classroom and that can cause problems in learning.

'Studies have shown that there is significant difference between use and non use of audio visual material in teaching and learning' (Jain and Billaiya, 2017). Moreover, they claim that English teachers believe that the use of audio visual aids create enjoyable learning environment in the classroom because of sounds, light and colors that stimulate student's interest in learning. These aids allow the students to comprehend better because they are able to see and hear what is exactly going on in the given situations and activities in class.[n] Research of Cuban (2001 in Shabiralyani et al, 2015) indicated the psychology of audio visual aids as under, 1% of what is learned is from the sense of taste, 1.5% of what is learned is from the sense of touch, 3.5% of what is learned is from the logic of smell, 11% of what is educated is from the logic of hearing and 83% of what is learned is from the sense of sight. Also people generally remember, 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing. So there is no doubt that technical devices have greater impact and dynamic informative system (Shabiralyani et al, 2015). This assistance generates creative thinking skill and encourages the students not to just learn by listening and writing but they find their own initiatives to express their understanding. The implementation of visual aids is less time consuming and teachers have more sufficient time to create enjoyable teaching aids and conduct effective teaching (Jain and Billaiya, 2017).

Some researchers found using visuals, in particular posters for creative tasks in EFL have resulted in high level of motivation and confidence and it has contributed to bring pleasantness in the learning environment (Stone et al; 1998 a; 1998b in Zerin & Afrin Khan, 2013). They have also found that by hanging some beautiful pictures teachers can easily bring visual interest in the classrooms which is very important to create effective learning environment (Hubenthal and O'Brien, 2009 in Zerin & Afrin Khan, 2013). Visual aids have to be used in a manner that pupils can benefit. In this context, they have to be visible to the whole class so that every pupil can see. All pictures, posters, and other illustration must be large enough to be seen easily by the pupils farthest from the aids'. When teachers use colours they should ensure clear contrast and

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[n] Teacher interview and teacher questionnaire and pupil questionnaire

clear visibility. The efficacy of aids can be enhanced by proper sequencing to build on former knowledge (Shabiralyani, 2015). Furthermore, as regards the audio aids that is the integration of technology into the classroom according to Ranasinghe and Leisher (2009) in Shabiralyani (2015), ''integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. Technological aids should support the curriculum rather than dominate it. Ranasinghe and Leisher say that technology should assist the teacher in creating a collaborative learning environment. Koç (2005) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. Developments in technology gave scope for innovative practices in the classroom.'' (Shabiralyani, 2015)

According to Harmer (2003) every pupil has his or her own learning style, some learn by reading, some learn by observing and noticing things, some learn better while listening and some are kinesthetic learners. Poster making tasks incorporate all of these learning styles automatically as they do it in group having different pupils within the groups hence it makes the whole process enjoyable. 'This theory implies that poster making task can be used as a very effective activity for ESL classroom that requires synthesizing the information collected and analyzed, collaborating the task amongst the group members, and presenting it in front of the audience with confidence'(Zerin & Afrin Khan, 2013).

However, according to Zerin&Afrin Khan 2013 there are contradictory opinions about the effectiveness of visual aids in particular posters as well. Dockrell, Braisby, and Best (2007: Cited in Cetin and Flamand, 2013) come up with the opinion that vocabulary learning cannot be very effective through the exposure of these visual mediums. (Zerin & Afrin Khan, 2013). They also doubt about the real pedagogical effects of posters unless teachers draw attention to these visual impacts.

To summarize, audio visual aids have become an inevitable part of teaching and learning in English classrooms. They play a significance role in pupils' English language acquisition as well as in facilitating this process of acquisition. Teaching and learning through audio visuals is in a way suited to all kinds of pupils' learning styles and therefore makes the process of teaching and learning much easier and comphrehensible for all pupils. In terms of their effectiveness, in all the observed

classes the researcher could observe that the audio visual aids that were used by the two English teachers helped in integrating most of the pupils in the teaching and learning process, that is they induced most of the pupils to participate in the activities.[o] Moreover, both English teachers shared similar views and percpetions about the usage of audio visual aids and their effectivness in teaching and learning English to primary school pupils. They claimed that audio visual aids are important in teaching English because they help students see, listen, and repeat words or sentences and thus learn and enrich their vocabulary quickly as well as learn and improve pronunciation, as well as that audio visual aids are important in education system since they facilitate the teaching process to make it easier and interesting for the pupils. As they say ''Children learn best by observing and hearing''.[p]

3- METHODOLOGY

The principal aim of this paper was to scrutinize the views and perceptions of the English teachers and their pupils about the usage of visuals in English language teaching and learning practices at Hasan Prishtina Primary School in Skopje, Macedonia. Moreover, it investigated the teaching practices of the two out of four English teachers at the selected school and the efforts of the teachers to provide as qualitative classes as possible by using audio visual aids and other supplementary materials to meet their pupils' foreign language needs.

This research is, therefore, going to document the important role of audio visual aids in teaching English as a foreign langugae in primary education, in particular at Hasan Prishtina Primary School in Skopje, Macedonia.

This research paper in particular tries to find out about the views and perceptions that English teachers in primary education and their pupils about the usage of audio visual aids in EFL classroom and its importance in English language acquisition in English language classes at Hasan Prishtina Primary School.

Taking into account all the aspects of this research it falls under both quantitative and qualitative research. A quantitative research method was applied because it used

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[o] *Classroom observations, Annex 4*

[p] *Ibid*

structured questions where the answer options were prearranged and a significant number of respondents were involved to discover the English teachers' and their pupils' views and perceptions about the usage of audio visual aids in EFL classes at Hasan Prishtina Primary School in Skopje, Macedonia.

On the other hand, after giving information, a qualitative research method provided more opportunities for inquiry. The qualitative research method has supplemented this research through class observations and interviews and it did not confine the respondents' answers to a set of predetermined responses.

The data about the views and perceptions of English teachers' and their pupils' with regard to using audio visual aids in EFL classes at Hasan Prishtina primary school were collected through several instruments such as Questionnaires, Interviews and Classroom Observations at the school. Two teachers out of four teaching at Hasan Prishtina Primary School and their pupils from 6th, 7th, 8th, 9th grades (school classes) from the selected school participated in this research. Moreover, 96 students from 4 groups (one from each grade (school class) participated in this research. Interviews with the two teachers who teach English at the selected school were used as data collection instruments. The data were analyzed quantitatively and qualitatively to answer the research questions of this research paper.

A cross-sectional observational study was conducted with prior permission and approval from the Director of the school and the two respective English teachers.

One set of interview questions (8 questions) was prepared to interview 2 teachers who taught English the 6th-9th grade pupils at the selected school. The aim was to obtain more detailed information about their views and perceptions with regard to using audio visual aids in EFL classes at the selected school.

Two self administered questionnaires (teacher and pupil) were distributed to the two teachers and their pupils accordingly.

The teacher questionnaire was distributed to two out of four teachers who teach English at Hasan Prishtina Primary School after obtaining their informed consent.

One pupil questionnaire was prepared and distributed to 96 students of 6th, 7th, 8th, 9th grades (school classes) aged 11-14 years old pupils in the respective grades (school classes) sampling after obtaining their informed consent. They were asked to complete

the questionnaire anonymously. Participation was voluntarily. The pupils were asked not to reveal their names or any personal information so that they could answer freely without any influence. Responses were taken from the pupils present in the English classes. Those who were absent or refused to answer were excluded from the study. The 96 pupils who completed the questionnaire became the participants in this research.

The pupil questionnaire consisted of eighteen (18) questions designed in two parts:

1) The first part contained 4 questions related to information regarding schooling, grades and courses taken outside school.

2) The second part contained 14 questions related to their views and perceptions to teaching and learning practices in EFL classroom at Hasan Prishtina Primary School based on Likert's scale of grading as Strongly agree/Agree/ Neutral/ Disagree/ Strongly disagree.

The participants were encouraged to provide their independent and unbiased opinion without revealing their identity in the questionnaire by putting a tick next to their chosen answer.

The teacher questionnaire consisted of twenty-two questions (22) questions designed in two parts.

1) The first part contained seven (7) questions related to information regarding Teacher Teaching Experience.

2) The second part contained fifteen (15) questions related to the views and attitudes of the teachers regarding the usage of audio visual adis in their English classes at Hasan Prishtina Primary School.

The answers were measured based on Likert's scale of grading as Strongly Agree/Agree/ Neutral/ Disagree/ Strongly Disagree.

The two English teachers were encouraged to provide their independent and unbiased opinion without revealing their identity in the questionnaire by putting a tick next to the choice.

Four (4) class observations were conducted to collect additional information that would help in more precise results from the research as well as to obtain an in-depth

understanding of teachers' teaching practices with regard to using audio visual aids in their English classes and their effects in pupils' English language acquisition.

Observations were conducted in different classes, 6th, 7th, 8th, 9th grades (school classes), that is one observation in each grade.

Two English teachers who teach in those school classes were observed with their prior consent.

The Interview with the teachers was conducted with an aim to obtain an in-depth understanding of teachers' teaching practices with regard to using audio visual aids in their classes.

Teachers were asked eight (8) interview questions related to their experience in using audio visual aids in their teaching and their opinion about the effect that audio visual aids have on students' interest to learn English as well as their learning outcome.

4- DATA COLLECTION AND ANALYSIS

Data was collected through observations, interviews and questinnaires, which were carried out over two to three weeks at Hasan Prishtina Primary School. Every activity was carefully and in details planned and agreed with the School Director and the two English teachers at the school so that English class observations, teacher interviews and teacher and pupil questionnaires were carried out effectively and on time.

Four highly structured and semi strauctured class observation sessions were conducted, one per each grade, that is one class of each grade 6th, 7th, 8th, 9th was observed. Observation notes of both highly structured and semi structured observations provided descriptive data about the English language teaching practices with regard to using visuals in teaching English as a foreign language and their effects in pupils' English language acquisition. These aimed to provide data about the English teacher's teaching practices and their views and perceptions about the importance of visuals in teaching English to pupils in primary education.

Interviews followed a semi-structured format that provided a conversational tone, however the interviews were focused on the research questions and some specific questions from the teacher interviews that were provided in writing. One set of interview questions (8 questions) was prepared to interview 2 teachers who taught

English the 6th-9th grade pupils. The aim was to obtain more detailed information about their views and perceptions with regard to using visuals in their daily teaching practices and the effects of visuals in pupils' English language acquisition in English classes at Hasan Prishtina Primary School in Skopje, Macedonia.

Two self administered Questionnaires (teacher and pupil) were distributed to the two English teachers who taught English to 6th ,7th,8th and 9th grade pupils and their pupils in their groups accordingly, that is ''Pupil Questionnaire'' was prepared and distributed to 96 students of 6th, 7th, 8th, 9th grade, aged 11-14 years old pupils in the respective school classes (grades) sampling after obtaining their informed consent. They were asked to complete the questionnaire anonymously. Participation was voluntarily. The pupils were asked not to reveal their names or any personal information so that they could answer freely without any influence. Responses were taken from the pupils present in the English classes at Hasan Prishtina Primary School. Those who were absent or refused to participate were excluded from the study. The 96 pupils who completed the questionnaire became the participants in the current study.

The ''Pupil Questionnaire'' consisted of eighteen (18) questions designed in two parts:

1. First part contained 4 questions related to information regarding schooling, grades and courses taken outside school.

2. Second part contained 14 questions related to their views and perceptions about the usage of audio visual aids in teaching and learning English in their English classes at the selected school based on Likert's scale of grading as Strongly agree/Agree/ Neutral/ Disagree/ Strongly disagree.

The pupils were encouraged to provide their independent and unbiased opinion without revealing their identity in the questionnaire by putting a tick next to the choice.

The ''Teacher Questionnaire'' consists of twenty-two questions (22) questions designed in two parts.

1. First part composed of seven (7) questions related to information regarding Teacher Teaching Experience.

2. Second part contained fifteen (15) questions related to the teachers' views and perceptions with regard to using audio visual aids in teaching English as

a foreign language to pupils in primary education at Hasan Prishtina Primary School.

The answers were measured based on Likert's scale of grading as Strongly agree/Agree/ Neutral/ Disagree/ Strongly disagree. The two English teachers were encouraged to provide their independent and unbiased opinion without revealing their identity in the questionnaire by putting a tick next to the choice.

Four (4) class observations were conducted to collect additional information that would help in obtaining more precise results from the research as well as to obtain an in-depth understanding about the usage of audio visual aids in teaching and learning English and their effects in pupils' English language acquisition in English classes at the selected school. Observations were conducted in different English classes of 6th, 7th, 8th, 9th grades. Two teachers who have been teaching English at the School were observed with their prior consent.

4.1-RESULTS FROM TEACHER QUESTIONNAIRE

The teacher questionnaire was composed of questions that were related to the teachers' experience and the activities related to their teaching practices, especially activities that include visuals as tools for teaching English to primary school pupils. The interpretations of the answers that the two teachers provided will be done both for individual answer and for the group of answers from the questionnaire.

Part 1 – Teacher Teaching Experience

1. How many years have you been teaching English as a foreign language in primary education?

T1 – 14 years

T2 – 10 years

2. Have you taught English as foreign language before you started your work as a teacher in the primary school ''Hasan Prishtina'', Skopje.

T1- No

T2- No

3. What levels according to CEF have you taught until you started work at Hasan Prishtina Primary School''? Please, specify the number of years for each CEFR for languages level.

- A1 …………..years.

- A2 ……………years.

- B1 ………..…years.

- B2 ……………years.

- C1 …………....years.

- C2 …………….years.

4. What grades do you teach at Hasan Prishtina Primary School?

T1 – 7th and 8th

T2 – 6th, 7th, 8th, 9th

5. Do you regularly attend professional development workshops? What kind of workshops and training? If not why?

T1 – I attend professional development workshops every time our school is invited.

T2 – Any time when we are invited to attend any seminar or workshops we respond positively.

6. Who organizes the workshops?

T1 – The latest workshop was organized by SEE University.

T2 – No answer

7. Do you have any support from the school to attend seminars, trainings and workshops? How many times per year are you allowed to attend them?

T1 – Yes, we are allowed to attend seminars, trainings, and workshops whenever they are organized but we do not have any financial support from the school.

T2 – No answer

The answers from the first part of the Teacher Questionnaire reveal that both teachers are very well trained as they are both experienced teachers in teaching English to primary school pupils and that they continuously attend professional development trainings. Unfortunately, the school does not allocate any financial means for professional development. However, the school Director induces them to attend any workshops, seminars and trainings that are organized by other institutions and/ or universities in Macedonia that invite them. Moreover, the school Director supports them by releasing them from their teaching duties to attend the professional development trainings.

Part 2 - Teachers' and pupils' views and perceptions about the usage of audio visual aids in teaching English in primary school

1. Teaching with audio- visuals is more effective in language acquisition.

T2___ Strongly agree - T2

T1 ___ Agree - T1

As can be seen from the answers to the first question above and the teachers'answers to the 5th question (please see below) both teachers agree that is think that audio visuals play an important role in English language acquisition.

2. We lack aids in school therefore I rarely use audio -visual aids in class.

T1 ___ Agree – T1

T2 ___ Neutral - T2

The answers to the second question reveal that the school lacks audio visuals and therefore the teachers can not use audio visuals in their classes frequently which is a sort of handicape taking into consideration the above answer in which both teachers claim that classes with audio visuals are more attractive to pupils and therefore more effective. Lacking audio visuals can have a negative impact on the pupils' English language acquisition, that is learning outcome of the pupils.

3. Pupils enjoy classes when there are audio-visuals in the classroom.

T1___ Strongly agree

T2___ Agree

4. Pupils learn more when audio- visuals are used in class.

T1 , T2 ___ Agree

Answers to the third and the fourth question reveal that teachers consider that pupils enjoy and learn more when they use audio visuals in English classes.

5. It is not that important to use visual aids in class to teach effectively therefore I rarely use them.

T2 ___ Disagree

T1 __Strongly Disagree

6. Which audio -visual aids do you use in class? And where do you get them? Please list them below:

T1 – I use the CD player and the LCD projector provided by our school and posters prepared by students or by myself.

T2 – White or black board; projector slides, paper handouts, Flip chart, Video (DVD or VHS), Audio Cassette or CDs

Answers to the sixth question reveal the kind of audio visuals that the teachers use in their teaching practices at Hasan Prishtina primary school. The list is not short, however it would be recommendable that the school provides more advanced technology in English classes like Interactive Boards and OHPs.

7. Are the audio- visual aids important in teaching English? Why yes/ no?

T1 - Yes, they are. Audio visual aids are important in teaching English because they help students see, listen, and repeat words or sentences and thus learn and enrich their vocabulary quickly as well as learn and improve pronunciation.

T2 – Yes, they are important in education system. They help in encouraging teaching process make it easier and interesting. Children learn best by observing and hearing.

Answers to the seventh question confirm what was said above about the importance of visuals for the teaching process and aims.

8. How oftern do you use audio-visual aids in class?

T1 – I often use CD player and posters, but rarely the LCD projector because there are only two projectors in the whole school.

T2 - Very often, especially I use audio visual aid in listening and speaking activities.

Are all visuals that you use effective? If not, all please list some that have proved not to be effective with your pupils.

T1 – In my opinion all visuals that I use with my students are effective.

T2 – All visuals are effective considering that each audio visual aid varies so it is important to know how to use them in the right way.

9.   When I use videos pupils grasp the learning points much quicker.

T1 ___ Strongly agree

T2 ___ Agree

The answers to the eighth, nineth and tenth question fully correspond to the researcher's observation data since during observations of classes the research observed that both teachers used at least two audio visuals in their classes which helped pupils' engagement and action.

10.   Visual aids are my primary tools in teaching English to primary school pupils.

T2 ___ Strongly agree ___ Agree

T1 ___ Neutral

Answers to the eleventh question show that one of the teachers has reserves with regard to the question related to visual aids being the primary tools in teaching English to primary school pupils which corresponds to the above answers in which teachers claim that they do not use audio visuals so frequently as school lacks audio visual aids. Moreover, pupils' answers as well support this claim that audio visual aids are not their teachers' primary tool in teaching English.

11.   Visual aids help in motivation of students to learn the language.

T1, T2 ___ Strongly agree

Answers to the twelfth question supports the other answers in which teachers claim that the audio visuals play an important role in the teaching process and accordingly to their pupils' motivation to participate in the activities.

12. Using visual aids in class help pupils learn more words in a short time.

T1, T2 ___ Strongly agree

13. Using visuals help students in speaking.

T1, T2 ___ Strongly agree

Answers to the thirteenth and fourteenth question show that teachers believe that pupils learn more when audio visuals are used in English classes, as well as increases their confidence to speak in class.

The answers that the teachers provided generally fully match with each other, except in two cases, question 2 and question 11, which the first teacher had ticked the Neutral choice versus the second teacher who had ticked the agree choice. The teacher who had ticked Neutral choice in fact signals that the school lacks audio visuals and therefore the teachers do not use audio visuals regularly, which in their opinion affects the teaching process. Moreover, the observation of the classes confirmed this claim.[q]

To sum up, the English teachers at Hasan Prishtina Primary School prefer using audio visuals in their teaching practices regularly, however due to the lack of audio visuals they can not use them regularly as their primary tools in their teaching. Moreover, not having fixed audio visual aids in classrooms is another problem since the teachers have to carry the tools from one classroom to another. Therefore, fixed audio visuals in classrooms would be a solution that is would induce teachers to use audio visuals in every class, by which classes would be more interesting and more attractive for the pupils.

4.2-RESULTS FROM THE PUPIL QUESTIONNAIRE

As noted above the pupil questionnaire consisted of eighteen (18) questions designed in two parts: 1) First part was composed of information regarding schooling and courses taken outside school, and 2) Second part contained questions related to the preferences

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[q] Classroom observations, Annex 4

and opinions for use of audio visual aids in lecture delivery, in which views and perceptions of pupils were measured, based on Likert's scale of grading as Strongly agree/Agree/ Neutral/ Disagree/ Strongly disagree. The pupils were encouraged to provide their independent and unbiased opinion without revealing their identity in the questionnaire by putting a tick next to the choice.

The pupil questionnaire as shown above was prepared and distributed to **96** pupils of **6th, 7th, 8th, 9th** grade, **aged 11-14 years old pupils in** the respective grade classes sampling after obtaining their informed consent. Their views and perceptions are reflected through the answers to the questions from the questionnaire shown below.

The first statement aimed to obtain direct information from the pupils regarding the effects of the audio visual aids in their learning. The pupils' answers show that majority of pupils recognize the positive role of audio visuals in their learning of English. The below given graphs also show that there is a considerable number of pupils who have ticked the neutral answer as well as there are few pupils who have ticked the answer disagree or strongly disagree. This indicates that there are pupils who cannot benefit from the kind of audio visuals that the teachers use in English classes. Moreover, the teachers should seek ways to utilize the chosen visuals in the best way possible, so that they could involve all pupils in class activities. Furthermore, taking into consideration teachers' answers from teacher interview and questionnaire where they claim that they do not use audio visuals frequently due to the fact that they lack audio visuals we can also conclude that the neutral and negative answers might imply that they do not see many audio visuals used in English classes therefore they consider that those audio visuals used are not enough for them to achieve their learning goals. Furthermore, they might not be involved actively with the audio visuals at disposal to the teachers therefore they do not recognize the positive effects of the audio visuals.

1. I learn better if visuals are used in class. G-8

(Series1)

1. I learn better if visuals are used in class. G-7

(Grade 5, Grade 4, Grade 3, Grade 2, Grade 1)

1. I learn better if visuals are used in class. G-8

(Grade 5, Grade 4, Grade 3, Grade 2)

1. I learn better if visuals are used in class. G-9

(Series1)
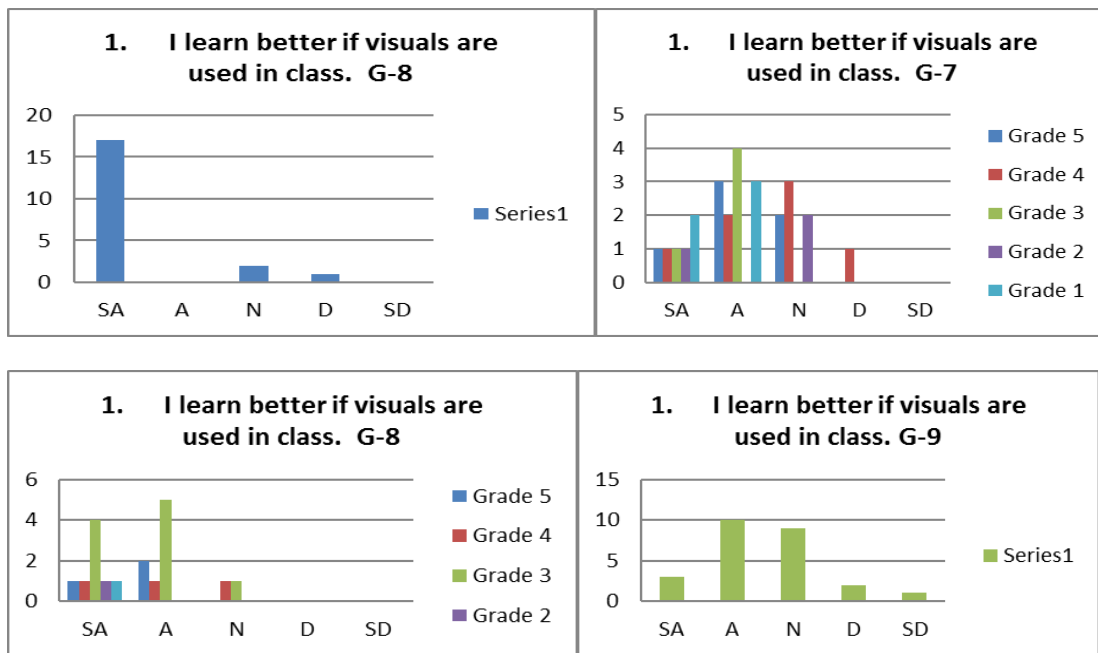
The second statement tries to reveal pupils' views and perceptions about using posters in English language teaching and learning, that is to investigate their opinion about the effectiveness of using posters in English classes to induce pupils' participation in learning activities as well as in their active involvement in word recognition and word acquisition. As can be seen in the graphs below the answers of the pupils are divided. Although, the majority of pupils have ticked strongly agree and agree options the number of those who disagree or are neutral is large. Taking into consideration the data from the observations of classes which show that there were no posters on the walls during the observations and that the teachers did not use any posters in their observed lessons these answers are reasonable. However, there was a reason behind the fact that the two teachers opted not to use posters or wordwalls in their classes. The reason was that the classrooms that the English teachers used for teaching English were used by all school subject teachers and therefore they do not stick any posters or wordwalls on those walls of the classrooms that were shared with other teachers. Nevertheless, it would be recommendable that the teachers use posters in their teaching practices since posters are a good mnemonic method as well as one of the best methods for building pupils' word recognition.[r]

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[r] *The Foundations of Word Recognition, Vocabulary, and Fluency Chapter Two I. Improving Word Recognition II. Building Vocabulary III. Fluency: The Bridge from Decoding to Comprehension, p 29*
http://teachingasleadership.org/sites/default/files/Related-Readings/SL_Ch2_2011.pdf
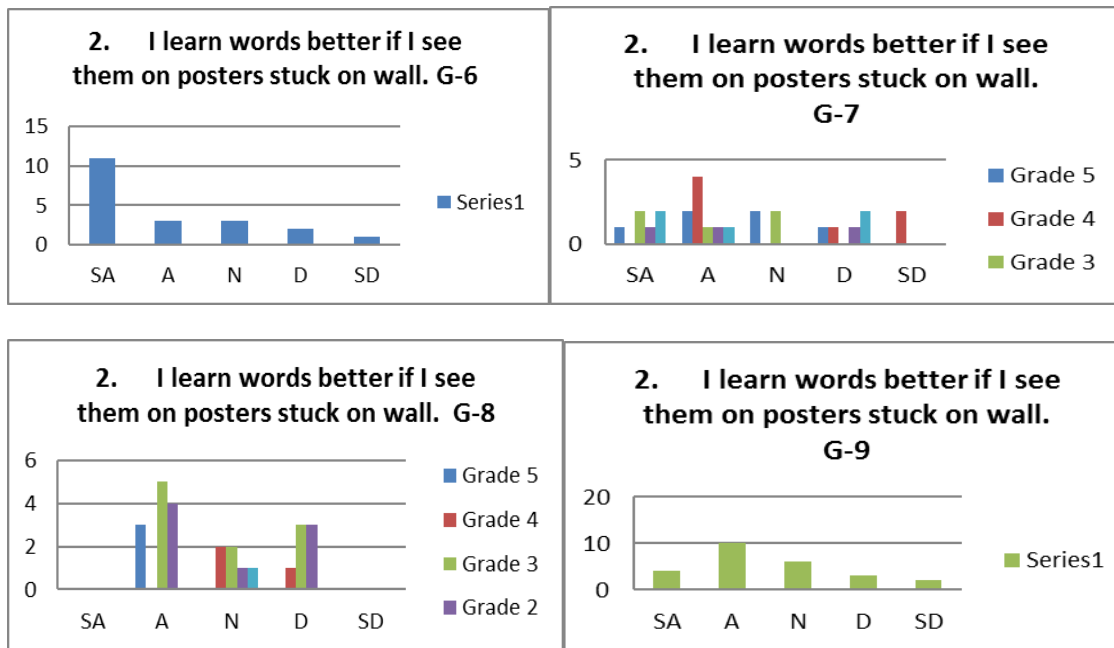
The statements 3, 4 and 6 from the pupil's questionnaire tried to reveal pupils' opinion about memorizing words by seeing the words on pictures (pictures can be put on flashcards, handouts, pictures from LCD projector etc), words for realia or objects that teachers can find in their surrounding as well as objects that they bring with them in class or words on charts and maps. As can be seen in the graphs 3, 4 and 6 the majority of pupils have answered with strongly agree and agree, especially grade six pupils, although the number of those pupils that have some reserves or have answered with disagree is not so small and they belong to the upper grades. This may indicate that there are pupils who prefer other mnemonic methods or that the pupils have not benefited much from the activities that have involved pictures and realia in memorization of words, or they are not used so frequently.

3. I remember words better if they are shown to me with pictures. G-8

3. I remember words better if they are shown to me with pictures. G-9

4. Seeing the objects helps me memorize the words for the objects. G-6

4. Seeing the objects helps me memorize the words for the objects. G-7

4. Seeing the objects helps me memorize the words for the objects. G-8

4. Seeing the objects helps me memorize the words for the objects. G-9

6. I learn better when I see the words on charts and maps. G-6

6. I learn better when I see the words on charts and maps. G-7

6. I learn better when I see the words on charts and maps. G-8

6. I learn better when I see the words on charts and maps. G-9

Charts 7 and 17 provide pupils' answers to the statement which is related to the importance of audio visuals for learning English as well as their effectiveness in teaching and learning English that is their usefulness in the teaching and learning process. As both graphs show majority of pupils think that audio visuals are very important, that is they are very useful tools in teaching and learning English. There is a considerable number of pupils that are neutral and a few that disagree. However, having in mind that due to the lack of considerable number of audio visuals in English classes as the research data revealed[s], especially the pupils' answers shown in chart 8 below and due to the necessity of teachers changing classrooms[t] pupils might have revealed their concern for not using audio visuals in their English classes as often as they would like to (please see chart 10 below). Or, in the worst case scenario the audio visual aids available in that school are not enough according to the pupils (please see chart 8 below) and teachers[u], or those audio visuals used by their teachers have not had the expected effect[v] and have not satisfied their need for learning through audio visual aids.

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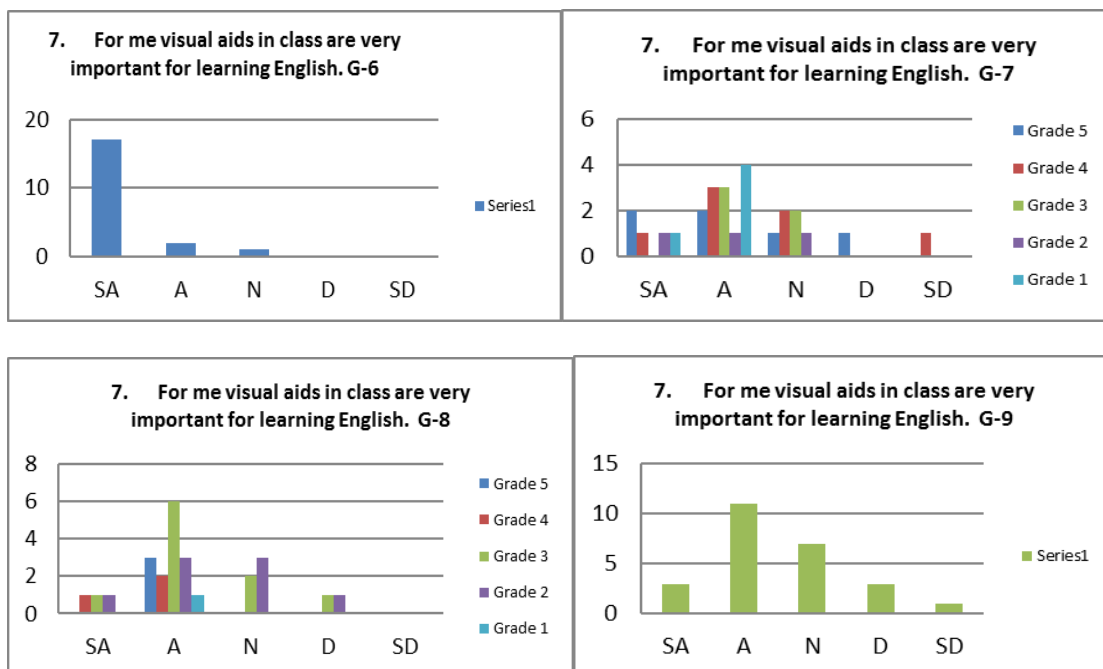
[s] *Teacher interview, Teacher questionnaire and Classroom observations – Annex 2,3,4*

[t] *Classroom observatsions Annex 4*

[u] *Teacher interview and teacher questionnaire*

[v] *Answers to question 18*

17. Do you find audio-visuals useful in general? G-6

17. Do you find audio-visuals useful in general? G-7

17. Do you find audio-visuals useful in general? G-8

17. Do you find audio-visuals useful in general? G-9

8. We lack visual aids in class and classes are not so interesting. G-6

8. We lack visual aids in class and classes are not so interesting. G-7

8. We lack visual aids in class and classes are not so interesting. G-8

8. We lack visual aids in class and classes are not so interesting. G-9

10. Visual aids should be used more frequently in class. G-6

10. Visual aids should be used more frequently in class. G-7

Charts 9 show answers to the statement about the usage of visuals such as charts and diagrams as part of the pupils' project. As can be seen below almost all grade 6 and majority of grade 9 pupils answered with strongly agree and agree, which means they do projects by incorporating charts and diagrams. Although, the researcher noticed that there were no projects or posters stuck on the walls of the two classrooms where the observations took place. As noted above, the classrooms in which ther researcher observed the classes were shared with other teachers who teach other school subjects and therefore the two teachers had not posted any posters on the walls of those classrooms.[w]
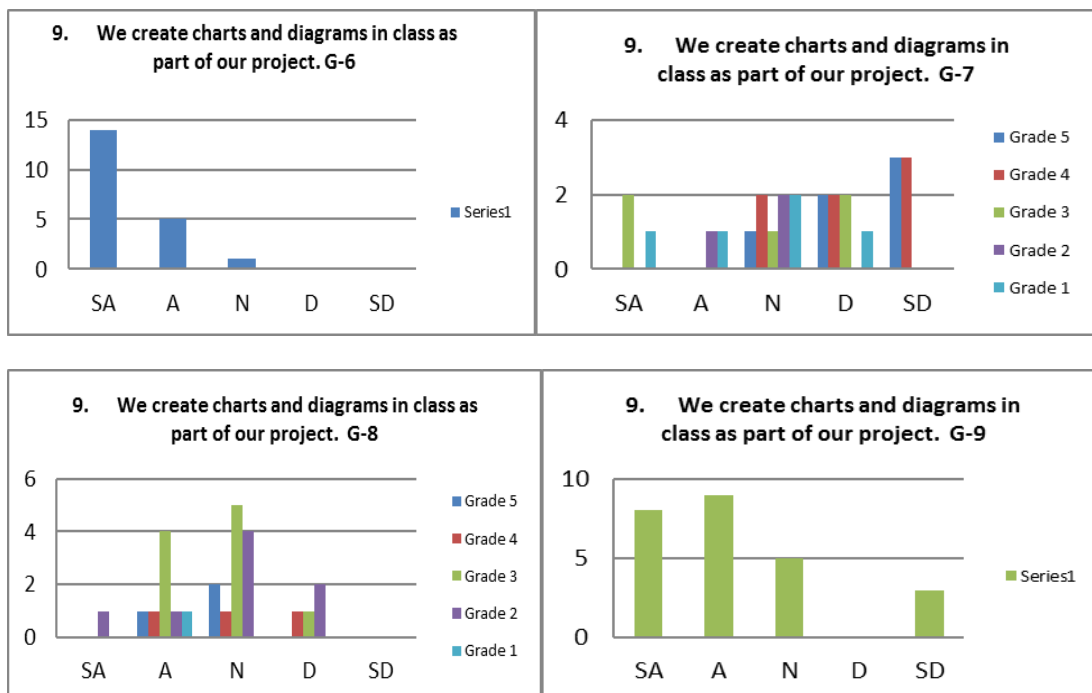
Charts 11 show that most of the pupils like audio visual aids and therefore they get motivated when they are used by their teachers in class.

11. Do you get more motivated if your English teacher uses visuals in class? G-6

11. Do you get more motivated if your English teacher uses visuals in class? G-7

11. Do you get more motivated if your English teacher uses visuals in class? G-8

11. Do you get more motivated if your English teacher uses visuals in class? G-9
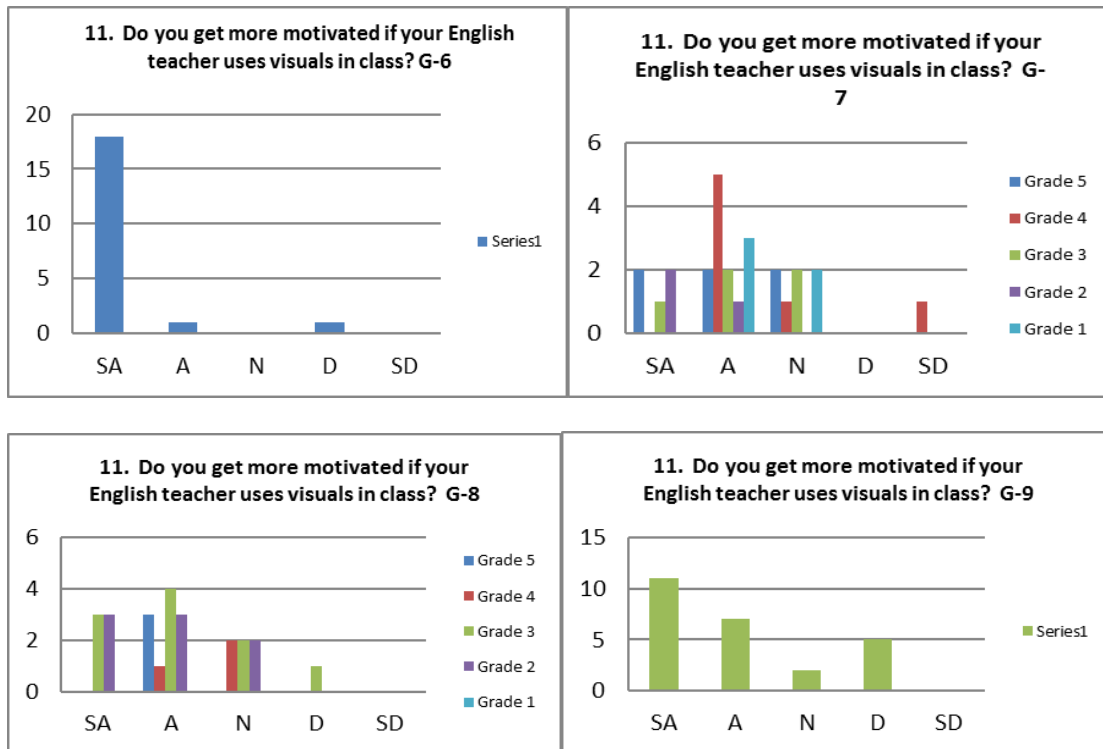
Charts 12 show that all grade 6 pupils get more active even more proactive when audio visuals are used in English classes, whereas as regards the other pupils from grades 7,8, and 9 the charts 12 below show that majority of pupils think that audio visuals help them get more active even proactive, whereas there are some pupils who are neutral or disagree with the statement. The given answers should alert the teachers to try to use the audio visuals in a way that would induce participation of the whole class without any exclusion.

12. I am more active sometimes even proactive when audio-visuals are used in the classroom. G-6

12. I am more active sometimes even proactive when audio-visuals are used in the classroom. G-7
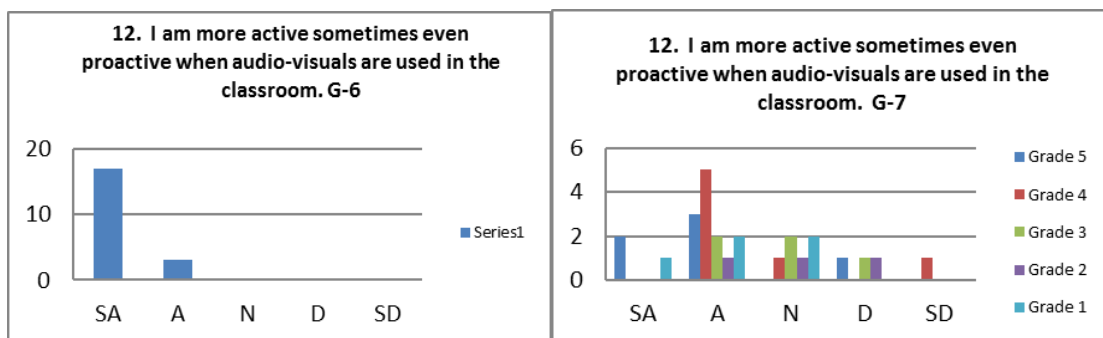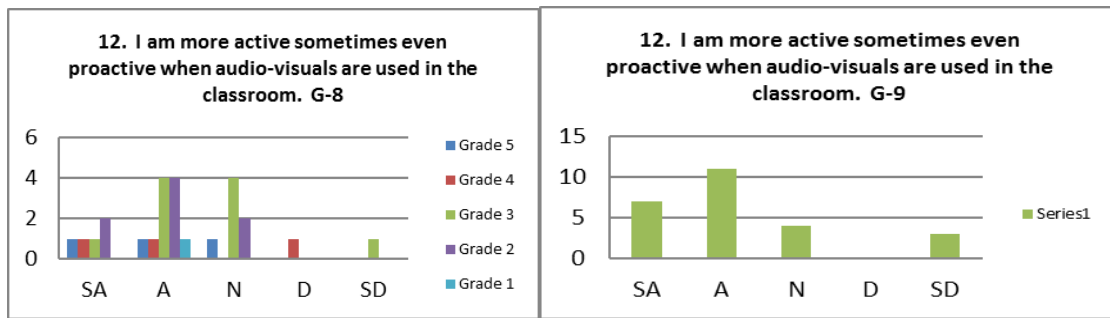
Charts 13 reveal pupils answers as regards the effects of the audio visuals on the pupils creativity. As can be seen in the graphs below, the majority of pupils strongly agree or agree that the audio visual aids that their teachers use in English classes help them in getting more creative in learning the language.
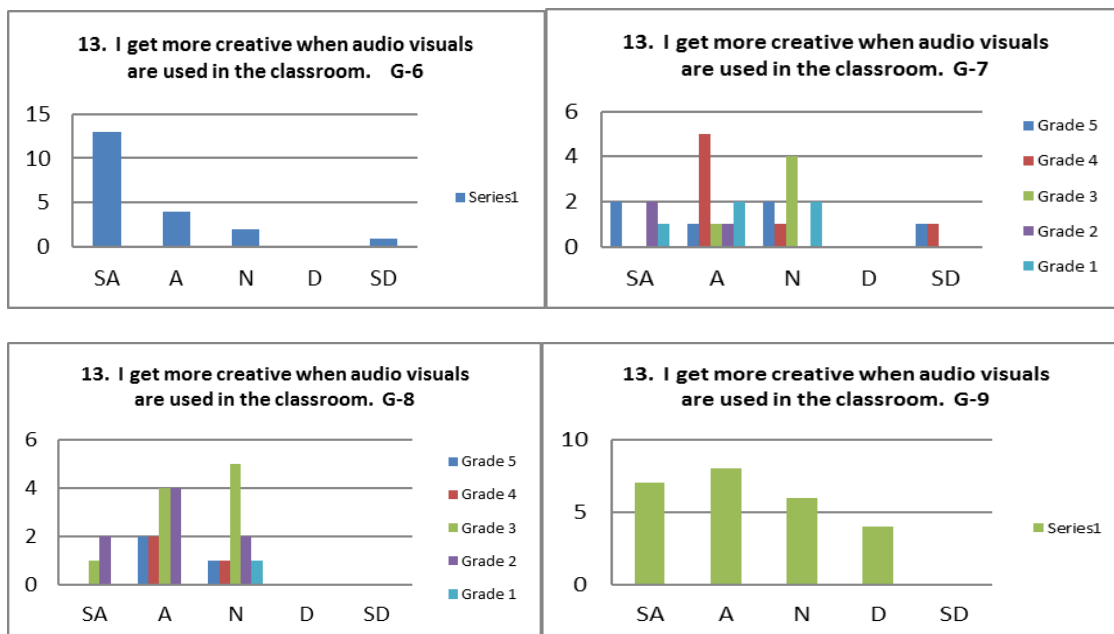
Charts 14 below show pupils answers related to using visuals in building and raising pupils'confidence to speak in class. As can be seen below majority of the pupils agree that using visuals in teaching and learning English has an effect on increasing confidence to speak in class.
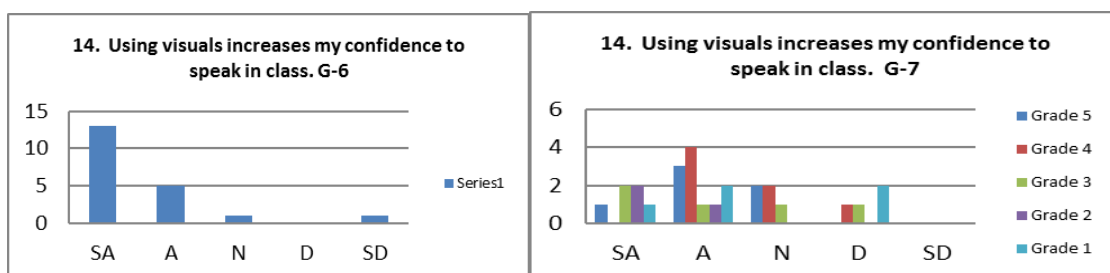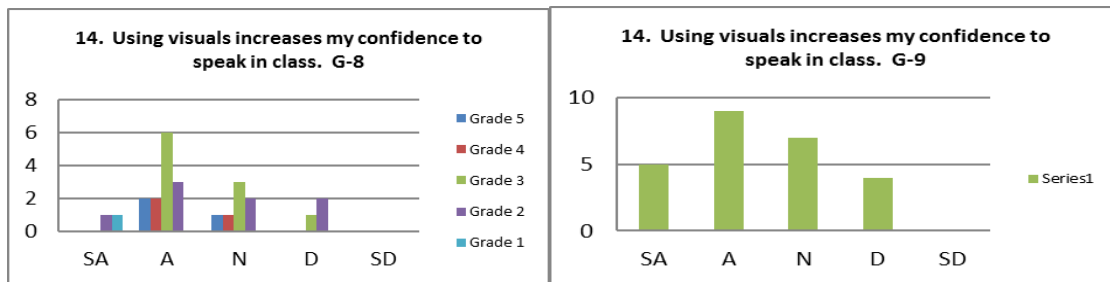
The last but not the least important statement is related to increasing pupils' interest in the lessons using audio visuals. Pupils' answers show that majority of them agree that audio visuals have a positive effect on increasing their interest in the lessons. This implies that teachers should use audio visuals in every class.
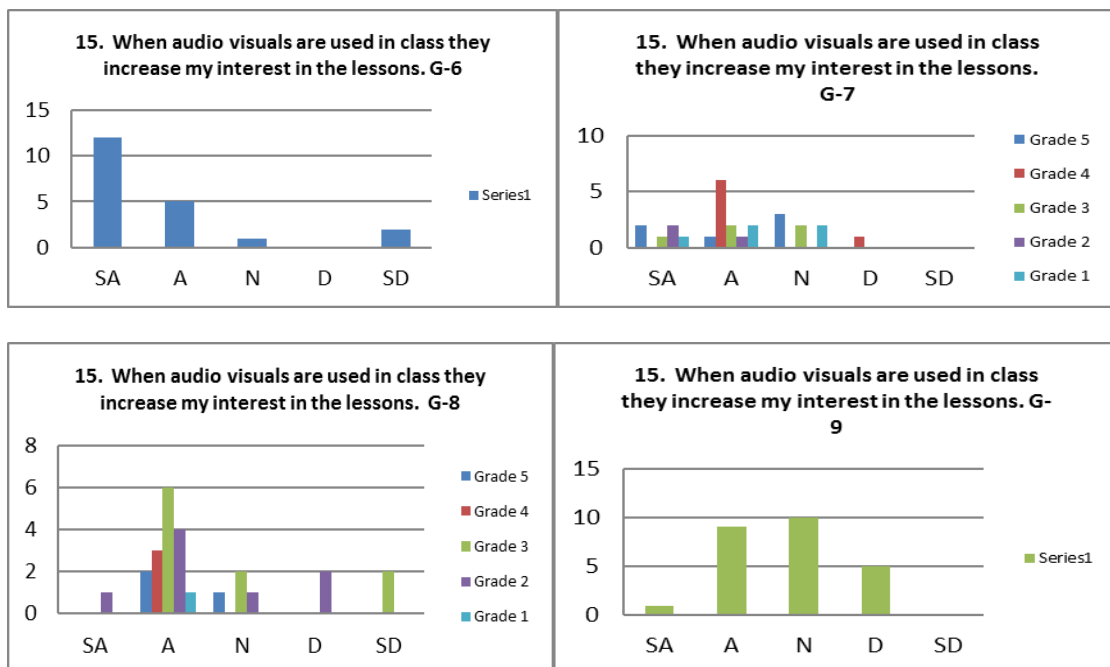
To sum up, according to the pupils' answers in the pupil questionnaire the usage of audio visual aids have a positive effect on the whole teaching and learning environment by increasing pupils interest and motive to get involved in class activities by which the final product is appreciating and learning the English language which eventually ends up with better grades at the English subject. Moreover, audio visuals have a positive effect on making the pupils more active even proactive which is a very important factor in increasing pupils' interactions with each other and with the teacher which eventually helps them in speaking the English language with self confidence.

4.3-INTERVIEW QUESTIONS – USING VISUALS IN CLASS

This section treats the views and opinions that the teachers have revealed through the interview questions and answers. The nterpretetation of the answers is given right below the answers to each interview question.

1. Do you use audio-visuals in your teaching and for what purpose? Which items do you mostly teach with audio-visual aids and why?

    T1 – Yes, I do. I use audio visuals for students to better understand what the topic is about and to motivate them get involved or participate in the class. I use them mostly when I teach vocabulary because students can learn better if they see and hear the word. Audio visuals help in making abstract ideas more concrete to students.

    T2. Yes, I use audio visual aids; mostly are used in communication skills; some purposes are: Best motivation, Clear images, Variety of stimulation, Capture attention, etc.

The first interview question tried to reveal the situation with the audio visuals in class whether the teachers use audio visuals in their teaching practices or not. The answers were obviously positive as they both confirmed that they use audio visuals in English classes at Hasan Prishtina Primary School. They also reveal the reasons why they use audio visuals in their classes as shown above. It is obvious that their answers are very close to one another by emphasizing the importance of using audio visuals in pupils' English language acquisition and English skills development.

2. Which audio-visuals do you mostly use in class and how? Do you think they are useful in language acquisition and at the same time entertaining as well? Do you think that your pupils have improved their knowledge of English when you have used audio-visuals in class? Do you use more than one audio-visual aid in one class? How do you do that? Do your pupils like it?

T1 – I use the CD player, posters and LCD Projector. I think they are very useful. Students enjoy classes when audio visuals are used. In terms of language acquisition they learn more and for a short time. In terms of variety of audio visuals I use only one per class.

T2 – Audio cassette and tapes or CDs. They learn more through audio visuals which I use before students start discussing about them and I accompany them with other supplementary activities.

The second question tried to reveal answers about the kind of audio visuals used in English classes at Hasan Prishtina Primary School and the teachers' answers show that they use CD players and LCD Projectors which is not a long list of audio visuals that they use in their teaching practices at the selected school.

3.   How useful audio visuals are for teaching and learning English? Please explain shortly.

T1 – By using visuals students may understand what is being asked and relate to

them.

T2 - It helps students improve their knowledge and visual aids provide direct experience to the pupils; increase the vocabulary of the pupils; provide complete example for conceptual thinking.

The third question treied to reveal the effects of audio visuals in teaching English at primary education. The answers show that the audio visuals have an impact on learning English, especially as the answers indicate they help in increasing the pupils' receptive and productive skills of their pupils.

4.   Does your school provide you with audio-visuals? Which ones?

T1- There aren't enough audio visuals in our school. The school has only got 2 LCD projectors and 4 CD players.

T2 – Audio cassette or CD players; Projector

The fourth question treid to reveal the situation with the audio visuals at school. The teachers' answers show that there are some audio visuals that are used in teaching English at the selected school however the list is too short and that the number of audio visuals can be much bigger but it needs some investment in purchasing audio visuals such as for example whiteboards, Electronic boards, OHPs etc.

5.   Do you share the visuals with your colleagues in school? Which ones?

T1 – Yes, we share the LCD projector and CD player.

T2 – Yes, we share visuals and materials as well.

6. Do you share teaching materials with your colleagues?

T1 – Yes, I do.

T2 – Yes, I do.

The fifth and sixth question reveals the cooperation of the English teachers with regard to sharing materials and audio visuals in their teaching practices.

7. Do you do projects with your pupils? What projects do you usually assign to your pupils and how they feel about them?

   T1 – Yes, I do. I assign them to do projects about food, places to visit in our country, shopping centers etc. And they like doing it.

   T2 – Yes, we do projects with our pupils on different topics that are provided for their team.

The answers to the sixth question show that the English teachers do various projects with their pupils, however during the observations of classes the researcher observed that there were no posters stuck on the walls of the classrooms in which the English classes were held. There was a justification from the teachers that they change classrooms therefore they cannot use the walls of the classrooms for their projects. It would be good if the school allows posting projects in classrooms despite the fact that those classrooms are used by other school subject teachers as well.

8. Would you please add any other comment with regard to the usage of audio visuals when teaching English to your pupils in Primary Education?

   T1 - Audio visuals increase students motivation about learning English, trigger their participation in class and furthermore help in making abstract ideas more concrete to the students.

   T2 – Audio visual aids help in maintainig discipline in class since all the students attention is focused in learning. Audio visuals provide opportunities for effective communication between teacher and students in learning especially in learning English as a Foreign Language.

The answers to the last question reveal the English teachers' views and opinions about the effects that audio visuals have in teaching English to primary school pupils. They claim that audio visuals increase pupils' motivation which is very important in English language acquisition, especially with regard to their willingness to participate in class activities. They also claim that the audio visuals maintain the discipline in class by raising their attention and making them more focused as well as raise pupils interest to interact with other pupils in class and with the teachers.

To sum up, the teachers' answers to the interview questions show that using audio visuals in teaching English at Hasan Prishtina Primary School is a coomon practice. The teachers' answers show that they acknowledge the importance that audio visuals have in English teaching at primary education since they claim that effects ar tremendeous when audio visuals are used in English classes. When using audio visuals the teachers manage to create a better teaching and learning environment in which communication among pupils and teachers plays the most important role in English language acquisition. Unfortunately, the lack of audio visuals in school hinders the effectiveness of English classes in tems of all the above listed benefits when the audio visuals are used. According to the English teachers the usage of audio visuals in English classes increases pupils' English language acquisition in primary education.

4.4-OBSERVATIONS IN ENGLISH CLASSES AT HASAN PRISHTINA PRIMARY SCHOOL

As noted above, along with the distribution of pupil and teacher questionnaires and conducting teacher interview, the observations of classes were conducted as well. The classroom observation method in this study was to collect data about the views and perceptions of the teachers and pupils at Hasan Prishtina Priamry School about audio visual aids used in teaching and learning English at the school as well as their effect on teaching and learning English as a foreign language. The classes were observed over a period of 2 weeks. The total number of observed classes was four. During the study, direct observation was used which involved the presence of the observer in classes and sitting passively at the back of the classroom in order not to disturb the lesson and to take notes about the insights of the classroom dynamics and the usage of audio visual aids by the two teachers of English and their effect on pupils' participation in learning.

The observation of classes provided data that was used to compare and contrast with the data provided by the pupil and teacher questionnaire as well as teacher interview, after which it was concluded that the data in most cases tend to be compatible with the data that was provided through questionnaires and interviews in many aspects. First of all, in terms of the usage of audio visual aids it could be concluded that the audio visual facilities that the two English teachers brought in class to convey the subject matter were a lap top, a CD player and an LCD projector, which projected small frames of pictures which were not very visible from the back of the classroom, however, there were no fixed OHP projectors in the classrooms nor any advanced technology equipments such as electronic boards to help the teaching and learning process. Furthermore, the rays of the light from the sun made it even more difficult to see clearly the projected pictures that the LCD projector projected on the blackboard. The teachers used the audio visuals in all the observed classes, however due to the class time teachers tried to involve as many students as possible, but still there were students who were left out during the activities that included audio visuals as tools to convey subject matter, especially when the teachers used the LCD projector and/ or the CD player. There was one activity that required students to fill in the missing words as they listen to the recording. Majority of students could hear well the recording and therefore rasied their hands to feedback, however there were a few pupils who were not invloved at all as they were staying passive. Moreover, pictures and various illustrations in the textbooks were used in conveying subject matter as well. Pupils were asked to look at the pictures and to try to explain what they could see in the pictures with as much words as possible. Some very good pupils feeded back by explaining in an excellent manner the given pictures. Second, the effects of the audio visuals (those used by the two teachers) had a positive effect on the activation of the pupils in the activities, although the low quality of the audio visuals lacked the maximum impact on pupils'involvement in the activities, especially due to some audible problems that hindered involvement of the pupils who were sitting at the back of the class who could not hear or see well.

Regarding the classrooms, both classrooms were furnished with blackboards therefore teachers used white chalks to write on the blackboard. Students were called to go to the board and do various activities set by the teacher. Both teachers used handouts with

some activities that students did in pairs and/or groups. When handouts were used all students were involved since the teachers made students work in pairs and/or groups and by going around to check and assist they managed to include all pupils in the activities. Weaker students were quite but focused, however they should be given chances to feed back more frequently and allow them more time for feeding back.

Finally, although the aim of the observations was to investigate teachers' and pupils' views about the usage of audio visual aids in teaching and learning English at Hasan Prishtina primary school and their effects on teaching and learning English the observer decided to include some peripheral factors in his observation list such as the venue/ classroom in which English was taught and the audibility within those classrooms.

The venue/ classrooms – There were two classrooms in which 4 classes of English were held. The classrooms were used by different teachers for different subjects. Tables were set up in orderly rows. Walls contained some posters with some pictures and texts which were posted by other subject teachers. Taking into consideration that those classrooms were used by various teachers the English teachers were not posting anything on the walls of those classrooms. The atmosphere in the classroom was not very motivating for students to attend and learn English.

The audibility in the classroom was relatively OK because it required focus in order to hear the teacher/s well, especially when teachers were behind their desk far from the opposite corner of the classroom. In some occasions, the teachers would move to the back of the classroom which made it easier to hear for the students sitting at the back. Moreover, they would involve some pupils from the back. In that way they were keeping the balance and were trying to involve as many pupils in the activities as possible.

To sum up, the classroom observations helped in creating a more complete picture of the teaching and learning process at Hasan Prishtina Primary School. It revealed that the usage of audio visual aids in teaching and learning English at Hasan Prishtina primary school is a common practice, however the teachers should try to use them in a more effective way so that all pupils could be motivated and induced to participate in the various activties. Furthermore, the teachers should pay more attention on the effective employment of more technological didactic materials such as short films,

short story videos, songs, and pictures in the teaching and learning process to attain better results in pupils'learning outcome.

Moreover, the kind and the quality of audio visual aids in the teaching and learning English could be improved especially in terms of bringing into the English classrooms audio visual tools such as fixed OHPs, whiteboards, electronic boards and other more advanced technology tools for teaching and learning English.

5- CONCLUSION

To sum up and highlight the most important findings of this research paper, which aimed to investigate teachers' and pupils' views and perceptions about using audio visual aids in teaching and learning English and their effects on teaching and learning English at Hasan Prishtina Primary School we will answer the research questions that we set up at the begining of paper:

■ **What are the views and perceptions of both the teachers and the pupils at Hasan Prishtina Primary School regarding the usage of audio-visual aids in teaching and learning English as a Foreign Language?**

Based on the data from the teacher and pupil questionnaire, teacher interview and classroom observation we can conclude that both the teachers and the pupils think that audio visual aids are present in English classes at Hasan Prishtina Primary School and that they facilitate the teaching and learning process in English classes. Their views and perceptions with regard to using audio visual aids in teaching and learning English are positive, encouraging and supportive. Both parties claim that audio visual aids are tools that need to be used systematically. The teachers say that their classes are more attractive and more realistic. They also claim that more pupils get involved in activities when audio visual aids are used in class, however they also claim that they lack audio visual aids.

Moreover, the teachers say that audio visual aids help them in simplifying abstract and difficult concepts to their pupils and they help in creating more enjoyable and an authentic learning environment in English classes. On the other hand, the pupils say that audio visual aids help them in their learning of English vocabulary and in correct pronunciation of the English words as well as

enable them to speak confidently with each other in oral discussions in class. They also make them become better learners by being more active and in some occasions even proactive in class activities as their see or hear from the audio visual aids how the English native speakers talk and express their opnions and how they communicate in their daily life. This kind of environment induces them to be more active and more focused and more participative in class activities.

■ **Do the English teachers use audio-visual aids in teaching English to primary school pupils and at what extent?**

Based on the data from the teacher and pupil questionnaire, teacher interview and classroom observation we can conclude that the English teachers at Hasan Prishtina Primary School use the audio visual aids that are at disposal at school. Majority of pupils say that their teachers use audio visual aids in English classes, although there are some who are neutral or answered negatively. Taking into consideration the fact that the school lacks audio visual aids as well as the negative answers from a significant number of pupils we can conclude that the usage of audio visual aids is not at the level of pupils' expectations. Moreover, not all English teachers use all the kinds of audio visual aids in their classes.

■ **What kind audio visual aids are used by the English teachers to teach 6th, 7th, 8th, 9th grade primary school pupils and where do they get them?**

Based on the data from the teacher and pupil questionnaire, teacher interview and classroom observation we can conclude that the English teachers at Hasan Prishtina Primary School use the following audio visual aids: a lap top, an LCD projector, a CD player, a blackboard, handouts, and pictures from the textbook.

5.1-RECOMMENDATIONS

The research findings presented in this paper show that it is recommendable:

• that the primary school Hasan Prishtina should try to establish cooperation with International NGOs that deal with English language teaching and learning in Macedonia to continually improve the teaching and learning of English at school.

• that Hasan Prishtina primary school should seek grants from the Government and other state or international institutions to create multimedia classrooms (fixed OHPs, Interactive boards, desk top computers) in the school, which would provide better conditions for teaching and learning English.

• that the Primary school Hasan Prishtina should promote collaboration among English teachers in order for them to share their experiences in using audio visual aids in teaching and learning English.

• that the school supports and induces the English teachers to continue with their continuous professional development and to take part in various English language workshops and seminars, especially in those that provide training in using audio visuals in teaching and learning English.

• that the English teachers should seek ways to motivate the weaker pupils to participate actively in classroom activities, so that they improve their English skills and knowledge and as a consequence increase their grades.

• that the English teachers should enhance their mutual collaboration and try to unify and share the teaching materials that involve using audio visual tools, as they use the same syllabus, textbook books and materials.

• that the English teachers should create an authentic based learning environment that is, pupils get at the center of the authentic based classroom rather than the teacher and try to focus more on improving pupils' English knowledge and skills and involve them in projects and problem solving activities which are based on real-life contexts.

• that taking into consideration the fact that the life of the pupils is highly affected with different kind of technologies, especially mobile phones and tablets the teachers should try to utilize their mobile technologies for learning purposes in class.

5.2-ACKNOWLEDGMENT

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PARTICIPATION OF THE HIGH SCHOOL STUDENTS IN THE ACTIVITIES OF CLASS COMMUNITY

Nazyktari HASANI[x]

Abstract

The purpose of this paper was to gain evaluative attitudes from high school students on their interest in participating in different classroom activities. It is known that the participation of students in different classroom activities can significantly affect their personal and social development and benefits of civic values. Organization of classroom activities and students interest in participating in these activities should be based on motivation and support from the classroom teacher.

Based on the relevant literature, with the participation of students in activities "... students will be able to satisfy their interests and primary needs; the feeling of being desired competent and the opportunity for creative and productive activities ..." (Jovanović, B, 1998: 97).

The survey was conducted in three secondary schools of Gjilan, in a sample of 180 students. The data obtained show that secondary school students show insufficient interest in participating in various school activities. This is due to the fact of the disregarding their thoughts and ideas by the class teacher and his insufficient engagement that implies that they are not motivated enough.

Keywords*: interest, activity, class community, motivation*

1- INTRODUCTION

The successful development and the formation of the class community is one of the basic requirements of contemporary school, which is very important for the student's

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personal and social development and progress. The class teacher is the main force and the "class spirit" in the promotion of values, success and progress of students and community of class.

Various authors point out that class teacher is the main pillar in the organization of the class community, the force for encouraging student towards the development and the formation of a successful classroom. "...the teacher in the role of the class teacher can contribute more than others to the promotion and development of the various social skills of the students of his class" (Obradović, 20070: 21).

They set out some of the elements that a classroom teacher should have: communicative, collaborative, motivational and creative skills, feeling of support and trust, empathy, and so on, which help to achieve common goals for a successful class community. The engagement of the class teacher to encourage students to participate in different activities requires dedication and acceptance to students' ideas, thoughts and demands. It is well known that school activities and teamwork greatly contribute to the individual and social development and progress of students.

Participation in various activities by many authors relies on student motivation and represents a path to success that leads to success. School Activities represent the most important segment of promoting civic values and the values of the contemporary school.

Such kind of research has been done by different scholars, but in Kosovo this kind of research has not been done because we did not pay special attention to the role of the class teacher in the organization of the class community, so it was considered reasonable to have done one kind of this research.

2- METHODOLOGY

2.1-THE PURPOSE OF THE RESEARCH

The purpose of this paper was to get appreciative attitudes from high school students on their interest in participating in different activities of the class community. Also through this paper we would investigate whether there are significant statistical differences in student assessments of the two genders.

2.2-RESEARCH PARTICIPANTS

The survey included students from three schools of Gjilan. However, 180 students attended, of which 51.6% were female students and 48.4% male students.

Implemented tools

As a tool for data collection, the questionnaire was used, taken from the author's book Branko Jovanović (1998: 228), "Škola i vaspitanje", which contained 10 questions related to several factors that affected the lack of interest of students for joint classroom activities. The evaluation of the questions from the questionnaire was done according to the Likert scale, from 1 to 5, where: 1 (I do not agree), 2 (mostly disagree), 3 (Undecided), 4 (Agree) and 5 (Fully Agree).

2.3-ANALYSIS OF THE DATA OBTAINED

Chart table 1 shows the participation of students involved in gender-based research.

Chart table 1. The participation of students in research according to gender

		Frequency	Percentage	Valuable percentage	Cumulative Percentage
Valid	Female	98	54.4	54.4	54.4
	Male	82	45.6	45.6	100.0
	Total	180	100.0	100.0	

The following tables present the evaluation of the students of both genders in the 10 defined statements.

Chart table 2. Evaluations of female students

	Indicators	1	2	3	4	5
1	Most students are only interested in their school success, and are not enough interests in other activities	16	14	0	12	56
2	Class leadership does not work hard enough	12	16	2	22	46
3	Students do not understand the importance and job opportunities and the impact of the class community	6	0	0	20	72
4	Many good student proposals are not taken into account, so students are not encouraged and lose their interest in work	0	0	0	17	81
5	There are no common classroom activities that are interesting to all students	12	8	0	27	51
6	They have neglected the rights that the students have and for that they do not want to engage	0	0	0	49	49
7	The class teacher does not take into account the proposals and opinions of the students sufficiently and for this reason they are less active	15	13	0	26	44
8	The class teacher does not work hard enough to organize the work of the class community	16	8	0	36	38
9	We as students cannot agree, but everyone wants to become wiser	0	6	0	32	60
10	Overall, the relationships between the students are not good, so we can hardly agree about anything	21	15	0	23	39

Chart table 3. Evaluations of male students

	Indicators	1	2	3	4	5
1	Most students are only interested in their school success, and are not enough interests in other activities	10	12	0	16	44
2	Class leadership does not work hard enough	15	11	0	23	33
3	Students do not understand the importance and job opportunities and the impact of the class community	1	0	0	20	61
4	Many good student proposals are not taken into account, so students are not encouraged and lose their interest in work	0	0	4	36	42
5	There are no common classroom activities that are interesting to all students	12	5	0	24	41
6	They have neglected the rights that the students have and for that they do not want to engage	16	7	0	29	30
7	The class teacher does not take into account the proposals and opinions of the students sufficiently and for this reason they are less active	15	15	0	18	34
8	The class teacher does not work hard enough to organize the work of the class community	14	12	0	20	36
9	We as students cannot agree, but everyone wants to become wiser	8	0	0	28	46
10	Overall, the relationships between the students are not good, so we can hardly agree about anything	13	17	0	27	25

From the evaluations of the students of the two genders in relation to the first statement, it turns out that all the students have been pronounced, so the answers have been valid at 100%. From the tables presented above it is noticed that for the statement

that students are only interested in their own success in the school, and they are not enough interested in other activities has been evaluated by all students. Thus, 68 female students or 69.40% of them fully agree and agree that they are more interested in their success than other activities organized in the classroom. Also, 30 female students or 30.60% of them do not agree and mostly agree with this statement.

If we look at male student evaluations in relation to this assertion, we notice that 60 male students or 73.17% of them completely agree and agree and 22 male students or 26.83% of them do not agree and mainly agree with this. From exploring the difference between the assessments of the students of both genders, we found that there are statistically significant differences. From this we can note that the students admit that they are not at all interested in activities within the class community.

Based on the third statement that the students do not understand the importance and opportunities of the work and the impact of the class community, 92 female students or 93.87% of them and 81 male students or 98.80% of them declare that they fully agree and agree with this statement, 6 female students or 6.13% of them and 1 male student or 1.20% of them totally disagree and mostly disagree. From the statistical standpoint of the averages it is proved that there is significant statistical difference in the estimates of the students of the two genders. From this data we can conclude that male students have evaluated for a higher value of 6.03% than female students.

In the fourth statement that very good student proposals are not taken into account, therefore the students are not encouraged and lose interest in work, 98 female students or 100% of them and 78 male students or 95.12% of them have expressed they totally agree and agree. In the fourth assertion, all female students were more determined that their proposals were not taken into account and evaluated with a higher value of 4.88% than male students.

Out of all surveyed students, 78 female students or 79.59% of them and 65 male or 79.27% of them agree completely and agree that there are no common classroom activities in which all the students are interested, while 20 female students or 20.41% of them and 17 male students or 20.73% of them do not agree and mostly disagree. From these data we can conclude that in this assertion there are no significant differences in student assessments of both genders.

The statement for which female students fully agree and agree with the assertion that the classroom teacher does not sufficiently take into account the proposals and opinions of students and for this reason they are less active, involves 50 students or 71.29% of them, while there were 52 of male students or 63.41% of them. I don't disagree at all or mostly disagree were 28 female students or 28.56% of them and 30 male students or 36.58% of them. There is a difference in the assessment of students between the two genders, where female students think that the class teacher is guilty for students not being interested in the activities by ignoring them.

In the eighth statement that the classroom teacher does not work well enough in the organization of the work of the class community, students have completely agreed from which 74 female students or 75.40% of them and 56 male students or 68.30% of them, while 24 female students or 24.49% of them and 26 male or 31.70% of them do not agree at all and completely disagree.

3- CONCLUSION

The study identifies several concrete issues that:

Students are not encouraged and motivated enough to participate in activities. Class teachers are not open to co-operation due to their lack of will and commitment to encourage students to participate in activities. It is needed the freedom of expression, support and acceptance of ideas and opinions of others.

Based on the data of this study we can conclude that the class teacher is not contributing enough to successfully organize the work of the class community and to motivate the students to participate in the activities. It is known that his role is of particular importance in the advancement and development of the class community in creating a positive climate, in creating a mutual trust by collaborating and communicating together for the achievement success of the class. Also, students need to be more active and initiators of encouraging the classroom teacher to organize their activities. They are key factors of work and school life, so they need to know about the importance and impact of their activities in their personal and social development and progress.

Stimulation, support and respect of students by the class teacher should be one of the key prerequisites for motivating and creating a sense of equality and raising the awareness of students to participate in different school activities. Their integration into life and activities, of   the class community forms them as citizens, to be an active part in solving both individual and social problems as well as global.

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BJES

THE MAIN TAKEAWAY IN GEORGE ORWELL'S ANIMAL FARM AND 1984.

Afrilda BALLHYSA [y] & Elsuida HOXHAJ [z]

Abstract

George Orwell (1903-1950) once stated that he wrote from a desire to see things as they really were, to change people's thinking regarding the kind of society in which they live, and to share the truth of these matters with future generations.

Over fifty years after the writing, it is plain that his Animal Farm and 1984 were literary warnings regarding the dangers of surrendering our thoughts and voices to those in power. This presentation will offer a brief summary of how his experiences and these works underscore the importance of the individual to think critically in the face of social and political change.

Keywords: *society, animal farm, social change, political change*

1- INTRODUCTION

Animal Farm and 1984 are so closely related to each-other, for the thematic they pose they can be depicted from New Historicism approach. They both, have in common the revolution against "Totalitarian" regimes and how these governments have destroyed the liberty of individuals. From the books, Orwell shows us how dictators opposed their power against the citizens. Orwell's novels show us the cultural and political movement that was going around that time. For, Orwell writing a book it was not like "*I am going*

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to produce a work of art[i]*" but he wanted to write as an expression of problems or concerns that should be heard by others. He wanted to expose facts that captures his eyes and were considered by him important facts for society. Orwell had suffered a lot from the oppression of the upper-class, that's why he wrote against them. *"All issues are political issues, and political itself is a mass of lies, evasions, folly, hatred and Schizophrenia"-Orwell.*[ii]

2- POLITICAL AND CULTURAL ASPECTS ON ORWELL'S BOOKS.

Spanish Civil war was considered as one of the most important events, which inspired him writing "Animal Farm" (1944) to tell the world the failure of Russian Revolution and to show what Stalin was doing in his Country and what he will do to other countries. The "Democratic Socialist" was not going in its flow, it was appearing dangerous for citizens in every part of the world.

Orwell said: *"the first book in which I tried, with full consciousness of what I was doing, to fuse political purpose and artistic purpose into one whole".* [iii]So, Orwell had some reasons or motives to write against these regimes because of his personal life, different problems he encounter and tried to find a balance for both his political and artistic perspective to make a better combination of the book or a mix between a *Fairy tale" and the "Oxymoronic" "Animal Farm* "developed a lot of new words that were used in politics in different nations words like *"Oxymoronic"* or even famous phrases like the one *"SOME ANIMALS ARE MORE EQUALS THAN OTHERS"*(Orwell, pg. 80, 1944).

He thinks that a writer should strive to transmit his "message" which is inherited in every text and from which no text can escape clearly and unequivocally.

In this book he also wanted to highlighted the idea that old and new tyrannies are going to be the same (as it is shown in book that animals become more human than humans) these governments are the same and pose the same dangerous for freedom.

For, him Communist Betrayed Socialism and all his believes he included in *"Animal Farm"* and *"1984".* [iv]

"1984" (1949) he wrote it as an example on how political systems can intervene on humans' freedom. However, he explained or confessed the horror of "Big Brother" opposed his ideas and oppressed people's individualism. Also these books can be seen as "warning against" the oppression   was made by Totalitarian regimes to the society.

The ideology that was twiddled that time had gripped all populations all over world.

People were afraid of doing things or even thought because their ideas will be discovered by "Big Brother". 'Nineteen Eighty-four' served as a caution for the future how it would be if Totalitarianism will keep suppressing peoples. Language and ideology was another crucial point for governments to keep peoples under their control with removing words from everyday life. Newspeak in the novel was the language of Oceania a fiction totalitarian state, who invented the language to fulfill the requirements of English Socialism. It becomes thinner and thinner with the passing of the time because if you limit the number of words you limit the chance of someone or to the whole nation expressing their thoughts.

"The whole aim of Newspeak is to narrow the range of thought. In the end we shall make thought crime literally impossible, because there will be no words in which to express it" (Orwell,1984, pg.67, 1949)

The link between words, thinking, knowledge is what makes language so crucial.

They wanted to create a new world through language by "destroying words", "cutting language" so human kinds could not express themselves and what is important beside free speech was the destruction of the culture, history etc. [a] So, people will forget the past and become one with the new model of ruling "Totalitarianism" regime.

"Freedom is the freedom to say that two plus two make four. If that is granted, all else follows" (Orwell,1984, pg.103, 1949).

His experience in civil war in Spain was crucial in the shaping of his political thoughts and would mark a significance in his two novels "Animal Farm" and "1984". His aim was that his ideas should be inputted by a mass of people.

Orwell uses a simple style in his writings because he wanted to understood by everyone. People were forced to think whatever the governments wanted them to believe, so Orwell tried to take off the mask of the corruption that had covered the world. He was ware of the threat Fascism was presenting and had to be stopped before it would be spread in other European states. Orwell believed that "human conditions could be improved through political action and by fighting this ideologies".

3- A MARXIST CRITIQUE OF ORWELL'S "ANIMAL FARM" AND "1984'

This paper will examine George Orwell's books, respectively "Animal Farm and "1984" with Marxist approach. First, in order to understand why I chose this criticism I have provided an interesting quote from Orwell itself and later on a brief explanation of the literary theory so everybody be familiar with the text. The analysis is based in two important concerns in Marxist Criticism; The social class divisions and the Overcome (or not) of the social conflicts treated in the book. Each of them is explained in a divided paragraph and provided even with quotes from the books.

Although George Orwell was a very well known writer, it wasn't until this semester I read his two famous and very significant works, "Animal Farm "and "1984". His writing interest started since in the young age and while he was growing a sense against totalitarian rule, he also tried to provoke the same sense in the others with his art. With his two greatest weapons, which were used in a splendid way, he gave the reader the exact same taste of the totalitarianism happening in those times. This kind of governing unfortunately we have seen it throughout the years, and no matter if you have experienced yourself or not, it's impossible to close your eyes and pretend it's not there. Orwell states this in his essay *"Why I Write"*.

"Every line of serious work that I have written since 1936 has been written, directly or indirectly, against totalitarianism and for democratic Socialism, as I understand it. It seems to me nonsense in a period like our own, to think that one can avoid writing of such subjects. Everyone writes of them in one guise or another. It is simply a question of which side one takes and what approach one follows. And the more one is conscious of one's political bias, the more chance one has of acting politically without sacrificing one's aesthetic and intellectual integrity."(Orwell, pg.6) [a]

After reading this essay and also reading for his political views, I decided to see his two books from a Marxist approach. Marxist criticism is one of my favorite literary theory criticism, especially because you can find it in each literary work no matter what period that was written. What is this literary theory and with what is it concern? It was a movement that started to gain credibility in a great degree after the Russian October Revolution. It returns back the academic attention after a period of faded attention to it. In simple words the Marxist literary criticism argues: 1. Literature is a reflection of the

social construct of the time and expresses the author's ideology. 2.The intention of the critics is to determine whether work is" progressive" or "reactionary". [a]

When we see a literary work by Marxist approach, we tend to view it as a reflection to the social backgrounds that it represents. As Marxist critics we are not concerned with the aesthetic value of the work, we don't see how beautiful it is. What we do is that we give a strong emphasis on the social and political elements. The question most normally asked are: **1.** What role does class play in the work; what is the author's analysis of class relations; what is the author's social class? **2.**How do characters overcome oppression? **3.**In what ways does the work serve as propaganda for the status quo; or does it try to undermine it? **4.**What does the work say about oppression; is blame levied; are social conflicts ignored? **5**.Does the work propose a solution to the difficulties or conflicts related in the work? [a]

If we consider the first question firstly in "Animal Farm", we see that Orwell actually made a very good portrayal of the classes, and how they functioned in the countries were totalitarian rule took place. Two main distinction in social classes, were the high rank, those in power, which only looked after their own interest, meanwhile taking care that the propaganda would work for them and the low rank, the working class, which is always oppressed and has almost no rights. In our case it's the pig Napoleon, which class is considered the most intelligent and the one who's worthy of benefits, and the bigmouth pig Squealer which his main duty is to convince other animals how they should obey blindly to their leader. Whereas the working class is represented by Boxer, the cart-horse that always works really hard and never questions the authority of the rules. He is the one that, beside all efforts and energy he puts in the farm, the pigs betray him by sending towards death. Just like it used to happen in reality to these countries that the majority of people were imprisoned, betrayed and killed for weak reasons.

The same thing is also seen in "1984" book. Big Brother has the authority to do everything. He sets up the rules, others should obey and no question for that. His figure must be worshiped and all his opponents hated among the society and tortured until they manage to find love for Big Brother. The Party and those who work for it, serve as a propaganda, reminding that they are good and safe because Big Brother is providing

this. And all the society, including Winston is forced in a way or another to close their eyes and continue with their lies. In book you also have an incredible description of how they use to manipulate history in order to go along with what they wanted to do. Even when people knew inside their minds the true, with the time passing the brainwash and the everyday propaganda made them all the same.

"Do you realize that the past, starting from yesterday, has been actually abolished? If it survives anywhere, it's in a few solid objects with no words attached to them, like that lump of glass there."

"Every record has been destroyed or falsified, every book has been rewritten, every picture has been repainted, every statue and street and building has been renamed, every date has been altered. And that process is continuing day by day and minute by minute. History has stopped. Nothing exists except an endless present in which the Party is always right. I know, of course, that the past is falsified, but it would never be possible for me to prove it, even when I did the falsification myself. After the thing is done, no evidence ever remains. The only evidence is inside my own mind, and I don't know with any certainty that any other human being shares my memories." (Orwell, *1984,* pg.195) [a]

Another point I want to touch upon in this paper is if the characters overcome the oppression and does the work propose any solution at the end. In "Animal Farm" book, unfortunately our characters don't find a way in rebelling to those in power. Even when the commandments are changed time after time, they blame themselves for not reading it right since in the first place. The rulers are always able to manipulate the situations and their minds that it seems almost impossible for them to have any opportunity into realizing the real situation. Also the book in general doesn't quite propose a solution. The ending it leaves us with confused animals that can't even make sense of what is happening anymore. Orwell has let in the hands of the readers to get their own message and reaction after finishing this book. As we know he just gave a small taste of what he has planning to do next, against this totalitarian rule.

"Twelve voices were shouting in anger, and they were all alike. No question, now, what had happened to the faces of the pigs. The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." (Orwell, *Animal Farm*, pg.85) [a]

On the other hand, in "1984" we sense in a way some rebellion acts from Winston our main character and Julia, even why at the end they fail to overcome all the struggles and both became again followers of Big Brother. Winston writes in diary, he thinks even what is forbidden, admits to himself he has only hate for Big Brother and manages to love and make a lot of crimes and actions that were not allowed together with Julia.

As I said even why in the end it's not well finalized at least compared with "Animal Farm" we can see some rebellion actions taking part. Unfortunately, the book again closes with the victory of the totalitarian rule, Winston has gone into an insane brainwash and actually lost his individualism. He admits to have lost time and not actually understood the value of his spiritual leader.

"He gazed up at the enormous face. Forty years it had taken him to learn what kind of smile was hidden beneath the dark moustache. O cruel, needless misunderstanding! O stubborn, self-willed exile from the loving breast! Two gin scented tears trickled down the sides of his nose. But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother."." (Orwell, *1984,* pg.375-6) [a]

The whole purpose in the end is to show in an explained form how you can approach these two books with your Marxist lens on. Although I have many questions to consider, I was interested to give answer to the main ones, concerned with the gaps in the society and how this conflicts are solved throughout the book, along with the respective quotation. Regardless the fact that the book was very interesting to read, they also are powerful weapons into our hands. Orwell's book or any book of this kind, should be a reminder for our young generation, to never let such horrific events repeat itself.

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i "Why I Write"- George Orwell.

ii "Why I Write"- George Orwell.

iii "A BLATANCY OF UNTRUTH": GEORGE ORWELL'S USES OF THE FANTASTIC IN "ANIMALFARM"

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BJES

ELIZABETH, A PORTRAY OF FEMINIST ISSUES IN "PRIDE AND PREJUDICE"- JANE AUSTEN

Zamire HODO[aa] & Rexhina XAHAFA[bb]

Abstract

The latest researches display the emphasis of female characteristics in the works of one of the most famous novelists, Jane Austen. This article studies the importance of feminist role of Elizabeth Bennet in "Pride and Prejudice" of Austen. The period of Victorian England and its correlation with this book shows a profound study and significance of female character in sexual, psychological and social reality. As one of the most over analysed topics of all the times, this discourse aims to present the "unknown" side of women characters with its negative and positive points.

This survey gives detailed analyses of Elizabeth's personality, as a heroine that gave the author the opportunity to endeavour her feminism perspective in a patriarchal society. The concept of perfection infected the ladies in the novel and confused them in the perception of living a happy life.

As a conclusion, this paper examines the nature of Austen's explorative literary feminism, whereas the dark and the light side of Elizabeth in the story reveal the writer's feminist value in the society of that period. Qualitative research used in this study, based on literary books and different articles aims to give a clear image and a deep analysis of the novel's major theme: feminism of Elizabeth in "Pride and Prejudice", Jane Austen. This study is expected to be a good guide for further readings and projects with an explicit goal that feminism does not necessarily requires the loose of the self and an excessive significance to what ruins the personal and the others future.

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1- INTRODUCTION

Jane Austen, one of the greatest pioneers of the feminist movement in English literature, started writing trying to entertain her family members. She was talented in observing and showing a vivid picture of the of gender's distinction in England. Her works are known for the critical point of view in which they are written. Jane Austen's style is simple but not naïve, her themes are profound and not superficial; her language is satirical but not above sincerity and good humour. Thereby, there are some reasons that make her different from the other contemporary women writers her style of writing, the fact that none of her novels is written in the first person and that she doesn't identify herself with any from the characters. She thinks that giving impersonal freedom to the characters is better than attaching them a quite strong imagination (Bonell, 1974).

As many English novelists did, Austen has chosen to write novel in order to share her ideas about feminism on the book titled *Pride and Prejudice.* It was firstly published in 1813. The story emphasizes the female's role and the struggles they faced with during the era. Women had to fight with the difficulties of gender differences such as: oppression, inequality and other problems (Jones, 1997). This is one of the strongest reasons why various novels brought viewpoints on feminism, particularly *Pride and Prejudice* with Elizabeth as its protagonist displayed the great example of a feminist character.

This paper is focused on three main research questions:

1. Which are the main values, standards and ideals in the novel *Pride and Prejudice*?

2. Which effects of feminism does Elizabeth experience?

3. What issues of feminism arise in *Pride and Prejudice*?

The purpose of this article is to analyse feminism's effects and issues in *Pride and Prejudice* of Jane Austen and its standards, values and ideals. Thus, the readers and the students will be capable for further studies on this topic.

The research method consists of data source, method and technique of collecting data, method and technique of analysing data. The main source used during the writing process is the novel *Pride and Prejudice* written by Jane Austen in 1813. The

qualitative method includes the close reading, taking notes and the analyse part while studying the book.

1.1-   *AUSTEN AS A FEMINIST WRITER IN PRIDE AND PREJUDICE*

Austen differs a lot from the other feminist women writers, especially in the way how she applies the ironic humour while creating the heroine. She knows how to represent her voice and the middle class women through the figure of Elizabeth. Thus, the author chooses a specific social problem about women and tries to find easy solutions based on women's feelings, thoughts and emotions. It seems that she is good at drawing the public attention with the heroine's qualities and this is the reason why Mr Darcy really appreciated Elizabeth. Therefore, Austen's works have a great value because she is very realistic and open minded; she doesn't need to use any exaggerate adjective to describe Elizabeth or other heroines.

Another reason that makes Austen a great feminist writer is the fact that she quickly realizes the female role and significance and mostly her strength to fight in a patriarchal society. However, instead of distinguishing the negative part with pessimistic females in the difficult system, she defines the beauty, charm, intelligence and importance in societies of different periods. The writer doesn't want to put the image of women against men. She creates the character of Elizabeth as the reflection of an active woman in response to the patriarchal ideologies of the time. As far as Elizabeth feels sure in her opinions and actions, she is self-assured in her discussions (Kaplan, 1992). Jane The close relation of "the female voice" and "the female identity" gives a strong character to the heroines of the novel. Showalter asserts that the self-conscious heroines of Austen are capable to afford gender discrimination or the secondary places of women in the community (Kirkham, 1983).

Therefore, the themes of *Pride and Prejudice* are women's lives, emotions and thoughts. She is a sympathetic judge of her own society and she evaluates especially the social image of women and their position in society.

1.2-   *THE FEMALE CHARACTERS IN THE NOVEL*

Pride and Prejudice has female characters with enough self-esteem to reflect to say and accept their ideas in public. They are funny but entertaining ladies who fight patriarchal ideologies that try to low the importance of women's rights. Although, they follow the

ordinary life of the time at the beginning of the story, they get tired of this and start to search for the discovery of their own self. That was the required point they wanted to reach and till the end of the book they present a mature female character and voice.

Moreover, Jane Austen can easily balance the outside and inner world of the heroines, respectively the social roles and the inner emotions, thoughts and ideas. The characters of Austen's novels are vitally young and the talent of the author to bring together the social and the personal feeling of them. The regret or the reverse, what one thinks of somebody, what others think of one, may muffle or decorate an entire day (Lenta, 1981).

Thus, there are some points where Austen differs from the contemporary writers of that period: instead of focusing on the idea that women should educate themselves in order to be equal to men, she suggests to women that like men, they should find a way to be unique in life and gaining a personal autonomy of thought and choice. So, they should have their own voice (Evans, 1987).

Austen gave an enormous charm to Elizabeth Bennet and made her a perfect heroine. She does not display only a pretty appearance and a vivid spirit, but she also maintains the moral standards (Tanner, 1986). On the other hand, there are some opinions that Elizabeth does not display the image of a perfect woman. There are some moments in the story when she represents personality weakness and cares about money (Waldron, 1999). Nevertheless, apart from all the difficulties, Jane gave a great contribution on portraying the perfect image of woman of the era.

1.3- *ELIZABETH, THE HEROINE OF THE NOVEL*

The story itself depicts Austen's heroines acting as the symbols of the female voice. For instance, the intelligence, the liberal and the original conversation of Elizabeth point the description of female identity. Being certain and self-confident of her opinions, she doesn't boggle to express either her assurance or her ideals (Kaplan, 1992). For example, even she passed a few time with Mr Darcy, she clearly says her opinion about him while talking about the books.

Thereby, her dominant personality gives her liberty to express her feelings and opinions without being limited of the era's ideologies. Elizabeth is not shy as the other women. She even starts the conversations and stimulates others to talk although that was not a

usual thing for the women of the eighteenth century. She refuses to be like the ladies of that period who feel embarrassed to convey their thoughts and their dreams in life.

Elizabeth's view on marriage, on society and her own position in society reflect her independent spirit and her critical intelligence. They are masked for her own safety behind the external surface of good manners, polite acquiescence to her superiors in age and status and her feminine difference that society expect to see (Gooneratne, 1970).

Being occupation with taking care of her sisters, Elizabeth, sometimes forget the social responsibilities. When she learned about Jane's illness at Nether field, she uses to go there on foot even that this was ridiculous for the time. They were so close to each other that she can read Jane's feelings from the face expressions. Elizabeth has not a good relationship only with Jane, but even with other ladies. Sisterhood, friendship, and love are important for her because she cares a lot about the mutual reciprocation of kindness and concern by two people, sisters or friends (Duckworth, 1971).

Moreover, another important notion that makes Elizabeth an original heroine is her awareness of her own soul as female. A woman must have a thorough knowledge of music, singing, drawing, dancing and the modern languages, to deserve the word; and besides all this, she must possess certain something in her air and manner of walking, the tone of her voice, her address and expression, or the word will be half- deserved (Austen, 1994).

Furthermore, what makes Elizabeth an independent heroine is that she is consciousness that being a man in their selves creates the opportunity for the power in male dominated societies. This is not possible for women.

Apart from constructing independent heroines and sensible heroes, Austen creates minor characters, especially female ones who properly express the female voice in her novels. The characterization of secondary figures in Austen's novels contributes to the readers' understanding of the more complex principal characters (Marsh, 1998).

In *Pride and Prejudice* Elizabeth's independent and questioning mind is presented in contrast to her sister, Jane's trusting and objective conduct. In this way are observed the two mutually devoted sisters. Both of them have "sincerity" and they both share the same "prejudice". Yet, Jane Bennet is more tender- hearted than Elizabeth Bennet. It is

quite clear that Elizabeth is very much fond of her sister. With the help of their relationship, Austen points out the significance of female solidarity. Their relationship reveals the importance of sisterhood the women's effect on one another (Monaghan, D).

Besides of the mentioned qualities, the most part of Elizabeth's heroism is related to Mr Darcy and the nature of their relationship. Since the first meeting, both of them preserved a mutual respect for each other that blossomed into love. She views Darcy equal to herself, not in wealthy but in love and intelligence.

The attraction between Elizabeth and Darcy is a talky, civilized, celebration of minds: witticisms over the pianoforte, painful disclosures alone in the drawing room, letters deconstructed strand by strand. By the time they plight their troth, the two have gone some distance down the relationship road. Not so much in learning to know each other as in learning to see their own imperfect selves in the mirror of their interaction (Bowen, 1936).

FEMINISM IN *PRIDE AND PREJUDICE*

1.4- *FEMINISM ISSUES*

Men and women are treated differently and unequally in the society of the eighteenth century. Particularly, men possess more social status, material resources, power and opportunities than women do. The protagonist of the novel comes across the system of entailment that had a main problem: she was forced to marry her cousin in order to keep her estate and help her family with the economic problems at the same time. This seems to be the only solution as far as the family didn't have a son. As it is mentioned above, women get less of material resources. The entailment system derives the law that a woman cannot have her own property. She is dependent on her husband's property. Nonetheless, Elizabeth doesn't accept the marriage proposal of her cousin because she wants to marry someone for love and not for material interests (Sandbach, 2008).

Except of less material resources, women get less of power and opportunities for self-actualization. This can be seen not only in the entailment system, but even in the matchmaking system. Families of that time consider a responsibility to find wealthy men for their daughters. A man with large fortune is the perfect candidate for a well

married lady. This kind of man is the rightful property for the daughters. Hence, a woman cannot even choose her husband because she will marry the one her family has chosen for her.

1.5- *FEMINISM EFFECTS IN PROTAGONIST, ELIZABETH BENNET*

Elizabeth is not like those women characters which accept the society rules as they are served to them, without trying to make changes for their own benefits. She is a determined person who knows what is good for her and hardly fights to achieve it. She claims to have the freedom to judge herself and make the others understand and accept her choice. It is her own right to choose what she evaluates as good and to take personal decisions.

Women should have the same rights and opportunities as men to develop their individuality. The moment she refuses the marriage proposal from a rich man, she made a great step and strengthened her individualism. She wants to be called a creature that speaks the truth from her heart and a woman with moral values who can speak and do whatever is necessary for her progress as human being.

2. CONCLUSION

One of the aims of this paper was to analyse the ways Jane Austen used to reveal the importance of female voice in society. Her style of writing is different from the other styles of the era because she is very careful in displaying the heroines as independent young ladies who are lively, intelligent and charming. Though the heroines have a lot of struggles and weakness, they still have the rights to fight for values in society as well as patriarchy.

Austen's own originality is best described as an extraordinary turn of mind that can make Elizabeth Bennet, at once a person to be reckoned with, manifestly alive and real throughout the length of the novel, and at the same time an issue, a generalizing tendency, a habit of thought and action, an idea.

While the writer focuses on the difficulties that women face about inheritance and status, she shows the marriage concerns at the same time. Law does not allow women to have their own property, so they are forced to marry, preferably a wealthy one. However, Austen used irony to deal with aristocratic problems considered important for the proposal part and the creation of social relationships.

The characters of *Pride and Prejudice* reflect the gender image with psychological meaning. In other words, the independent and witty heroines are examined in a logic way by the author. Unlike the conventional ladies of eighteenth century, Elizabeth is able to express her feelings, ideas, emotions and thoughts. Therefore, she can portray the feminine power in society.

Likewise, Elizabeth gives a huge importance to sisterhood and this makes her a protagonist with a completed female identity among women. Besides the judgements and the pride mistakes, the end of the novel presents a more qualified, conscious and mature character with the help of the husband.

Austen's heroines are memorable because of the way how they see the society rules, and how they try to be brave and fight for gender equality and female voice. As a conclusion, female characters of *Pride and Prejudice* of Jane Austen, particularly Elizabeth Bennet finds the opportunities to make the right choices, to take personal decisions, to choose the marriage with love, to change the society rules for the benefit of her and all women.

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ENGLISH LANGUAGE ACQUISITION THROUGH READING IN PRIMARY SCHOOLS

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Abstract

Language is a cognitive and distinguishing skill that truly makes us as human. What makes this human ability remarkable is that, recently, researchers are trying to find evidence for its mastery in increasingly young children. But on the other hand, what has and is still torturing the linguists world-wide is highly and solely related to the process of language acquisition. It is emphasized that such a process is a complex a unique human quality, but surprisingly enough none of the put forward theories has satisfactory and thoroughly explained if such a quality is acquired or learned; if it is culturally or biologically transmitted.

Approaching this psycho-linguistic process from different perspectives there have been developed various theories, the most important of which are put forward by B.F. Skinner (19957) and Chomsky (1957). More concretely Skinner labeled as one of the pioneers of the behaviorism accounted for the language development by means of environmental influence. Whereas, Chomsky who criticized and opposed the behaviorism theory proposed, in the spirit of cognitive revolution, the theory of Universal Grammar which focused on the human's innate ability to acquire their mother tongue. As so this article will highly focus on both these theories and will treat the contradicting and clashing ideas each holds.

Keywords*: language acquisition, psycho-linguistic process, innate ability, behaviorism, children*

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1- INTRODUCTION

One of the most differentiating properties among humans and other beings, apart from the most visible, touchable and emotional ones, is the mere fact related to the humans' usage of sound system. As so at an early age humans produce, at first confusing speech sounds which with the passing of time and baby growing are merged together to form larger, humanly interpretative and recognizable strings of sounds, referring to separate words. This recursive merging process enables children to form meaningful sentences. Both words and sentences grammatically labeled as linguistic units enables children and later on adults to express thoughts, exchange information, communicate ideas, wishes, requests and so on. The above communicative processes are comprehensively realized by the use of the most elaborate linguistic medium known as language which is a human preserved property.

Other species do communicate with an innate ability to produce a limited number of meaningful vocalizations or even with partially learned systems (bird songs). There is no other species to date that can express infinite ideas with a limited set of symbols. Even though language is the primary method of humans' communication there are also other ways to communicate without the use of language. When asked to define language we tend to think of a verbal or written system in which certain sounds or systems come together in a specific way to convey meaning. To put it straight language is the most complex form which is unique to human; although some animals have been found to have basic communication patterns (such as bees or birds). During the first two or three years of development a child requires to get into contact with other language users in order to set this general linguistic ability or skill into motion. As so we as humans are quite aware of the fact that we are blessed with such a remarkable ability. But it is not until the schooling time that we realize the language powers and the mysteries hidden underneath its usage and what is of great importance its acquisition.

When it comes to language acquisition what fascinates or impresses modern linguistics is the rapidity under which language is acquired. When the child starts the systematic and structured acquisition of such a knowledge at school, he has already acquired the fundamental structures of his native language. Language acquisition is remarkably rapid taking into consideration the complexity of the required system and the fact that acquisition takes place naturally without an explicit teaching. Long before a child starts

school he or she has become an extremely sophisticated language-user that bears no resemblance to other existing creatures or computer systems.

In addition, for at least 80 years, there has been a great interest on such a linguistic property. Psychologist and linguists as well have made researches, developed and evolved various contrastive and contradicting linguistic theories. But what brings them together is the fact that they have agreed upon the so-called language acquisition schedule, meaning that children develop language at roughly the same age undergoing much the same language acquisition stages or phases as it also happens with the other sensory-motor or physical activities (like walking). This language acquisition schedule has the same basis as the biologically development of motor skills and is highly related to the infants' brain maturation. So all the linguists have meticulously determined the following stages language acquisition goes through.

The earliest use of speech-like sounds has been described as **cooing**. During the first few months of life the child gradually produces sequences of vowel-like sounds. Between six and eight months of age, the child is producing a number of different vowels and consonants such as ba-ba-ba or ga-ga-ga. This type of sound production is known as **babbling**. They use these vocalizations to express emotions and attract attention.

The one-word stage. Between twelve and eighteen months of age children begin to produce a variety of recognizable single-unit utterances. This period is traditionally called the one-word stage and is characterized by speech in which single terms are uttered referring to everyday objects such as those related to feeding or playing. Sometimes it is used the term **holophrastic** to describe an utterance that could be analyzed as a word, a phrase or a sentence.

The two-word stage, it accounts for an occurrence of two distinct words used together. By the time the child is two years old a variety of combinations similar to: *baby chair, mammy eat,* will usually appear. That is the child not only produces speech but also confirms that the produced utterance worked as a contribution to the social interaction.
Telegraphic speech. This stage is characterized by strings of words (lexical morphemes) in phrases or sentences such as; *cat drink milk; daddy go bye-bye*. By the

age of two and a half the child's vocabulary is expanding and enhancing rapidly and the child is involved in more talking episodes. By this stage he can build sentences and has the capacity to get the word-order correct.

2- THE MOST DELVED INTO THEORIES ON LANGUAGE ACQUISITION

If for instance one would have been asked how easy/hard it was for him to learn English as a second language, I am pretty sure his answer would be "not so easy"; it had been and it is still considered a hard-won, not an easy nut to be cracked. The difficulties are highly related to the abundance of grammatical rules and their exceptions, the abundance of vocabulary (words and meanings to be stored), sounds posing difficulty in pronunciation. If I am going to extend my questionnaire to how much it takes to master English as a second language, my answer will be many years because it has been at least 20 years that I am studying English and I am not satisfied yet. Being faced with a native English speaker the differences are apparent, evident and easily noticeable.

Driven by the above parenthesis I have the right to make the question: "*How on earth can a 2-year-old child master his own language within such a short period of time and undergoing no grammatical, lexical or semantic teaching*?

The only true fact is that children at a very early age are able to absorb the complicated rules of grammar and a considerable number of words that is rapidly enhancing day after day. They are also able to build up correct grammatical sentences out of a limited number of words without any formal teaching or training. This is an intriguing cognitive process that fulfills itself at a tremendous speed and what is more children are not aware of. When one is asked what was the first word or sentence he uttered no one can remember it for sure which highlights the fact that at 12 or 24 months old children are acquiring their mother tongue unconsciously. Sometimes, it is as humans are in a way programmed to master and use their language. It is thought to be like walking, happening instinctively nearly at the same age for all the human beings suffering of no cognitive or physical deficiency.

It has been more than 80 years of research into children's linguistic abilities development which resulted in the introduction of a number of linguistic theories. The existence of several theories is further underpinned by the existence of a number of collocations such as: "*learn a language*", "*master a language*" and the last but not the least "*acquire a language'*.

Even though, there exist many theories, two of them are the most striking and revolutionary ones. There is worth working on or delving into the first theoretical approach known as behaviorism, proffered by the noted linguist B.F. Skinner in the late 50' and early 60'. Skinner was mostly influenced by John Locke and his idea that humans are born with a "*blank slate*" or "*tabula rasa*" comparing them with a blank notebook to be written on. As so his theory states that children learn language under the principle of reinforcement. Essentially for a child to correctly pronounce a word or build up grammatical structures it is needed the presence of the caregiver, his reassurance and approval. Furthermore, Skinner argues that language mastering is considered to be a learned behavior accounting for the fact that language develops under the environmental influences. Based on the behaviorist reinforcement principle children can associate words to their meaning.

According to Skinner when a child who incessantly happens to utter a meaningful word he is immediately awarded, applauded or hugged. Cherishing or enjoying their parents' response children are encouraged into repeating the pleasure-invoking word or structure. Through this interactive process of imitation, shaping and reinforcement children develop language which more and more resembles the adult-like one.

Judging on the above brief summary it is quite evident that Skinner's approach worked on behavioral concepts such as: **association, imitation, reinforcement, approval, environmental influence** which highlight the most striking fact that accordingly language is considered to be a learned ability and a social entity.

Although behaviorism as a theory was immediately embraced it was soon met with controversy, mostly by one of the most polarizing figures in the field of linguistics and psychology, Noam Chomsky. Chomsky criticism of behavioral approach encountered for the fact that it solely emphasizes reinforcement or imitation as the most important

influencing factors on language acquisition completely neglecting the genetic component.

To contradict Skinner theory Chomsky was driven by the remarkable speed at which children acquire language which is not possible to be explained by reinforcement. Secondly he points out that among many species in the world we as humans are the only one capable enough to engage in conversation, meaning that there must be some inborn trait that allows us to acquire a language. The fact that we are according to Chomsky genetically programmed to learn "one or another language" stands for the fact that we share the same innate structure. The main Chomskian argument against behaviorist view of language acquisition is summarized by his quote" *if in fact our minds were a blank slate we would be very impoverished creatures*"

What Chomsky proposed was a revolutionary theory stating that we are born with an innate ability to acquire with little guidance. What enables humans to acquire language is a part of a brain, in cases it is not damaged, labeled by Chomsky as language acquisition device which makes language acquisition a natural event. As so he further proposes that children are equipped at birth with what is called universal grammar (general rules) which enables them to perceive the general features of all languages therefore facilitating natural acquisition of languages.

Chomsky's universal theory highly emphasizes humans' biological endowment and their innate ability. It also operates with concepts such as **language acquisition, language acquisition device, language faculty, universals, parameters, competence and performance** which makes it highly cognitive, neglecting the environmental influences. It seems as if Chomsky propounded his theory as a response to make up for the unaccounted limitations of Skinner's theory. The latter focuses mostly on phonetics and semantics (as reinforcement and imitation cover only pronunciation and word-meaning relation), whereas the generative approach focuses on syntax (analyzed as an innate system of general grammatical rules covering sentence structure, word order, etc).

3- **INNATENESS VERSUS BEHAVIORAL THEORY.**

Both these theories have developed as a result of what is called "**armchair psychology**", meaning sitting on a chair and thinking for the best solution to the language acquisition issue. They are based on computational models built up to represent the way we thing something happens. There is no brain decoding technology to decipher children's thinking before they are able to put their thoughts into words; to decipher if and what a six or 12-month old child thinks when he raises his hand up to catch his favorite toy. If there is thinking at this age then there would exist language as well, which will not be evident until the vocal organs are mature enough to produce sounds and bring them together into larger strings. The only existing technology is the imaging one allowing scientists to look at the brain of children suffering of language acquisition disorders. In this context, even though Chomsky's universal theory is more elaborate, it does not make it the best theory accounting for the thorough acquisition of language.

Whereas on the other hand behavioral approach does not account for what is called "**motherese language**". All mothers or in general all caregivers raising up toddlers found it extremely exciting and loving to address their beloved babies making use of some childish language and not trying to correct them.

Secondly, being convinced that children will grammatically and phonetically improve their speaking parents (caregivers) do not pay much attention to correct grammatical errors. They are more interested in the politeness and truthfulness of their children's use of language.

Last but not the least, according to behaviorism, for humans to acquire a language it is needed only social interaction without considering the fact that there is evidence for a critical language acquisition period.

4- **CONCLUSION**

In conclusion, taking into consideration both nature and nurture theories contributions and limitations, today's researchers have proposed melting down or merging them both. They advocate the necessity of both nature and nurture factors in the development of language. They believe that humans do have an innate capacity for acquiring rules of

language, on the other hand they believe that their development of language skills it is further facilitated through interaction with others.

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RESEARCHING ON L2 WRITING OF YOUNG LEARNERS: CREATIVE ACTIVITIES FOR PERSUASIVE COMMUNICATION

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Abstract

Learning English language to students is a really good feeling and fun to most teachers who have chosen this profession. We all know the difficulties and the effort both, teachers and learners have to face and to give in order to succeed. Generally; the main part about learners' easiness of learning a foreign language is leading them in the right path according to their needs. This means that, at a very beginning, learners should be tested about their knowledge of the target language. This is important because they have to be separated in groups according to their level with their peers so, they will have the same needs and requirements and the teacher will have the same expectations from them all.

The very basic thing after deciding about learners' level is choosing the right material. When saying the right material, we mean the textbooks that are adequate for them. This part is in teachers' hands and they have to have a lot of things in mind when making this decision. It is very important to choose the appropriate books because they will be the main source where learners will focus their learning of the target language. Teachers should know students' needs according to the level that they belong, they should be fulfilled with all the needs they have so, that's why teachers should choose the textbooks carefully.

Generally, teachers tend to use a checklist in order to make it easier choosing the textbooks. Through those checklists, teachers consider what textbooks that they will use should cover, if they are appropriate according to learners' requirements, if they are attractive, if their requirements and tasks are appropriate, if they fulfill learners' needs, if their grammatical structure is appropriate, the reading parts, if the textbooks contain understandable material and a lot of other stuff. These are all items that teachers should have in mind, and check though a checklist before deciding the textbooks that they will use. This is very important because textbooks should be checked for their trustfulness and usefulness before being put into use.

Keywords: *textbooks, checklist, learners' needs, Don Bosko School*

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1- **INTRODUCTION**

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English.'' (Richards, 2006, p.1) Learning and teaching is a process that includes different elements in order to be successful. Teachers and students' cooperation is one of the elements that make a successful teaching and learning environment. In my experience as English language teacher trying to be more familiarized with my students is my goal in order to make them feel comfortable and express themselves in English in their best way. Students' comfort plays an important role in making learners free to learn and participate in the classroom. This not only makes a successful way of learners' participation but also makes a successful class. So, mentioning these all we can see that the teacher in the classroom is like a leader, it guides learners on the right path, toward their improvement of the language. However, teachers should have the proper teaching material in order to lead the class properly, "the textbook gives a teacher a clue what they should teach, in what order and how they should teach it. Thus it provides not only the content but also methodologies for teaching." Hořáková (2013, p.17).   Good teachers choose appropriate teaching materials to present to their students and this can be achieved if teachers analyze the materials before putting them in use.

> While going through different materials, it was realized that choosing materials really matters as far as they are the first source beside teachers where students will focus themselves. This is the reason why they should be chosen carefully and should be paid attention. There are different parts and items of a set of books that should be considered. Communication sections in the books are those that put the language in use, make learners produce meaningful statements and practice all the topics of grammar and new vocabulary that are covered. This is how they practice the structure of the language and grammar patterns that they are taught in the classroom.

Therefore, the main aim of the study is to analyze if the textbooks we use at the private institution of education "Don Bosko", have been analyzed and if they have the idea of analyzing books before putting them to use. Despite the fact that when I personally became part of this institution, I was told what textbooks they have been already using.

This is the reason that showed my interest to analyze if they are appropriate and if they have been analyzed before being put into use. The students are taught with these books from the beginning, since they became part of Don Bosko school. But with the huge opportunities that are offered nowadays with different programs and different sets of books that gave us many opportunities, we came to the point when we, as teachers don't know what is best for our students. Trying to figure out the methods and techniques that are needed to make successful classes and what makes them achieve their best in learning the language, will be the aim of this study. Having a closer look and analyzing the textbooks gives us more information if they are successful and if they achieve their goal of making learners use the new things covered each module. ''The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources.'' (Richards, 2006, p.1)

Cheng, W.W. & Hung, C.L. & Chieh, C.L. (cited in Chou 2010, para4.) claim that ''

> Textbooks and related teaching and learning materials/media have been adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction and to advances in information technology, scholarly views on the role of the textbook and recommendations on how to use it in everyday classroom practice very often reflect little more than personal opinion and/or common sense.

They further stated that'' Learning is simply the process of adjusting the environment to accommodate new experiences. The administrative de-emphasis of the teacher in the second language classroom would suggest that teachers must learn how to integrate and organize content of a textbook to make learning an interactive and meaningful experience'' (para.4).

Additionally, Hutchinson and Torres (1994), "We generally think of textbooks as providers of input into classroom the classroom lessons in the form of texts, activities, explanations, and so on."(p.317). Furthermore, analyzing the textbooks is a must for teachers before starting to use them. Teachers are supposed to know what is the content of the material that they will be using and if they are proper for the level of their students. " ELT materials can be evaluated to measure various characteristics such as credibility, validity, flexibility, authenticity, practicality and many other features that

teachers, learners and administrators look for. There is a list of checklists and some different approaches for textbook evaluation. Most of the evaluation models include a very detailed examination of the linguistic context, aims, design, methodology, skills and teacher's book." Nahrkhalaji (2012, p.186). So we have seen and gone through different opinions about textbooks' importance in the classroom, their importance in the learners' achievements. We share the opinion that textbooks should be analyzed before being put into use.

1.1- STATEMENT OF THE PROBLEM

This study tends to explore if a private institution of education analyzes the textbooks before putting them into use. The result of this study gives us a frame of the teaching system of English language in our country and it will affect and help to improve if there is need to do so, the private schools but public ones as well if the responsible people from the ministry of education are ready to cooperate and work together.

The purpose of this study is to get opinions and to see if schools and teachers analyze the books before putting them into use. If they analyze them, how to they do that and what do they have in mind when doing such procedures. What do they consider as important parts of the books that the textbooks they want to use should have and gather as much information as we can?

1.2- RESEARCH OBJECTIVES

This study aims to:

- See if teachers of English language analyze the textbooks before getting to use them.

- Analyze which parts they consider as more important that a textbook should have.

- See if students of a specific level find the books attractive and useful.

1.3- *RESEARCH QUESTIONS*

This research aims to find out what do teachers currently do to choose the textbooks they use for the English course and we are considering the following questions as important ones to answer.

- Do teachers consider textbooks as the main source of teaching?
- Do teachers analyze the textbooks before putting them into use, if yes, are there special checklists used in order to analyze the textbooks?
- What is teacher's role in the classroom in accordance to the textbooks that have been chosen?

2- **LITERATURE REVIEW**

Tripathi (2014), points out that we live in a multilingual and multicultural world, which is being reduced to the size of a village with the improvement of technology, the modern world requires high quality speakers of English. Furthermore, he states that even for a place in a company communication is important because it requires the ability of listening carefully in order to recall properly. In addition to this, he mentions the importance of new technology incorporated in the classrooms that really improves peer communication through combining different methods and strategies. Beyond this, he says that incorporating visual aids, texts, images, and audios enhances learners' interests in language classes. Being able to listen and to interpret is the first step to good communication ability.

This lets us know that with the improvement of technology, teachers have the opportunity of improving their classes and the communication in the classroom would be better and would be more effective. We all know that a language is learned for communication purposes and that's why teachers should insist in making learners talk and use the target language. This is why teachers should always analyze the textbooks carefully; choose the appropriate ones for the level of their students, which are attractive and motivate their students to learn, to participate and to attract them to be part of the learning process. This will help them have more successful classes and more successful students. This will also make classes more attractive and learners will enjoy learning. However; I think that despite this all, teachers should also have in mind the

knowledge of their students about their native language since they are both related and sometimes students tend to transfer things even when they are wrong because sometimes they can't understand how a language differs from another. "The relationship between the whole structure of a language (grammatical formalism) and the outside world associations (its semantic functioning) is extremely complicated; it is essentially empirical and above all, varies between different languages." (Mohan 2012, p.38). Knowing about all these changes that the language has and the difficulties that learners might encounter, teachers should insist in choosing appropriate materials while analyzing them. This way they will have the feeling of how the language should be used and how it should be combined properly in accordance to their level of understanding.

Furthermore, Tsiplakides (2011) points out that ''Research on coursebook selection and evaluation suggests that the process of selecting an English coursebook is a complex and multifaceted task". He believes that '' selecting a suitable coursebook becomes a critical process, since it can have an enormous impact on students' engagement, motivation to learn, and ultimately their language performance.'' (2011, p.759).

So, this shows us the importance of the content that textbooks have, their impact in learners' achievements, and the attentions teachers should have when choosing the material.

3- RESEARCH METHODOLOGY

This research was conducted with the aim of understanding weather the textbooks we use at school are analyzed from somebody. In this case we choose a set of textbooks that are used in an English private institution of education "Don Bosko" Gjilan. The level of textbooks we choose to do the research on was pre-intermediate and were a set of books; Head Way pre-intermediate (third Edition) that included student's book, work book and teacher's guide. The aim of the research was only to analyze if the textbooks are analyzed before starting to use them and to see if the ones that are being used are appropriate for learners. We wanted to figure out how much these books require communication, how much they encourage learners to talk and how much they engage learners in the learning process. The role of the teacher was another point where we

focused our attention, how much effort she/he had to make to analyze and adapt the textbooks according to learners needs.

This research was mainly focused in two ways of gathering information, one from observing English classes and the other one through interviewing the other teachers of English language that are part of the school.

Observation; One of the instruments that were used while developing this research paper was observation. We decided to observe the classes that we taught and worked with Head Way Pre-intermediate (Third Edition). The reason we choose to observe them was because those students just became part of the school and was their first time using those kinds of textbooks and we knew students' level. They were all very keen on learning the language and communicating in English language was their aim. The classes had about 25 students each and they were of approximately the same age. The textbooks were constantly used in the classroom and students were pretty content with them. They followed the exercises and cooperated with each other all the time in order to complete the tasks required of them. While observing the on-going process of English learning of those classes, we could realize that there were some students that didn't belong to that level, and needed extra classes in order to reach the desired goal of knowledge and a better grade. At this point we had some struggles because students not sharing the same level it's an ongoing process. So, to solve this we in cooperation with the administration part of the school, organized extra courses for those learners in order to help them. This was helpful, not to the desired level but at least helped them improve a bit and learn some important things that they were supposed to know from primary school.

Teacher's questionnaire; the teacher's questionnaire was one of the instruments that we used. There were four questions that teachers were supposed to answer and they were required to express their opinion based in their experience working with those books. The questions were opened and they could freely express their thoughts and show their approach toward those textbooks. There were all questions related to textbooks, classroom management. The teacher's questionnaire is below:

1. Do you consider textbooks as the main material for the course?

2. Do you analyze the textbooks before putting them to use, if yes how do you analyze them?

3. Do you use extra materials despite textbooks in the classroom?

4. Do you think the books you are currently using, are appropriate for your students' level of English?

Participants; The participants of this study were the English teachers of Don Bosko educational institution in Gjilan and the two 10th classes of 25 students each. They all were ready to be part of the research and helped us a lot with their participation and engagement in the learning process.

4- **RESULTS**

Teacher's questionnaire was opened-questioned. Teachers were supposed to write their opinion freely for in each question, having the proper space and the time they needed in order to be more efficient. I'll try to summarize each of their answers in short paragraphs for each question, so we'll have more reliable results of this questionnaire.

1. Do you consider textbooks as the main material for the course?

When asked this questions, the majority of teachers 80%, said that they do consider the textbooks as their main material for the classes. They agreed that sometimes they bring extra materials like hand-outs or play any games in the classroom in order to be more creative but still they mostly depend on the textbooks and the activities they offer. The other 20% of the teachers said that they consider textbooks important but, they rely on them mainly in the reading parts. About the grammatical parts they find extra explanations that are more elaborated and explained in order to help learners understand them easier and better.

2. Do you analyze the textbooks before putting them to use, if yes how do you analyze them?

In the second question of our questionnaire, all the teachers agreed on that they analyze the textbooks when preparing the lesson plans. They said that they have no opportunity

to choose the textbooks they consider more appropriate for their learners but they have to work with the ones that the Ministry of Education recommends.

3. Do you use extra materials despite textbooks in the classroom?

At this point, all the teachers said that bring extra material in the classroom. A small number of teachers said that they bring materials that are related to grammatical explanations. Others said that they bring reading parts because they think that learners don't find the ones that the books provide them with, very interesting and think that they are a bit old.

4. Do you think the books you are currently using, are appropriate for your students' level of English?

About the students' level according to the textbooks difficulties; teachers agreed that sometimes there are some difficult parts of the books for some students. This made them aware of different levels of students in the classroom. At this stage they agreed that they were worried about the students that didn't belong to the level they were supposed to be so, they organized extra courses for them in order to help. They generally consider the textbooks as appropriate for the majority of the learners.

4.1- OBSERVATION RESULTS

Generally, learners communicated in English language in the classroom. They freely expressed their opinion in the warm environment that teacher created. Even though they made mistakes while communicating in the target language, teacher corrected them gently without pressuring them. What seemed to interest to learners were the extra activities, hand-outs, and sometimes some videos that teacher played in the class. Learners could see natives' behaviors and facial expressions and voice intonation which are important in sounding more fluent. Also through extra activities that teachers made, learners seemed to learn and have fun at the same time. In order to expand learners' vocabulary, textbooks provided learners with new vocabulary and exercises that required them to put the new words in use in order to help learners remember them easier. Even teachers used proper methods of teaching and using the textbooks.

4.2- DATA COLLECTION AND RESULTS

By being part of this research, we think we will help the teaching system, at least in the Don Bosko institution, and then why not spreading the information and our findings with the public schools and other private schools in our country too. Going through the answers of the interview we had with the teachers, we could realize that most teachers consider textbooks as the main source of their teaching process and at this point we realized that paying attention to choosing textbooks was even more important. But when asked if they analyze the textbooks before putting them to use, we were told that they follow the curriculum that the ministry of education gives them and they are not allowed to change that to a large extent, but to a small percentage they do change it. They do those changes through the extra material they bring in the classroom, with slides, handouts, videos, games and a lot of other activities that books usually do not require. As they said, they combine them and make classes more attractive to students. This is necessary and unenviable since they have classes when not all the students belong to the same level of understanding, writing, reading and speaking English language. They have to combine different activities and tasks in order to engage all of them and in order to make classes attractive for all the students.

Generally, this was the case with the classes we did the observation on, they all used the same books and the same material was brought to them in the classroom. We could realize that in both classes there were approximately three or four students that didn't belong to the same level of English as their peers. However; teachers did everything possible to engage them in the process of learning. They were urged to use extra materials where possible in order to make classes more attractive and more effective at the same time.

5- CONCLUSION

In accordance to the gathered information and results we have mentioned above, there is a lot to do in the teaching system in Kosovo. To answer the first research question; **Do teachers consider textbooks as the main source of teaching?** could be answered by observing the classes, we could realize that they do focus in the textbooks and they are considered to be as the main source of teaching. From time to time, teachers used to

bring extra materials to the classroom but still the focus didn't move from the textbooks.

The books that we have been using for many years seem not to be very attractive and appropriate to learners' level of English language in our case. Teachers had to bring extra activities to class, from time to time when trying to make teaching and learning process more fun and creative. Regarding the second research question; *Do teachers analyze the textbooks before putting them into use, if yes, are there special checklists used in order to analyze the textbooks?* Teachers are not supposed to analyze the textbooks because they are books that the Ministry of Education has decided on, corrections are not allowed to be done and the only thing teachers can do is to bring extra material in the class for students in accordance to the percentage that they are allowed to change the syllabus. About the third research question; *What is teacher's role in the classroom in accordance to the textbooks that have been chosen?* Teachers in the classroom are leaders; they give instructions, help learners when they need help. The main word still belongs to teachers even though they are trying and doing their best to make learners the center of the class but gradually there is hope for that.

We can say that the teaching system needs a huge change in order to choose better materials, to analyze them better and to choose appropriate ones for learners. The point is not that the books we have been using are bad, but maybe they are a bit old and need to update the texts and pictures that are in the textbooks.

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MOBILE LEARNING IN EDUCATION

Hysnije ISMAILI[ff]

Abstract

Mobile learning is a new teaching method, it is innovative for students and teachers. The seminar work I have prepared firstly tells us what is mobile learning, the differences between m-learning and e-learning, and why mobile learning should be used. Also, the paper presents the method of realizing distance education and the degree of applicability, making comparisons with different European countries. In addition to assessing the situation with regard to distance learning, in our schools and in various European countries, this paper also describes the role of technology for the application of distance learning. In Kosovo it is not used m-learning but lately the implementation in all universities is having e-learning

Apart from drafting the e-Learning Strategy, which has not yet been approved and teacher training for ECDL, schools in Kosovo for the implementation of this modality of learning still have no electronic readiness so our schools are not yet ready to participate in world-wide distance learning networks.

Therefore, new education, in addition to reforming content, also needs technical reform and a multimedia transformation. It is very important for schools to have information communication technology and to use students, together with teachers, for all subjects. This can be done with the help of relevant ministries and appropriate investments in the necessary technology (computers, networks, the Internet) without the provision of which can not be achieved modern quality teaching. Until today, reading and writing in a traditional way were considered as the main elements of education, today's computer literacy education is becoming more and more necessary for the exchange of knowledge and the transfer of basic students' skills. The government has started to equip schools with computers, but it seems that their real use is still controversial.

Teachers are being trained, but their training is being done for computer skills and not for pedagogical needs, which is not enough. Students are far from international

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standards of education, and the interest of society and the individual is not at the right level to go along with the steps of global developments.

Based on this situation, in this analysis are presented some projects that are realized for teaching and learning through the information technology of communication, as well as numerous practices and initiatives to be undertaken by the Government for the realization of distance teaching, based on European experiences. Relying on the role and importance of distance education, the main purpose of this analysis is to inform and research European experiences and practices to find the best way to accomplish it. (Kosovo n.d.).

Although delayed compared to the Western world, we now have a good initiative for implementing e-learning. Following the drafting of the e-learning strategy for pre-university education in 2009, in some professional schools already started the implementation of the e-learning teaching method through information technologies. In addition, the Ministry of Education, Science and Technology in 2009 has begun the training of teachers for the use of computers, ECDL. So far, a large number of teachers have been trained and this project is also ongoing, until the training of all teachers who are in the service is completed.

Based on the advantages of distance learning and the needs of the education system in our schools, the application of distance learning in schools is a necessity that will bring about qualitative changes in education because teaching without the use of information communication technologies is no longer perceived.

Keywords*: mobile learning, m-learning and e-learning, technology, schools, internet*

1- INTRODUCTION

I think that it is now accepted that technology is in itself a bridge to learning, more than a kind of self-interest, and that the key factor in introducing new tools to learning is the involvement of an excellent teacher.

The use of personal computers in schools until a few years seemed like a distant dream. In 2005, in all the schools of our country, Albania, there were 920 computers, while at the end of 2012 this number reached 24,125, or differently, from 0.13 computers per pupil in 2005, today we have 4, 65, or even more, computers per pupil. The tablets are now in the school. Likewise, with the logic of figures we can mention the scale of the internet and its speed. In conclusion, within a short time, computers and the Internet are bringing the biggest change in schools and, as a result, also in the development of pupils and young people.

The same can be said for visual or written media. Today, we have a considerable number of national and local media, including the international ones, where through a simple search of television channels, their number can reach hundreds or thousands.

Even the print media, through newspapers, magazines and various publications, is more numerous and varied in variety.

Teaching is a process that is difficult to define or give a definition but we can say that it is planned, directed, organized by the teacher according to the learning styles and with the active participation of the students, where knowledge is learned, methods are used, interpersonal techniques, skills, skills are developed, which results in the formation of the personality of the pupils as a result of these sessions. The teaching process is based on contemporary methods and techniques, not trying to move on time because teaching is not a trend but for better and more effective development, where the pupil learns by reflecting, evaluating, discovering and solving problems. Teaching is the combination of art and science, where the teacher constantly learns about oneself but also teaches others, students, by offering them knowledge by new methods, techniques, and technology.

Knowing that all students have smart phones or laptops then the best method is mobile learning, or "M-Learning," which provides the modern way to support learning through mobile devices.

The main reason that I have chosen this topic to work, is that I want to know the current state of learning in mobility, the benefits, the challenges and obstacles to supporting teaching and learning.

How big is the impact of information and communication technology (ICT) we are increasingly seeing in contemporary times where there is a lot of inclusion in many social spheres. The use of technology, especially smart phones, is being used by children in preschool groups (kindergartens) and students. Almost no work, appointment or meeting can be done without a phone, so even if we do not want to use phones, we are obliged to keep them. At the time we have everything around us with technology, especially installing different phone applications, it will make life easier for us.

Starting from different applications for health, children and recent learning to prove that students are different; each student learns in their specific ways, but also that competences can be taught and developed in different ways. This implementation does

not ignore education either. Education and knowledge are the basis of any human development and they are the fundamental right for every human being

The main tools of our school education were teachers, text and blackboard. Books, letters, and pencils were the basic means of getting into communication and sharing information. The twentieth century brought the dominance of technology into education. First, our schools have started using PCs, then laptops, and now smart phones and smartboard, so these developments are sending us to some questions: (Mario Dumančić 2017)

- Is the school ready for the changes affected by mobile technologies today?

- Do We need new pedagogical reforms?

The digital learning bases include what we call mobile learning (m-learning).

Interaction during learning is done in several ways - for example: student with student, student with group, and group with group. Students can also interact with different people, such as classmates, teachers, classmates, community members, overseas experts, and people from all over the world. Learning the handset (digital learning worlds) is characterized by informal organization, collaboration, creativity, redefinition, individuality, small informal groups of students (collaborators), communication, self-organized learning and research.

1.1- *MOBILE TECHNOLOGIES*

Mobile learning is dominated by learning through research and problem solving, cooperative learning, learning by play, project learning and action oriented learning.

Together with the emphasized individual approach and focus on self-realization, these learning strategies can be found within the already mentioned didactic directions and movements of the reform pedagogy.

1.2- *THE MOBILE LEARNING CAPACITIES ARE:*
- Learns in different environments
- Learns on time when it is available
- The lesson is free of time

- Recorded notes on mobile
- Group communication with students
- Discussion of the problem etc

So far the teacher has been in the center of attention, but has now changed because, students become active constructors of their knowledge, skills and competencies, and the teacher is a co-constructor who organizes learning activities based on specific learning content. Such learning and classes are described by constructivist and media didactics specialists.

So far, in our schools, it was important for the student to be present and meet the teacher.

But with the new pedagogical methods and the use of technology, the teacher only manages the clock and provides additional advice, while the student is the one who is researching the topic, discussing with colleagues and finally presenting that topic.

The use of smart phone has also changed our lives, but has also had a positive impact on the development of education in the world. The use of telecommunications every day is growing and becoming an inseparable part of society.

Students today use newer types of mobile phones because they allow access to different aplications, more effective group or individual communication, HD video viewing, reading books in different formats, etc.

With a general content, the smartphone is considering what we need in our everyday life, but are they needed to be used during the classroom hours and are the schools ready?

The school in my country for the moment does not accept the use of smartphones during the classroom hours, it may also be necessary for the government to allocate special tools to train the students and to show students that the use of smart phones is only to facilitate learning. (Mario Dumančić 2017)

I personally think that the use of smart phones in the class would positively influence because offer students new and flexible access to information, and prepare content in a different, more "personal" way, while at the same time teaching new skills for the

future. Therefore, mobile technology has the potential to motivate new generations of students who perceive the world as an open classroom. Mobile learning encourages the development of life-long learning, necessary in today's society.

2- WHAT EXACTLY IS MOBILE LEARNING?

Mobile Learning is now well known as a new method of education, using smart phones, tablets or laptops enables us to learn anywhere and whenever you want!

Some examples that best illustrate the mobile teaching are:

a. If we are doing an exam, we have the opportunity to review the professor's video and the demands that was required.

b. We have the ability to make quiz's during the clock, and immediately to answer in the phone

c. Professor can do an exam and he can see our answers through the phone

d. Immediate learning is understood that we can get additional info from the professor or from our friends at a very early stage etc.

Starting from the experience I have in pre-primary and primary education, I personally prefer to use the tablet in lesson time to be more attractive and motivate for learning lessons.

For example, if students learn numbers from 1-10, I've got a game where each student using the tablet has picked up the numbers and placed them in the place they belong to.

Mobile learning has its own advantages and disadvantages, some of the advantages will be added are:

• Everywhere and whenever (lying in bed)

• Motivation (game with learning content)

• More content (different videos)

• Distance (From Kosovo follows the lecture in America)

While the biggest disadvantage of seeing smart phones during the class is that the teacher needs to have ongoing checks that the phone not to be used for different games and the lesson goes into the game, or we have to obey them that this is just to learn and not to spend the time also think that they may become lazy when it's time to write something longer because they are taught to get everything ready by the phone. (CISCO 2013)

In "The Future of Mobile Learning" explains "Portions of life once considered inaccessible to learning due to lack of network connectivity are now potential learning opportunities for the mobile learner."

"It presents unique attributes compared to conventional e-learning: personal, portable, collaborative, interactive, contextual and situated, it emphasizes "just-in-time-learning" as instruction can be delivered anywhere and at any time through it. (CISCO 2013)

2.1- DIFFERENCE BETWEEN E-LEARNING AND M- LEARNING

The core characteristics of mobile learning are ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative, and instant information. They enable learners to be in the right place at the right time, that is, to be where they are able to experience the authentic joy of learning. (CISCO 2013)

From the figure above we can see the difference between e-learning and m-learning, where communication to e-learning is done by email while at m-learning is done with instant messages, another difference is also in e-learning learning is done in class and simultaneous while m-learning is made through the technology of capturing lessons and simultaneous and non-simultaneous learning, a very important difference is that in e-learning the location is fixed while in m-learning there is no geographical boundary, one the other big difference is that the data in e-learning is collected and analyzed in the classroom while in m-learning is done in the field, and perhaps most important is that e-learning is more formal, rhythmic, structured delivery while m-learning is less formal, its own rhythm controlled and developed based on demand.

We have some differences between e-learning and m-learning, but some that I will add are:

• e-learning: The material that students take is ready and cannot be commented or communicated with colleagues

• e-learning: Mobile learning often encourages users to share their comments, creating a meaningful relationship between students. Thus students can share their experience and learn from each other, learning can be accessed at anytime and anywhere

• e-learning provides specific time frames while m-learning provides instant access to the data

• differentiates contextual learning

• eLearning is based on modules that require different amounts of time for completion and almost always show deadlines for tasks.

• In m-learning, learning objectives are quite small; these are usually sets of data that can be easily absorbed during a short session, for example, waiting for a morning coffee.

• e-Learning aims to stimulate students' understanding and ensure knowledge retention

• With m-Learning, focus is on accessing information

These are some of the reasons that m-Learning is special to the fact that this can happen at any time and place, using methodologies that are totally different from what we know from traditional classroom training or e-Learning courses. (CISCO 2013) 2.0 Understanding Barriers

Learning the smart phone is like a bright and brilliant object that has captured the increasingly moving attention of the new digital world of the 21st century, but when you try to capture it, it sometimes seems to be far from reaching.

Today's schools have additional challenges and there are: (CISCO 2013)

3- STRATEGIC ADVANTAGES OF MOBILE LEARNING DEVICES

The advantages of m-learning are great because starting with children, students, and students during their daily life uses smart phones, but our goal is to use them for learning rather than to spend as a means of entertainment.

In children up to 6 years of age, mobile phone use has had an impact especially on teaching a foreign language by looking at different educational materials but parents should be careful not to use them all day long because there can be no dialogue with phones. There's a reason why more and more companies are pumping money into mobile learning technology and mobile app development year after year. Mobile apps are one of the hottest mobile learning trends driving the market today. According to reports, the global annual revenue generated by mobile apps will be $70 billion by 2017. The format comes with a host of benefits after all.

Some of the benefits of mobile apps are:

- Ideal for people looking for information on the move. It is very easy to search for information that even young children know the requirements
- Suited for online as well as offline viewing. It is very well suited for online or offline viewing because no cable is needed or something special to watch video
- Facilitate higher completion rates. You can finish one duty while using the phone easily since you have online access on the data
- Provide access to just-in-time information. You can have access on every kind of information that you may need for everything you want to do.
- Ideal for performance support. It is very easy to use and has a huge packs of information's, so they have also an excellent performance too. (CISCO 2013)

4- BENEFITS AND CHALLENGES OF MOBILE LEARNING

By the picture you can see the benefits of m-learning

 (Author 2014)

With M-learning we can have alternative environments such as we can use the phone on the streets, at home, during the school. Students can be motivated by just clicking in the application where teachers have evaluated them, they can also have many ideas how to learn and finished the homework's. Using m-learning application can also help improving higher thinking skills too.

4.1- CHALLENGES

(CISCO 2013)

The challenges that can students be facing are that internet has a huge wide area of information's such that can have an easy access to them, so the use of smart hones should be closely monitored from teachers and parents too. Also they have to be careful what they share since all dates can be shared with the third parties and be misused.

There are and some challences:

4.2- CHALLENGES OF M-LEARNING

• Connectivity and battery life

• Screen size and key size

• Meeting required bandwidth for nonstop/fast streaming

• Number of file/asset formats supported by a specific device

• Content security or copyright issue from authoring group

• Multiple standards, multiple screen sizes, multiple operating systems

• Reworking existing E-Learning materials for mobile platforms

• Limited memory

• Risk of sudden obsolescence (Mobile Learning for Education: Benefits and Challenges 2008)

5- CONCLUSION

The seminar work I have prepared firstly tells us what is mobile learning, the differences between m-learning and e-learning, and why mobile learning should be used. Also, the paper presents the method of realizing distance education and the degree of applicability, making comparisons with different European countries. In addition to assessing the situation with regard to distance learning, in our schools and in various European countries, this paper also describes the role of technology for the

application of distance learning. In Kosovo it is not used m-learning but lately the implementation in all universities is having e-learning

Apart from drafting the e-Learning Strategy, which has not yet been approved and teacher training for ECDL, schools in Kosovo for the implementation of this modality of learning still have no electronic readiness so our schools are not yet ready to participate in world-wide distance learning networks.

Therefore, new education, in addition to reforming content, also needs technical reform and a multimedia transformation. It is very important for schools to have information communication technology and to use students, together with teachers, for all subjects. This can be done with the help of relevant ministries and appropriate investments in the necessary technology (computers, networks, the Internet) without the provision of which can not be achieved modern quality teaching.

Until today, reading and writing in a traditional way were considered as the main elements of education, today's computer literacy education is becoming more and more necessary for the exchange of knowledge and the transfer of basic students' skills. The government has started to equip schools with computers, but it seems that their real use is still controversial. Teachers are being trained, but their training is being done for computer skills and not for pedagogical needs, which is not enough. Students are far from international standards of education, and the interest of society and the individual is not at the right level to go along with the steps of global developments.

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Although delayed compared to the Western world, we now have a good initiative for implementing e-learning. Following the drafting of the e-learning strategy for pre-

university education in 2009, in some professional schools already started the implementation of the e-learning teaching method through information technologies.

In addition, the Ministry of Education, Science and Technology in 2009 has begun the training of teachers for the use of computers, ECDL. So far, a large number of teachers have been trained and this project is also ongoing, until the training of all teachers who are in the service is completed. Another project that is being implemented is also for the training of teachers for e-learning, which has begun to be realized in some high schools in Kosovo.

Through this project, teachers aim to acquire skills and knowledge on the use of Pedagogical Research 2 30 technology and this will be the beginning of teaching through information technologies in the learning process, providing opportunities for contemporary development of classroom development and interaction more dynamic between teachers and students, but also the students themselves. Regarding the implementation of e-learning in our schools, Kosovo still has no electronic readiness for its implementation. There are fundamental problems, such as building infrastructure and main educational materials.

Teachers today face many obstacles, such as the large number of students in classes, lack of infrastructure, lack of computers, etc. It is not easy to make changes because the schools are not equipped with means of materialization and there are no new contemporary technologies. Accelerating this goal should prioritize state institutions by implementing the Kosovo Education Strategic Plan 2011-2017, by supporting and supporting teachers in building their capacity to develop skills for the use of new technologies in the function of teaching of modern learning.

Based on the advantages of distance learning and the needs of the education system in our schools, the application of distance learning in schools is a necessity that will bring about qualitative changes in education because teaching without the use of information communication technologies is no longer perceived in the world today. (Kosovo n.d.)

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LEVEL OF USING MATERIALS AND ACTIVITIES BASED ON MULTIPLE INTELLIGENCES THEORY IN TEACHING TURKISH AS A FOREIGN LANGUAGE: a case of Albania

Erol SÖĞÜTLÜ[gg] & Lokman COŞKUN[hh]

Abstract

The purpose of this study is to examine the utilization of materials and activities based on multiple intelligence theory in teaching Turkish as a foreign language in terms of independent variables such as gender, school type, graduation and seniority. To this end, the participants in the research are 34 teachers of Turkish as a foreign language from 5 private schools in Albania. The researchers used a Likert-type scale questionnaire "Material and Activity Usage Levels Based on Multiple Intelligence Theory" with a total of 30 statements for 8 intelligence types, which was developed by Nihat Şad for EFL lessons and adapted to Turkish by the researcher. Frequency, percentage, t-test, and one-way ANOVA analyses were used to analyse the data transferred to SPSS 21 statistical program.

As a result, it was revealed that teachers of Turkish as a foreign language (TFL) use the activities/ materials based on the theory of Multiple Intelligence at a moderate level and cannot provide a balanced distribution between different types of intelligences. In addition, a comparison of Turkish teachers' uses of materials and activities based on Multiple Intelligence Theory demonstrated that there was no significant difference in terms of gender, graduation, seniority and school type variables.

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Keywords*: Multiple intelligences theory, intelligence, teaching TFL, activity development, material development*

1- INTRODUCTION

Introduced by Gardner in 1983, the new approach of multiple intelligences is an understanding of intelligence which takes into consideration student-cantered education and pays attention to individual differences, and which has been adopted by many educators. In addition, it is an understanding of intelligence which during instruction endeavours to activate and develops the various intelligences that are known to be existent in individuals. The essential principle of this theory is putting forward the concept that individuals are not born with one intelligence type only (the traditional intelligence); on the contrary, they are born with different capabilities. One of the main reasons for the use of MI theory in education is that instead of classifying students according to a single intelligence measure/indicator which is based on the traditional understanding of intelligence (IQ), it argues that each student possesses different intelligence types (Verbal-Linguistic, Logical-Mathematical, Musical-Rhythmic, Bodily-Kinaesthetic, Visual-Spatial, Interpersonal, Intrapersonal, Naturalistic), and therefore the teaching process should be enriched with a variety of strategies and materials which point out and develop these intelligences (Bümen, 2005, pp. 1-38).

Gardner (1983) defines intelligence at the basis of his theory as the ability of a person to produce an outcome valued in one or more cultures and to solve a problem that he or she has encountered in everyday or professional life in an effective and productive manner. The view that lies at the heart of this concept of intelligence put forward by Gardner is that individuals do not have the same way of understanding or of expressing their thoughts. If education takes into account the individual differences that arise from biological and environmental factors and cares for each individual, it should be best provided considering their learning styles (Armstrong, 1994; Gardner, 1983). For example, some learners love to speak, write or address people appropriately. Individuals with this learning style learn better by explaining a subject (verbal-linguistic intelligence). Other students love to move and use their gestures and mimics like professional artists. Therefore, such students want to learn by participating in

activities such as drama and role-play (bodily-kinaesthetic). It is possible to produce other examples that require the similar skills intrinsic in the individual.

Suggesting that individuals are intelligent in their own way the theory proposed by Gardner is both humanistic and pragmatist. It is humanistic because, as opposed to the traditional intelligence (IQ) which classifies individuals classically as intelligent or unintelligent, it aims to identify and explore individuals. It is pragmatist because, unlike the traditional concept of abstract intelligence isolated from real life, it is based on real life activities and is also open to change/development (Bümen, 2005, p. 3).

2- LITERATURE REVIEW

Multiple intelligences theory serves as a guideline for teachers in terms of knowing their students. In other words, by identifying students' intelligence profiles, it aims to describe and interpret them (Bümen, 2005, p. 3). This is nothing more than an effort to identify what individuals with different intelligences like to do, what they are good at, and how they can learn better (Harmer, 2001, p. 47). The essence here is that the use of materials and activities that will mobilize the different types of intelligences that exist in individuals becomes compulsory.

Gardner (1997; 1999) argues that application of this theory in education will assist in the development of individual skills, catering for individual differences and the diversification of teaching. The most important task teachers will take into account when preparing and planning a lesson in the context of multiple intelligences is to identify the relevant learning activity materials that they will use in teaching. The teacher should present a particular topic in a way that encompasses all intelligence types. The best way to make use of this approach is thinking about adopting materials to the different intelligence types (Armstrong, 1994).

Along with the implementation of MI theory in schools, according to research findings, it has reported that the theory has produced concrete benefits (Demirel, 1998; Gibson and Govendo, 1999; Hopper and Hurry, 2000; Karadeniz, 2006; Oran, 2006; Şen, 2006). Positive changes have been observed in individuals as a result of

implementation of Gardner's multiple intelligence theory. Some of the positive aspects in individuals can be expressed as follows (Campbell, 1991):

1. Learners develop responsibilities,
2. Learners gain self-confidence and freedom,
3. Learners are more eager to learn and have fewer discipline issues,
4. Learners acquire new skills and use them actively,
5. Learners develop the ability to work together through cooperation,
6. Increase in the learners' academic achievements.

With the introduction of the Multiple Intelligence theory in all areas of education, a new excitement and a new dynamism towards learning has begun to develop in schools. Influenced by the individuals increased desire and enthusiasm towards learning educators have started to develop different teaching insights. One of the areas in which this new instructional approach and insight has had a wide range of application is foreign language teaching.

In order to ensure students' positive and effective participation in the Turkish class it is very important to prepare activities and materials that take into consideration all the students' intelligence profiles, which have been previously identified. It is very essential for teachers to classify these activities and materials according to the students' intelligence profiles as well as to diversify them in the teaching context. By taking them out of the listener position, the MI theory helps students to become individuals who use foreign languages and who try to express themselves in contexts where various interactions take place (Şen, 2006).

The aim of this study is to examine the use of materials and activities based on multiple intelligence theory by teachers of Turkish as a foreign language (TFL) in the context of the Albanian example, taking into account some variables. In the abstract field of language teaching, materials and activities the teacher uses in the lesson are an invaluable reality.

Limiting foreign language teaching to students with only linguistic and mathematical intelligence and preparing materials and activities suitable for linguistic and mathematical intelligences only will result in the failure of this theory, which, contrary to the traditional understanding of intelligence, advocates a more humanistic and student-cantered approach which caters for individual differences. In order to avoid learning difficulties in human beings, who have unlimited learning capacity, teaching should be done taking into account the individuality of each person's brain and the importance of appropriate instructional methods and techniques (Campbell and Campbell, 1999).

Research has revealed that teaching conducted with multiple-based activities, materials and lesson plans: facilitates learning; results in permanent learning; ensures students' active participation; increases academic achievements significantly; positively affects attitudes towards the lesson and motivation; and develops the students' intelligences (Blythe and Gardner, 1990; Lazear, 1992; Campbell, 1992; Greenhawk, 1997; Saban, 2002; Batman, 2002; Yılmaz and Fer, 2003; Taşgezen, 2005; Azar et al, 2006; Köksal and Yel, 2007; Şalap, 2007; Demirel et al, 2008; Gürbüz, 2008)

3- METHODOLOGY

This is a screening type study. The population are TFL teachers of private schools in educational activities in Albania in the academic year 2017-2018. The participants in the study are 34 teachers from 5 schools selected through simple random sampling. The instrument used for data collection was Nihad Sad's "Materials and Activity Levels Based on Multiple Intelligences Theory" scale, which was adapted for the Turkish lesson by the researchers. The obtained data were analysed through frequency, percentage, t-test, and variance analysis. For the purpose of this study, "Multiple intelligence theory-based material and activity usage levels" scale, originally developed by Nihat Şad for elementary school English teachers, was adapted to Turkish and used with the participants. This 5-point Likert-type scale consists of a total of 30 items for all eight intelligences (Verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kinaesthetic, social-interpersonal, intrinsic-intrapersonal and naturalistic intelligence) and was designed with the aim of determining the level to

which TFL teachers use MI theory-based materials and activities in their TFL lessons. The answers to the items range from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), to 5 (Always).

4- FINDINGS AND DISCUSSION

The findings of this study are grouped as follows: numerical findings related to the sample group (Table 1); findings about Turkish teachers' use of materials and activities based on the MI theory (Table 2); findings about the effects of gender, school type, graduation and seniority variables (Tables 3-6).

Table 1 Numbers and frequency of TFL teachers according to gender, school type, graduation, and seniority variables

Independent variables		N	%
Gender	Female	9	26.5
	Male	25	73.5
School type	Secondary	12	35.3
	High school	22	64.7
Graduation	Faculty of Education	16	47.1
	Faculty of Life Sciences	18	52.9
Seniority	1-5 years	14	41.2
	6-10 years	9	26.5
	11 and above	11	32.4

As shown in Table 1, the sample group of the study consisted of 34 Turkish teachers working in private schools in Albania. 9 of these teachers are female (26.5%) and 25 are male (73.5%). 12 teachers (35.3%) work at the secondary level and 22 (64.7%) work at high school level. While 16 of these teachers (47.1%) report they majored

either in Turkish Language and Literature department (11) or Turkish teaching (5) programs at faculties of education, the other 18 (52.9%) stated that they graduated from the Department of Turkish Language and Literature at the Faculty of Science and Literature. 25 of the participants (73.5%) report they have completed one-and-a-half-years' master's thesis programs. Out of 35 participants, 14 (41.2%) report they have been teaching TFL for 1-5 years, 9 (26.5%) for 6-10 years and 11 (32.4%) state they have been teaching for 11 years and above.

According to the above statistics male teachers have a large majority over the female teachers. The reasons why male TFL teachers are more numerous than females could be the focus of a separate further research. Another remarkable finding in the statistics is the fact that the number of new Turkish teachers in the profession is superior.

In order to determine the level TFL teachers use materials and activities based on the MI theory, averages and standard deviations were calculated according to 5-point rating for each dimension. When analysing data in the study, the following interval values were taken into consideration: 1.00-1.80 = Never; Rarely = 1.81 to 2.60; = 2.61 to 3.40 Sometimes; 3.41-4,20 = Usually and 4.21-5.00 = Always. The results obtained in the study are shown in Table 2.

Table 2 Descriptive Statistics (mean and Standard Deviations) for the usage of MI=based materials and activities

Intelligence types	N	X̄	SS
Verbal-linguistic	34	4.051	0.412
Visual-spatial	34	4.037	0.530
Intrinsic-intrapersonal	34	3.637	0.571
Logical-mathematical	34	3.176	0.524
Bodily-kinaesthetic	34	2.941	0.733
Social-interpersonal	34	2.873	0.734
Naturalistic	34	2.853	0.652
Musical-rhythmical	34	2.824	0.647
Average	34	3.299	0.400

Table 2 shows the average of teachers' intelligence types ranking from the highest (Always) to the lowest (Never). Accordingly, with $\bar{x}$ = 4,051, linguistic intelligence is the type of intelligence most commonly applied (always), while musical-rhythmic intelligence ($\bar{x}$=2,824) is the least common intelligence type (sometimes).

According to Table 2, in the preparation of instructional materials and activities the participants' teachers have generally benefited from the various intelligences as follows: visual-spatial intelligence ($\bar{x}$ = 4,037); interpersonal intelligence that allows students to work individually ($\bar{x}$ = 3,637); and logical-mathematical intelligence (x = 3,176) such as puzzles and logic games. Meanwhile, they have sometimes benefited from the other intelligences such as social-interpersonal intelligence that allows students to interact / communicate with each other ($\bar{x}$ = 2,873); musical-rhythmic intelligence such as musical instruments, tongue twisters, songs and rhymes ($\bar{x}$ = 2,824); and naturalistic intelligence which is related to nature and living things ($\bar{x}$=2,853).

The average level of Turkish teachers who teach Turkish with foreign language on the basis of multiple intelligence theory was found to be $\bar{x}$ = 3,299 on average. As a result, it can be said that the TFL teachers included in the scope of this research use MI theory-based instructional activities and materials at a moderate level ($\bar{x}$ = 3,299, sometimes).

The teachers' tendency to employ activities and materials appropriate for linguistic intelligence in their TFL lesson, which is a social subject, may be considered as normal. However, a MI-theory based lesson should aim at implementing activities and materials that cater for and integrate all intelligence types. The teaching environment in TFL contexts should be diversified according to the learners' individual differences which demonstrate their attitudes towards learning. In addition, the variety of materials and activities to be used in language teaching should be arranged according to the students' intelligence areas. These tools to be used in teaching should be classified according to the students' language levels and should be kept in the learning environment, due to the

fact that multiple intelligences theory is based on the principle that that intelligences may change and develop.

The distribution in Table 2 shows that except for the verbal-linguistic, visual-spatial and social-interpersonal intelligences, the other intelligences are emphasized/given importance at a moderate level. For example, it can be noticed that the individual differences of the students who are strong in naturalistic and musical-rhythmic intelligence are not sufficiently taken into account and that such students are ignored in Turkish lessons. As a result, it can be concluded that the TFL teachers participating in this study cannot provide a balanced distribution of materials and activities for students with different types of intelligence within the framework of the MI theory.

More specifically, the low average of integration of social-interpersonal, musical-rhythmical and naturalistic intelligences reveals that students with these dominant intelligences are not taken into account; therefore, this can be interpreted as a prevalence of teacher-centred instruction, where the teacher has everything under her/his control. The results show that the Turkish teachers who participated in the research do not use pair or group work activities sufficiently and that they do not cater enough for students with musical and natural abilities.

The results of t-test analyses run in order to investigate whether the TFL teachers' usage of MI theory-based materials and activities varies in terms of the gender variable, revealed a homogeneous distribution of variances for all sub-dimensions. T-test results for gender variable are given in Table 3.

Table 3 T-test results according to gender

Intelligence type	Gender	N	$\bar{X}$	SS	t	p
Verbal-linguistic	Female	9	4.14	0.377	0.737	0.466
	Male	25	4.02	0.426		
Logical-mathematical	Female	9	3.14	0.674	0.247	0.806
	Male	25	3.19	0.475		
Visual-spatial	Female	9	4.11	0.546	0.485	0.631

	Male	25	4.01	0.533		
Musical-rhythmical	Female	9	2.61	0.876	1.154	0.257
	Male	25	2.90	0.545		
Bodily-kinaesthetic	Female	9	2.96	0.871	0.068	0.947
	Male	25	2.94	0.697		
Social-interpersonal	Female	9	3.07	0.997	0.959	0.345
	Male	25	2.80	0.624		
Intrinsic-intrapersonal	Female	9	3.70	0.423	0.402	0.690
	Male	25	3.61	0.621		
Naturalistic	Female	9	3.00	0.898	0.784	0.439
	Male	25	2.80	0.553		
Average	Female	9	3.34	0.578	0.368	0.716
	Male	25	3.28	0.329		

As shown in Table 3, there is no significant difference (p=.716) between the female ($\bar{x}$=3.34) and male ($\bar{x}$=3.28) teachers' means of usage of MI theory-based materials and activities. According to this finding, it can be said that both female and male TFL teachers have similarly benefited in the same way from application the MI theory in the instructional materials and activities employed in class.

The results of t-test, conducted to determine whether there is a difference in the TFL teachers' usage of MI theory based materials and activities in terms of school type independent variable, showed a homogenous distribution of all sub-variances. T-test results for the school type variable have been shown in Table 4. As the results in Table 4 show, a general examination of the scale reveals no significant difference (p=.926) between the secondary school teachers ($\bar{x}$=3.31) and high school teachers' ($\bar{x}$=3.28) level of usage off MI theory-based materials and activities.

While further analysis of the scale's dimensions (intelligences) showed significant difference in the musical-rhythmical (p=.373), bodily-kinaesthetic (p=.227) and naturalistic (p=.185) subscales in terms of school type, no such difference was observed in the remaining dimensions.

As findings in Table 4 show, it can be concluded that TFL teachers working in secondary schools have benefited from MI theory-based materials and activities more than TFL teachers working in high schools.

Table 4 T-test results according to school type

Intelligence type	School Type	N	X̄	SS	t	p
Verbal-linguistic	Secondary	12	4.06	0.339	0.114	0.910
	High school	22	4.05	0.454		
Logical-Mathematical	Secondary	12	3.27	0.505	0.771	0.447
	High school	22	3.13	0.539		
Visual-spatial	Secondary	12	4.04	0.664	0.039	0.969
	High school	22	4.03	0.458		
Musical-Rhythmical	Secondary	12	2.69	0.732	0.903	0.373
	High school	22	2.90	0.601		
Bodily-kinaesthetic	Secondary	12	2.73	0.715	1.231	0.227
	High school	22	3.05	0.733		
Social-interpersonal	Secondary	12	3.03	0.540	0.908	0.371
	High school	22	2.79	0.820		
Intrinsic-intrapersonal	Secondary	12	3.58	0.495	0.402	0.691
	High school	22	3.67	0.617		
Naturalistic	Secondary	12	3.06	0.679	1.354	0.185
	High school	22	2.74	0.625		
Average	Secondary	12	3.31	0.416	0.093	0.926
	High school	22	3.29	0.402		

The data in Table 5 show there is no significant difference in the usage of MI theory-based materials and activities between the TFL teachers graduated from faculty of education (x̄= 3,32) and TFL teachers graduated from faculty of arts and science (x̄= 3,28). 25 (73.5%) of the teachers graduated from both faculty types have completed either a pedagogic formation courses or a one-and-a-half-years' master's program with thesis. This finding demonstrates that TFL teachers graduated from faculty of education

and TFL teachers graduated from faculty of arts and science have benefited the same way from usage of MI theory-based materials and activities in their lessons.

Table 5 T-test results according to faculty type

Intelligence type	Faculty type	N	X̄	SS	t	p
Verbal-linguistic	Education	16	4.08	0.338	0.351	0.728
	Arts and Sciences	18	4.03	0.477		
Logical-Mathematical	Education	16	3.13	0.570	0.534	0.597
	Arts and Sciences	18	3.22	0.492		
Visual-spatial	Education	16	4.02	0.588	0.216	0.830
	Arts and Sciences	18	4.06	0.489		
Musical-Rhythmical	Education	16	2.88	0.801	0.432	0.669
	Arts and Sciences	18	2.78	0.492		
Bodily-kinaesthetic	Education	16	2.94	0.832	0.027	0.979
	Arts and Sciences	18	2.94	0.657		
Social-interpersonal	Education	16	2.92	0.765	0.326	0.747
	Arts and Sciences	18	2.83	0.725		
Intrinsic-intrapersonal	Education	16	3.69	0.725	0.478	0.636
	Arts and Sciences	18	3.59	0.405		
Naturalistic	Education	16	2.94	0.635	0.707	0.485
	Arts and Sciences	18	2.78	0.676		
Average	Education	16	3.32	0.469	0.306	0.762
	Arts and Sciences	18	3.28	0.341		

In order to identify if there is a difference in the teachers' usage of MI theory-based materials and activities in terms of experience one-way ANOVA analysis of the data was conducted. The results show a homogenous distribution of variances for all dimensions (intelligences) except for the musical-rhythmical intelligence.

One-way ANOVA analysis results for the seniority variable are shown in Table 6.

Table 6 One-way ANOVA results according to seniority variable

Intelligence Type	Seniority	N	X̄	SS	F	p
Verbal-linguistic	1-5years	14	4.11	0.321		
	6-10years	9	4.11	0.417	0.673	0.518
	11 and above	11	3.93	0.513		
Logical-Mathematical	1-5years	14	3.16	0.593		
	6-10years	9	3.33	0.515	0.630	0.539
	11 and above	11	3.07	0.448		
Visual-spatial	1-5years	14	3.95	0.637		
	6-10years	9	4.19	0.481	0.591	0.560
	11 and above	11	4.02	0.425		
Musical-rhythmical	1-5years	14	2.66	0.731		
	6-10years	9	3.11	0.517	1.373	0.268
	11 and above	11	2.80	0.600		
Bodily-kinaesthetic	1-5years	14	2.86	0.790		
	6-10years	9	3.02	0.578	0.156	0.857
	11 and above	11	2.98	0.822		
Social-interpersonal	1-5years	14	2.83	0.922		
	6-10years	9	3.11	0.624	0.698	0.505
	11 and above	11	2.73	0.534		
Intrinsic-intrapersonal	1-5years	14	3.60	0.509		
	6-10years	9	3.63	0.484	0.094	0.911
	11 and above	11	3.70	0.737		
Naturalistic	1-5years	14	2.71	0.726		
	6-10years	9	3.04	0.655	0.670	0.519
	11 and above	11	2.88	0.563		
Average	1-5years	14	3.23	0.479		
	6-10years	9	3.44	0.353	0.805	0.456
	11 and above	11	3.26	0.324		

Further examination of data in Table 6 demonstrates that there is no significant difference (p=.456) in the usage of MI theory-based materials and activities according to seniority, with means of (x̄= 3.23), (x̄ =3.44) and (x̄=3.26) for 1-5 years, 6-10 years, and 11 years and above seniority respectively. This finding shows that there is no difference in the usage of MI theory based materials and activities among teachers in terms of seniority; new teachers have benefited from MI theory based materials and activities the same as the experienced ones.

5- CONCLUSION AND RECOMMENDATIONS

This study explored the level to which TFL (Turkish as a foreign language) teachers in secondary and high school sections of private schools operating in Albania utilize multiple intelligence theory-based materials and activities in their classroom practices by considering some independent variables. Analysis of obtained data revealed two important results regarding TFL teachers' utilization of MI theory-based materials and activities.

Firstly, results show that teachers of Turkish as a foreign language, except for some of the MI areas, have utilized MI theory-based practices moderately. Secondly, there is not a balanced distribution of intelligence types in the preparation of MI theory-based materials and activities.

While there is a dominance of activities and materials appropriate for students with leading verbal-linguistic, visual-spatial, intrinsic-intrapersonal and logical-mathematical intelligence types, activities and materials for bodily-kinaesthetic, social-interpersonal, naturalistic and musical-rhythmic intelligence types are implemented at a moderate level. Meanwhile, results suggest that individual differences of learners who are strong in naturalistic and musical-rhythmical intelligences are not catered for, when compared to their peers, and therefore overlooked in TFL classes.

In addition, results show that in terms of school type variable both secondary and high school teachers have utilized MI theory-based materials and activities in their classroom practices at the same level.

Another finding is that in terms of seniority, both new and experienced teachers do not benefit from application MI theory principles at the desired level; however, no significant difference has been found in terms of average of all MI areas.

The following suggestions can be made from the results obtained in this study:

1. Developed by Gardner and taken into consideration by educators, the MI theory should not be considered as a recent and popular theory that all teachers need to acknowledge and implement, but as an opportunity to recognize and respect learners' individual differences.

2. Faculties that offer teacher training programs in relevant educational areas should put more emphasis to programs which highlight the significance of MI theory and which provide more opportunities for implementation of knowledge.

3. Seminars, conferences and workshops for teacher development should aim aiding TFL teachers to understand the importance and benefits of MI theory. Teachers should always be aware of the need to prepare instructional materials and activities appropriate to the level of the lesson.

4. TFL teachers should not confine teaching Turkish to the classroom setting. They should come up with alternative ways and arguments in order to optimize the learners' permanent acquisition of language.

5. Teaching environments in TFL setting should be diversified with instructional materials and activities appropriate for learners who differ in terms of intelligence. Teachers should enhance their lesson plans with activities and materials that appeal to the learners' various intelligent types, and more importantly, apply them effectively in their classroom practices.

6. The teachers' aim should not be identifying the learners' dominant intelligence types/s and label them according to these areas of intelligence. On the contrary, as these intelligence types can change and develop, they should ensure a balanced distribution

of all intelligences in the learning teaching environment. Learning and teaching environments should be planned and implemented in order to develop the different intelligences in the individual. Planning and arrangement of learning and teaching environments should aim at development of individuals' intelligences.

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BJES

THE ISLAMIC CONCEPT OF SOCIAL JUSTICE AND PEACE-BUILDING THROUGH THE QURANIC TEACHINGS AND PROPHETIC TRADITION

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Abstract

If you want peace, work for justice. Justice and peace building are like a whole completing each other for the healthy development of a moral and just society. The topic of justice is of central importance for each of us. Guarding the rights of human beings, regardless of gender identity, race, religion, creed, color, nationality, or language, disability, marital status, and socio-economic status, is central to any conception of justice. This paper begins by discussing the meaning, scope, and context of the Islamic concept of social justice and then proceeds to describe the purpose of the creation of human being. Subsequently, some of such relationships as between human nature and social justice, universe and social justice, the equality of human beings and social justice, the human dignity and social justice, the concept of solidarity, mercy and social justice, the economic justice and social justice are provided. During the explanation of the aforementioned relationships, the exemplary life of Prophet Muhammad (pbuh) is highlighted accordingly. The paper concludes by emphasizing that Islam represents the balance and middle way in all aspects of life as being unique in its worldview and social, economic and political aspects.

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1- INTRODUCTION

Social The topic of justice is of central importance for each of us. Social justice and development are like a whole completing each other for the healthy development of a moral, just and peaceful society.

1.1.THE MEANING, SCOPE, AND CONTEXT OF THE CONCEPT OF SOCIAL JUSTICE AND PEACE

The subject of the paper intends to briefly look at the ideas of the concept of justice, social justice and acquiring peace through juctice in Islam and explore their deeper significance in the life of a believer.

First of all, justice and peace are like a whole completing each other for the healthy development of a moral and a balanced society. If you want peace, work for justice. Guarding the rights of human beings, regardless of race, color, religion, creed, nationality, or language, disability, gender identity, marital status, and socio-economic status, is central to any conception of justice which is obviously very vital to establish a peaceful society. This associative relation between justice and peace is logical, as justice must be considered one of the indispensable prerequisites of any lasting peace. Justice secures peace, balance, order and harmony in society. Within this particular context the word إسلام Islām is a verbal noun derived from s-l-m, meaning "submission" and "peace" which may be interpreted as peace being acquired through submission to the will of Al-'Adl, The Just which is one of the 99 beautiful names for Allah through which Muslim do recognize. Abu Huraira reported that the Messenger of Allah, said,

(عَنْ أَبِي هُرَيْرَةَ، قَالَ: قَالَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: إِنَّ لِلَّهِ تَ تَعَالَى تِسْعَةً وَتِسْعِينَ اسْمًّا، مِئَةً غَيْرَ وَاحِدَةٍ، مَنْ أَحْصَاهَا دَخَلَ الجَنَّةَ...) "Allah has ninety-nine Names, one hundred minus one, and whoever "ahsaha" (enumerates them, safeguards them, believes in them, ponders their meanings, worships Allah by them and supplicates with them, and acts by them according to one's belief in them) will enter Paradise Him (Tirmidhī, n.d. Kitāb ad-da'awāt, Bāb: 83).

Secondly, i want to emphasize that Islam as a religion "dīn" which literally means in Arabic a way of life does have a comprehensive nature dealing with the spiritual, social, moral even political aspects of life, all integrating in one whole. Likewise when

we speak about social justice mind should not be just focused on the economic justice or distributive justice. This is just a subset of the main topic.

Thirdly, social justice in Islam as a subset within the teachings of Islam is deeply rooted in the faith in one true God as the Creator, Sustainer, Cherisher, Provider of the universe. This is very essential when we look at the implication of the concept of property. Property ultimately in the absolute sense belong to the God alone. We don't own anything even ourselves. However individual property that we have today is transient property to achieve the will of God.

2- THE PURPOSE OF THE CREATION OF HUMAN BEING

The purpose of the creation of human being as being described in the Qur'ān { وَإِذْ قَالَ رَبُّكَ لِلْمَلاَئِكَةِ إِنِّي جَاعِلٌ فِي الأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لاَ تَعْلَمُونَ } saying that "Remember (when) your Lord said to the angels: "I am setting on the earth a vicegerent (Baqarah, 2:30.)." which clearly articulates and describes human being as the trustee of God on earth. The meaning of truestee here denotes a person granted legal custodianship over property not belonging to him. So has the human being been granted custodianship over the planet earth with which human beings have been entrusted. This implies that one's behaviour should be in accordance with the will of the One who appointed us as trustees. This also implies the muslim vision of property. If indeed property is transient given to us by the real owner it means that when He says that there is a share of the poor and the needy in your property then it would be betrayal of our trusteeship in case we don't fulfill his will.

3- THE CONCEPT OF HUMAN NATURE AND SOCIAL JUSTICE

The Qur'ānic vision of human nature which has been summed up in the chapter as-Sajdah and some other chapters as well according to which that the human being has three interrelated and interdependent elements. There is the physical body { الَّذِي أَحْسَنَ كُلَّ شَيْءٍ خَلَقَهُ وَبَدَأَ خَلْقَ الإِنْسَانِ مِنْ طِينٍ } { ثُمَّ جَعَلَ نَسْلَهُ مِنْ سُلاَلَةٍ مِنْ مَاءٍ مَهِينٍ } (Sajdah, 32:7, 8), the intellect not just mind (complex reasoning) and the most important element: the spirit as being mentioned in the Qur'ān { ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ وَجَعَلَ لَكُمُ السَّمْعَ وَالأَبْصَارَ وَالأَفْئِدَةَ قَلِيلاً مَا تَشْكُرُونَ } "God breathed into him (every human being) of His spirit." (Sajdah, 32:9) What is the relevance of that to the question of justice. When we deal with the human being in a broader concept of justice we should take care of not only the physical needs as in the

materialistic approaches but also the intellect by supporting freedom of thoughts, diologue, debating… and the most important element, the spirit. What nourishes the body is that what comes from earth. That is because man was created from an extract, a quintessence of earth. Allah the exalted says: "Certainly We created man of an extract, a quintessence of earth." (al-Mu'minūn, 23:12). Accordingly, what nourishes the spirit is that what comes from God. That is because the spirit is God's breathing of His spirit into every human being. The Qur'an addresses { الَّذِينَ آمَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللهِ أَلاَ بِذِكْرِ اللهِ تَطْمَئِنُّ الْقُلُوبُ } the believers to be aware that it is in the remembrance of God that hearts do find rest, satisfaction and contentment (ar-Ra'd, 13:28). This also has been emphasized in the Bible as being told by Jesus (pbuh) "Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God (Matthew, 4:4)."

4- MASTER OF PEOPLE

He is with His friends in the mosque. A foreign envoy comes in haste. He brings an important diplomatic letter. The envoy, who is totally alien to Medina and to Muslims, asks breathlessly: - Who is the master of this people? At that moment, Prophet Mohammed is standing and distributing offers to His sitting friends with His own hands. When He hears the envoy's question. He replies without thinking a second: - The master of a people is the one who serves people. With this reply given without thinking, He had, all at the same time, met the envoy's question, gave a lesson in courtesy to His friends and to all Muslims and established an important principle of political philosophy. Concerning the excellence of serving people, The Prophet (pbuh) said: (سيد القوم في السفر خادمهم فمن سبقهم بخدمة لم يسبقوه بعمل إلا الشهادة) "On a journey, the master of people is the one who serves people. Nothing else, except martyrdom, can reach the thawab (reward) of serving people (Bayhaqī, 1990/1410, VI, 334)."

5- THE CONCEPT OF UNIVERSE AND SOCIAL JUSTICE

The Qur'ān gives a vision of the resources that God has created in this universe. Everything in the universe has been created to help the human being to fulfill that aforementioned trusteeship. God informs us in the Qur'ān saying that "It is He Who has created for you all things that are on earth…" (Baqarah, 2:29); "And He has made subservient for you the night and the day and the sun and the moon, and the stars are made subservient by His commandment; most surely there are signs in this for a people

who ponder (an-Naḥl, 16:12)." Accordingly today's science bears witness that the existence of intelligent life anywhere in the cosmos depends upon a complex and delicate balance of initial conditions which are given simply in the big bang. This is called the fine-tuning of the universe. At the same time the Anthropic principle tells us that the universe has the age and the fundamental physical constants necessary to accommodate conscious life. It is remarkable that the universe's fundamental constants happen to fall within the narrow range thought to be compatible with intelligent life. From this point of the view a true muslim does not see the universe as a whole, its resources and the natural laws that God created as enemies and tries not to subdue the nature by spoiling the balance of it. In this respect to gain control over nature by damaging nature and the ecosystem is not totally acceptable Islamic approach in a sense of being not just and fair to the environment. The universe has been created as a friend so that we need to understand the natural laws to avoid harm that could result from our lack of understanding or our dealing with the universe. Today, the natural order may be disturbed by people, communities, states and international institutions. This problem has the potential to give rise to serious conflictions for the society at different levels.

6- YOU WILL GUARD THEM

While he was marching at the foremost of His army, He saw a female dog that had just given birth and her babies. He called His friend; Juayl the son of Suraka and ordered him: (نَظَرَ إِلَى كَلْبَةٍ تَهِرّ عَلَى أَوْلَادِهَا وَهُمْ حَوْلَهَا يَرْضَعُونَهَا، فَأَمَرَ رَجُلًا مِنْ أَصْحَابِهِ يُقَالُ لَهُ جُعَيْلُ بْنُ سُرَاقَةَ) "You will stand in front of the mum and her (.أَنْ يَقُومَ حِذَاءَهَا، لَا يَعْرِضُ لَهَا أَحَدٌ مِنْ الْجَيْش وَلِأَوْلَادِهَا) babies. Guard and protect them from being crushed until the whole army pass by (Wāqidī, 1409/1989, II, 804)." The mother and her babies were not disturbed but the army of the conquest that had ten thousand soldiers had changed its direction.

7- THE EQUALITY OF HUMAN BEINGS AND SOCIAL JUSTICE

The equality of human beings is not just for muslims but it is regardless of gender or sexual orientation, ethnical, cultural and religious background. All humans share the same parents as the Qur'ān indicates in the beginning of the fourth chapter. "O mankind reverence your guardian Lord, who created you from a single person, created, of like nature, his mate, and from them twain scattered (like seeds) countless men and

women…" (an-Nisā, 4:1) Having immense amount of individual, national and ethnical differences, we are also all one family being equal in our basic human nature such as our emotional aspect, our psychology and our physical aspect for instance, in terms of our genetical structure. When researchers completed the final analysis of the Human Genome Project in April 2003, they confirmed that the 3 billion base pairs of genetic letters in humans were 99.9 percent identical in every person. It also meant that individuals are, on average, 0.1 percent different genetically from every other person on the planet. This tells us that we are all equal regardless of our race being the children of Adam (pbuh) and having the same forefather. For this reason, there are a lot to share among all human beings. A verse in the Qur'ān succinctly points out this fact saying that "O humankind! Surely We have created you from a single (pair of) male and female, and made you into tribes and families so that you may know one another surely the noblest, most honorable of you in God's sight is the one best in piety, righteousness, and reverence for God. Surely God is All-Knowing, All-Aware (al-Hujurāt, 49:13)." This verse admonishes us to build mutuality and co-operative relationships and not to take pride in our differences of race or social rank, or breed enmities.

Racial discrimination is one of the greatest problems of our age. At time of the prophet Muhammad (pbuh), the attitudes behind racism were prevalent in Makkah in the guise of tribalism. The Quraysh considered themselves (in particular) and Arabs (in general) as being superior to all other people. In the year 632, in the Islamic month of Dhul Hijjah (the twelfth month), Prophet Muhammad (pbuh) at the occasion of Hajj, the Islamic pilgrimage, stood at the Mountain of Arafat and delivered his last sermon, which is now referred to as the "Farewell Sermon / حجة الوداع". He stood before thousands of men and women and spoke to them in a long manner about their responsibilities. He gave a clear message about equality and social justice. He said, All of you are equal. All men, whatever nation or tribe they belong to, and whatever station in life they may hold, are equal… "an Arab possesses no superiority over a non-Arab, nor does a non-Arab over an Arab (Ḥanbal, 1999/1420, XXXVIII, 474)."

In another hadith concerning the ruling authority of a state, he said: وأطيعوا وإن اسمعوا) استعمل حبشي كأن رأسه زبيبة) "If a black Abyssinian person is to rule over Muslims, he should be obeyed (Bukhārī, 1987/1407, al-Camā'ah va'l-Imāmah, Bāb: 26)." God's

Messenger, (pbuh) eradicated color-based racism and discrimination so successfully that, for example, 'Umar once said of Bilāl, who was black: " كان عمر يقول أبو بكر سيدنا وأعتق سيدنا . يعني بلالا" "Bilāl is our master, and was emancipated by our master Abū Bakr (Bukhārī, 1987/1407, Fadāil as-Sahābah, Bāb: 23)."

Once Abū Dharr (r.a.) got so angry with Bilāl (r.a.) that he insulted him: (فقال إني ساببت رجلا فعيرته بأمه فقال لي النبي صلى الله عليه و سلم :(يا أبا ذر أعيرته بأمه إنك امرو فيك جاهلية إخوانكم خولكم جعلهم الله تحت أيديكم فمن كان أخوه تحت يده فليطعمه مما يأكل وليلبسه مما يلبس ولا تكلفوهم ما يغلبهم فإن كلفتموهم فأعينوهم)) "You son of a black woman!" Bilāl came to God's Messenger, (pbuh) and reported the incident in tears. The Messenger, (pbuh) reproached Abū Dharr: "Do you still have a sign of Jāhiliyyah?" Full of repentance, Abū Dharr lay on the ground and said: "I won't raise my head unless Bilāl puts his foot on it to pass over it." Bilāl forgave him, and they were reconciled (Bukhārī, 1987/1407, "Īmān," Bāb: 20).

Zayd ibn Hārithah, (r.a.) a black slave emancipated by God's Messenger, (pbuh) was chosen by the Prophet as the commander of the Muslim army that was sent against the Byzantine empire, even though it included such leading Companions as Abū Bakr, 'Umar, Ja'far ibn Abī Tālib (the cousin of God's Messenger, (pbuh)), and Khālid ibn Walīd (even then famed for his genius as a military commander). Further, the Prophet, (pbuh) appointed Zayd's son Usāmah to command the army he formed just before his death. Included therein were such leading Companions as Abū Bakr, 'Umar, Khālid, Abū 'Ubaydah, Talhah, and Zubayr. This established in the Muslims' hearts and minds that superiority is not by birth or color or blood, but by righteousness and devotion to God (Muslim, n.d., Fadā'il as-sahābah, Bāb: 10).

Humans are all equal in terms of their ultimate destiny. Nobody says that i am so distinct from any other human beings that i am not going to die. Everybody shares that. If one is believer in God, not just muslims as being a member of other faith communities, he/she believes that there is also a life to come in some form or the other depending on the interpretation. Accordingly, all human beings have been given certain duties and they are going to face reward or punishment in this life and the hereafter for their action. So all human beings are supposed to be equal before the law and courts of law.
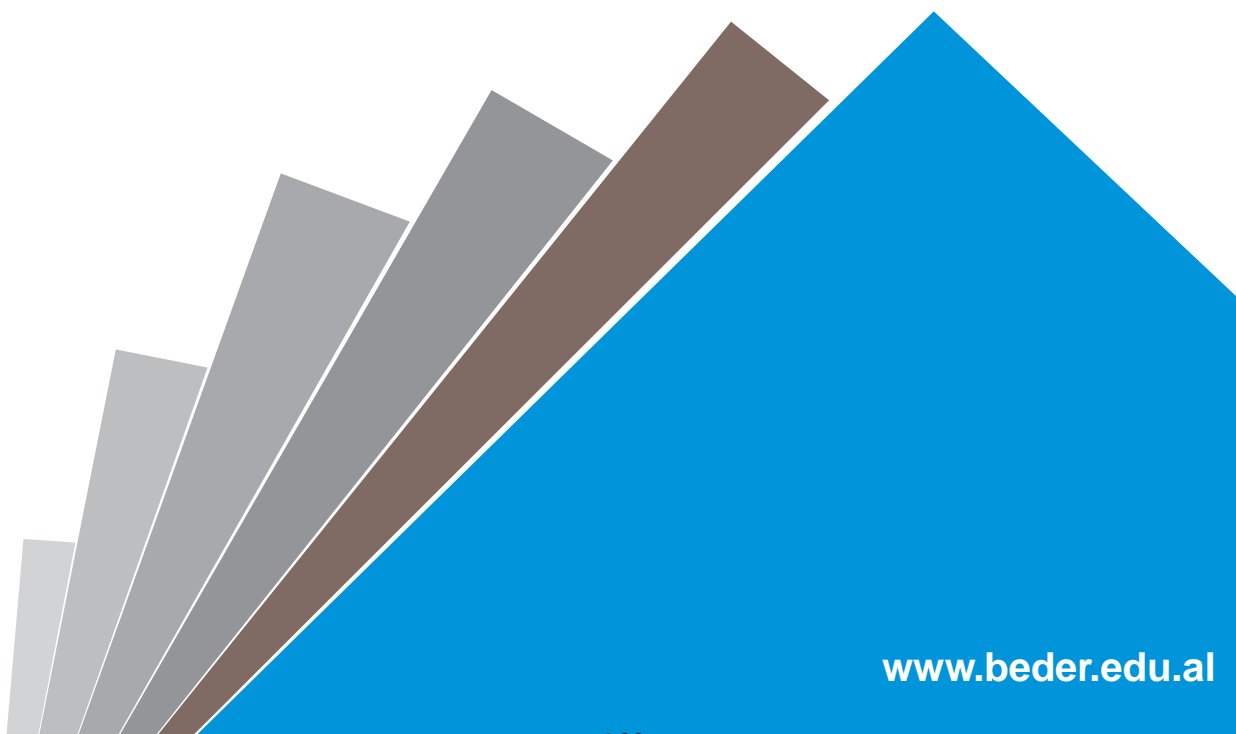
8- CONCLUSION

In conclusion, I wish to emphasize that Islam is the middle path. Mercy and tolerance is the real Qur'ānic antidote for social justice. A strong society is based on strong relations between its members. In such societies, arguments, disputes and quarrels wait to be removed by self-sacrificing and altruistic people. It is important to bring just and peaceful solution to the social and psychological wounds of the people.

Social development should lead to social justice where the most impoverished and marginalized are reached, their basic needs are met, and are enriched and have access to resources as any dignified, independent and free human being. Islam emphasizes on a great deal of principles that organize relationships among members of the society. One of the most important principles is social justice with all important values such as peace, love, mercy, solidarity, brotherhood, and sincerity. Justice in Islam is not only practiced on muslims, but rather that it is practiced on every human being regardless to his/her beliefs.

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