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LANGUAGE AND LITERATURE**

**Proceedings Book**

**Editors**

PhD. Lokman Coskun,  
PhD. Enriketa Sogutlu

University College Bedër  
Tirana /Albania

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## Proceedings Book

**Editors:**

PhD. Lokman Coskun,  
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## EDITORS' PREAMBLE ABOUT the CONFERENCE

Conferences of Language and Literature are apparently becoming a trend in the academic world bemused with various ways of understanding language, literature and culture. In addition to their interrelations and interdependence, the new ideas and approaches emerging from various disciplines like literary theory, philosophy, anthropology, linguistics, education, pragmatics and discourse analysis alongside technological revolution and socio-cultural transformations, have a bearing on our study of language and literature. The conference aims at exploring these dynamics with a focus on the complementary nature of English language, literature and culture and their centrality in human life.

The International Conference on English Language and Literature is an Interdisciplinary Conference which aims to bring together scholars, researchers and graduate students to exchange and share their experiences and research work and discuss the practical challenges encountered and the solutions adopted in this field. English is compulsory paper and abstract language.

The International Conferences in English Language and Literature invite proposals for papers on English language and literature or with concentration on other languages and literatures compared to English. In its first edition, ICELL hosted 40 professionals from the USA, the UK, Germany, Romania, Turkey, India, Iran, Nigeria, Hungary, Ukraine, Poland, Bosnia-Herzegovina, Egypt, and of course, Albania, sealing this way its very international character. The Second Edition was merely Virtual, the first of its type in Albania, and counted participants from the USA, India, Georgia, Greece, Malaysia, Nigeria and Albania. The 3rd & 4th edition married the first two editions being in-Person & Virtual.

All submitted conference papers will be blind peer reviewed by three competent reviewers. The post conference proceedings will be abstracted and indexed; selected and additional fee papers will be published in BJES, and consequently submitted to be indexed in Copernicus and DOAJ.

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PhD. Enriketa Sogutlu



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## **TEACHERS' AND LEARNERS' ATTITUDES TOWARDS WRITTEN CORRECTIVE FEEDBACK**

### **Abstract**

*Giving feedback has been one of the most important issues in first and second language acquisition (SLA). To contribute to this research issue, the present study investigated the preferences of teachers and students when it comes to usefulness of giving feedback and their attitudes towards giving feedback in class. Two questionnaires were developed to stimulate understandings of students and teachers. The results revealed that there are noticeable differences in the preferences and attitudes of teachers and students toward issues related to giving feedback. Furthermore, not only were differences observed between students and teachers in terms of their preferences and attitudes, but there was also disagreement between teachers and students as to the most appropriate error correction techniques. Further results and insinuations of the study are discussed in the paper.*

**Keywords:** *corrective feedback, attitudes, second language acquisition*

### **1. Introduction**

The multiplicity Giving feedback has been one of the most important issues in second language acquisition (SLA). Teaching second language considers the continuous usage of feedback and helping students to improve their second language. Based on my experience and my colleagues' experience, we can realize that teachers are often regarded as the only right tool of knowledge in the classrooms and especially when learning a second language. Therefore, when it comes to giving feedback to students, it is perfectly natural to say that teachers play an enormous role since their feedback may influence students' attitudes towards learning a second language.

Nevertheless, the teachers are not the only factor in this equation. Learners play an important role as well. "In any learning situation, not all humans are equally motivated to learn languages, nor are they equally motivated to learn a specific language" (Gass and Selinker 2008: 165). Teachers may provide students with a specific feedback, but that feedback does not have to be the right option or be useful for that student. It means that the teachers and students need to be in agreement when it comes to giving feedback. Accordingly, teachers need to show certain understanding of student's psyche, background, needs and beliefs. Diab (2006: 2) notes: "If teachers and students have mutually exclusive ideas regarding correction techniques, the result will most likely be feedback that is ineffective and, in the worst case, discouraging for students who are learning to write in their second language".

The questions that we are concerned with in this research are whether the correction and correction feedback are useful for language learning process and in what way that happens. ELTs have to deal with the responsibility of correcting students' errors and mistakes. This is a very complicated process. It is complicated because a teacher and a student may find themselves in a difficult position. A teacher needs to decide when to correct students' errors, or

what techniques to use, which is not an easy task. A student feels vulnerable and exposed, and sometimes even as a target since a teacher decided to correct him in front of the whole class. Nonetheless, teachers should consider that the purpose of correction is to help students in their learning process rather than put them in a difficult position as many of the students think and students need to feel that the correction process and feedback is not attack on their abilities and knowledge, but that is something normal and expected when learning a foreign language.

For these reasons, this research faces with the questions of usefulness in giving feedback to student's errors and it is paying a special attention to attitudes of both, teachers and students, towards this issue.

In this part a review of previous researches about corrective feedback and attitudes towards the same will be presented in order to have a better understanding of the problem. Different studies on L2 writing argue that written accuracy is important to students in many contexts and that students themselves want and expect feedback on their written errors from teachers (Sun, 2013; Alimohammadi & Nejadansari, 2014; Ducken, 2014). These studies reported that L2 students valued teacher's feedback on their written errors, because being corrected helped students to write accurately and avoided repeating the same linguistic errors. Students really wanted their teachers to correct their mistakes and errors for them.

“Truscott (1999) noted that ‘there is no proof that corrective feedback is helpful but teachers treat it as something always necessary in the language classroom. He also claimed that error correction is more of a hindrance rather than a useful tool’” (Tomczyk 2013: 925). Some other linguists, like Krashen (1982) “have believed that language is acquired unconsciously and learning it formally is of little use in later real life situations, which is why concentrating on formal correction is rather counterproductive” (Tomczyk 2013: 925). Additionally, it is claimed that “error correction puts learners on the defensive and, as a result, they tend to avoid using difficult structures and focus on form rather than meaning” (Pawlak 2004: 47 in Tomczyk 2013: 925). However, there are supporters of providing corrective feedback like Lyster, Lightbrown and Spada (1999) “who disagree with Truscott's paper claiming that correcting students' deviant forms rarely hurts their self-esteem and most of learners expect to receive corrective feedback” (Tomczyk 2013: 925).

As previously mentioned, some researchers as Truscott (Long and Doughty 2011: 489) assert that feedback constrains writing and because of that it should not be used at all. Others like Patthey-Chavez and Ferris (Long and Doughty 2011: 492) promote a subtler approach and some advocate using reactive feedback. Already it is obvious that there are different views when it comes to corrective feedback in class no matter which skill we are talking about.

The literature based on this topic is certainly extensive and shows us that the interest in this topic is constant. There are obviously different techniques and opinions related to it, but what can be concluded is that the agreement between teachers and students need to exist in order for it to be beneficial.

## **2. Research questions**

This research will provide us with more information and details plus we will learn about the different types of written corrective feedback and their effectiveness. Above all, the question of

this research is to examine insights of teachers and students towards feedback correction and what are the advantages using written corrective feedback in L2 classroom.

1. Does CF help students to improve their accuracy and fluency in writing?
2. Which CF strategy students' find the most useful for their writing improvement?
3. What are the teachers' attitudes towards the usefulness of written corrective feedback?
4. What are the students' attitudes towards the usefulness of written corrective feedback?

### **3. Method and design**

This study investigates student and teacher perceptions about the usefulness of 4 types of written corrective feedback:

1. Direct and indirect corrective feedback
2. Focused and unfocused corrective feedback

We will just shortly explain the types of feedback mentioned. The direct and indirect corrective feedback are the most common strategies of written feedback used by the teachers to correct the mistakes of the students of their written works. The direct feedback provides the student with the answer on how to correct his mistakes and gives him the instructions on how to do so. Ferris and Robert (in Jalaluddin 2015:159) suggest direct CF is probably better than indirect CF with student writers of low levels of proficiency.

“There are some types of errors that might prove that direct feedback is better than indirect feedback. For example, if student writes ‘I goed to the school’ instead of ‘I went to the school’ and teacher has introduced only the formation of regular past tense verb rules in the class but he has not taught yet irregular past tense verbs. So in such a situation it is best to provide the direct feedback with explanation of the unknown concept” (Jalaluddin 2015:159).

Indirect feedback refers to indicating that the student has made an error without actually correcting it. Guenette (in Jalaluddin 2015:159) claims “that indirect feedback mentions the teacher’s indication of errors by underlining, highlighting or coding them and then letting learners do the corrections. According to Lee (2004), indirect correction refers to situations when the teacher marks that errors have been made but does not supply the correct forms, requiring the learners to diagnose and correct their errors”.

When it comes to the difference between these two strategies of correcting student's writing focused feedback refers to correcting just one type of error, while unfocused feedback refers to correcting all or the most of the errors. Some researchers agree that different errors need to be treated differently. Alimohammadi and Nejadansari (2014: 585) explained as following:

“In most of the cases, having provided feedback on special groups of errors, the teachers caused more triumphant student developments (Ferris, 2001). They pointed out that where the error correction is not focused, but comprehensive, it is likely that students will have to receive a considerable amount of correction on a large piece of writing and will not be able to check all their errors. A study carried out by Karimi and Fotovatnia (2010) has revealed that written corrective feedback is of broad pedagogical value, and focused CF and Unfocused CF can equally contribute to the grammatical accuracy in L2 writing. Another study conducted by

Farrokhi (2011) proved focused CF as more effective on the students' improved grammatical accuracy than unfocused CF in terms of pedagogy."

In order not to make the students confused with marking all the errors and spoonfeeding them or leaving them alone with their errors there is a method in between. It is called minimal marking. It was launched by Haswell for the first time. Haswell's Minimal Marking is an indirect WCF technique that saves the teacher time by requiring only a series of checks at the end of each line of student writing which indicate the number of mistakes (grammar, spelling, punctuation, and capitalization) in that line of student writing. Student papers with these checks and other relevant commentary are then returned to students at least fifteen minutes before the end of class, allowing students the time to find, circle, and correct each mistake. This technique reduces the often discouraging amount of teacher markings on student papers, prompts students to self-edit their own papers, an invaluable skill the students must learn to master, thereby empowering them with a sense of proprietorship over their own work, and finally creates within the students a self-motivating factor for taking responsibility for their own self-improvement. This approach, according to Haswell, fosters autonomy in writers Ducken (2014).

#### **4. Participants**

The participants of the study were first and second year students of high school. Ninety students participated, i.e. four classes with different number of students in the classroom. They were learning English at a pre-intermediate level as an obligatory subject. There were 50 female and 40 male students, so 90 participants in total when it comes to students' side.

Apart from students, four teachers working in these three schools took part in the research. They were chosen for the study because they taught English and have experience in correcting students' writing assignments and giving correction feedback whenever necessary. All teachers have more than five years of teaching experience.

#### **5. Results**

In this section we report the data obtained from teachers' and students' questionnaires about their perceptions towards the usefulness of corrective feedback, and which corrective feedback they find the most useful for their general improvement.

The first question in the questionnaire was if the participants-students think that teachers should mark all errors, just some, or none at all and respond only to the ideas and content. On this item, participants were able to choose more than one option. As Table 1 shows, the option Mark all errors were the most popular choice for both participating students (88.8%) and teachers (100%). The second most popular option for participating teachers was mark only errors that interfere with communicating students' ideas (75%). As seen, however, no students chose this option. While students preferred that teachers mark all major errors, the teachers preferred that they should correct only the errors that interfere with communication. Similarly, half of the participating teachers favored marking most major errors but not all of them.

Options	Students		Teachers	
	n	%	n	%
a) Mark all errors	80	88.8	4	100
b) Mark all major errors but not minor ones	12	13.3	0	0.0
c) Mark most major errors, but not necessarily all of them	10	10	2	50
d) Mark only a few of the major errors	0	0.0	0	0.0
e) Mark only errors that interfere with communicating ideas	0	0.0	3	75
f) Mark no errors; respond only to ideas and content	0	0.0	0	0.0
*Total responses	90		4	
	112.1		205.53	

Table 1.

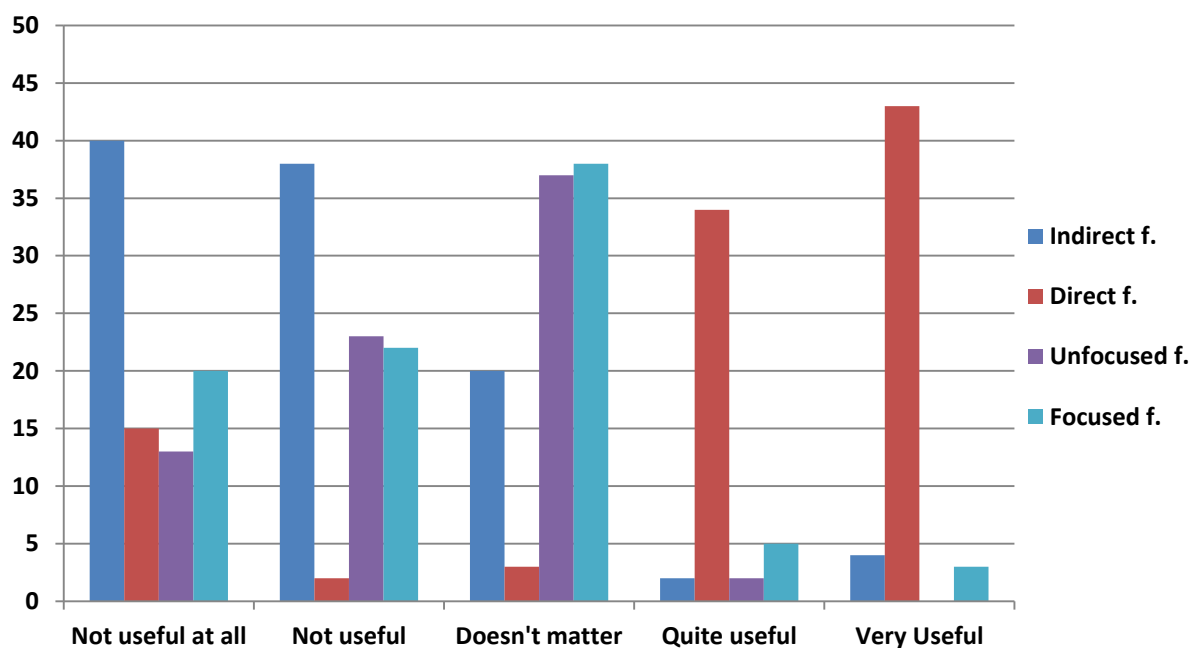


Figure 1 Participating student's responses for different types of written corrective feedback

As it can be seen in Appendix A and B, in question number 2, participants decided that direct corrective feedback has been the most useful written corrective feedback type. Less than half of them think that this type of the written feedback method is quite useful for their writing. On the other side, most of the participating students expressed their adverse opinion about indirect and unfocused written corrective feedback considering them not that useful for their writing improvement.

In Figure 2 we can see that teachers think that all types of corrective feedback are beneficial for students' overall improvement. Teachers have expressed their positive attitude towards all types of corrective feedback marking them mostly as useful or quite useful.

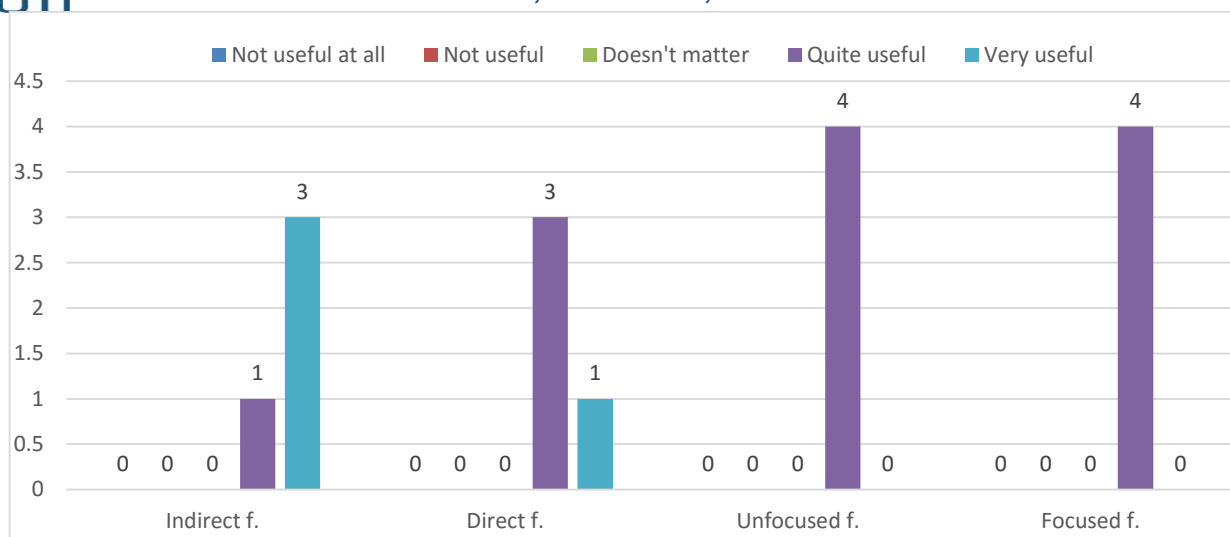


Figure 2 Participating teachers' responses for different types of written corrective feedback

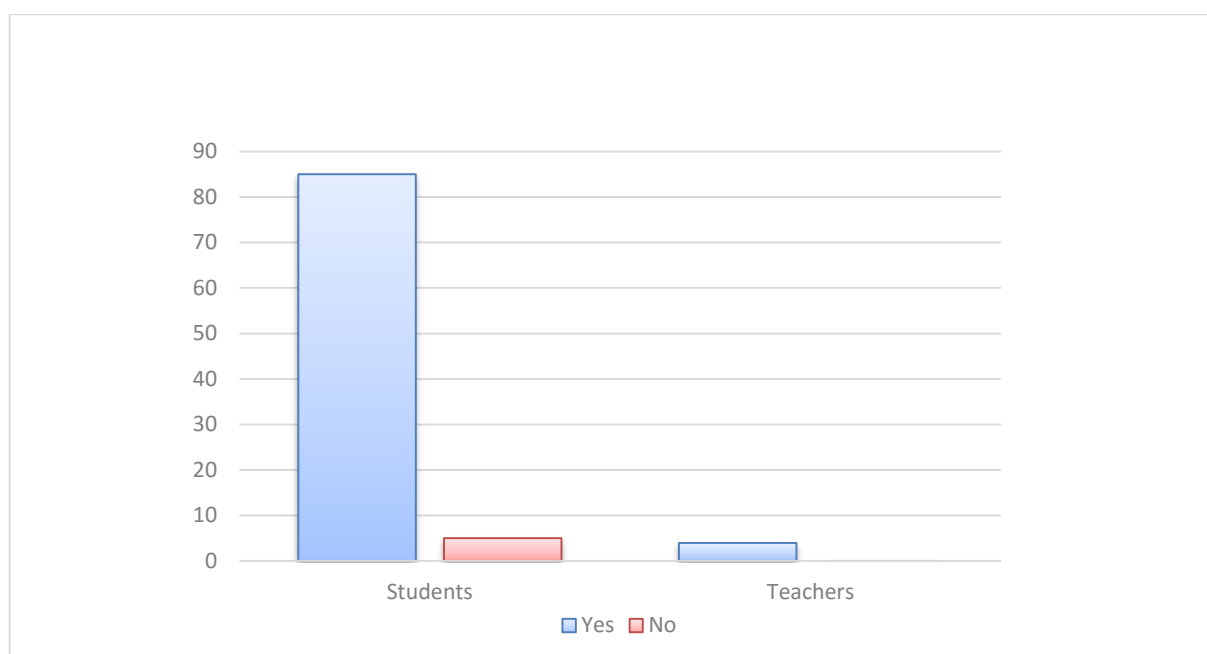


Figure 3 Participating teachers' and students' answers to question no.3

Question 3. *Do you agree that written corrective feedback can help you/students improve your fluency and accuracy in writing, i.e. that you use the correct and appropriate words in a sentence and that your sentences are grammatically correct?*

As it can be seen, all teachers and almost all students agreed and expressed their positive attitudes towards written corrective feedback when it comes to improving their fluency and accuracy. It means that they both agree that correcting students' mistakes may improve their skills especially when it comes to writing correct and appropriate words in a sentence and writing grammatically correct sentences. Only five of the students viewed this in a negative way.

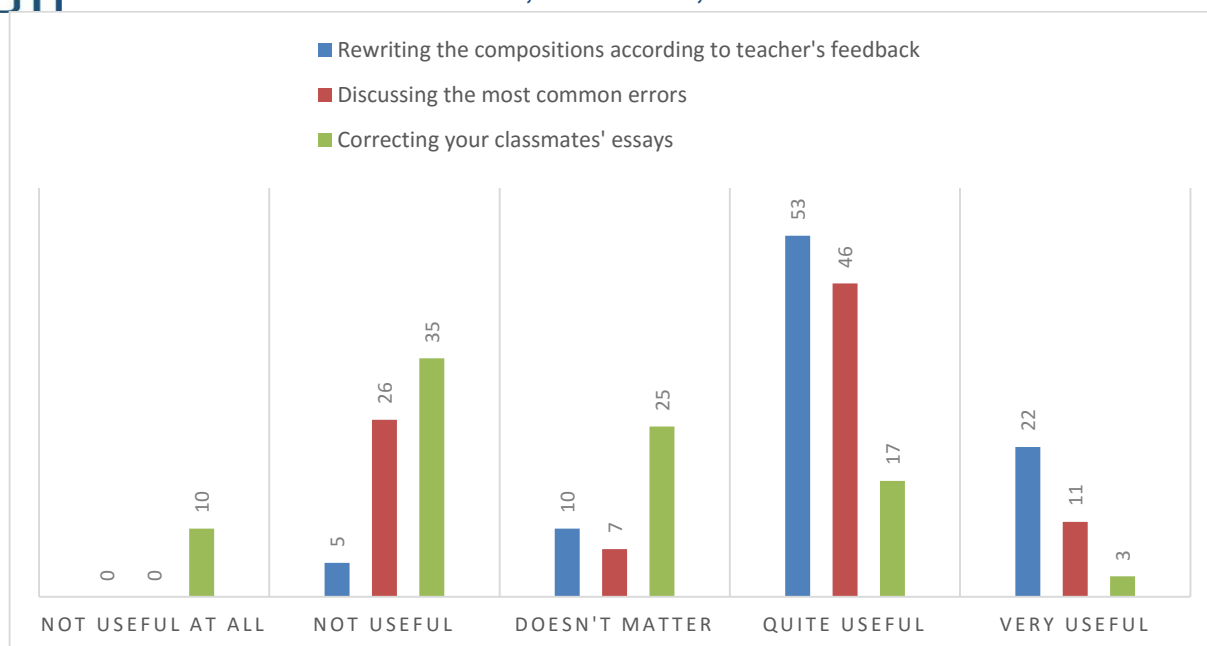
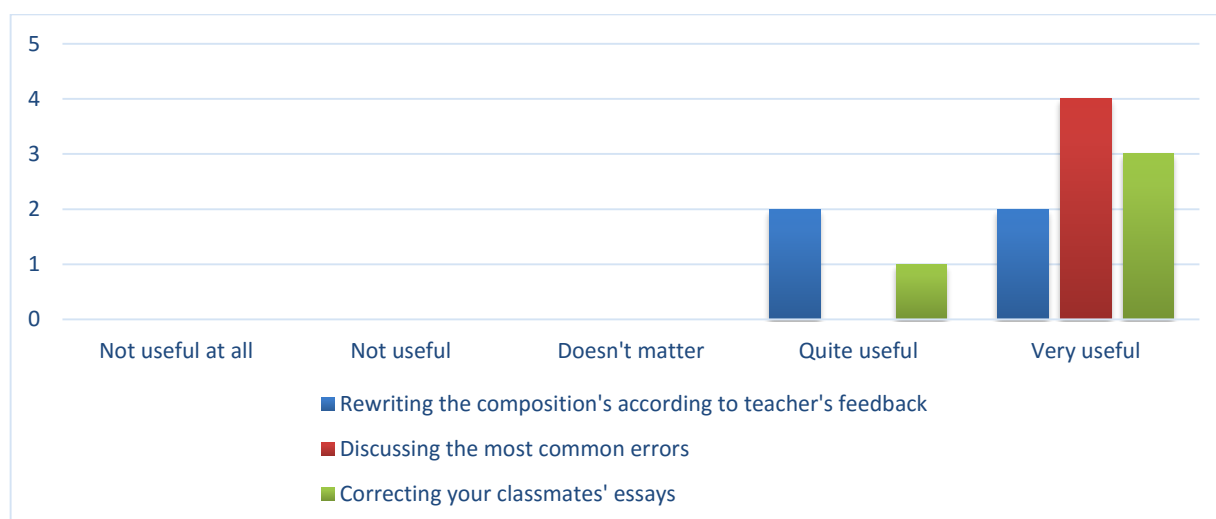


Figure 4 Participating students' responses to usefulness of different methods

Question 4. *Which of the given methods below you consider the most helpful and useful for improving your writing?*

In figure 4 we can see that students find rewriting and discussing the most common errors in their compositions the most helpful and useful for improving their writing. According to participating students' responses rewriting the compositions according to teacher's feedback students consider the most useful for their writing, then follows the method of discussing the most common errors. Some students do not find discussing the most common errors useful for improving their writing skills.



About 25 students expressed their neutral opinion about the method where they correct their classmates' essay and around 10 of them said that it is not useful at all for their writing skills.



In the following part, as we can see in figure 5, teachers expressed their opinion towards the usefulness of different methods. Most of the teachers find discussing the common errors quite useful in improving the students' skills. More than half agree that correcting the classmates' essay may be very helpful while less than half finds it quite useful as well. As we can see, teachers have a little bit different opinion than students. They do not agree that discussing the most common errors is the most useful way to improve their skills, since most of the students think that rewriting the compositions according to teacher's feedback students is the most useful for their writing skills.

Figure 5 Teachers' responses to usefulness of different methods

## 6. Discussion

One of the research questions was whether written corrective feedback can improve students' written accuracy. Most of the students agree that using written corrective feedback can help them to be more accurate and fluent in their writing. Students recognized the benefits of using written corrective feedback. In that way their errors will not be repeated if they are being corrected. The teachers' responses were alike the students' responses. Teachers agree that correcting students' errors can help them to be more fluent and accurate in their writing skills. As we can observe, teachers need to create a nice and friendly environment for giving corrective feedback, which is necessary for the students' overall development, and not only writing skills.

The next research question tried to investigate which written corrective feedback students find the most useful for their writing improvement. Students' responses show their preference for direct corrective feedback. Students found it beneficial for their writing improvement. Consequently, an explanation of the error helps students to understand why and where they make a mistake and being provided with the correct form helps them to improve their writing. It is obvious that students want to be aware of their mistakes so they would not repeat them in the future.

Participants in the study expressed their opinion regarding the rewriting the errors, discussing the most common errors or correcting their classmates' essays. Participants' opinions slightly vary. Students find rewriting the compositions according to teacher's feedback helpful and useful for their errors. However, some students expressed negative opinion towards discussing the most common errors and correcting the classmates' essays.

It shows that maybe students prefer that teacher corrects them rather than their classmate. They do not prefer discussing the errors in front of their peers or comment on their classmates' written assignments. It is understandable why this happens since many students are very shy in communicating in a foreign language or probably they think that they are not good enough to grade their classmate. Therefore, in this case they have a complete trust in their teacher whom they regard as the one able to give direct and appreciated comments on their written assignments.

Nevertheless, teachers found all three methods useful and helpful for students' writing improvement. They have expressed positive opinion towards these three methods giving a priority to discussing the most common errors in the students' work. These results show how teachers want to talk about students' errors, discuss them together in the classroom, because it



can be said much more when talking about the errors, and students may learn more, rather than just rewriting their errors.

## 7. Conclusion

This research has found that teachers and students think that the written corrective feedback is basically useful for students' writing improvement. Nonetheless, the differences in opinion when dealing with some types of feedback are important and raise the question of whether students should be corrected according to what they find useful or what teachers believe it is useful. Students and teachers agree that written feedback on their errors can help them to improve their fluency and accuracy.

Teachers believe that feedback can lead students to produce grammatically correct sentences and sentences conveying clear message. Actually teachers think that every type of feedback is useful for students' improvement. As already mentioned, students had their preference and opted for direct corrective feedback as their favorite. This suggests that students prefer explanation of their error or being provided with the correct form, which tells them in a direct way where the mistake was and what it was.

According to participants' responses about methods of correcting, students and teachers' opinion differ. Teachers find every method helpful for students' writing improvement, especially discussing about their students' errors. Students consider rewriting their errors according to teacher's feedback useful for their writing. However, students disapprove of discussing the most common errors in their work or correcting their classmates' essays as they feel pressure talking about their errors in front of the classroom. This may be demotivating for students' writing improvement.

Although there are some researchers like Truscott who believe that WCF is making some drawbacks in students' attitudes we have already realized that our participants, both the teachers and the teachers think that WCF is something beneficial for the language accuracy.

Furthermore, there are certain limitations to this research, which should be considered. The first limitation is a small number of teachers. If the number of teachers was higher and ranged across the schools, it could give us more reliable questionnaire results of other foreign language teachers and their actual teaching practices. Another limitation is data collection. If there was more time, teachers could be interviewed and some students as well, to get more detailed opinion about the usefulness of written corrective feedback and reasons for certain opinion.

Taking into consideration the findings and its limitations there are different suggestions that can be made. To conclude, these findings indicate the teachers' and students' positive opinion about the usefulness of written corrective feedback and therefore the errors should be corrected in a way that will promote students' writing improvement.

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## **MULTI-ETHNICITY AND PATCHWORK SELF IN REBECCA WALKER BLACK WHITE AND JEWISH**

### **Abstract**

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

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

**Keywords:** multi-ethnicity, patchwork, white, Jewish, Walker Black, plurality

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

Just as autobiographical writing rises up beyond the individual accounts of a specific person, woman-of-color mother-daughter writing raises beyond the constraints of double marginality, promoting gender and ethnic consciousness and turning mothers into the political fronts against racism and sexism. As Wendy Ho observes:

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

The mother-daughter relationship in Rebecca Walker's autobiography wavers from closeness and association to disruption and separation as a way of seeking identification, and at the same time waging war on one's search for identity. In her *Woman Born* (1986), Adrienne Rich considers the mother-daughter relationship as one of inherent symbiosis and reciprocal

identification, life shaping since its pre-natal existence. It is likely that there is nothing in nature more resonant and more tuned than the flow of appreciation and mutual recognition between a mother and her daughter. In Rich's words, "this cathexis between mother and daughter—essential, distorted, misused—is the great unwritten story." (Rich 1986:226), but like every intense feeling and relationship it may sound threatening to men and this leads the daughter into a disruption from her mother, as a form of claiming acceptance in the white framework. The emotional and spiritual attachment is described even through a scene of bodily symbiosis:

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

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

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

Nevertheless, as the rest of the work will reveal, this easy ready-made identification will not be long-lasting and the mother-daughter relationship will end up oscillating between reconciliations and separations. As feminist criticism reads it, Rebecca Walker's autobiography orients the protagonist's struggle for self-assertion and identity-mapping toward two tropes: the trope of Anzaldúa's, "The Mestiza Daughter"; and of Jung's "Cultural Electra". The new "Mestiza", a hybrid identity, a cross-border, a mediator of different realities or cultures, literally travels between two worlds, developing a tolerance for contradictions and plurality and feeling, overwhelmed by a sensation of belonging to two localities and to neither of them at the same time. Finding herself immersed in a quest that opens up further ambivalences and ambiguities about her mixed ethnic identity and heritage, the "Mestiza" needs to claim her matrilineal relations rather than let herself be claimed by them and this entails self-negotiations and mediations of her multiple ethnic heritages. It is this dilemma which leads to question, "which collectivity does the daughter of a dark-skinned mother listen to?" (Anzaldúa 1987:100), and it is the same dilemma that leads Walker into wondering whether she is possible, whether there exists anybody able to reconcile cultures and ethnicities without suffocating or misrepresenting one or the other.

Nowadays, the concept of the "Cultural Electra" reaches as an extension of the impact the Jungian psychoanalytical feminism has on the readings of contemporary ethnic texts. The sexually charged distortion of the mother-son relationship, coined as the "Oedipus Complex" by Sigmund Freud, has got as its counterpart the "Electra Complex" xxvi, the identification of the daughter with the father figure, as an act of individuation. As Silvia Schultersmandl states in her dissertation *Unlinear Matrilineage, Mother-Daughter Conflicts and the Politics of Location in Contemporary Asian American and Caribbean American Women Writers* (2004), when a daughter "sides with the dominant culture instead of identifying with the matrilineal heritage her mother embodies, she replicates the dynamics of the 'Electra Complex' on a cultural

level."(Schultermandl 2004:50). Feeling that the matrilineal heritage is not strong enough to speak up for her in the world, the "Cultural Electra" targets and blames her non-American mother for the oppression and frustration she experiences and sticks to her father's supremacy for identification:

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

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

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

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

Bryan Katon, her teenage crush, voices his dislike for black girls and immerses Rebecca into the existential dilemma of trying to uncover the innermost depths of her being: "Bryan Katon tells me that he doesn't like black girls [...]. And that is when all the trouble starts, because

suddenly I don't know how to be not what he thinks I am. I don't know how to be a not black girl. "(Walker Black, *White and Jewish*:69). It is this episode with Bryan that will deepen the breach between her and her mother and cause in her mixed feelings of longing and relief, frustration and contentment.

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

Rebecca's alienation from her mother also stems from her recognition of the mother's failure to live up to the standards of good mothering. An eight-year-old cannot understand that a mother has to neglect her children in order to be devoted to public engagement and activism, she cannot comprehend how a mother can choose books, poetry and writing to having walks and going shopping with her daughter. In the episodes to follow, Rebecca reveals of her mother being too busy working on a screenplay and so hiring someone to do the paperwork and act as a liaison between her and the school. The whole situation is awaited with confusion and revolt by the daughter, but it does not cause any kind of reaction or empathy in the mother who quite cynically complies with Rebecca's hidden agreement not to rely on her mother anymore, and not to ask for her assistance:

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

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

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

Nevertheless, the mothers always remain reference points for daughters. In the case of Black, White and Jewish, Rebecca turns to another female figure, the stepmother, for support. The stepmother seems to be there even when her mother is absent and teaches her things about life. This middle class suburban housewife, her father prefers to his artist ex-wife, becomes the norm of motherhood Rebecca measures her mother with:

While my father is upstairs sleeping and she is sewing name tags for summer camp on all of my jeans, hooded red sweatshirts, and underwear, it is she, my stepmother, who tells me about penises and vaginas and about how babies are made [.]. One day I have some kind of rash and I itch. I call out to her. She is downstairs in the kitchen. Before



I can stop myself, I yell out, "Mom, where is the calamine lotion? And then I stop, resting my hand on the wooden banister, waiting to see if she will answer me, if she will accept this new name." (91).

But mid-way through the memoir, the meanwhile teenaged narrator gives a more critical account of her attempted assimilation and views even the stepmother under a new light. Once her father and stepmother move to Larchmont, the Jewish dream in the suburbs, Rebecca becomes more aware of the race tensions and the class discrimination:

The move is some kind of plot my stepmother has concocted to kill me, to wipe away all traces of my blackness or to make me so uncomfortable with it that I myself will it away [...]. I think that she and I are doing battle for my father's soul, me with my brown body pulling him down memory lane to a past more sensual and righteous, she scratching the dirt off place Jewish roots I didn't know she had. (206-207).

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

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

By moving Leventhal to a more obscure middle position and placing Walker at the end, she emphasizes her link to the minority culture and claims her identity as a non-white woman rather than as a merciless Semitic. Faced with identity mapping problems and having secured a stable position of outstanding existence in the dominant culture, Rebecca comes to realize that articulating empathy for the marginalized and paying respect to one's roots is the best way to finding a belonging. After some remarks her father had said on the trial scene she begins to react defensively and bringing out all the buried hatred toward the Jewish inheritance:

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

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

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

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

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

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

Imagining her skates to be an extension of her bodily ego, Rebecca regards them as clunky, cheap and awkward. There are episodes in which she tries hard to "will her body into some kind of normal posture, into some semblance of ease and comfort to disguise her feeling of not belonging."(178). Practically speaking, when involved in a game of football, she takes a snapshot of the kind of attitude and bodily bearing that each of her friends take up. Making herself a protagonist in this spontaneous brief documentary, she realizes that if everyone feels concerned about the kind of game they are making, absorbed in laughing and taunting, she is by contrast involved in a kind of fight for self-assertion. She recalls watching herself perform, shift, contort, and sweat.

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

In the other episodes taking place in the white suburban community of her father, she has to go to great lengths to learn the Jewish ways and the Jewish clothing so as to reach a successful identification with the white heritage of her father. Nevertheless, as she almost never takes it quite right, she fails to wipe herself free of the black traits and to mold the white contours of her



body. While at Fire Lake, a predominantly Jewish summer camp, she hopes to be labeled according to the labels she wears:

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

It is in this very camp, that she gets denied the Sing Captain Honors, because of being considered as intimidating. The warp and weave of her shifting Self hasn't provided her with the provisional peace of the in-between. Another hybrid space that Walker's body occupies is that in-between homosexuality and heterosexuality. In her ambiguous approaches to Malaika, she considers her as a sister; she likes to feel her warmth and twist with her this way and that, and subtly confesses to have found a sense of completeness she can not find in boys:

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

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

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

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

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

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

### 3. Conclusions

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

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

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

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

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

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## **THE GENERAL FEATURES OF THE LITERARY SCENE IN ANTEBELLUM AMERICA**

### **Abstract**

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

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

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

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

In this period, according to Michael T. Gilmore, the publishing activities were transformed into industry and the writer turned into a “producer” of goods for the literary market – all the transactions, including those between the writer and the reader, were transformed into money transactions. The majority of writers of the period, especially the greatest ones, did not accept the fruits of the period without criticism. On the contrary, they refused to consider the literary

work a kind of goods, ready for exchange. They did not like the idea of trying to suit the taste of the readers in order to ensure good sales of the books or positive reviews. The 1850s were also called “the feminine fifties”. During this time appeared novels dealing with the home, family, cherishing traditional values and “the domesticity cult”, so called “domestic novels” whose authors were mainly women and which were written according to the current taste of the readers. Novels such as Susan B. Warner’s *The Wide, Wide World* (1850) or Maria Cummins’ *The Lamplighter* (1854) were extremely popular. More than 40 000 copies of *The Wide, Wide World* were sold for less than a year (Gilmore, 1985, p. 7). Opposing this kind of popularity, Nathaniel Hawthorne called abusively these female authors “scribbling women”, commenting that he himself had no chance for success as long as the readers prefer this type of novels. Furthermore, Hawthorne claims he would be ashamed of that success. Henry David Thoreau emphasizes that if you earn money as a writer or a lecturer it means you are popular; accordingly, you have to “bow to pressure”. Many writers made a distinction between the readers identifying the vulgar mass and more demanding readers. Therefore, Herman Melville made a distinction between educated people and the “imperceptive” readership. In the latter one Melville recognized a monster with “the head of a jackass, the body of a baboon and the tail of a scorpion” (Melville in Gilmore, p. 7).

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

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

The progress that was evident in the country had another side of a coin – the differences between the rich and the poor were not only apparent but unbridgeable. By the end of the 1830s the country falls into an economic crisis mainly due to the risky speculations on the West. This is the period of reforms and utopian communities which “were cropping” all over the States. Unfavorable conditions for life and work as well as huge dissatisfaction with social events made many people turn to the life in communities, usually moved away from the urban influences. Accordingly, the Reverend George Ripley, came up with the idea to establish Brook Farm in West Roxbury, Massachusetts, in 1841, one of the most significant American utopian communities. Many writers, painters and philosophers such as Ralph Waldo Emerson, Margaret Fuller and Nathaniel Hawthorne belonged to the Brook Farm circle, at least temporarily. Hawthorne was a member of the community from April to November 1841. Apart intellectual activities, the members of the Brook Farm also performed various outdoor duties based on agriculture and the research of the flora and fauna. They supported the utopian

ideas and principles of a French socialist Charles Fourier though not without reserve. Hawthorne used his experience from Brook Farm for the creation of his book *The Blithedale Romance*<sup>1</sup>. Though he joined the community full of enthusiasm, he became very soon disillusioned and disappointed with the way it functioned<sup>2</sup>. This dissatisfaction with the idea of confraternity and the life in community is evident in his book *The Blithedale Romance*.

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

In this period professional, creative writers stepped onto the literary scene, the artists who could finally make for living due to their profession. This was not the case in the previous periods of the Enlightenment and the Colonial Age. Accordingly, Lawrence Buell claims, Boston was at the forefront when it comes to the quality of the published literary works of the writers such as Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Longfellow, Harriet Beecher Stowe. One of the most influential literary magazines, *Atlantic Monthly*, was launched in 1857. By the mid-19th century publishers from New York and Philadelphia dictated American literary taste. The Boston publishers had mainly a local influence. However, Ticknor and Fields had a great role in publication of some great books such as *The Scarlet*

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<sup>1</sup> William E. Cain points out that some phrases and sentences Hawthorne used in his letters to his future wife Sophia Peabody while he was at Brook Farm prove to be very close to certain parts of the text of *The Blithedale Romance*. “The letter of April 13, for example, refers to Hawthorne’s arrival in a snowstorm (see chs. 2 and 3), alludes to the Pilgrim settlers (chs. 2 and 14), mentions a cow kicking over a milk pail (ch. 8), comments on the kindly Mrs. Barker (Mrs. Silas Foster in ch. 2), and records the demands of manual labor (chs. 8, 10, and 24)”, (Cain, 1996, p. 415).

<sup>2</sup> Hawthorne’s letters sent to Sophia Peabody reveal his changed vision of Brook Farm.

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

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

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



Letter, the first American psychological romance<sup>3</sup>. Many authors were “forced” to go to New York or Philadelphia in order to be known outside the borders of New England. This was the situation till the mid 19th century. According to Buell, when it comes to the publishing of short prose forms and magazines, then the New York centripetalism was even more obvious or, to put it in another way, the number of writers from New England who supported each other was significant and could justify the paranoia of Edgar Allan Poe, “the tomahawk man” who laid foundations for professional criticism in America (Buell, 35 – 37).

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

Romanticism in general is connected to imagination and infinity opposed to classicism which refers to reason and restrictions. According to modern criticism, the specific flavor of American Romanticism is reflected in the following traits: individualism, “optimism of the borders”, the glorification of the wilderness, appraisal of the American pioneers, the idea of Noble Savage, the admiration of the simple life, preoccupation with the past and the Puritan heritage, the “psyche” of the man, the problem of isolation, introspection and alienation, the world of mystery, the world of fantasy as well as dualisms of the spirit and the matter, the light and darkness, the body and the soul. When it comes to the world of mystery, melancholy and introspection than we can claim that a special place in American literature belongs to Edgar

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<sup>3</sup> Nathaniel Hawthorne in “The Custom House”, the introductory sketch of *The Scarlet Letter*, explains that romance could be considered “a neutral territory somewhere between the real world and fairyland, where the Actual and the Imaginary may meet and each imbue itself with the nature of the other” (Hawthorne, 1994, 31). Consequently, he made a distinction between romances and novels, pointing out that the latter ones “aim at a very minute fidelity, not merely to the possible, but to the probable and ordinary course of man’s experience” (Hawthorne in Cowley, 1979, p. 562).

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

Allan Poe. Poe's literary expression is original and effective – he is considered to be the father of the modern detective story and one of the first authors of the science fiction. He did not invent the Gothic story but he contributed significantly to its development. Furthermore, as Kenneth Silverman claims (1993, pp. 7–12) Edgar Allan Poe experimented with seven types of tales: Gothic tales (such as “The Fall of the House of Usher”), “extravaganzas” (broad-comic tales such as “The Angel of the Odd”), tale-like hoaxes such as “purportedly factual account he published in a New York newspaper announcing that the Atlantic Ocean had been crossed in three days by balloon”, “post-mortem reveries” (such as “Shadow – A Fable”), imaginary voyages (such as “Haans Phaal”), tales of ratiocination (or the tales of crime and detection, such as “The Murders in the Rue Morgue”) and tales of contemporary life (such as “Some Words with a Mummy”)<sup>4</sup>. Not only that he wrote poetry, he also brooded over the poetic principles according to which the poem functions, especially in his essays “The Philosophy of Composition”, “The Poetic Principle” and “The Rationale of Verse” as well as his “Marginalia”. As a literary critic he laid the foundation for professional literary criticism and stood for the cultivation of the readers' taste.

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

The New York literary scene was marked, to a large extent, by the endeavour to launch a serious literary magazine that might be able to be a rival to well-known English magazines, as well as the establishing of literary clubs. As Perry Miller pointed out, the dream of having an outstanding literary journal “was born with the achievement of American independence” though this dream could not come true for years because almost “every attempt spluttered out in a matter of years, usually of months” (1997, p. 11). The launching of *The Knickerbocker* was of major importance as well as the stamp that was given to the magazine by Lewis Gaylord Clark, who saw in *The Knickerbocker* the potential to “conquer” New York and the whole of America. On the other hand, members of *The Knickerbocker* very quickly came into conflict with some other “camps”, particularly members of the *Tetractys* club, who launched their own magazine

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<sup>4</sup> Edgar Allan Poe considered the tale to be the outmost form of fiction requiring from a half an hour to one or two hours to be read at one sitting. He laid foundations for his theory of the tale on “lucid and far-reaching aesthetic principles”, demanding a short prose narrative which ensured both “high excitement in the reader and maximum artistic control by the writer” (Silverman, p. 9). In a typical Poean tale, every part of it has to function properly and fit in a previously prepared plan, thus contributing to the unity of effect.



Arcturus. The Tetractys was founded by Evert A. Duyckinck<sup>5</sup>, William Alfred Jones, Jedediah B. Auld and Russell Trevett. These two focal points of educated people, desirous of literary fame, status and prestige, had their own vision of American literature and the way that it should develop. These opinions did not overlap and led to open “conflicts” which sometimes exceeded the limits of good taste<sup>6</sup>.

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

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<sup>5</sup> Evert A. Duyckinck proved to be one of the most outstanding and influential American intellectuals of the period. “The truth is that at heart he [E. Duyckinck] was a man of culture – gentle, bookish, but patriotic enough to be worried, even without external provocation, about how this boisterous land would ever be civilized. [...] His mission was to cultivate taste. Hence, he declared early in his career, an American critic must employ simultaneously two methods: first, the synthetic, by which he takes the poet’s own words, proceeds with him in the development, and lets the author do the teaching: second, the analytical, which explains an author’s departures ‘from any law of natural growth’. If American literature was to come of age, there had to be in New York a critical journal capable of the synthetic, but courageous enough to exercise the analytical method” (Miller, 1997, pp. 75-76).

<sup>6</sup> See: Miller (1997).

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## **TEACHING VOCABULARY TO 1ST YEAR STUDENTS THROUGH GAMES (CASE STUDY: MEMORIAL INTERNATIONAL SCHOOL OF TIRANA)**

### **Abstract**

*This study reveals the impact that games have when it comes to teaching the new vocabulary to children who are learning English for the first time, or differently called ESL students. The aim of the study is to show the effectiveness of games, to give instructions how to use games when teaching and the most important to give examples of games that teachers may use as a tool of teaching vocabulary. Games should not be only an entertaining tool, but even a learning tool, so that in the end of the year students can show that they really can learn from games. This study is focused on primary school children and primary teachers which gave their contribution through the questionnaires. The study was completed by using primary data, like questionnaires, observations, book analysis and secondary data like: books, journals and different online articles. The results of this study are obtained by taking in consideration questionnaires, observations and book analysis which are related of course with the literature review.*

**Keywords:** *Vocabulary, games, teaching, primary school, children*

### **1. Teaching English to ESL children**

Teaching English language to ESL children is really a challenge, especially when children come from different backgrounds and different countries. For example, let's take Albanian children, Turkish children and English children, of course that their comprehension and interpretation of a second language is not the same. "Decoding is particularly difficult for language learners, simply because they do not hear the language the same way as native speaking children" (Gordon, 2007, p. 93). And according to Mary Ashworth, "when it becomes necessary for ESL children to learn English to communicate at school, the atmosphere is very different. There is considerable pressure on them to learn the new language quickly. This pressure doesn't necessarily come from the teacher, but may originate with other children, the school system and their parents" (Mary Ashworth, 2004, p. 32). After all the "pressure" is sure that "young learners do not start producing language right away. A prolonged period of silence is to be expected" (Gordon, 2007, p. 88).

### **2. Children's ability to learn a new language**

According to a study conducted by O'Grady, it is arrived to the conclusion that "on average, a child has ten words in his vocabulary by age fifteen months and fifty words by age eighteen or nineteen months" (O'Grady, 2005, p. 5). He also claims that "at later ages, word learning becomes even faster, averaging about ten words a day between ages two and six. By age six children have a vocabulary of about 14,000 words, and they go on to learn as many as twenty new words per day over the next several years" (O'Grady, 2005, p. 7). On her book about developing vocabulary to young children, Rebecca D. Silverman writes that "the first words

children learn are often related to people and objects in their immediate environment, and to actions and adjectives that are related to these people and objects. Later children learn more abstract words” (Rebecca D. Silverman, 2015, p. 8).

### **3. The importance of Vocabulary**

When it comes to learning a foreign language, vocabulary is very important. Different authors write about the importance of vocabulary; they give different reasons why it is important. According to Silverman “vocabulary is critical to comprehension and expression of thoughts and ideas” (Rebecca D. Silverman, 2015, p. 1) and she states that “to gain knowledge and interact with information about the wide range of content area topics introduced in school, vocabulary knowledge is important” (Rebecca D. Silverman, 2015, p. 4). Beck writes several reasons related to this topic and the most interesting one is this statement: “vocabulary shores up what an individual want to say and, especially, wants to write” (Isabel L. Beck, 2013, p. 1). So when we want to speak or write, if we don’t have a rich vocabulary, then it will be difficult to express ourselves. We encounter with vocabulary since we are children, at school we learn the basic vocabulary that it will help us in the future. Nowadays there are different methods and activities of learning and teaching vocabulary. According to Dunn “young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult’s shared language” (Dunn). On the other hand, Ashworth states that “children learn best through play, games, make-believe, storytelling and songs” (Mary Ashworth, 2004, p. 34).

### **4. Game definition**

In order to speak about games on the learning context we have to firstly know what the word “game” means. Three definitions from different authors are taken in consideration. According to Ketterlinus “a game is a fun activity involving a task that is accomplished by following certain rules, usually in competition with one or more individuals. Games provide a great opportunity to practice and use the language. Using games can make teaching more fun for the teachers as well” (Ketterlinus, 2017). Whereas, on the other hand, in her article, Pirrie cites from Wright 2006 that “a game is an entertaining, engaging, and challenging activity where play and interaction takes place among the learners” (Pirrie, 2017). Kaszkowiak has written about games, she cites from Grzesiak 1984 that “game is a higher form of play based on respecting strictly set rules by at least two students” (Kaszkowiak, 2017). These three definition of games agree on two points, first one is that games are fun and entertaining, and the second one, even though it is fun and entertaining, games have got even rules that have to be respected by students.

### **5. Game Examples**

According to Gaudart (1999) there are four types of games that can be used and they are: “card games, board games, simulation games, and party-type games” (Wit, 2012). This sub chapter is mostly focused on other people’s suggestions and instructions about different kind of games that teachers can use while teaching the new vocabulary. They are very practical and fun to do. Here are some examples and instructions of them:

## 6. Whisper Circles

The first one is whisper circles, the game can be played and organized in this way: “divide the students into groups of 7 to 10. Choose one leader from each group. Give the leaders the card which has the sentence. It takes about six seconds for something you drink to reach your stomach. Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins.” (Ersöz, 2000).

Emma Lander has given so many game suggestions on her article too, but here there are some of the mostly used ones. The first one is:

## 7. Board Race

She writes that “board race is a fun game that is used for revising vocabulary, whether it can be words from the lesson you’ve just taught or words from the lesson you taught last week. It is a great way of testing what your students already know about the subject you’re about to teach. It is used to revise vocabulary and it is appropriate for all levels and ages.”

## 8. Simon Says

According to Lander “this is an excellent game for young learners. Whether you’re waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and play more. The only danger I have found with this game is that students never want to stop playing it” (Lander, 2018). When reading her words everybody will think that this game probably it is very entertaining and fun for children

## 9. Methodology

The study uses both qualitative and quantitative methods. The methodology will be mostly focused on observations and questionnaires, despite these two, in the end there will be a short analysis of a book that teachers use to teach vocabulary to 1st year students. The case study of this thesis is 1st year students of Memorial International School, it is chosen only one class and it is observed for 4 months. Since the focus of the study is about teaching vocabulary through games, then the observation will give information and it will show examples of real life situations during the class, how the teacher deals with vocabulary, what games she uses to teach it in a way that it can be understood by everyone etc. After the observation, there will be included even questionnaires which will be sent to the primary teachers of Memorial International School via email, so they have to submit their answers. To conclude, the book that children at M.I.S.T learn their first letters will also be analyzed. The book is: “Finger Phonics” by Sue Lloyd and Sara Wernham. It contains a lot of pictures and illustrations that make letters learning easier for the students.

## 10. Observation as a way of data collection

Observation is one type of research method that is used to collect information related to the topic. The type of observation used is participant observation, which “involves the observer being a member of the setting in which they are collecting data” (Bryant). Observation is a very

helpful tool to touch the reality, because being part of the classroom gives you the opportunity to write down everything that happens and so it is a great contribution to the study. Specifically, in this case, the author was the observer and the class observed is Year 1 of primary, at Memorial International School. The observation lasted 4 months, during all these 4 months' notes are taken about everything, how the teacher and students deal with the vocabulary, what kind of methods she uses, what games she uses to teach them and how often.

### **11. Questionnaire as a tool of data collection**

Questionnaires are a helpful tool to have a deeper view of the case. Beside the observation where the author could see everything, the questionnaires are focused on teachers' opinions and suggestions. They reflect their views about the topic. The questionnaires are handled to teachers where actually there are 4 primary teachers. They are free to share their opinions and suggestions. In total there are 5 questions, there is only one closed ended question whereas the others are open ended questions.

The 1st question is a closed question which requires teacher's opinion if students learn better vocabulary through games, yes or no.

Than in the 2nd question they are asked to write the reason, if yes, why?

The 3rd question wants to give information on how often do teachers use games during their teaching hours.

The 4th question asks directly what kind of games do teachers use, and the purpose of it is to have so many game examples.

In the 5th and last question, teachers are asked if they do recommend games as a tool of teaching vocabulary.

### **12. Book analysis**

As mentioned above the book analyzed is "Finger Phonics" by Sue Lloyd and Sara Wernham. Teacher uses this book to teach the 1st year children, sounds and letters. So if it could be said, this is their first vocabulary. They firstly learn sounds and letters through gestures and the book has got so many pictures which show children objects that start or have got inside the letter being taught.

### **13. Results**

The results obtained from observation.

The observation was very helpful to get informed of ways how the teacher handles with new vocabulary, of how she uses games to teach it, what kind of games she uses and how often.

As explained before, the observation is held at Memorial International School of Tirana, the class observed is the 1st year of primary school. There are 14 students in that class. The observation lasted for a considerable period of time, 4 months, which means one school semester and during all these 4 months' children have developed their vocabulary a lot.

Children of the class observed, in difference with the other year 1 children who are beginners. This means that they start learning English for the first time, with a foreign teacher. It has to be said that for the teacher, this fact is very challenging, because she has to teach everything, she



has to begin with the alphabet letters and sounds in order to start reading words. And that is what she did. She started teaching the alphabet letters and the way she taught them was very interesting. Everyday students learned one letter and its sound. This is what happened in the classroom. The teacher draws a picture on the board, for example the first alphabet letter A. She draws a girl with her family on the board; the interesting part is that she makes one student's part of the story. The girl on this case is called Nurdan. Teacher continues, 'Nurdan and her family was in the park, they were on a picnic and they were eating different kind of foods' teacher asks 'what kind of foods do you get when you go for picnic?' children answer. After they answer she draws all the food that students mentioned and the story starts again. 'While the family was having picnic and while they were eating, some ants visited them. The ants started walking on Nurdan's arm, and what did Nurdan do? She screamed A, A, A and tried to get the ants away from her arm. The sound is accompanied even by the gesture. In this way every student has to do the gesture and say the sound.

Besides the alphabet letters, one of the teachers' objective was teaching new words, so in her plan she had included the vocabulary part, where every week, weak students had to learn, food, animals, weather, clothes etc. The first vocabulary rubric was animals. To teach animals, she used memory games. Here is what she did. She had some animal flashcards and firstly showed them to the students. She presented the animals, students repeated after her and after they saw the pictures and repeated the words, they had to remember them. The students and the teacher sit on the carpet in a circle and the teacher spreads the flashcard backwards. She starts explaining the game, what students have to do is to turn one flashcard and say the name of the animal that is in the picture, then turn one other flashcard and say the name of the other animal. The goal is to remember where they saw one animal and they have to find the other. This game resulted to be very entertaining for children, they loved it and they memorized better by playing it.

Another game that the teacher uses is 'Simon Says'. One example of how she used this game was when they learned the body parts. Students stand up and the teacher tells them to do what Simon says. And so she starts: 'Simon says, touch your head, students touch their head and in this way the teacher can see who know what head is. She continues, Simon says touch your nose, students touch their nose, Simon says touch your mouth' and so on. This is a very good game to check students understanding and this game was used even when they learned instructions'. For example, 'Simon says, close the door, Simon says, open the window etc.

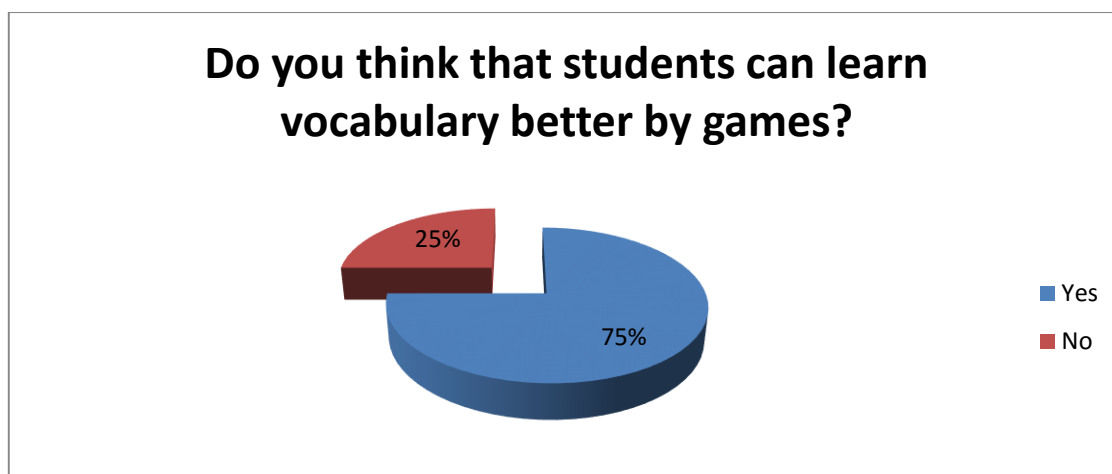
Songs are a very entertaining way of teaching vocabulary too. The teacher used some songs from [gonoodle.com](http://www.gonoodle.com). On that way students had fun and learn at the same time. They learned all the words from the song which of course were accompanied with gestures. Students sing and dance with the songs. So everything on the dance movement it is related to the vocabulary.

Roleplaying was another activity related with vocabulary. Here is one example of how the teacher used role playing. On that week the objective was for students to learn food. After having explained and showed the kind of foods illustrating them with pictures, now they had to do a role play like if they were at a restaurant. One student was the waiter and the others were people in the restaurant who had to order food. The teacher had created a menu which showed all kind of foods and their pictures. When the waiter went to their table, students had to order

according to the menu. During this role play, they were having a very good time and they were learning a lot too.

#### 14. The results obtained from questionnaires.

Participants of this questionnaire are 4 primary teachers of Memorial International School. The purpose of the questionnaire was to get information on how frequently games are used nowadays to teach vocabulary, how much teachers rely on them and what some games are that they use.



According to the survey in the 1st question the major part of the teachers 75% answered yes, they think that students can learn better by games, whereas a small percentage of them answered with a no, and the reason it is mentioned in the second question.

The 2nd question requires a reason why students can learn better by games, and teachers think that they learn better because:

- Games are a great way to engage learners and motivate them to learn.
- Children learn through play.
- Students find it helpful.

Whereas the small percentage that answered with a not, writes that a combination of all types of teaching is best, and this can include even games.

The 3rd question wants to know from teachers, how often they use games on their classroom. Here there are their answers:

- Sometimes, I wish I were doing it more often. I use “gamification” for everyday situation, lining up, reward, sitting, and lessons.
- Infrequently.
- Every day (large group time) at the end of the day.
- Few times a week only, usually more for practice and review.

The 4th question presents some games that teachers use:

- Sorting/ team race games
- Matching

- Hunting/finding games
- Flashcard games
- TPR
- Hangman
- Simple physical activities in the idea of a game
- Memory games
- Simon says
- Songs
- Play with toy manipulative
- Circle games
- Who took the cookies from the cookie jar?
- Jack be nimble

As you can notice there are a lot of games teachers use, and here there are included even song in form of games. Whereas Simon says it is mentioned by two teachers. Some of these games are mentioned in the literature review.

The 5th and last question gives some recommendations from the teachers. They are expressed in this way:

- I would strongly recommend, because children like games and that develops their skills (motor, cognitive, language etc)
- Yes, I think that games are a great way to teach vocabulary. I think it is important to find ways to meet our students' needs and games can be a great tool.
- Yes, I would recommend to mostly using pictures and context videos.
- Using games depends on the learners and the learning objective.

These were all the answers of teachers, and all in all it can be said that the majority of them use games and they think that games are very helpful for students to learn vocabulary.

### **15. Book analysis**

The book is Finger Phonics 1, written by Sue Lloyd and Sara Wernham, illustrated by Lib Stephen. This is the first book that year 1 children get to learn their first letters and words. There are 7 books like this which include all the letters and sounds. In this study, only the 1st book will be analyzed. In the cover page of the book the letters are mentioned that students will cover, so there are letters S, A, T, I, P and N. The cover picture shows children having fun by learning their letters, they are using even hand gestures too and this is what the book illustrates. Every letter is learned by sound and gestures.





Let's pass to the first page of the book.

The first letter that children will learn is letter S and the picture shows Snake as a representative of the letter. According to the observation made on the 1st year class, the teacher teaches letter through stories, so the book helps her with pictures create the story. One thing that is helpful for teachers and students too is the fact that down on the left teachers can be found the action of the letter, where

actually writes: Weave hand in an S shape, like a snake and say ssssss. In this way students learn the letter by using the gesture and making the sound like if they were snakes. One thing to be noticed in the picture students can see and read even other words with the letter S, like Sun, sand, nest, spots etc.

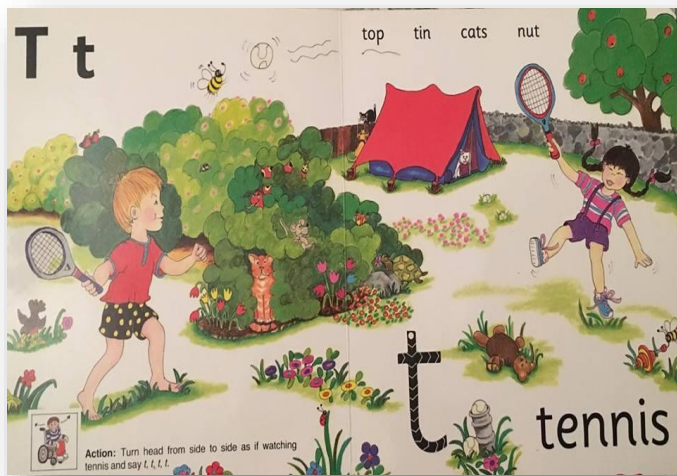
On the other page, there is the letter A. In this case, word Ants is the representative of letter A.



Always the teacher uses a story according to the picture in order to teach letter A. And here the story is about having a family picnic, ants join the picnic and the girl which is scared, according to the action written down on the left, should wiggle fingers above elbow as if ants are crawling on her and say a, a, a, a. Students have to repeat this too. Also in the picture they can see other words with A, like apple, man, jam and hat. According to the book, the next letter is T like Tennis. The story is about two children playing tennis and in this case the sound and gesture that children have to do is to turn their head from side to side as if they are watching tennis and say t, t, t, t. Other words that they can see in the picture are, top, tin, cats, nut etc.

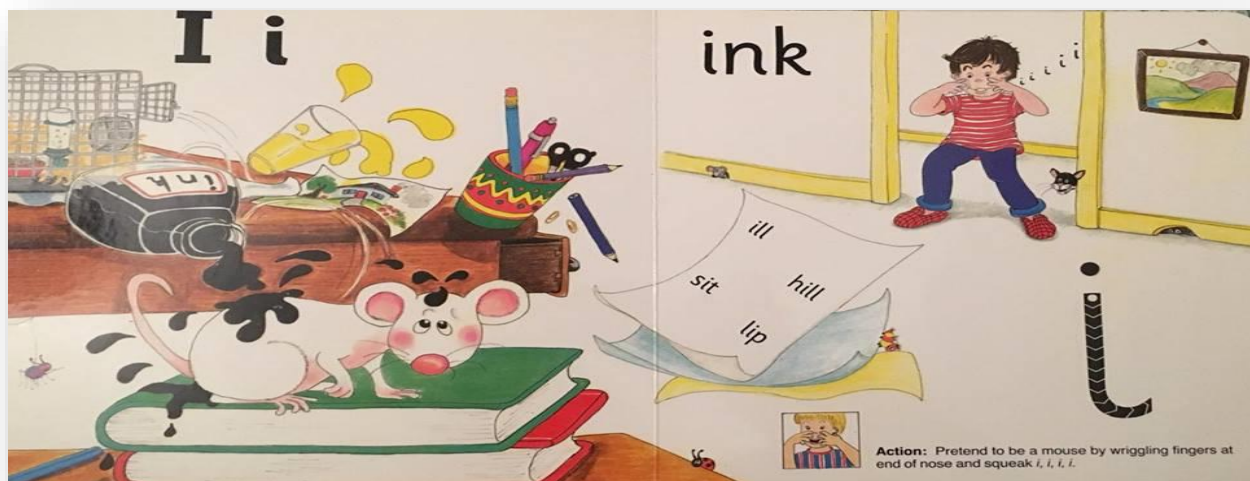
The next letter children have to learn is letter I like Ink. The story on this page is about a mouse that has made a mess with the boys' ink. He was passing by the ink and accidentally the mouse is covered by ink and the teacher tells students that the mouse is called Inky. Students have to

pretend to be a mouse by wriggling fingers at end of nose and squeak i, i, i, i. Other words with I are, ill, hill, sit, lip etc.



P is the last letter illustrated in this book. The picture on this page illustrates children having fun on a birthday party; there are a lot of presents and a cake under the table. The action that children have to do here is to pretend puffing out candles and say p, p, p, p. Some other words mentioned are: pink, spin, cup, pop etc. Students can look at the picture and can find even other words too.

The last two pages have got two



vocabulary exercises. The first one has to do with matching the sounds to the picture. Students have to remember the words that they have seen and learned from each letter and match them





with the pictures. In this way the teacher can see if they remember or if they have learned the new vocabulary.

On the second page, the next exercise has to do with blending letters together to form words.



Because it is considered that after children learn letters they should be able to blend them together and start to read words. Down the second page on the right, there is written a hint, it is said that: the sounds must be said quickly to hear the word. It is easier if the first sound is slightly louder, P-i-n. Hints help teachers explain better what students have to do.



## 16. Conclusion

As a conclusion, games can be a great tool for teaching vocabulary to children. And this is proven from the questionnaire answers and observations done. Their results are a proof that, yes, children can learn through games and even the majority part of teachers admit this fact.

According to the literature review which is based on different studies, books and articles, when it comes to learning English or any other language, vocabulary is the most important part. Everything starts with vocabulary.

The data collected by observations shows different kind of games that teacher in that classroom uses for different vocabulary topics and if her objective or goal was that students in the end of the week should have learned that part of vocabulary by using games, it resulted being successful, they did learn. In the end of the week, children were able to understand the words and to speak about that topic using the words that the teacher taught. Despite this, they really had fun while learning and every time that they had to learn vocabulary they couldn't wait for it, there always was a feeling of excitement. Which is great for a teacher; it is a pleasure when students enjoy learning.

The questionnaire also gave answer to the research questions of this study. According to the majority of teachers, games are an easy and effective method of teaching vocabulary. Even children learn better by playing, since in the end, using games for teachers resulted successful. Teachers also gave so many game examples that they use during their teaching, and this is a very valuable factor for the study.

Through the book analysis it is seen how books use gamification starting from the pictures, stories and actions which include even sounds in form of games. By making the sound and actions like a game, students are able to memorize every letter and its sound easily.

So all in all, as a conclusion it must be said that games are a really effective way of teaching vocabulary nowadays, especially to children. Games help them memorize new words and have fun too while learning.

### **17. Recommendations**

Teachers should definitely use games if they teach on primary school. Teachers should make learning fun. Teachers should always be updated with the latest games that can help them teach vocabulary.

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**THE EFFECT OF REWARD AND PUNISHMENT ON PUPILS AT PRIMARY SCHOOLS. (CASE STUDY: MEMORIAL INTERNATIONAL SCHOOL OF TIRANA.)**

**Abstract**

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

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

**1. The effect of reward in learning**

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

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

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



rather than having the teacher finding different strategies on how to reward them (Doyle, 1989, p. 19). However, Munn believes that when the teacher rewards the desirable behavior and punish the bad one, the desired behavior will be encouraged. In this way, the pupils will focus more on doing their task and making their teacher “happy” rather than causing problems. “Catch them being good” and let them know about it can help more on making the good behaviors a habit.

## **2. Rewarding good behavior**

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

First, it was B.F Skinner that introduced the theory of operant condition. According to Saul, Skinner is considered as the father of Operant Condition. Itself Operant Condition is a way of learning when we reward the desired behaviors and punish the bad ones. In the moment when a behavior is followed by a pleasant feeling the desired behavior will be more encouraged than the unpleasant one (McLeod, 2018). During the last decades, different scientists have been studying the effects of reward in schools. In his article Eduard Deci states that when we use money as an external reward the inner motivation is at a lower rate, while on the other hand, students that did not receive money as a reward but they got positive feedback their inner motivation tended to increase. In addition, he came up with the conclusion that when money is used as an external motivation the behavior is being under surveillance. However, when the behavior is not being under control it will increase the inner motivation and strengthen the desire to learn more (DECI, 1972, p. 113). A study was conducted by Njeru showed that the way how a student reacts towards the instructions of the teacher shows indiscipline depending if the reaction is positive or negative. In addition, rewarding the desired behaviors can have most of the cases positive feedback on students. By rewarding the desirable behavior, it will increase the respect for the school rules and the desire to come to school (NJERU, 2012). On the other hand, it will decrease involvement in undesirable behaviors.

## **3. The effect of punishment on learning**

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

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



In order to manage easily the class, the rules are provided to students together with the consequences if they don't follow the rules (Munn, 1999, p. 35). However, this procedure is a lot easier if parents and students are working together. When they show undesirable behavior some of the rules above are applied such as verbal warning, exchanging student's seats, doing extra exercises, moving the student to a higher or lower classroom, or "detention". In the cases when it is something serious, other rules where they can be excluded from the class or informing the parents. Furthermore, Pamela Munn suggested an effective way to manage undesirable behavior can be punishment point sheet. The sheet is given to the teacher and he completes it during the week by adding the pupils' name and the number of the undesirable behaviors, if the number reaches ten or something serious happen parents are informed. Each week the sheet is given to the head teacher and a new week starts again. Keeping them updated can help on reducing undesirable behavior and encouraging the good ones. Another possible point of view here is that punishment sheets or reward sheets build up a positive relationship with parents (Munn, 1999, p. 21). So, it is very important to provide feedback to pupils and parents as well.

#### **4. How to reduce undesirable behaviors**

According to Sandra.M. Way, in a school when students recognize rules and the interaction teacher-student is positive the chances for students to show undesirable behavior are lower. While on the other hand, if a school full of rules and high discipline, it brings more undesirable behavior not less (Sandra.M. Way, 2016). Moreover, it is very important that teachers let the students know earlier about the consequences of their actions before making their choice; it will help reducing undesirable behavior. So, Mah suggested that by trying to make them think of what happened can help improve their behavior, informing them of what is going to happen next depending if their behavior is good or not can help improving undesirable behavior, using warnings to remind them about the consequences can help as well (Mah, 2007, p. 25). Solnick, identifies that "Time out" is considered to be one of the most used strategies to reduce undesirable behaviors. Time out means removing privileges or missing out things the student enjoys because of undesirable behavior. He suggests that teachers that are using punishment as a way to reduce undesirable behavior they should observe the children's behavior while they are isolated because if they find it preferable and they feel comfortable getting punished through that way, the time out punishment it's not going to be effective (Solnick, 1977). Moreover, Mah suggested the theory of "Think about it". "Think about it" or "Think about what you did" can be an effective way to make the children think and understand why they are time out now, so they can realize that it was because of their actions that they are punished. So, when the teacher goes and asks the child what happened, he has already thought about it earlier and he does not want to be in trouble, so he is going to tell what he did, and after that he will ask for forgiveness and then nicely he will ask if he can join the rest of the class (Mah, 2007, p. 34).

In addition, the theory of "How would you like it if..." asking them how you would like it if someone at home hits you, of course, they would stop for a minute and think that no one likes if someone hurts you. However, still we can't think that the other child will understand immediately how his friend is feeling. It needs a little bit of guidance, so asking them questions like: Do you think your friend's likes you to hurt them, how do you think it feels when

someone hurts you. Then you ask about, how about someone hurts you would that be alright for you and you can explain it feels very bad in this way "empathy" to understand each other will rise. Somehow, it is going to help the children so they can find common feeling with their friends (Mah, 2007, p. 37)

### 5. The results obtained from teacher’s questionnaires

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

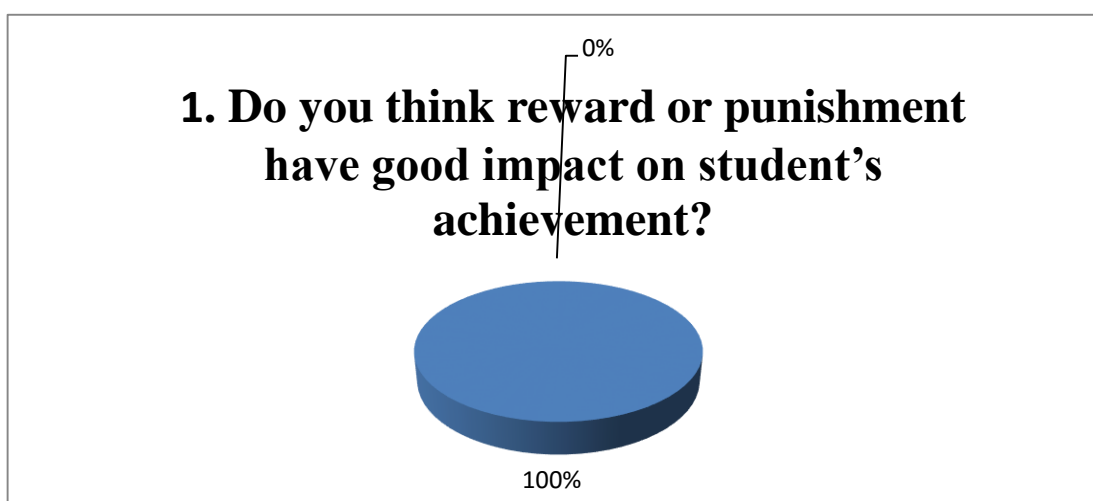


Figure 1

According to the survey result on the first chart, all the teachers stated that either reward or punishment have a good impact on student’s achievement. This chart shows that reward and punishment are great strategies to be used in the classroom.

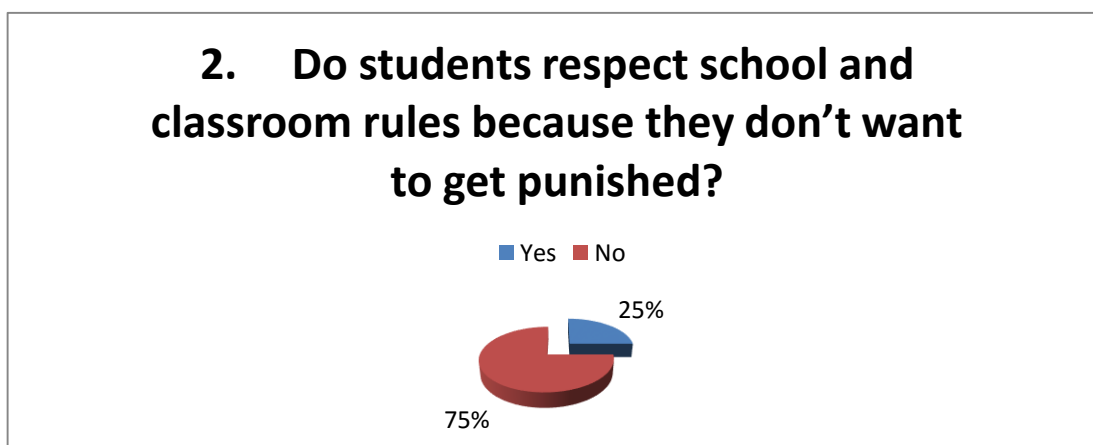


Figure 2

It is clearly seen in figure 2, that out of 4 teachers 3 of them disagree that students respect school rules because of fear. Only 1 of the teachers agrees that punishment can have an impact

on students to respect school and classroom rules. The answer to this question shows that students are taught to evaluate school rules not by fear but through respect.



Figure 3

As shown in figure 3, 100% which means all of the teachers stated that reward is more effective than punishment. One of the first year teachers said that reward is more effective to shape behavior, making them feel good and wanting to do more to improve themselves being better. Another teacher added that researches indicate positive rewards have a greater impact even though they must both be present reward and punishment. Similarly, two other teachers said that a teacher should reinforce positive behaviour and not punish. The answer of this question shows that reward is more effective than punishment.

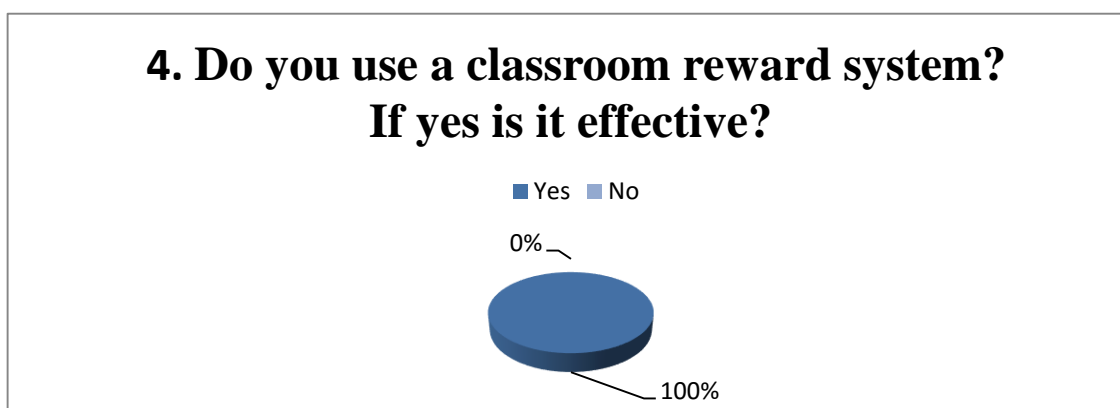


Figure 4

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

### 5. What about an individual reward system? If yes, is it effective?

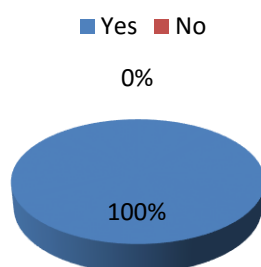


Figure 5

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

### 6. Do you see punishment as a solution to decrease undesirable behaviours?

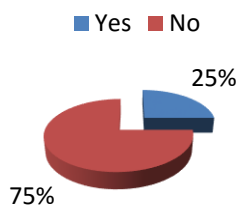


Figure 6

The figure nr 6, shows that out of 4 teachers 3 of them do not really see punishment as a solution to decrease undesirable behaviours. Only 1 of them said that punishment can be a solution for that. The answer to this question is that natural consequences are more effective, and punishment itself can't be considered as a solution.

## 7. What ways of punishment do you usually use?

■ Time Out                      ■ Remove of privileges  
■ Exclusion from the class      ■ Punishment point sheet

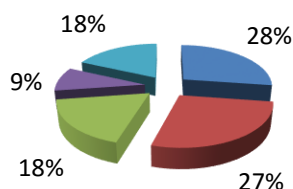


Figure 7

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

## 8. Which is more motivating? Why?

■ Reward      ■ Punishment

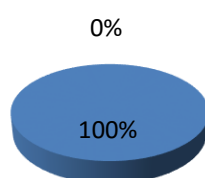


Figure 8

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

## 9. What do you use to reward your students?

■ Stickers                      ■ Reward Stickers Sheet    ■ Free time to draw  
■ Choose what to do next   ■ Get a price                      ■ All of them

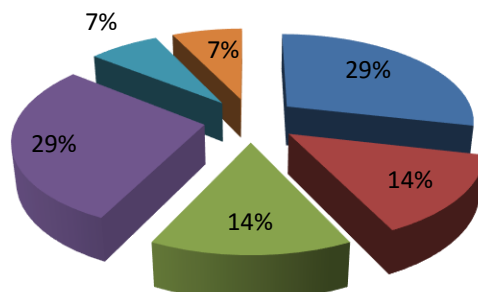


Figure 9

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

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



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

### 6. Observation as a way of data collection

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



Reward had a great impact and it motivated students to do better next time. So, for example, if one of the pupils would be a nice friend the teacher encouraged him to continue doing it, in this way not only that specific student but the whole class learns from that one. On the other hand, punishment had an impact so if they show undesirable behaviours they would think about what they did and find a solution. So, natural consequences are the best way to learn from mistakes.

## 7. Conclusion

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

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## **THE CHARACTERISTICS OF COMPASSIONATE TEACHERS AS ROLE MODELS OPENS WAYS FOR PASSION, INSPIRATION, AND OPENNESS TO THE STUDENTS**

### **Abstract**

*In each nation, teacher and teaching profession is known as sacred, since the teachers give a valuable contribution to educating of the future generation of a respective nation and they act as role models while fulfilling their duties accordingly. Through role modeling, they reflect several characteristics of personality through which the students give importance to both learning materials and personality.*

*But what kind of teachers might have these characteristics? Compassionate teachers are able to reflect the characteristics of passion, inspiration, motivation, and openness to the students. With the aid of these, the teachers are likely to make the lesson happen with positive outcomes. The literature review was used as a research methodology in this educational study.*

*Compassionate teachers are aware of their responsibilities. In this regard, as stated by Alrubail (2015), it “is the utmost feeling of understanding, and showing others you are concerned about them. A compassionate teacher models that characteristic to the students with her/his actions, and as a result, students will be more open to understanding the world around them”.*

*Predominantly, compassion provides safety. Whenever students find this safety, they are likely to love the environment and feel belongingness that is really motivating (Maslow & Lewis, 1987). Motivation is energizing the students. Passion opens ways of becoming a passionate learner. Inspiration causes an enjoyable learning environment for both teacher and students. Openness creates a congenial atmosphere through which the students feel free themselves and actively participate in the learning process and become aware of the world around them*

**Keywords:** *compassionate teacher, personality, characteristics, role model, passion, inspiration*

### **1. Introduction**

As the teachers are role models in every nation, they become more respected. They are aware of their roles in teaching/learning and they also reflect a kind of personality through which the respective students are counseled "as they grow and mature -- helping them integrate their social, emotional, and intellectual growth -- so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society" (Lanier, 1997).

Especially, “the most respected teachers have discovered how to make students passionate participants in the instructional process by providing project-based, participatory, educational adventures” (Lanier, 1997).

### **2. Responsibilities of the teacher**

Compassionate teachers take care of their teaching materials and role modeling responsibilities; the first mainly focuses on increasing the curiosity for learning materials, creating a congenial atmosphere for better communication, feel free to ask questions. At the same time,

compassionate teachers are likely to show manners as role models in a positive fashion that help the students integrate social growth as individuals in society.

Actually, compassion opens ways for teaching from the heart that enables inspiration for the good of the students. Because the heart itself creates an environment for treating the respective students with forgiveness and kindness. Compassionate teachers are able to reflect the characteristics of passion, inspiration, motivation, and openness to the students. With the aid of these features, the teachers are likely to make the lesson happen with positive outcomes. At the same time, compassionate teachers aim to give valuable contributions to the students` social, emotional, and intellectual growth.

### **3. The characteristics of passion**

The passion itself like a charger provides energy and power for better teaching towards the respective subject and with the aid of passion, the teachers are likely to have the tendency to share the subjects with their students.

Also, passion offers an atmosphere of “sharing is caring” and “caring is sharing” policy that creates a positive classroom for the good of the students in terms of teaching/learning. Because the role of the teachers is not only delivering information to the students. Also, the passion of the teachers develops students` interest in teaching/learning towards the subject. At the same time, passion has a positive influence on both students and teachers reciprocally. It is like a contagion (Wangberg, 1996). But how teachers need to reflect their passion towards students?

In this aspect, Wangberg (1996) gives emphasis on enthusiasm. According to him, enthusiasm opens ways for passion towards teaching. It is reasonable to say that students never forget the enthusiastic teachers in their lives since enthusiasm shows the characteristics of an effective teacher. Passionate teachers reflect “animated presentation techniques, stimulating or inspirational speech, and emotional deliveries. Unbridled enthusiasm can sabotage a classroom, but, when harnessed and mastered, enthusiasm contributes significantly to a positive learning environment” (Wangberg, 1996) as well.

According to Wangberg (1996), whenever the teachers demonstrate passion towards their subject that brings an immersion in the subject for better teaching/learning. Like that, both teachers and students find opportunities for focusing on instructional materials. Also, passion orients both teachers and students towards creativeness and innovation that can motivate the students and improves their learning, since newness refresh the learning environment and erases the boredom of the students.

Moreover, passion makes a teacher like a learner forever. This approach keeps up the teachers with the latest developments in order to do research, review relevant papers and discuss with the colleagues that offer opportunities for the preparation of relevant course materials with new ways techniques, information, and findings. Actually, “when students perceive their teacher as a learner, they may become more passionate learners too” (Wangberg, 1996).

### **4. The characteristics of inspiration**

If the respective teachers aim to create an enjoyable environment in the classroom, the students are likely to actively participate in learning. The more students enjoy learning the more they will like to engage in the learning materials. Because what we learn with enjoyment we never

forget and at the same time, what we learn with enjoyment we carry on learning more details on the relevant topic. Because of this, enjoyable lesson truly causes inspiration.

Sammons et al. (2014) emphasize the characteristics of inspiring teachers those characteristics require a compassionate personality, through which students acquire inspiration of enthusiasm, positive relationships, purposeful learning, safe environment, positive management, and positive collaboration. Otherwise, the students cannot show openness to both their teachers and classmates.

### **5. The characteristics of motivation**

Motivation is a continuous process that helps the students to meet some relevant basic needs of them. For that reason, firstly, the teachers need to consider the mental and psychological aspects of the students that will be activated by the action of the teachers. Secondly, students can show a high level of performance during the learning process, if they are inspired and energized. This process requires meeting the unsatisfied needs, movement through tension for attaining the goal achievement. Thirdly, motivation appears as a continuous on-going process. During this process, the respective students reflect their unlimited wants and needs. Both of them appears unending process since they are not satisfied at a time. Therefore, motivation needs continuity. Fourthly, the needs and wants of the students looks unpredictable because of their psychological and physiological aspects. Fifthly, motivation requires orientation towards the achievement of target objectives that cause the students to demonstrate behaviors to satisfy themselves in this endeavor. Herein, the outcomes will appear with the aid of learning performance. Sixthly, both internal and external factors motivate the students. The first focuses on the needs of recognition, social status, self-esteem, and self-actualization. The latter involves physiological and social needs such as food, home, money, diploma, and health. Seventhly, motivation stands for that it is stimulating the students in both ways; negative and positive. The negative one is not desired by the students but a positive one is desired by the students Lastly, motivation is specifically associated with the person and personal behavior. Therefore, the respective student needs to undertake a series of relevant activities in this endeavor. Herein, the relevant behavior focuses on the attainment of goals and objectives (Characteristics of Motivation, 2017).

### **6. Conclusion**

Compassionate teachers reflect a high-quality personality through which the students observe a role model in practice in the lessons since compassion opens ways for teaching from the heart that enables inspiration for the good of the students. Because the heart itself creates an environment for treating the respective students with forgiveness and kindness. Except that the respective teachers have an obligation for teaching their lessons with positive outcomes.

Compassionate teachers also give contributions to the students in terms of students` social, emotional, and intellectual growth. Actually, compassionate personality gives fruitful contributions to social and emotional growth through role modeling. But compassionate personality also gives a valuable contribution to the students in terms of their intellectual growth through teaching knowledge and information.

Motivation is energizing the students. Passion opens ways of becoming a passionate learner. Inspiration causes an enjoyable learning environment for both teacher and students. Openness creates a congenial atmosphere through which the students feel free themselves and actively participate in the learning process and become aware of the world around them.

Eventually, compassion provides safety. Because of this, motivation occurs for the next level of love and belongingness to the respective students. Whenever students find this safety, they are likely to love the environment and feel belongingness that is really motivating, since safety triggers motivation of both love & belongingness (Maslow & Lewis, 1987).

Lastly, motivation is really energizing the students. Passion opens ways of becoming a passionate learner. Inspiration causes an enjoyable learning environment for both teacher and students. Openness creates a congenial atmosphere through which the students feel free themselves and actively participate in the learning process and become aware of the world around them.

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## **LANGUAGE AND THOUGHT IN ORWELL'S 1984**

### **Abstract**

*George Orwell's dystopian novel 1984 describes a world ruled by a totalitarian regime, where the majority of the population is oppressed through several methods. The main objective of the Party, the ruling body of the state, is to guarantee the longevity of its own position and power by making people unaware of the oppressive reality that surrounds them. One of the ways of achieving this is through Newspeak, a new version of language consisting of a very small number of words. By the means of Newspeak the Party aspires not to merely limit the vocabulary, but to substantially narrow people's range of thought. This paper explores how the connection between language and thought is developed throughout the novel, drawing some parallels between the principles of Newspeak and the views of linguistic relativism and determinism.*

**Keywords:** *language, thought, Orwell, 1984, linguistic determinism, linguistic relativism*

The society depicted in George Orwell's 1984 deprives its citizens of many essential rights; however, one among these rights is considered to be the most important. Winston, novel's main character, is tormented by conflicting ideas and feelings regarding the Party, the controlling arm in the Oceania superstate. To express these feelings and to sort out his thoughts, Winston begins writing in a secret notebook. In a corner of his apartment and out of view of the all-seeing telescreen he writes, "Freedom is the freedom to say that two plus two make four. If that is granted, all else follows."<sup>7</sup> In this telling statement, he lays the foundation that freedom of speech is the most crucial of all freedoms: possession of this freedom is the first and necessary step for a people or an individual on which all other rights are dependent. More particularly, he characterizes this freedom as the ability to objectively describe a reality that is antithetical to the society in which he lives. "Two plus two make four" is an undeniable truth. However, if Winston's statement rephrased in its negative equivalent, if people are bereft of their simple freedom to express objective facts, all other freedoms are lost.

Authoritarian regimes use their power to secure and safeguard their dominance and in the process, these regimes must crush any possible opposition to their rule. Considering the worth of freedom of speech, according to Winston, it follows that limiting or eliminating this freedom is the main task of the authoritarian in order to enslave a society and assure that its citizens surrender to the will of the regime. For Winston, taking pen in hand to put his thoughts into words is, simply put, an act of rebellion. Throughout the novel, Orwell makes the connection between language, thought and control. This paper will investigate how this connection is developed in the novel; it will also draw parallels between the principles of Newspeak and the views of linguistic relativism and determinism.

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<sup>7</sup> George Orwell, 1984 (New York: Houghton Mifflin Harcourt, 2017), 77.



One of the ways to guarantee the curtailment of the freedom of speech is to force people to say or not say certain things through fear-inducing methods. In this context, the Party uses means of negative reinforcement, such as shortening food rations, or even punishment in the form of imprisonment or physical and psychological. However, there are disadvantages to negative reinforcement and punishment. Societies and circumstances change and nothing can assure that the desired effects of these methods will be permanent. Societal, systematic punishment is difficult to carry out over an indeterminate period of time. The Party would have to identify and deal individually with each person who they considered “criminal”. Each case would be unique, differing in the nature of the crime, the character of the allegedly guilty persons, and the length of the periods of torture and imprisonment. All this would demand specific attention to each individual and result in complications regarding the level of behavioural modification and the time involved. Moreover, it is not in the interest of the Party to control a society through constant, violent methods. The Party and its representatives are also aware that the effects of these methods are not likely lasting in all cases.

Interestingly enough, strict behavioural compliance in this Orwellian social system would still falls short of the ideal Party goal. O’Brien, one of the high-ranking members of the Inner Party, explicitly states that the Party is “not content with negative obedience, not even with the most abject submission.”<sup>8</sup> He acknowledges that Party members are aware that the only way to entirely fulfill their intentions is to systematically engineer its people to surrender their “own free will.”<sup>9</sup> At this point it is obvious that the Party solution goes beyond restricting freedom of speech, but controlling the individual’s freedom to think. The Party would have to change the way that people think, and only by doing that this, would the Party be able to achieve a long-term effect, considering that values, ideas and attitudes are transmitted from one generation to the next. Successful social engineering would create a self-sustaining system suiting the needs and objectives of the Party; if people changed their way of thinking, if they were limited in their thoughts, there would be no need for an external authority to control or punish people in cases of disobedience to the law. People would control themselves.

In the dystopian world of 1984, the gravest crime of all is called thoughtcrime, which is described as “the essential crime that contained all others in itself.”<sup>10</sup> If the individual considered something unlawful, or if he became aware of the practices of the authoritarian manipulation or rule, these considerations or ideas could very well incite him to act against the Party. This is the case with Winston. In simply questioning Party policies, whatever his intentions, he was putting on paper “the working-out of a process that had started years ago.”<sup>11</sup> It was the culmination of a step-by-step process that had started with his long-held secret thoughts about the Party; his ideas expressed in the written words in his diary, finally resulted in fully-blow rebellious acts. Winston had moved from thoughts to words, from words to action. Thought is the main threat to the Party and O’Brien bluntly states to Winston that “the Party is not interested in the overt act: the thought is all we care about.”<sup>12</sup> If there is no rebellious

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<sup>8</sup> Orwell, 1984, 244.

<sup>9</sup> Orwell, 1984, 244.

<sup>10</sup> Orwell, 1984, 19.

<sup>11</sup> Orwell, 1984, 151.

<sup>12</sup> Orwell, 1984, 242.

thought, there will be no rebellious considerations, there will be no rebellious actions. If there is no first step, there will be no second or third steps.

In order for the Party to manipulate thought, its primary concern is with the power of language; at the opening of the novel, the Ministry of Truth's eleventh edition of Newspeak is being prepared. Newspeak is introduced to the reader as "the only language in the world whose vocabulary gets smaller every year."<sup>13</sup> Each new version of the dictionary of Newspeak gets thinner and thinner due to the Party's belief that if people had no words to express their rebellious thoughts then they would gradually become unable to think of them. Syme, a linguist friend of Winston, elaborates by saying that "the whole aim of Newspeak is to narrow the range of thought."<sup>14</sup> Syme is ebullient with the promised results: with each passing year, with each new edition, Newspeak will go far in protecting the social system in limiting collective and individual consciousness. The Party has determined, recognized, or at least posited a link between thought and language which they aim to exploit to suit their intentions.

How Newspeak operates could be better understood with an example. Let us consider the adjectives good and bad. Every speaker of the English language knows well that these are not the only words that express the concepts of goodness and badness. To the comparative and superlative forms of these adjectives (i.e. better, best, worse, worst) could be added numerous words that express different nuances of the primary concepts of goodness and badness, such as great, amazing, outstanding, excellent, splendid, terrible, dreadful, awful, horrible, abominable, and many more. The intention of Newspeak is to limit this wide range to smallest degree possible. In this case, the words that would indicate the levels of goodness and badness in Newspeak would be only six, namely good, plusgood, doubleplusgood, ungood, plusungood and doubleplusungood. However, it is obvious that in this case the entire variety of the nuances of the concepts of goodness and badness is actually reduced to a single root word good. By restricting the negative concept of badness, verbally expressed as a level of goodness, the Party argues that people would be unable to describe anything bad around them, because for them the concept of badness would already be nonexistent and unthinkable.

By extending this technique to all binaries, Newspeak would only consist of positive concepts, while their negatives would be destroyed. This would not only limit the ability to distinguish the good from the bad, or the beautiful from the ugly, but would entirely limit the ability to think and articulate thoughts more definitively. The Party's motivation in overhauling the language suggests that by knowing fewer and fewer words, people would be restricted in their ability to think, that is, they would think less and less. Winston sees the consequence the Party's efforts in a conversation with Syme:

As he watched the eyeless face with the jaw moving rapidly up and down, Winston had a curious feeling that this was not a real human being but some kind of dummy. It was not the man's brain that was speaking, it was his larynx. The stuff that was coming out of him consisted of words, but it was not speech in the true sense: it was a noise uttered in unconsciousness, like the quacking of a duck.<sup>15</sup>

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<sup>13</sup> Orwell, 1984, 49.

<sup>14</sup> Orwell, 1984, 50.

<sup>15</sup> Orwell, 1984, 51-52.

Complete success on this language restructuring, in the Party's estimation, would result in a society of a semi-conscious people, unable to perceive and to interpret reality; people that would mindlessly agree to anything that was told or spoon-fed to them by the Party.

While they may appear quite extravagant and extreme, the principles of Newspeak are not at all without linguistic foundation. They are reminiscent of the tenets of linguistic relativism and determinism. Edward Sapir (1884-1939), an American linguist whose work is particularly focused in the relationship between thoughts and spoken language, proposed that:

Human beings do not live in the objective world alone, nor in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society . . . we see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation.<sup>16</sup>

Sapir suggests that one of the major factors in our way of thinking and interpreting the reality of the world is our spoken language. He claims that language greatly influences not only in the way we express our ideas, but even in the way we perceive the world around us. This suggests that the relationship between thought and language might not always proceed from ideas to words, but perhaps the other way around, from words to ideas. Sapir's theory or concept, frequently dubbed as linguistic relativism, does not stand alone in this conclusion.

Benjamin Lee Whorf (1897-1941), another American linguist, goes even further:

The background linguistic system of each language is not merely the reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for the individual's mental activity, for his analysis of impressions, for his synthesis of his mental stock in trade . . . We dissect nature along lines laid down by our native languages.<sup>17</sup>

Whorf argued that language is not a translator of thoughts from ideas to words and spoken language. Instead, he states that this process operates vice versa. It is the language that determines our course of thought and our ability to perceive, examine, analyse and evaluate our reality. According to his views, generally known as linguistic determinism, it is our native language that not simply influences, but certainly shapes the way that we interpret the world.

Ferdinand de Saussure (1857-1913), on the other hand, takes an alternative position in his description of language as a "system of signs."<sup>18</sup> He defines the sign as composed of two parts, the signified and the signifier. The signified represents a concept, while the signifier is the form that that concept takes, which may be a word, an image, a symbol, and so on. Reducing what the Party is doing through Newspeak to its simplest form is the destruction of words, of signifiers.

Following Saussure's model, the sign would certainly be affected by the disappearance of one of its parts. However, that does not mean that the signified would also suffer from that fact. For instance, while we may not have a particular word for each single shade of the blue colour, we

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<sup>16</sup> Edward Sapir, *Language* (New York: Harcourt, Brace & World, 1929), 207.

<sup>17</sup> Benjamin Lee Whorf, *Language, Thought, and Reality: Selected Writings*, ed. John B. Carroll (Cambridge, MA: MIT Press, 1956), 212-213.

<sup>18</sup> Ferdinand De Saussure, *Course in General Linguistics*, ed. Charles Bally and Albert Sechehaye, trans. Wade Baskin (New York: Philosophical Library, 1959), 67.

are perfectly capable of perceiving and distinguishing each shade from the others. We might not tell its name, but we can certainly describe whether it is darker, lighter, greenish, purplish, and so on. The nonexistence of specific words does not limit our perception of different shades of a colour. Moreover, whenever a word is mentioned or read, we instantly create an image of that word in our mind, so we immediately think of the signified. Of course, the signified differs from a person to another, but not regarding its basic and general characteristics. Given a group of people hear the word dog. Each person in the group will recall a particular dog, probably different from all the others, whether specific breeds, mutts, even the recollection of a specific dog. Each person's perception of dog is nuanced automatically by the individual of the group. However Newspeak may be successful in limiting the words for dogs, the individual will realize a specific type, or even a specific dog. It follows that considering the adjective good, the image, idea or thought of a good dog will also vary.

The Appendix to 1984 is entirely dedicated to Newspeak. Orwell explains in detail its principles, methods, applications and objectives. He suggests that when Newspeak becomes the single language spoken by people, then "a heretical thought – that is, a thought diverging from the principles of Ingsoc - should be literally unthinkable, at least so far as thought is dependent on words."<sup>19</sup> Victoria Fromkin (1923-2000), an American linguist, notes Orwell's caveat in the last part of this statement and comments:

Prescient as Orwell was with respect to how language could be used for social control, he was more circumspect with regard to the relation between language and thought. He was careful to qualify his notions with the phrase "at least so far as thought is dependent on words."<sup>20</sup>

As a result of her study, Fromkin rejects the views of linguistic determinism. She asserts that "we are not prisoners of our linguistic systems."<sup>21</sup> She argues that language neither determines our thoughts and perceptions, nor does the lack of certain linguistic elements limit our ability to perceive our range of thought. Fromkin suggests that, while there may be no specific word for each particular thing or object, people have the ability of pointing to that object by describing it in more than a single word. This idea is reminiscent of a statement of Albert Einstein wrote to one of his colleagues who was interested in his manner of thinking: "The words or the language, as they are written or spoken, do not seem to play any role in my mechanism of thought."<sup>22</sup> Einstein was famous for his "thought experiments", which were innovative and explored previously unimaginable theories. Einstein is the perfect illustration of the fact that the nonexistence of a word or a term that describes a certain thing, object or phenomenon, does not constitute an obstacle neither in people's ability to think or conceptualise. What is inherent in the human condition and which likely cannot be eradicated, is our capacity to express ideas through the use of words, to the point of inventing new ones.

It is obvious that there is a strong connection between our thought processes and the language that we speak. While the principles of Orwell's Newspeak, Sapir's linguistic relativism and Whorf's linguistic determinism suggest that our spoken language and the range of its

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<sup>19</sup> Orwell, 1984, 286.

<sup>20</sup> Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, Ninth ed. (Wadsworth, 2011), 315.

<sup>21</sup> *An Introduction to Language*, 312.

<sup>22</sup> Albert Einstein, *Ideas and Opinions*, ed. Carl Seelig, trans. Sonja Bargmann (New York: Crown, 1954), 25.



vocabulary determines our thoughts, Winston's rebellion and his ability of independent thought in 1984 indicates the contrary, implying that not only are our thoughts not limited from the range of our vocabulary, but also that our ideas make up the first step of an entire process that goes from thoughts to their articulation in words, and finally to their culmination into actions. Considering that this is the chief conclusion or warning Orwell makes in his novel, it is important to remember that the relationship between thoughts and language has always been and still is an ongoing discussion among linguists and psychologists, and only experts of these fields can shed more light upon this topic through further research.

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## **IMPACT FACTORS IN SCHOOL ACHIEVEMENT OF SECOND-GENERATION STUDENTS IN HUNGARY**

### **Abstract**

*The main purpose of this paper is to determine the impact factors that influence the academic success of second-generation students in Hungary. In this direction, in addition to the existing literature, the ideas of the students and teachers about the Hungarian case are also benefited. The data is derived from the surveys conducted with 20 second-generation high school students studying in several different high schools in Hungary in the 2018/2019 Academic Year, 8 teachers who teach migrant students and 2 school administrators. The students and teachers are randomly selected. Gender distribution among students is 10 to 10. The teachers' sample has 6 female 2 male teachers, while and the sample of administrators is consisting of 1 male and 1 female administrator. These ratios are believed to reflect the results quite objectively. A quantitative method was preferred for data collection. The survey technique is applied to collect data. The findings are centred on four main factors: the student's identity formation and the society's attitude towards them, the socio-economic situation of the families, the student's integration process, and the curricula. There are also sub-factors linked to these main factors and can be replicated. For example, in the case of identity formation, factors such as language, culture, religion are also related to identity and have an impact on school success of the immigrant students. Accordingly, there are certain responsibilities of the students while the Hungarian society as host society and school stakeholders have their own parts to handle. Therefore, society must be more inclusive and contribute to their integration. School administrators, officials, and teachers also have great responsibilities to improve the success of their immigrant students because they are the first-hand contact of foreign students with society. Their positive attitude and behaviour will play a key role in the integration of this second generation students into society and in the improvement of their school achievements.*

**Keywords:** *Second-Generation Students, School Achievement, Curricula, Pluralism*

### **1. Introduction**

In the contemporary world, a great number of people immigrate to different countries due to various reasons. This mobility concerns millions of people and many societies. In addition to the emigration with short-distance in the same country, the long-distance massive international migration has been also a matter of discussion in recent years. A great amount of people has been living in places outside of their country. "Globally, according to the most recent available estimates, there are over 231 million immigrants living internationally, more than double what it was in 1990" (West, Zhang, Yamolsky, Sasaki: 2011, p.3). This is macro mobility that has the potential of inducing changes in the structure of the host societies. It is estimated that the number of immigrants can increase in years and correspondingly certain structural changes in societies may be anticipated. In this study, the Hungarian case will be analyzed, which mainly



concerns the international migration. It should be noted that this study will be focusing on the regular, documented migrants and the irregular, undocumented migrants will not be included. The main focus of the research is particularly the second-generation students with foreign origin, between the age of 13 and 19, and living in Hungary. Under the international agreements, every child is entitled to an education regardless of their nationality.

**Declaration of the Rights of the Child (1959)**

*(Proclaimed by the General Assembly, resolution 1386 (XIV), A/RES/14/1386, 20 November 1959)*

**Principle 7**

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

*Table 1. Education rights under international law(<https://www.ohchr.org>)*

Hungary has been hosting various communities throughout history. As an ethnic race, the Hungarians have been living in Hungary since the 9th century. Throughout this long history, other nations have also ruled in Hungary from time to time, when the Hungarians lived under their rule. The Habsburg Empire, Ottoman Empire, Soviet Union of Socialist Republics, ruled Hungary for a certain time. As it stands today, the Republic of Hungary gained independence from the USSR in 1991. From 1991 to 2004, there had been a transition period. The country has become a member of the European Union since May 1, 2004.

The immigration issue in Hungary is a delicate and complex one. Today, there are migrants in Hungary like many other European countries. Hungarian Central Statistical Office(KSH) states that:” there are 161 809 foreigners residing in Hungary in 2018”

(<https://www.ksh.hu/docs/eng/xstadat/xstadat>).

This number is the official one, but it can be misleading because this number also includes the Hungarian citizens who are ethnic Hungarians of neighbouring countries such as Ukraine, Serbia, Romania and Slovakia which was separated from Hungary as a result of the Trianon Treaty. These ethnic Hungarians have to get the residence permit like non-EU citizens to live in Hungary. The number is given by the Central Statistical Office (KSH) includes them in their figures as an immigrant. Additionally, the mobility of immigrants is constantly changing. In other words, this number can be above or below the official figures at the moment. As a result of the Schengen practice of the EU, people can live in any European country when they receive a residence permit from an EU country. Therefore, it is not easy to determine the current foreign number for the EU and in our case for Hungary. The ones we mentioned as whose number can not be determined here are the documented regular immigrants, and there are also so-called” irregular”, undocumented foreigners whose number also cannot be detected sharply but they are not the focus of this study.

As for the second-generation of immigrant students in Hungary, to mention a statistic is even harder. First of all, we have to clarify that there is not enough data on the second-generation of



migrant students in Hungary. Official institutions can only provide statistics to a certain extent. There are some partial quantitative data. On the other hand, there are very few studies that examine thoroughly the aspects related to these students. Hence, there is scarcely any qualitative research that analyzes the school experience of these students. Additionally, there is hardly any study available in the English related to the second-generation immigrant students. Luckily, some universities, NGOs such as Menedek and the Subjective Values, are working on this issue, but it is hard to say that their work is at the required level yet. In this study, the factors that are sourced from the identity conflict of these students and affect their school success, are discussed in detail. The findings are centred on four main factors: the student's identity and the society's attitude towards them, the student's socio-economic situation, the student's integration process, and the education curriculum. There are also sub-factors linked to these main factors and can be replicated. For example, considering the integration of second-generation students, students' efforts and the principle of reciprocity, such as host society attitude, should work well and it will be observed that this has an impact on the school success of migrant students.

## **2. Method**

In this study, a quantitative method is applied. The surveys are conducted with 20 second-generation high school students studying in several different high schools in Hungary in the 2018/2019 Academic Year. 8 teachers and 2 managers were also asked to reflect on the experiences of teachers and administrators. Gender distribution among students is 10 to 10. The teachers' sample has 6 female 2 male teachers, while and the sample of administrators is consisting of 1 male and 1 female administrator. These participants were randomly chosen and on a volunteer basis, so they are considered to reflect their experiences objectively. With the help of the survey technique, we tried to collect as much data as possible.

## **3. Participants**

Demographic features of the students can be seen in Chart 2. There are 20 students from different nationalities. They are between 13-19 years old of age, and they differ. They have been studying in Hungary for years from 1 to 11. And they continue to study at schools in the academic year of 2018/2019.

<b>Code</b>	<b>Gender</b>	<b>Age</b>	<b>Class</b>	<b>Education Period</b>	<b>Country</b>
S1	F	14	9	1 year	Yemen
S2	F	14	9	4 years	Syria
S3	F	15	10	5 years	Syria
S4	F	16	10	3 years	Iran
S5	F	16	10	6 years	Egypt
S6	F	15	10	2 years	Egypt
S7	F	16	10	7 years	Turkey
S8	F	17	11	8 years	Turkey

S9	F	17	11	8 years	Turkey
S10	F	18	12	4 years	Pakistan
S11	M	14	9	10 years	Uzbekistan
S12	M	15	9	1 year	Kyrgyzstan
S13	M	14	9	1 year	Libya
S13	M	16	10	3 years	Turkey
S14	M	16	10	3 years	Turkey
S15	M	17	11	7 years	Turkey
S16	M	18	12	11 years	Turkey
S17	M	17	11	6 years	Syria
S18	M	17	11	3 years	India
S19	M	17	11	2 years	Pakistan
S20	M	17	12	3 years	Egypt

*Table 2. Demographic features of the students*

As seen, Table 3. presents the demographic features of the participant teachers. Naturally, most of the teachers in Hungary are ethnically Hungarians. The number of foreign teachers and administrators in Hungary are less in numbers. Generally, private schools have international teachers. In this research, luckily, there are a few international teachers from 3 different countries. Plus, as known as an overall tendency in the world, there are more female teachers than male teachers in Hungary. Central Statistics Office of Hungary (Központi Statisztikai Hivatal) presents reports about the educational statistics. The office prepared a Statistical Yearbook of Hungary in 2016. According to the report:” % 69.7 of teachers in high schools are female teachers” (Kása, Kátainé, Vukovich: 2018, p.141).

Code	Title	Gender	Time of Service	Subject	Education	Nationality
T1	Teacher	F	5 years	English	Master	Hungarian
T2	Teacher	F	3 years	Hungarian	Master	Hungarian
T3	Teacher	F	7 years	Hungarian	Master	Hungarian
T4	Teacher	F	9 years	Hungarian	Master	Hungarian
T5	Teacher	F	6 years	English	Master	Turkish
T6	Teacher	F	5 years	English	Master	Hungarian
T7	Teacher	M	3 years	English	Master	British
T8	Teacher	M	4 years	Hungarian	Master	American
T9	Admin	F	14 years	Hungarian	Master	Hungarian

T10	Admin	M	12 years	English	Master	Turkish
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*Table 3. Demographic features of the teachers*

#### 4. Data gathering

Students and teachers were asked about four main topics: immigrant student's identity formation and integration, society's attitude toward them, students' socioeconomic status and the curriculum. In order to collect the data question forms were consigned to the students and to the teachers. Students were asked about their feelings, and ideas about their self-identification. How do they cope with two distinct identities at the same time? Where do they consider themselves belong to? Also, they were asked about discrimination. It is important that whether they were treated inclusively or exclusively by the host society. Then, students were asked about their families' socioeconomic situation. Lastly, they were asked about the curriculum. The point is that whether national curriculum provides them with equal chances or not. Also, it is important to define whether the national curriculum is a strict one which only pays attention to the local dynamics or is a universal one which promotes diversity and multiculturalism. Additionally, teachers were asked about the national curriculum.

At first, the students were asked about their identity formation.

	<b>Students' feelings and thoughts about their identity</b>	<b>N</b>
<b>Q1</b>	I belong to Hungary that I am living now.	13
<b>Q2</b>	I belong to my parents' country.	7
<b>Q3</b>	I want to acquire Hungarian citizenship.	16
<b>Q4</b>	I would like to live in Hungary for a long time.	11
<b>Q5</b>	I would like to enrol college in Hungary.	11
<b>Q6</b>	I plan to work and make a life in Hungary.	10
<b>Q7</b>	I will marry in Hungary.	12
<b>Q8</b>	I may marry a Hungarian person.	6
<b>Q9</b>	I want to speak Hungarian very well.	7
<b>Q10</b>	I can follow my religion without any difficulty.	6

*Table 4. Second-Generation Students' Self-Identification*

In order to analyse the data, descriptive analysis was used in this research. Related to the self-identification of second-generation students, % 65 of them consider themselves as parts of the Hungarian society. But % 35 of them do not see themselves as members of the Hungarian society. % 80 of them would like to have Hungarian citizenship. Students are non-EU citizens and Hungarian citizenship has an advantage which provides living without limitation in European Union countries. And regulation about citizenship allows dual citizenship for the third nationals. %55 of the students would like to study in higher education in Hungary. Half of them is dreaming about making a life in Hungary. %70 of them do not want to marry a Hungarian citizen. Less than half of them like to speak in Hungarian. And %70 of them claim that they are

not comfortable about practising their faith. Students come from Islamic countries, so they are Muslim. They need to practice their religion, Islam, in a country which is dominantly Christian. Secondly, the participants were asked about the treatment they face in the school and in the larger society.

	<b>Students' feelings and thoughts about society's attitude towards them</b>	<b>N</b>
<b>Q1</b>	I was treated fair and well.	7
<b>Q2</b>	I was accepted as I am.	6
<b>Q3</b>	I was excluded by the larger society.	12
<b>Q4</b>	I was treated badly at school.	8
<b>Q5</b>	I was insulted because of my appearance.	7
<b>Q6</b>	I was attacked because of my way of dressing.	3
<b>Q7</b>	I was not treated well in official institutions.	13
<b>Q8</b>	I was treated well by my Hungarian peers	13
<b>Q9</b>	I was treated well by my Hungarian neighbours.	8
<b>Q10</b>	I have a security problem because of being a minority.	3

*Table 5. Host society's members' attitude towards second-generation youth in Hungary*

When it comes to the perceptions of immigrant children about Hungarian societies towards them, there are interesting results. More than half of the immigrant youth believe that they are not welcomed by the receiving society because of their identity and they are not treated well in the host society. They think that local people, Hungarians, do not have favourable views about immigrants. 3 of them even suspect to be attacked by someone.

	<b>Socioeconomic status of the families</b>	<b>N</b>
<b>Q1</b>	My family and I live in a decent house.	14
<b>Q2</b>	I have enough space and room in my house.	13
<b>Q3</b>	My family can afford my accommodation needs.	17
<b>Q4</b>	My family may afford nutrition needs.	16
<b>Q5</b>	My family can buy clothes I need.	11
<b>Q6</b>	We have internet access at home.	17
<b>Q7</b>	My parents have well-paid jobs	18
<b>Q8</b>	We have a car.	13
<b>Q9</b>	We can go on holiday once a year at least.	12
<b>Q10</b>	My parents can afford my school expenses.	16

Thirdly, students’ socioeconomic status is asked. It is believed that socioeconomic status may have an influence on students’ success.

*Table 6. Socioeconomic status of second-generation children and their families*

Generally, immigrants and their socioeconomic situation have a negative connotation in the world. It is thought that immigrants have less qualification and limited resources, and they match with blue collar works. However, it is not % 100 true in the Hungarian case. Though there are many debates about the migrants in Hungary, some of them already have created success stories and they create the capital for the economy of the country. And there are some children come from high social classes in this research.

The second-generation students in Hungary have less socioeconomic problems compare to their peers in other parts of the world. Most of their parent’s work in regular jobs and some of their parents run their own business. They have enough room in their houses. Parents are able to provide them with enough budget for nourishment and dressing. Parents can also take their children for the holidays.

Then, the students were asked about the curricula.

	<b>Students’ views about the curriculum</b>	<b>N</b>
<b>Q1</b>	The curriculum is sufficient.	4
<b>Q2</b>	The curriculum is useful but deficient	11
<b>Q3</b>	The curriculum should be revised.	14
<b>Q4</b>	Teachers can satisfy the need with the existing curricula.	6
<b>Q5</b>	A new multicultural curriculum is needed.	17

*Table 7. Students’ views about the curriculum*

As seen from the data, a lot of immigrant youths have a negative thought about the curriculum. Interestingly, some of the second-generation children have been studying in the same system for years. They try to cope with the current system but they have some expectations to fulfil. The foreigner children have been few in number so far. As a result of this fewness, there was not enough demand to have a multicultural syllabus before. But the number of immigrants is increasing day by day. Hence there is an increasing demand for having a pluralistic the curriculum in Hungary.

Lastly, the teachers were asked about the curricula.

	<b>Teachers’ thoughts about the curriculum</b>	<b>N</b>
<b>Q1</b>	The curriculum is sufficient.	3
<b>Q2</b>	The curriculum is useful but deficient.	8
<b>Q3</b>	The curriculum should be revised.	9
<b>Q4</b>	Teachers can satisfy the need with the existing curricula.	7
<b>Q5</b>	A new multicultural curriculum is needed.	9

*Table 8. Teachers' thoughts about the curriculum*

In Hungary, except some foreign language teachers, almost all teachers in public schools are ethnically Hungarian. The law about the teaching market has some limitations. So, there are limited to 'foreign' teachers. Only some foreign language teachers come from different countries such as England, USA, French, Italy, Russia, Turkey, and Syria. As an exception, the percentage of foreign teachers in private and international schools is pretty high. But there are not too many private and international schools in Hungary, there are only a couple of private and international schools.

Some teachers believe that curricula should be revised. Especially, the teachers who teach immigrant students think that the curricula should be extended, and it should include the basics of the culture of foreign students' own country.

### **5. Results and comments**

In this study, 20 second-generation students and 6 Hungarian and 4 teachers of foreign origin expressed their feelings and thoughts. Most of the students stated that they have problems with identity. This is because they have to live two distinctive identities at the same time. More than half of them felt that they belong to Hungary. Less than half declared that they belonged to the country where their parents come from. Only a few of them were sympathetic to speak Hungarian very well, to marry a Hungarian. The same students also think that they cannot live their religion freely. On the other hand, more than half felt themselves belong to Hungary. The effect of living in that country for many years is inevitable. The same people find it acceptable to continue to live in Hungary and be part of the labour market. They also have positive opinions on being a Hungarian citizen. The advantages of the Hungarian passport are charming to foreign students. Very few of the students have positive opinions about their origin country. The push factors in their countries are effective in this. However, Hungarian citizenship provides a great convenience for the European Union. Considering today's socio-economic conditions, the choice of children is understandable.

Also, the students expressed their opinions about the treatment of society towards them. Most of the participant students of this study think that receiving society was not treating them inclusively. Immigrant children claim that they were not accepted as they were because of their appearance and clothing. Therefore, they felt that they were treated exclusively from schools, public institutions and the larger society. In fact, three of them stated that they were verbally attacked because of their clothes and they had concerns about security. Such fears and discontents are highly dependent on external factors." Recent surveys which could already measure the impacts of the migration crisis and the accompanying anti-Muslim government rhetoric also assert that Hungary's Islamophobia is among the highest compared to other European countries included in the survey" (Vidra: 2017, p.6). The positive opinion of the students on this subject was related to their Hungarian peers; more than half of them thought that their Hungarian peers had favourable views towards them. It is easy to say that first-hand contact of young people from different backgrounds in school can give positive results. It is expected that as they get to know each other, their positive views will increase.

Plus, it is better to touch upon the students' socioeconomic status of the first generation parents and second-generation children. Generally, it is believed that immigrant children come from



poor families, they are in the lowest level of socioeconomic structure, but this is not true for Hungary. ”According to the census and other administrative data, the labour market status of migrants is better than the Hungarian average, the rate of activity and employment is higher among migrants than among the total population” (Vidra: 2017, p.8). So, contrary to popular belief immigrant children do not belong to the lowest level of the socioeconomic structure of the society. First generation people, the parents of the second-generation children, have a high level of economic activities. Some are qualified enough and work in regular jobs and some run their own business. So, the parents are able to provide a wealthy life for their children and for themselves. Most of the families have a house and a car. Families can easily afford their children’s school expenses. They even go on a holiday once a year at least.

When it comes to the curricula, students have unfavourable views about the existing curricula. Just 4 of them consider the curricula as sufficient. They see it as deficient, and they add that it should be revised. They even think that teachers could not work well because of the curricula. And %85 of the participants believes that there must be a new multicultural curriculum. Additionally, teachers share the same thought that the current curricula are not enough for the changing situation and the demand for children. Almost all teachers deem that the curricula should be revised and updated according to the children’s need. Teachers add that there are already many foreign children, and the curricula could not satisfy demands very well. Plus, the numbers of second-generation and immigrant children are increasing. So, it is expected that the curricula may satisfy the expectation of immigrant students.

## **6. Conclusion**

In this paper, the identity dilemma of the second generation students in Hungary, the attitudes of the society towards them, the socio-economic status of these students and the state of the existing curriculum are analysed. As seen in the results section, these second-generation children have difficulty due to their hybrid or bicultural identity. Because they are expected to adopt two different identities, both the Muslim identity inherited from their parents and the secular but dominantly Christian- identity in which they live. Recently, there has been a huge increase in anti-migrant and Islamophobic discourses in Hungary. These second-generation children feel that they are excluded from society because of their Muslim background. In the meantime, contrary to popular opinion, the socio-economic status of foreign children in Hungary is not so poor. There are even some migrant children living in better conditions than their local peers. Partially, this exceptional situation helps them to be able to help to gain a place in society. There is an inevitable need which is the implementing of a new multicultural curriculum. It is hoped that decision makers will create a new pluralistic and a multicultural curriculum in the coming period. In order to do this, it would be very useful to take into consideration the experiences and feedbacks of the educational administrators, teachers and students.

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## **ATTITUDES TOWARDS INTERACTIVE LECTURING TECHNIQUES AMONG MONTENEGRIN UNIVERSITY STUDENTS**

### **Abstract**

*Lectures play an important role in teaching. Although research on lecturing has mainly focused on traditional ways of teaching, the attention of the past 20 years of research has been paid to interactive techniques and their positive effects on learning (Gray and Madson, 2007). As perspectives in education, as a whole, are shifting from teacher-centred learning towards more interactive models of learning (Breeze, 2002), there is room for interactive techniques within lecturing, where learners have more opportunity for learning independence, active involvement in lectures and acquisition of the contents of the lecture (Biggs, 1999).*

**Keywords:** *Attitude, interactive lecturing, technique, university student, learning*

### **1. Introduction**

“Since 2000 there has been a dramatic change in the nature of higher education [...] Universities are much more concerned with improving teaching and maintaining quality assurance of teaching than hitherto” (Biggs and Tang, 2011: 38). The trend towards promoting interactive techniques in university teaching goes in parallel with an increase in the various teaching materials available and better access to teaching material, especially of a multimedia type (Mazur, 2009), where students are more engaged in what they learn, and where they are obliged to prepare assignments using different multimedia tools, etc. and have the opportunity for constant assessment by peers and feedback from the teacher (Biggs and Tang, 2011). Learning and teaching material is more available, and teachers are more ready to use special skills to transfer knowledge to students. These special skills can be defined as interactive techniques, where there is the opportunity to use these in order to make the lectures more attractive and interesting to students, and where those students are encouraged to participate, think critically and learn in a meaningful way.

As Mazur (2009) points out, the traditional approach to teaching reduces learning to the transfer of information (Mazur, 2009: 50). The process of learning is more than just the transfer of information, especially in a university setting. In such a manner, a lecturer needs to be skilful in transferring knowledge to the students’ minds in a meaningful and constructive way. It means that the lecturer needs to apply interactive techniques in order to make the lecture content more understandable, more useful to students and more applicable to real-life situations. “This approach has two benefits: It continuously actively engages the minds of the students, and it provides frequent and continuous feedback (to both the students and the instructor) about the level of understanding of the subject being discussed” (Mazur, 2009: 51).

In view of our research, it was important to find out how learners could be led through the process of interactive learning and how actually they feel about this approach (Houghton, 2004; Biggs, 1999). Additionally, in the light of investigating the students' opinion about the approach to lecturing, an adapted version of Ramsden's Course Experience Questionnaire has been used in our research (1992).

Paul Ramsden (1992) primarily focused his attention on improving lecturing in higher education (Houghton, 2004), where he defined principles of effective lecturing, such as: interest and explanation; concern and respect for students and their learning; appropriate assessment and feedback; clear goals and intellectual challenge; independence, control and active engagement; and learning from students (Ramsden, 1992: 96).

Apart from the principles of teaching, our research is also based on techniques that are closely connected with the abovementioned principles of teaching. Within this research, 20 techniques were used with the aim of engaging students to participate actively in lectures. These techniques<sup>23</sup> were taken from similar research, where they were used in classes of up to 1,200 students, as well as in smaller groups (Participatory Lectures, Ellen Sarkisin, Derek Bok Center for Teaching and Learning, 1992). These interactive techniques are classified into further subcategories, and there are 20 techniques in total.

To sum up, the principal aim of the present paper was to use the adapted version of Ramsden's Course Experience Questionnaire as an initial picture of language learning beliefs relating to the use of interactive techniques in lecturing among a group of Montenegrin university EFL students. The second objective is to compare the results obtained between two groups of Montenegrin EFL students, where one group used an interactive approach to lecturing (Gray and Madson, 2007), while the second one was exposed to a traditional approach (Mazur, 2009).

## 2. Methodology

The subjects that took part in our study were 4th year university students of the Department of English Language and Literature, University of Montenegro, belonging to the C1 reference level (Mijušković and Simović, 2016). All of the students attended the regular course of English Language Teaching Methodology. At the beginning of the study, the students were divided into experimental and control groups, where there were 18 students in each group. The English Language Teaching Methodology Course was designed to prepare students for their future profession of teaching English as a foreign language from preschool to the high school level of teaching.

Since the researcher's goal was to investigate students' attitudes towards the interactive approach being used in lectures, a quantitative approach was employed (Seliger and Shohamy, 1989) using an experimental research model as a means of reporting attitudes among two groups of students (Mijušković and Simović, 2016). To be more exact, the experimental group was exposed to instruction according to an interactive approach

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<sup>23</sup> Beginning the lecture; Inviting participation; Punctuating the lecture with questions; Varying the format; Closing the lecture (<http://isites.harvard.edu/fs/html/icb.topic58474/TFTIIlectures.html>).

(Sarkisian, 2016), while the control group received teaching according to a traditional framework of instruction (Walia, 2012).

From the analysis of the Methodology Lectures Course that had been held in a traditional style up until the moment of this research, the researcher concluded that the lectures needed to be enriched with a broader repertoire of teaching techniques, due to the fact that the traditional teaching approach reduces connections between the pre-existing knowledge and the new information in the students' minds, it requires memorisation by rote, and the lecture notes get transferred into the students' notebooks without passing through their brains (Walia, 2012; Mazur, 2009: 51). Hence, the researcher enriched the instructional framework of the methodology course with five groups of interactive techniques. There is additional classification within the main group classification.

### 3. Procedures

Two versions of the same lecture were used and this was particularly designed for the purposes of this study. The course syllabus remained the same – only the lecture techniques were different. The lectures in the experimental group were enriched with interactive techniques in order to approach the lectures differently where Ramsden's principles of effective teaching were used (Ramsden, 1992: 96). In order to monitor the use of the new approach in lecturing, students were given the course syllabus at the beginning of semester. They were also asked to collect all the lecture materials and handouts, as well as the teachers' presentations in printed form, and everything they use in lectures as learning material, in the formats of their own learning portfolios. The principal aim of this was for students to actively track their own learning process, to be actively engaged in what they are learning and to reflect upon it during the process of learning. In this way, it is more likely that those students will actively engage their minds in what they are learning (Mazur, 2009: 51) and, more importantly, will learn how to learn (Oxord, 1996). "Students are given the opportunity to resolve misunderstandings about concepts and to work together to learn new ideas and skills in a discipline" (Mazur, 2009: 51). Afterwards, these portfolios helped them to recall what they had done in lectures in order to answer a questionnaire (see Table 1) requiring them to reflect on the interactive approach being used in lectures. The students were asked: (1) eight questions about good teaching; (2) five questions about clear goals and standards of teaching; (3) five questions about the appropriate workload in lectures; (4) six questions about their opinions on the appropriate assessment used in lectures; and (5) four questions about their reflections on student independence.

The student questionnaire is a combination of Graham Gibb's Module Experience Questionnaire (MEQ) adapted from Paul Ramsden's Course Experience Questionnaire (CEQ) (Ramsden, 1991:129-150) and Biggs' Study Process Questionnaire (Biggs,1987). It has two sections. The first section deals with students' experiences of the teaching within a course. The second section relates to the ways in which students deal with their studying in this course, but since it is not the subject of our study, our questionnaire was based on the first section only. Within Section One there are five sub-scales (<https://isis.ku.dk/kurser/blob.aspx?feltid=53880>, retrieved 20 May 2018)

#### **4. Good Teaching**

Eight items

Question 2. The teacher in this course motivates students to do their best work.

Question 6. The teacher puts a lot of time into commenting on students' work.

Question 14. The teacher makes a real effort to understand difficulties students may be having with their work.

Question 16. The teacher normally gives helpful feedback on how one is doing.

Question 17. The teacher is extremely good at explaining things to us.

Question 19. The teacher works hard to make the subjects interesting to students.

Question 24. The teacher shows no real interest in what students have to say. (r)

Question 26. This course really tries to get the best out of all its students.

#### **5. Clear Goals and Standards**

Five items

1. It is always easy in this course to know the standard of work expected of you.

5. You usually have a clear idea of where you're going and what's expected of you in this course.

12. It is often hard to discover what is expected of you in this course. (r)

18. The aims and objectives of this course are NOT made very clear. (r)

27. The teacher makes it clear right from the start what she/he expects from students.

#### **6. Appropriate Workload**

Five items

3. The workload is too heavy. (r)

9. It seems to me that the syllabus tries to cover too many topics. (r)

13. We are generally given enough time to understand the things we have to learn.

21. There is a lot of pressure on you as a student in this course. (r)

28. The sheer volume of work to be got through in this module means you cannot comprehend it all thoroughly. (r)



## 7. Appropriate Assessment

Six items

4. The teacher frequently gives the impression that she/he has nothing to learn from students. (r)
7. To do well on this course all you really need is a good memory. (r)
11. The teacher seems to be more interested in what we have memorised than what we have understood. (r)
20. The teacher too often asks us only questions about facts. (r)
22. Feedback on student work is usually provided ONLY in the form of marks and grades. (r)
25. It would be possible to get through this module just by working hard around exam times. (r)

## 8. Emphasis on Student Independence

Four items

8. The course seems to encourage us to develop our own academic interests as far as possible.
10. Students have a great deal of choice over how they are going to learn in this course.
15. Students in this course are given a lot of choice in the work they have to do.
23. We often discuss with our teacher how we are going to learn in this course.

Students were required to read the statements and to indicate the level of their agreement on the basis of the options provided, on a five-point Likert scale: totally disagree (1); disagree (2); partially agree (3); agree (4); and totally agree (5) (Mijušković and Simović, 2016). The questionnaires from both the experimental and control groups were collected and only fully completed questionnaires were taken into consideration. All 36 questionnaires were taken into account since all these questionnaires were fully completed.

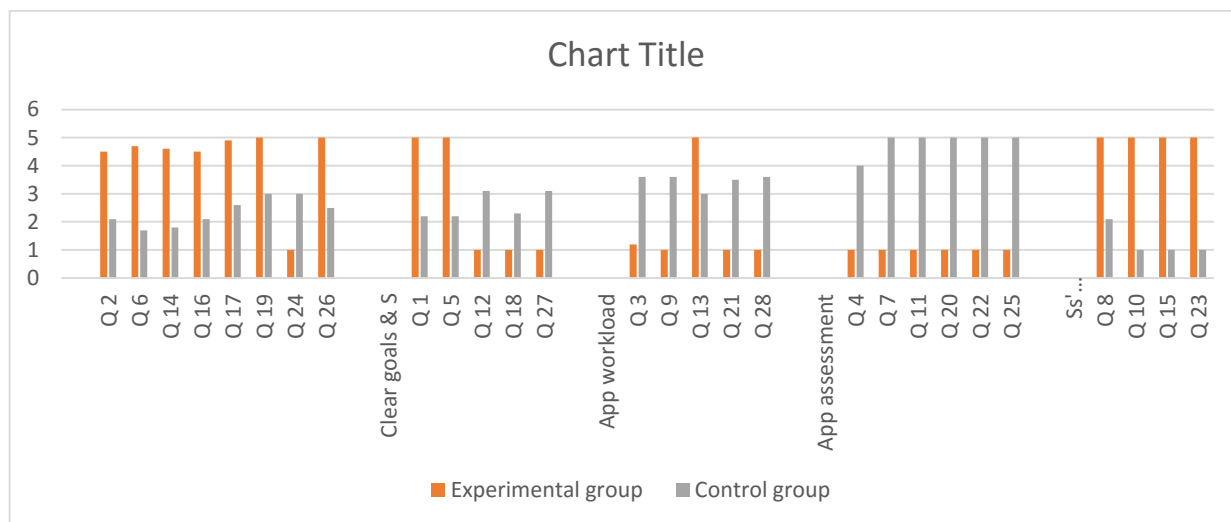
## 9. Results and discussion

The data was analysed in two different ways. On one hand, both the experimental and control groups' answers were analysed (Figures 1, 2, 3, 4 and 5), in which we wanted to examine whether the instructions given to the experimental groups worked – more precisely, whether the instruction influenced a greater extent of recognition of the interactive techniques being used in the lectures.

The questionnaire consisted of five parts. Each part was analysed separately. The results show that the experimental groups had better results in comparison to the control groups.

The data was analysed with the SPSS 17.0 statistical package, where the mean values (M), t-test and p coefficient were used to measure the questionnaire results.

All the figures mentioned were analysed separately, and the results show that the experimental groups had better attitudes towards interactive lecturing techniques. Here we present the overall results of the questionnaire. To conclude, the results that we came across imply positive effects from interactive techniques, where the group of students that had used them expressed positive attitudes towards the use of these techniques in comprehending the lectures and using the knowledge actively.



## 10. Conclusion

Based on the overall results, we can conclude that all those students who had been exposed to interactive lecturing techniques during the Methodology lectures recognized the importance of these techniques for their learning by marking them highly on the Likert five-point scale given in the questionnaire, in other words, interactive lecturing techniques were beneficial to their overall process of learning and acquisition which is also justified by their questionnaire results.

On the other hand, the results that come from the control groups are lower, and students did not mark these techniques as highly effective for their better learning process and understanding of the syllabus. Some students did not demonstrate their ability to recognize interactive techniques and their role in the learning process.

Interactive techniques are regarded as the most effective ones out of all the other types of lecturing techniques, especially traditional ones.

It is recommended that students' awareness about interactive techniques in learning, should be raised within the educational system in Montenegro or a foreign language teaching context.



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## **THE INFLUENCE OF THE NATIVE LANGUAGE IN THE PRODUCTION OF WRITING SKILLS IN ENGLISH LANGUAGE FOR HIGH SCHOOL STUDENTS: A CASE OF MEHMET AKIF GIRLS**

### **Abstract**

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

**Keywords:** *Native language, interference, English learners, English writing skills*

### **1. Background of Study**

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

A vital element of acquiring a second language is to master the four skills; listening, speaking, reading, and writing. They all complement each other and mastering these four skills result in

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

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

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

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

## **2. Problem Statement**

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

## **3. Purpose Statement**

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

#### **4. Hypothesis**

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

#### **5. Importance of Study**

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

#### **6. Research Questions**

1. Do students think in their own native language first and then translate what they produced to English or do they think in English while writing in English?
2. Are there any patterns or traces of native language in students' English writings?
3. Do English learners experience language complexity while writing in English?
4. In what way the native language affects the second language in regard to act of writing?

#### **7. Limitations**

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

#### **8. Organization of Study**

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



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

## 9. Literature review

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

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability (Kellogg & Raulerson). Providing that one has a good language skill, one is able to produce a well-constructed composition regarding the language ability he or she possesses. Spoken communication is relatively more effortless method to convey the message; therefore, it is frequently in use of people with the help of utterances. Writing, on the other hand, is effective when the message is conveyed in such a manner that the reader or the audience is affected the way writer wants to (Farooq, Hassan, & Wahid, 2012). Since, acquiring this skill is a demanding task, it should be taught in schools or universities as a route to critical thinking and a good linguistic performance. Students, in their education life, should be trained how to write well. It further depends on practicing rather than merely being instructed (Kellogg & Raulerson).

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

absolutely a challenging procedure. Nonetheless, taking every aspect of writing into account, the well-known novelist Gabriel Garcia Marquez defines writing as;

“Writing is like making a table. With both you are working with reality, a material just as hard as wood. Both are full of tricks and techniques. Basically, very little magic and a lot of hard work are involved. What is privilege, however, is to do a job to your satisfaction.”

### **10. Writing in English as a Second Language**

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

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

Grammar skills include run-on sentences, fragments, verbiage, use of different type of sentences, subject-verb agreement, placement of modifiers, tense agreement, and parallel construction (Bradley-Johnson & Lesiak, 1989). Inadequate proficiency of grammatical structure of the second language leads students to write a text without using correct sentence form and paragraph development. Apart from poor grasp of grammatical structures, lack of vocabulary, the incorrect use of punctuation marks, incorrect spelling, illogical sequence are also some of the writing difficulties faced by students, which can affect their academic success and prevent their progress (Farooq, Hassan, & Wahid, 2012).

### **11. Differences between L1 and L2 Writing**

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

Writing in a second language is a more difficult task because one's L2 abilities may be less advanced than one's capability of L1 (Schoonen, et al.). The most significant difference concerning the writing of L1 and L2 is the linguistic competence one acquires (Garcia). This

means that the reason why L2 writers fail to compose as professional as in their native language is ensued from low language proficiency. Writing well in L2 further depends on overcoming lexical and syntactical obstacles (Garcia). These obstacles contain differences in the level of sentence, formation of word and differences in the choice of word; differences in the level of sentence, sentence patterns and the position of subject; and differences in writing conventions of discourse community (Wang Y., 2012). Since differences in social conventions of discourse community plays an important role in writing, it is essential to be familiar with the cultural background of the target language and the people who own it as a mother tongue (Wang Y., 2012). Even though the knowledge of L2 discourse conventions is related with second language proficiency, L2 writers might still face difficulties due to lack of discourse competence (Scarcella, 1984). Trainers need to represent the culture of the second language which is being taught, to inform them about the cultural norms so that students can apply them in their writing, and even develop their writing in academic context (Hinkel, 1999).

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

## **12. Error Analysis in L2 Writing**

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

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

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

### **13. Mother Tongue Interference on Writing English as a SL**

When experiencing a new challenge, or simply encountering with something new, it is an instinctive approach to look for similarities with things that are familiar, or correlate it with what is known already. Trying a new food, meeting a new friend, reading a new book; they are all included in this process of comparison which is done spontaneously. Accordingly, to analyze, to compare, to contrast, and to try to find connections with native language is totally natural throughout the period of learning a new language. Consciously or unconsciously, we bring what we know to what we do not, resulting in learning a new language with relying on our mother tongue (Sharma, 2015).

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

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

#### **14. Interlingual and Intralingual Interference**

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

Thinking in mother tongue language is responsible for making errors as well (Kaweera, 2013). Learners think with patterns, systems and rules of her or his own language, causing intervention of acquiring these in the format of second language (Corder, 1981). This theory of thinking that L2 forms are similar to that of L1 gives way to inaccuracy in writing (Brown, 1980). Apart from interlingual, intralingual interference plays a role in committing errors while writing, too. These kinds of errors occur when there is a negative transfer within the target language (Brown, 1980). They have no connection with mother tongue interference; they are related to students' low comprehension of L2.

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

#### **15. Interlingual Interference**

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

Lexical interference is the type of error ensuing from translating the native word directly into the second language without paying attention to the restriction of rules in L2 and probable differences between two languages (Kaweera, 2013). If the words are not chosen properly and attentively while writing, the overall meaning turns out to be vague causing confusion to the readers (Shalaby, Yahya, & El-Komi, 2009). Syntactic interference refers to the deviance of sentence structure. These errors caused by syntactic deviance include subject-verb agreement, tense-verb agreement, word order, grammatical differences, using relative clauses and so on (Kaweera, 2013). Students face problems of differing the sentence structures of their mother tongue from the second language that is being learned. Direct translation of the sentence leads to the production of a segmented sentence structure that is hard to comprehend. The major



problem why syntactic interference takes place in students' English written texts, is that they divide sentences into words and translate them individually rather than a whole entity (Dweik & Othman, 2017).

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

## **16. Methodology**

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

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

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



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

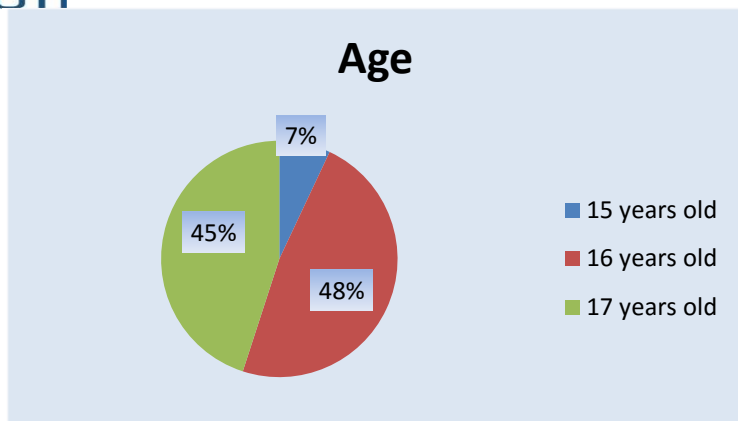
Before the questionnaires were distributed, the students were informed about the content of it and the details and the points they should take into consideration before filling in. Students received help when needed. The survey lasted approximately for 20 minutes and took place during students' study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

In regard to the qualitative data, students' English texts were collected. About 40 writings of students were analyzed with the help of an English teacher whose native language is Albanian. The texts were written under time constraint, which lasted about 15-20 minutes. Limitation of time and the supervisor who keeps control over the students were both essentially needed to not allow the students to check the internet or a dictionary; or even seek help from the others. The English texts were written based on their pure English knowledge so that the indications of language interference could easily be seen and examined. Two types of topics were presented to students; one of the topic requested students to write down an informal letter written to a friend, and the second topic wanted them to write a formal email to a device selling company. The students were asked to choose one of the topics and create a composition using more than 150 words.

## 17. Analysis of results

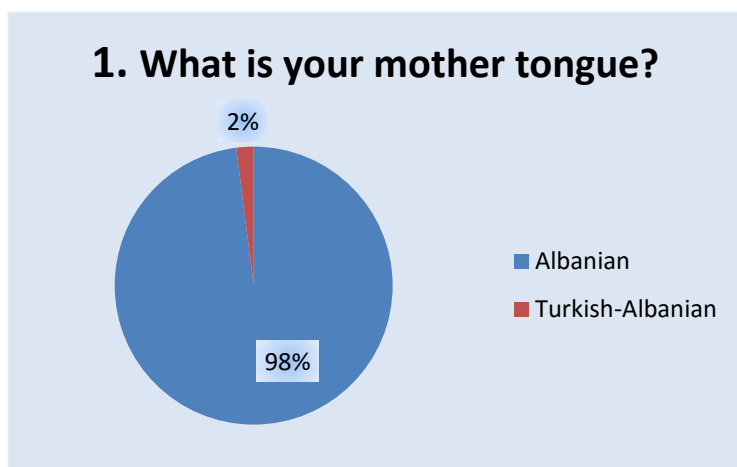
### *Illustration 1*

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



**Illustration 2**

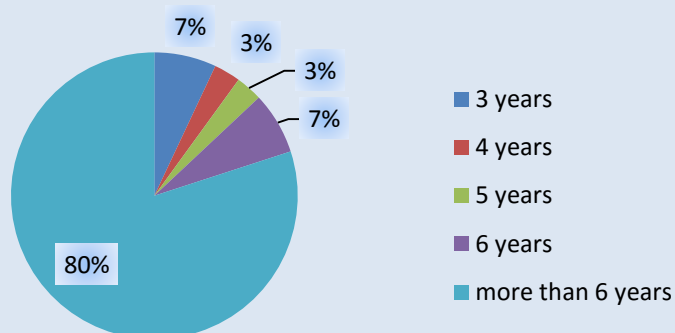
As it is shown in illustration 2, the vast majority of students who participated in this survey predominantly consisted of Albanians. Only two of the participants, who are bilingual, have also Turkish as their native language.



**Illustration 3**

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

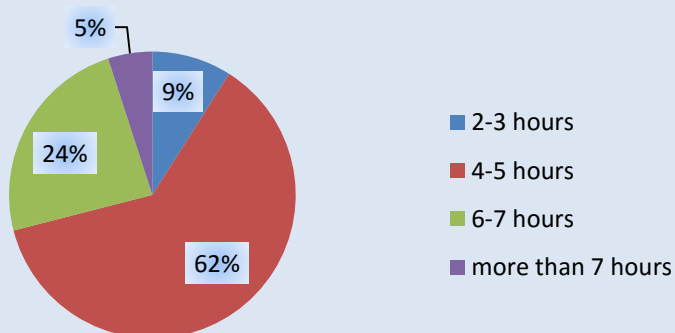
## 2. How long have you been learning English?



*Illustration 4*

As illustration 4 demonstrates, precisely two thirds of students have around 4 to 5 hours of English lesson per week. The amount of students who take English lessons for 6 to 7 hours within a week is almost a quarter. This means a large proportion of students are dealing with English language during their school life. Considering how often the students are being instructed in English at school; it should be assumed that their English knowledge might be enough to write non-academic, simple paragraphs or even compositions.

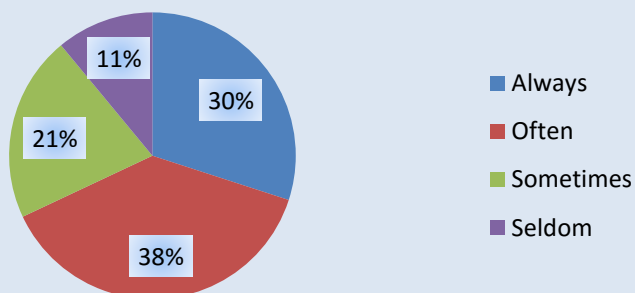
## 3. How many English lessons do you have at school per week?



*Illustration 5*

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

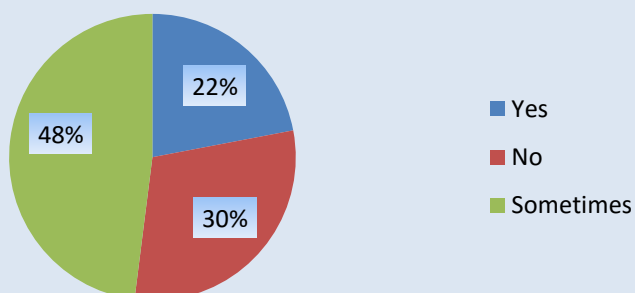
#### 4. How often do you practice writing in English at school?



*Illustration 6*

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

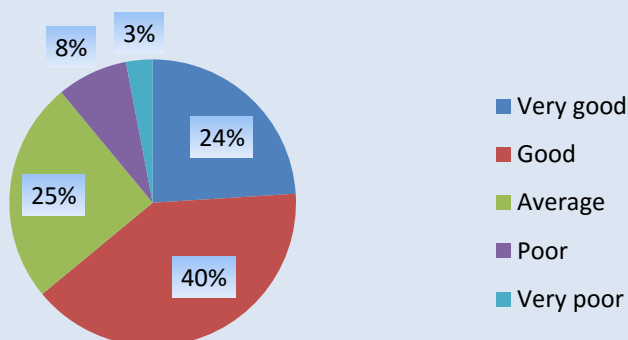
#### 5. Do you practice writing in English at home?



*Illustration 7*

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

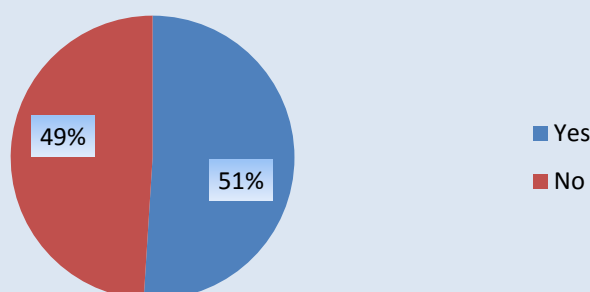
### 6. How would you assess your own English writing skills?



*Illustration 8*

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

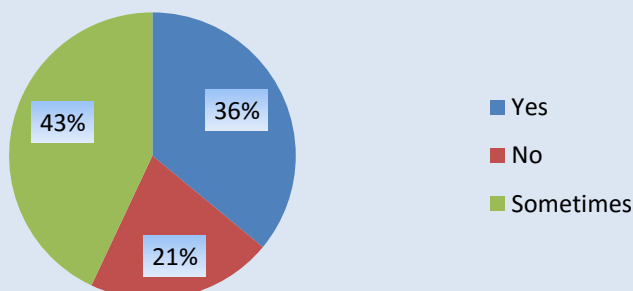
### 7. Can you easily write on any relevant topic?



*Illustration 9*

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

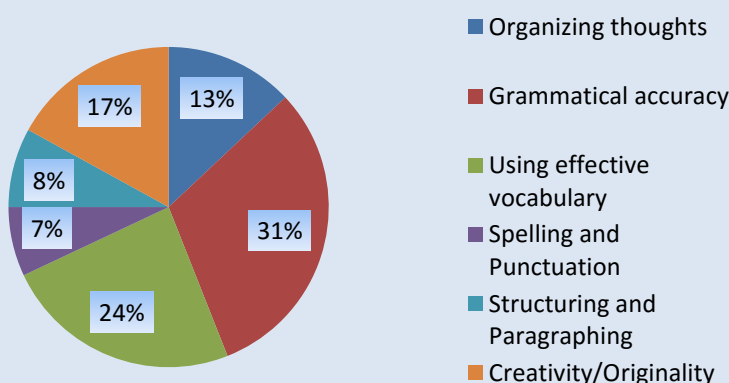
### 8. Do you feel confident expressing your ideas while writing in English?



*Illustration 10*

Participants were asked to specify what certain problem they are chiefly struggling with while writing in English. Grammatical accuracy seems to be a major challenge among students considering the fact that 31% of participants have chosen this option. Right after it, with its amount of 24 percent, using effective vocabulary comes, demonstrating that one fifth of students face difficulties with using effective words and with appropriacy of vocabulary. 17% of students confront problems with producing a creative and an original text. With a ratio of 13 percent, the complication of organizing thoughts also constitutes a problem among students’ English writing skills. The least problems students are facing appear to be structuring and paragraphing, with 8%; and spelling and punctuation, with 7%.

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

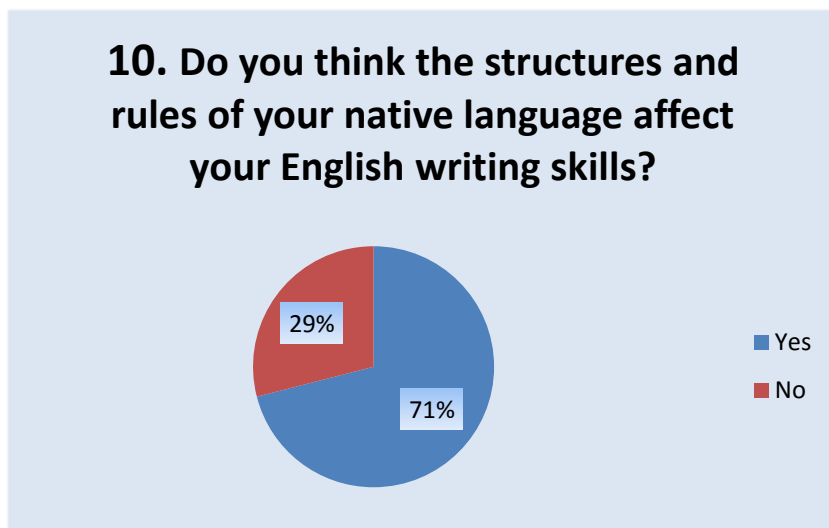


*Illustration 11*

The purpose of asking this question was to figure out how much students are aware of the fact that somehow their native language has an impact on their English writing skills. Surprisingly, a

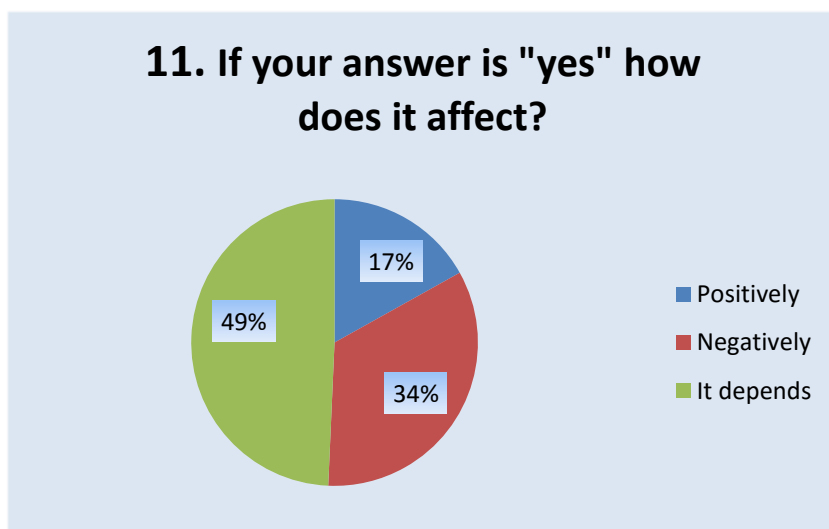


majority of them think their mother tongue affects their writing; while only 29% think that it has no any interrelated connection with their English composition abilities.



*Illustration 12*

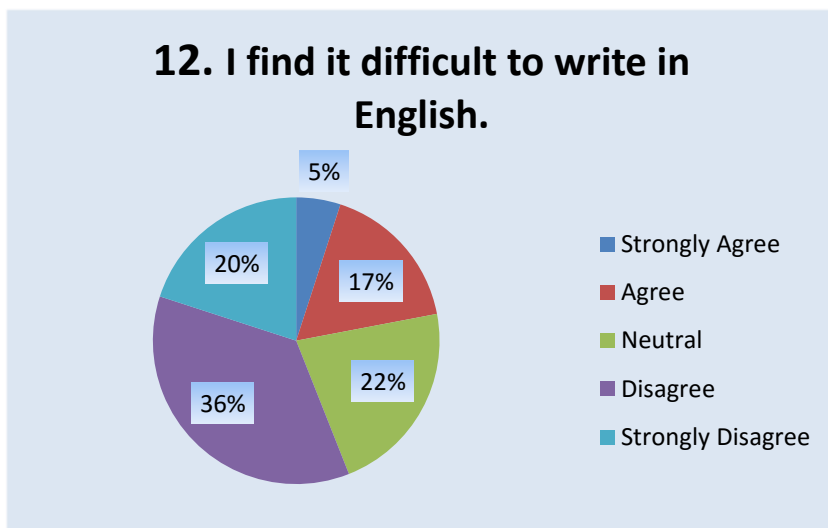
Out of 71 students who believe their native language influence their English writing abilities, half of them think their mother tongue might have both positive and negative impact depending on the circumstances. 17%, with the lowest amount, consider their native language to have a positive role. 34%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



*Illustration 13*

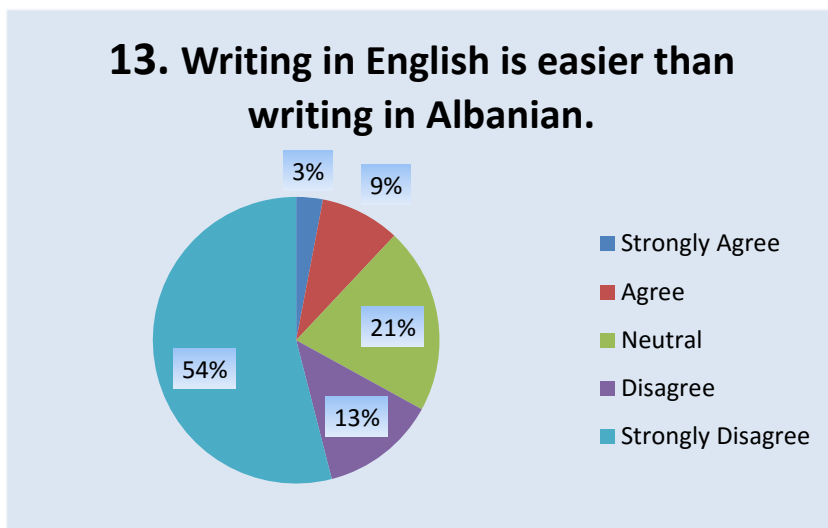
The obtained results show what amount of students find writing in English difficult and how many of them find it easy. A small minority of them strongly agree with the statement “I find it difficult to write in English” and 17% simply agree with it. The number of participants who strongly agree and agree with the statement mentioned above, illustrate that they do not face

difficulties writing in English. Apart from these, slightly more than one fifth of students seems to be neutral about the difficulty of writing in English.



*Illustration 14*

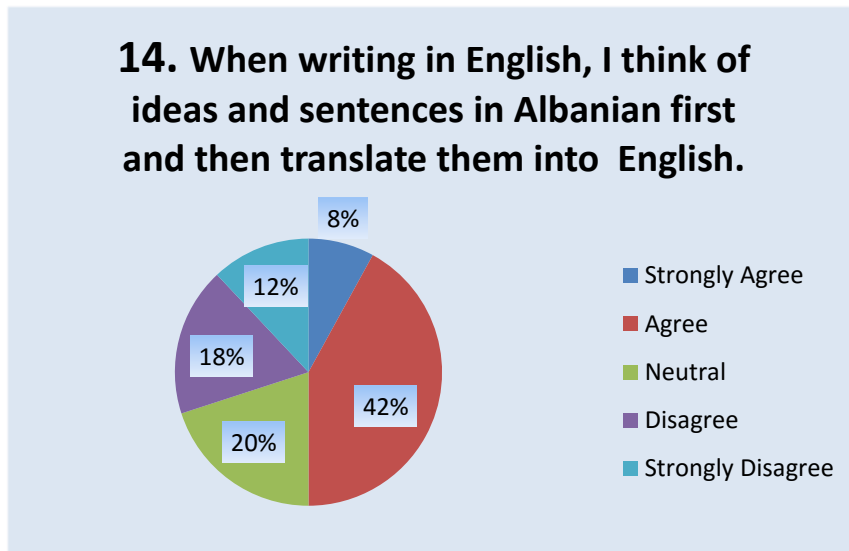
When they were asked to give opinion about the statement “Writing in English is easier than writing in Albanian,” more than half the students strongly disagreed with it. Surprisingly, a remarkable amount of students, with 21%, state they are neutral with it, meaning that they find the level of difficulty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



*Illustration 15*

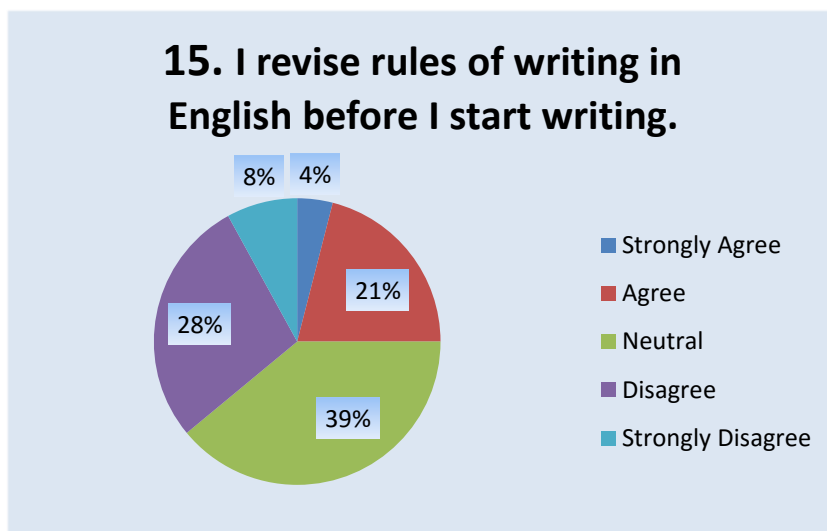
The statement given in the illustration 15 is crucial in terms of finding out if students think of ideas and sentences in their own mother tongue first and then translate them into English or if they think in English while writing in English. 42% agreed and 8% strongly agreed with it showing that half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

from these results, it can be concluded that 30% of participants think and organize their ideas in English and transform them into English words and sentences during writing.



*Illustration 16*

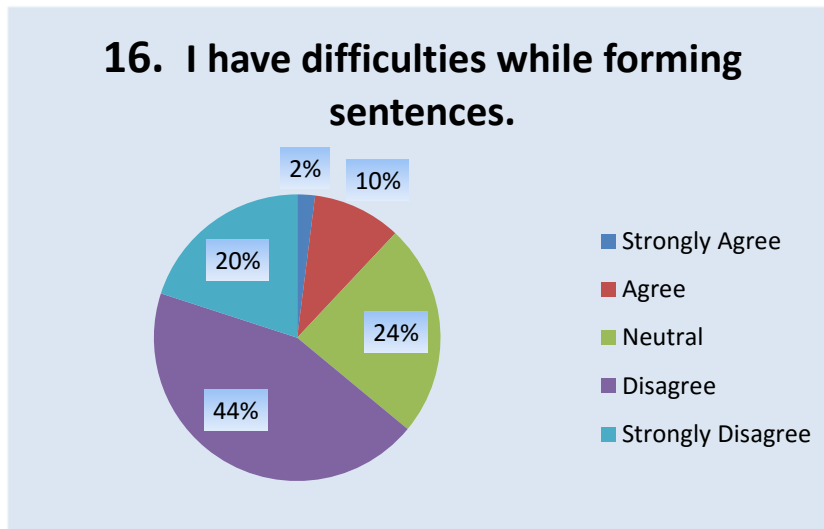
Revising the rules and structures of the foreign language that is being learned, might be beneficial in order to internalize them as to not face problems while writing in that language. Students needed to give opinion about it in the conducted survey. 28% indicate that they do not revise; whereas, 21%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



*Illustration 17*

Students were asked to give an idea about the difficulty of writing a sentence in English. The importance of this question is obvious since if the students do not even simply produce a sentence in English; it means their overall English writing is not well-constructed. When the statement “I have difficulties while forming sentences” was given to students, the majority of them disagreed with it. Only a small minority agree with this statement, meaning that more than

10% struggle with forming an English sentence. 24% of students are neutral; they may face difficulties sometimes writing a complex sentence in English.



*Illustration 18*

Grammar has a big role in writing considering its mission of connecting a group of interrelating words together and thus, developing a meaningful sentence. To fully comprehend and acquaint the grammatical structures and rules of a foreign language might be difficult because each language has a distinctive grammatical system, and students’ knowledge of the grammatical structure of their own native language might interfere with that of second language. This statement was given in the survey to observe if students struggle with English grammar. 32% accept that they have difficulties, while 29% deny having difficulties in English grammar. 24% of students have chosen the option “neutral”. It means that an acceptable amount of students, while writing in English, confront with grammatical problems.

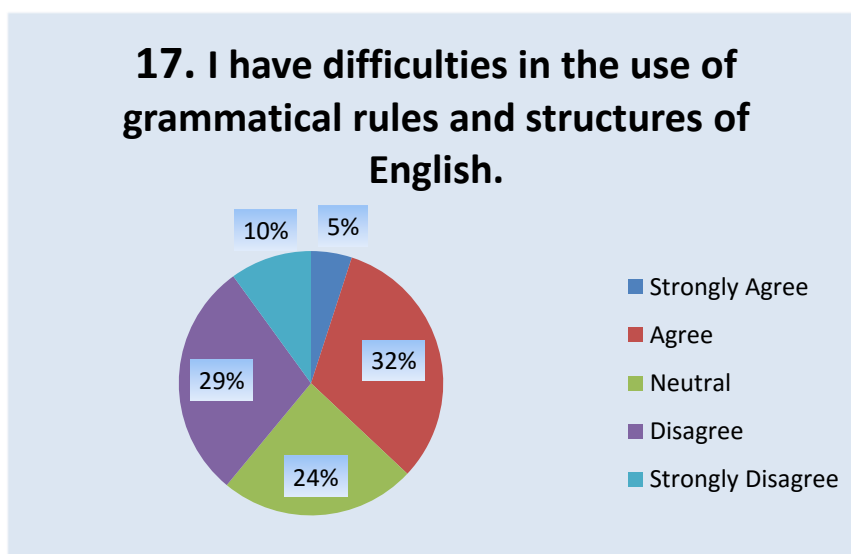


Illustration 19

Problems with connecting ideas during writing in a foreign language has a significant influence on the process of composing a text in that language. Students’ answers varied about the statement “While writing I often face the problems of connecting ideas.” As it is shown in illustration 19, the vast majority of students, with 35 of them stating that they agree and 7% stating that they strongly agree with the statement, struggle with connecting ideas. 31% of students look neutral about it, refusing to decide whether they have problems or not with connecting ideas. There are also students disagreeing with it, with 9% strongly disagreeing.

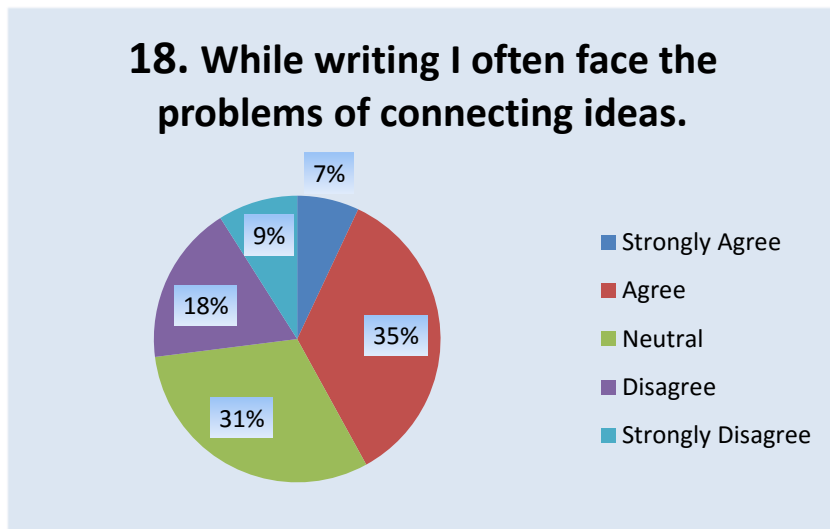
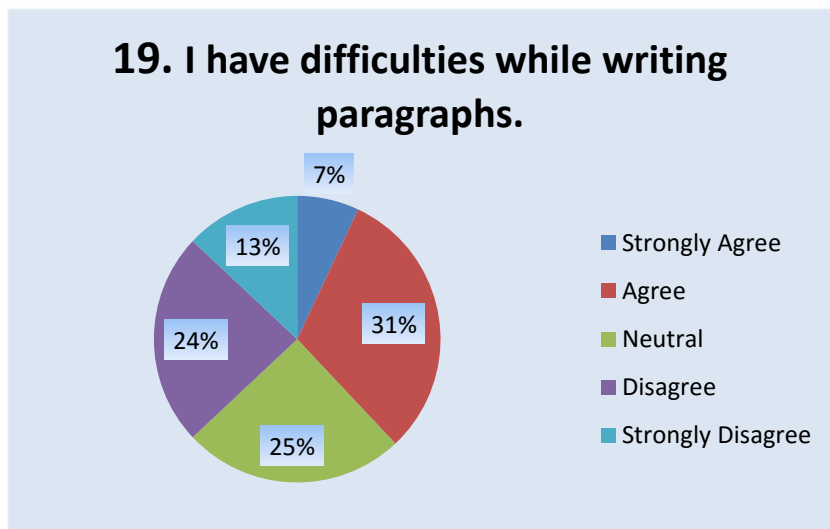


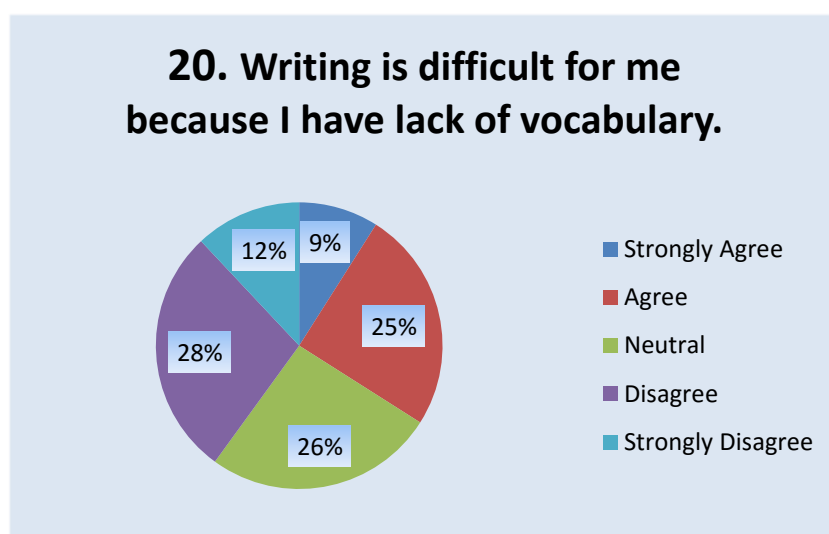
Illustration 20

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



*Illustration 21*

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

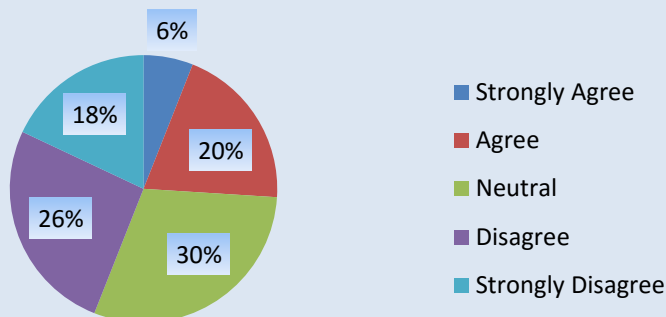


*Illustration 22*

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



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



**18. Analysis of the Writings**

The process of analyzing the writings of students proceeded with the guidance of an English teacher whose mother tongue is Albanian. In contrast to what they claimed about their English writing skills in the questionnaires, the students' writings led up to disclosure of their lack of self-awareness. Most of the students indicated they had few problems with English writing and the skills they acquired were quite well to be able to produce a good writing. Out of 40 students who took part in the writing a text section; nearly 30 writings appeared to have serious problems regarding the students' use of language, poor grammatical and vocabulary knowledge, mechanical errors related to spelling, punctuation, and capitalization, word order, co-ordination of thoughts, flow of ideas, sentence structure, and errors caused from native language interference. These errors, which were caused by mother tongue, included lexical errors, capitalization, word order, use of preposition and pronouns.

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

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

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

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

### **19. Organizing Thoughts**

Because majority of the Albanian EFL learners think of words, colloquial expressions, sentences, and ideas in their own native language first; while translating them and trying to arrange them and create a logical, meaningful sentence, students seem to have difficulties

organizing a sentence. Some of the sentences are remained segmented; while some of them look like as if the student is having a monologue. Some of the sentences were too long and complicated since the thoughts were not organized in an ordinary way because of language barriers. It could be obviously understood in some of the students' writing that they conveyed their ideas from Albanian to English since their sentences or texts sounded totally non-native.

## **20. Misuse/Omission of Preposition**

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

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

Example 2: Sorry that I haven't written you but the reason...

## **21. Omission of the Pronoun**

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

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

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

### **Word Order**

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

Example 5: But the projects and school take a lot of my time.

Example 6: I know pretty well the city.

### **Word Choice**

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

Example 7: I will send you some photos that I have done. (...taken)

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

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

## 22. Direct Translation from L1

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

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

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

## 23. Use of L1 word

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

Example 13: After doing all the fill ins of formulars and other applications... (Forms)

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

## 24. Conclusion

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

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

The results obtained from the questionnaires demonstrated the students' frequency of practicing writing in English and what challenges they notably confront with while composing in English. The results of the questionnaires showed that some students experience complications because

they lack knowledge of grammar, lack of vocabulary, misuse of spelling and punctuation, difficulties of structuring sentences or paragraphs, organizing thoughts, and being creative while writing. The writings of students showed that their native language affects their English composition negatively, causing them to commit errors. This is considered as mother tongue interference. The errors of students' writings mostly consisted of lexical and syntactic errors, and negative results of direct translation from mother tongue. The way students form their sentences and structured their paragraphs also prove that they face problems with organizing their thoughts.

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

## **25. Recommendations**

In this paper, the difficulty of the process of acquiring English writing skills for EFL learners were mentioned demonstratively. Writing practices should be given more emphasis by English teachers. They must draw attention to the importance of mastering English writing skills. EFL teachers should invent innovative methods to make writing practices more appealing to students, by using technological devices, by making students write journals or dairies, by finding penfriends for them and so on. Regarding the errors students make while writing in English, both the interlingual and intralingual errors must be detected attentively. Teachers should give feedback and show the reason why these errors are being made. Most of the students generally do not notice their mother tongue interference while they write in English. On this matter, teachers should raise their awareness and demonstrate the differences of language systems. Students should also be instructed to deal with the native language interference and how to avoid errors created due to language barriers.

## **26. Further Research**

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

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

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## **THE IMPACT OF ORTHODOX CHRISTIANITY ON WAR AND PEACE**

### **Abstract**

*Leo Tolstoy (1828-1910) through the book War and Peace he wanted to express his desires and to discover the true nature of the artistic freedom. He went through the reading process on the history of Alexander and Napoleon. During Napoleon era in Russia, Orthodoxy had an impact on people's perception. Tolstoy introduces us with the chaos that his characters are having as victims of their true desires and not finding the path toward true enlightenment. Religion had an impact in their lives in different stages, which makes them act differently. This presentation we will offer a brief summary on the impact that Orthodox belief had on the book "War and Peace" and some elements of "enlightenment" period. There will be a presentation on how Russian people started to be a religious country and after this will be the connection with the book War and Peace.*

**Keywords:** *Orthodoxy, Enlightenment, Christianity, Pietism, Spiritual journey*

### **1. Introduction**

The majority of the information in this article is obtained in my thesis published in June 2019 at Beder University. We will approach from an analytical critic by giving a fully understanding on the impact of religion in the book War and Peace. The aim is to study the period of Russian religion and it affected Tolstoy's ideas of this book.

The majority of belief in Russia is Orthodox, which is based on "Christianity's true holy and apolistic church" and leads on the creation of Jesus Christ. The teachings of Orthodox are concentrated on the "Doctrine of the Holy Trinity and the separation of the nature of Jesus Christ". The belief is backed on the Bible and the tradition explicit "by seven ecumenical councils held by church authorities between AD 325 and 787". The teachings of Orthodoxy contain the doctrine of the "Holy Trinity" and the inseparable but detectable union the two natures of Jesus Christ- one divine, the other human. Russian Orthodox is noted for "the services on pageantry using only the vernacular from the Liturgy". The Liturgy contains the elaboration systems of symbols meant to convey the content of the faith to believers.

The origin of the Orthodox Church dates to the time of Kievan Rus' the first leader of modern Russian state. During AD 988 Prince Vladimir change the Byzantine into a version of Christianity "the state religion of Russia". The Russian church was depending to the patriarch of Constantinople (present Istanbul). Kiev was known as the original "seat of metropolitan". The power swept from Kiev to Moscow during the 14th century, for sure Moscow turned the head of the church and took in control the seat. The role of the church during middle ages had

an impact on ascitism, which had an evolution on spreading monastic tradition. A lot of monasteries were build into unknown places, later they were expanded as a necessity of the social, economical and spiritual life.

In 1453 the Byzantine Empire started to decrease and turned into a semi-independent (autocephalous part of European Christianity). The Russian metropolitan took the tittle patriarch in 1589, even though that Russian church remained the same as the tradition of Byzantine Empire. The members of the state and the government bureaucracy had to take part on the administration cases of the church, so the separation between the Russian and the state would be completely unknown.

## **2. The history of Religion**

As the time was passing by, Europe was shifting from Middle Ages into the Renaissance and the Reformation, however Russia stayed isolated from this change (from West). Consequently, Russian church remained unchanged by the metamorphosis of intellectual and spiritual part. After participation of Ukraine clergy of Western doctrinal and liturgical reform they cause a vast reaction from the part of traditionalist Orthodox believers, which resulted in a real schism of the church.

During the 18th century came Peter the Great who transformed Moscow into a modern state by expanding and changing into the Russian Empire. He wanted to have the power as Tsar to limit the secular influence of the Orthodox Church, which the role of the church was to function under the Tsar regime. Peter also abolished the role of patriarchate and created a new governmental organ named “Holy Synod”. The creation of a specific stuff by secular officials to run and control the church. As a matter of fact, the moral authoritative of church experienced a fall during the end of 18th and the start of 19th century. The central of society and economy in Russia was serfdom. Serfs were not free peasants but they were part of lord estate (they were not slaves). They had obligation among the landlord labor and other things. While to the state they had to be prepared for military service and this service could provide them the freedom. Another utility they had to provide to the state was labor and taxes. State and landlords had something in common “they both wanted a settled population”. Tsar wanted taxes and solders while landowners wanted labor. During 1500-1700 peasants were part of private landowners and the rest became state peasants. Peter travelled around the Europe in Dutch empire, England etc. to gain knowledge and to form alliance against the Ottoman Empire but they refused to help him because they found it unusual to help Russia to get empowered.

When Alexander I came in throne as tsar he invested on the education and broad the reforms of Catherine the II (1762-1796). So he took from her advisors and looked to other improvements on the regulation of the state. People that had followed certain studies were able to understand the ideas of 18th century like: criticism from Christianity, “materialism”, “oriented idealism” etc. Church was used as a “mean” to change and charge people’s mind with ideologies since the schooling period. So, for Russia the perfect target to imply religion was the pupil of the first grade because ideas can be better implied in the young generation. The ideology they were implying, was to rise a generation who believed in God and this will make them better people, behave properly and being virtues. In 1804 Alexander created a law; Children should follow

religion path and remove the idea of “superstition” and “prejudices “because these qualities were considered as destruction for the health of the individual. They thought looking from Europe would make their country more socialize.

They were looking for a change in everything, for a new period and enlightenment was the change they were waiting for. Immanuel Kant offers his thought for this period. “Enlightenment is man's emergence from his self-imposed nonage. Nonage is the inability to use one's own understanding without another's guidance. This nonage is self-imposed if its cause lies not in lack of understanding but in indecision and lack of courage to use one's own mind without another's guidance. Dare to know! Have the courage to use your own understanding”.

Pietism was a movement that started in Germany during the 17th and 18th century by spreading all over Christian’s countries. It had an impact on religion by imposing “personal faith against the main Lutheran churches’ perceived stress on doctrine and theology over Christian living”. This movement affected Russian religion by creating religious values to build enlightened, loyal and useful citizenship.

According to P.A. Sokhatski, for him “true Enlightenment is awareness of God and soul’s impurity as opposed to revolutionary fanaticism of false philosophers” this was held in the University of Moscow in 1801. Teaching religion to the Russian citizens will contribute in rising good people with principles. The opinion they shared was the same regarding Enlightenment – that enlightenment had Christianity in its matter. During this period church was having a lot of troubles with the population.

The importance of religion and elements of enlightenment we will see from the book. From the very beginning we became curious what the author wanted to imply by naming his book War and Peace. After reading the book you understand that his idea was to describe the wartime in the battle and the peacetime during the normal routine of the people.

### **3. Tolstoy’s Interest in Religion and Education**

Tolstoy has a very special style on describing events and making them more vivid. There are some characters that undergo in journey of transformation of them from “war to peace”. This journey is a conception of “spiritual pilgrimage” in discovering themselves and being near to God. It is considered to be one the main important themes of the book “the search of the truth or the journey toward enlightenment”. Some of the characters that take this journey are: Prince Andrea, Pierre, Maria, Nicholas and Natasha, we will analyze each of them on how they experience this change. Nicholas and Maria. It is a quest toward morality; they experience an internal metamorphosis through different stages. Another metaphorical meaning of “war” is the difficulties of Napoleon while “peace” is their daily life without war. Another significant meaning according to Walker “True and false” principles that people wrongly have lived. “True values” represents the spiritual peace and the journey that starts within them, while false are the wrong decisions that they take.

Tolstoy had an enormous interest on education and he engaged himself on “education and moral self-reformation”. Actually, these features are seen through all the book and the characters. He describes in overall the stages of humans from the part of mental and psychological progress. This pushed Tolstoy to open a school for peasants on his own. Even though that Tolstoy had turn into a disillusioned from different concepts among development of the inner self, he never lost his interest on education. But, he extended even more by taking part on several debates that were held for the system of education. He was inspired from the reformation of Luther. At that time Russia wanted to make some changes into religion by removing the traditional into a more freewill. “It is in the individual hands to decide for the morality by rewriting the Gospel”. Tolstoy contributed a lot to the Russian society by making them to think on their own in their freewill and to decide themselves what they want to believe. It was quite difficult for him to make all in his side but there were other people who believed in his philosophical approach. He has been part of intellectual panel such as Rousseau, Pestalozzi, Herder, and Humboldt etc. Rousseau left an important remark on him because of his attitude toward religion, state, philosophy etc. without being afraid that his ideas might not being approved from governments and Tolstoy followed in way his footsteps.

“What obsessed Tolstoy, what obscured his genius, what now distresses the good reader, was that, somehow, the process of seeking the Truth seemed more important to him than the easy, vivid, brilliant discovery of the illusion of truth through the medium of his artistic genius. Old Russian Truth was never a comfortable companion; it had a violent temper and a heavy tread. It was not simply truth, not merely everyday Pravda but immortal istina – not truth but the inner light of truth. When Tolstoy did happen to find it in himself, in the splendour of his creative imagination, then, almost unconsciously, he was on the right path. What does his tussle with the ruling Greek-Catholic Church matter, what importance do his ethical opinions have, in the light of this, or that imaginative passage in any of his novels”?

Tolstoy travelled Europe (1859-1861) and collected a lot from their culture and methodological experiences. A Professor from Oxford made possible to let him enter in the Universities of UK to observe better the methods and to go further with his mission on teaching. According to Eikhenbaum, Tolstoy “has never become a serious pedagogue”. While Chekhov wrote “Tolstoy was legally married to literary, whereas pedagogy was no more than a somewhat fleeting affair”.

Tolstoy’s aim was to create the development of the modern individual, by giving back their identity and principles by reminding the triumph of Russia in the past. Turning to the novel all the characters are suffering in search for the liberation of the inner self. Tolstoy did not practice religion or being fond by it but he did not deny the importance that religion had in society and also in his novels. He has been curious about the “natural for the fall and raise of the civilizations”. The purpose of War and Peace seems to demonstrate that humanity has little influence on the historical events than the “countless fairly random activities of the little people who make up society and armies”. According to Goseinov, Tolstoy thought that religion does not let you think clearly but it “limit the reason”. He replied to the “Synod’s Edict of Excommunication” he in a way criticized them that what he believed “is what Jesus Preached, whereas the church’s teaching is but sorcery, deception and blasphemy”.

That there is a God, the origin of all things; that in man dwells a spark from that Divine Origin, which man can increase or decrease in himself by his way of living; that to increase this divine spark man must suppress his passions and increase love in himself; and that the practical means to attain this result is to do to others as you would they should do to you.

So, for Tolstoy religion did not have any importance in the sense of the rules or the predications. What he believed was the inner world of a human that should be explored till you go to the state of peace and nothing disturbs your soul. That is why he “hated” church and their predictions because they only oppressed people’s thought and souls with fake morals. He found nature and land as the key of the connection of the spirit with the divinity because from earth it begins the life.

#### **4. The analysis of the characters from the book**

Now we will examine the characters’ part. Nicholas starts his journey from “war to peace” from being a soldier and turning into a farmer. In the beginning of the book he is described as a young boy who acts rashly and this is seen in the decision he has taken on going in war and leaving the University. While in the last part of the book we see him being so hardworking because he had to pay his father debts. It is a huge transformation of him and all of his stages we will see in the following paragraphs. Tolstoy’s ability creating an illusion of the “natural evolution” he was not acquiescent to art but to his “organic law”. The transformation of Nicholas starts in the first book part five and is considered as a “physical” change and it is the moment when he goes for hunting wolfs, foxes etc. at Otradnoe in 1810. In the first chapters Nicholas is implied as a double personality imposing similar ideas like the achievement of being a winner in the war and giving up his life for Tsar Alexander I. Nicholas has good qualities even though he does not pose the “intellectual” or “spiritual depth”. Even though he gets angry easily he maintains Tolstoy’s moral, honesty, naturality values. When Tolstoy introduces us with the character of Nicholas, he served also his qualities by making a contrast with his friend Boris Drubetsky.

When Dolokhov proposes to Sonia and she refuses him because of her love for Nicholas, by showing disrespect toward her Nicholas decides to punish his friend by beating him in cards. Unfortunately, he loses the game and ends up in a critical financial situation. Despite the critical situation he accepts his responsibilities and this is the first step toward intellectual and morality growth. Turning in the regiment as “a perfect first-rate comrade and officer” and helping a couple from Poland, which were homeless as consequence of war, are “signs of humanism, loyalty and professionalism”.

Rostov had become a bluff, good-natured fellow, whom his Moscow acquaintances would have considered mauvais genre, 1 but who was liked and respected by his comrades, subordinates, and superiors, and was well contented with his life.

This quotation shows the change that Nicholas has experienced so far. Even though, he spent the majority of time in war he did not get the feeling of change there but during the hunting. The land gave him the feeling of freedom, home and starts to think of getting married so nature pushed him near to spiritual quest. “The fall season in Otradone haunting and winter holidays together with the love of Sonia had created for him a peaceful time that he had never



experienced”. Tolstoy describes in a finesse way the process of hunting in the land with that of war who highlights the characteristics that Nicholas possess. The “hunt” is used as a metaphor in the “realm” of war and as a second meaning of the peace part. The author wants us to be aware of this change by creating an image to make the description more complete.

Rostov, with his keen sportsman’s eye, was one of the first to catch sight of these blue French dragoons pursuing our uhlans. Nearer and nearer in disorderly crowds came the uhlans and the French dragoons pursuing them. He could already see how these men, who looked so small at the foot of the hill, jostled and overtook one another waving their arms and their sabres in the air. Rostov gazed at what was happening before him as at a hunt. He felt instinctively that if the hussars struck at the French dragoons now, the latter could not withstand them, but if a charge was to be made it must be done now, that very moment, or it would be too late. He looked round. A captain, standing beside him, was gazing like himself with eyes fixed on the cavalry below them.

The culmination of his spiritual journey takes place when he meets Sonia in the cabbage and they declare their love to each other; it is an “image of liberty and fusing elements” etc. This entire plan takes place during Christmas atmosphere, which is an indication of the good spirit that was around. The story of Nicholas ends up with the realization of his personal desires and spiritual growth as he first imagined. He became the owner of some lands and took care of the farm. He married with Marya a devoted woman a caring person for the family and religion. This shows the maturation of the character.

Princess Marya is a representative of the perfect virtues Christianity religion. She undergoes into journey from devoting God to her deeply wishes of having a family and kids. She gets the initial point for this change and the desire of having a partner from Natasha’s beauty, attractiveness, and femininity etc. In the beginning of the book we see her seeking ideas on reading religious book like “Epistles and Gospel” over “mystical books” whom she is afraid of not disturbing her consciousness. She in way admits these by writing to her friend a letter:

Only it seems to me that Christian love, love of one’s neighbor, love of one’s enemy, is worthier, sweeter, and better, than the feelings which the beautiful eyes of a young man can inspire in a romantic and loving young girl like yourself’

The obsession of religion makes her hide the sexual desire she was having in her unconsciousness. She was afraid to admit because a good Christian should not abandon her ill father and her nephew but should sacrifice her youth and life for them. The frustration situation that was created put her in a spiritual war with herself; she was living in a real chaos of not expressing what was wondering her. Her father was a selfish human because he used religion to oppose things and make her feel guilty and she would not abandon him. She sacrifices her self of not getting married for the love of her father and her nephew till her father death. Tolstoy introduces us with the contradiction of the families of that time because of a strong mentality of faith.

Princess Marya dreamed of happiness and of children, but her strongest most deeply hidden longing was for earthly love. The more she tried to hide this feeling from others and even from

herself, the stronger it grew. ‘O God,’ she said, ‘how am I to stifle in my heart these temptations of the devil?’

This explains better the war she was experiencing and a kind of peace that her sufferings finally came to and end. Tolstoy makes a parallel with inner thoughts to that of what is supposed to be told.

“Yes . . . I . . . I . . . I wished for his death! Yes, I wanted it to end quicker. I wished to be at peace . . . And what will become of me?” What use will peace be when he is no longer here?” Princess Mary murmured, pacing the garden with hurried steps and pressing her hands to her bosom, which heaved, with convulsive sobs.

Her story takes a completely different path when she meets Nicholas and falls in love with the first sight. The situation changes from war into a more peaceful and the image we get is her “rebirth” and “liberation” of her inner self. Finally, Marya was taking small steps into the transformation of herself into free women.

The sun had reached the other side of the house, and its slanting rays shone into the open window, lighting up the room and part of the morocco cushion at which Princess Marya was looking. The flow of her thoughts suddenly stopped. Unconsciously she sat up, smoothed her hair, got up, and went to the window, involuntarily inhaling the freshness of the clear but windy evening. ‘Yes, you can well enjoy the evening now! He is gone and no one will hinder you,’ she said to herself, and sinking into a chair she let her head fall on the windowsill.

This shows the description of the final stage of Marya’s growth as person, she has deliberated herself from everything that had worried her before. She achieved this with the help of Natasha that made her realize of the beauty that a woman has. This is the final stage of the war inside her and now she was ready to blossom into a beautiful flower.

Sometimes when she recalled his looks, his sympathy, and his words, happiness did not appear impossible to her. It was at those moments that Dunyasha noticed her smiling as she looked out of the carriage window. ‘Was it not fate that brought him to Bogucharovo, and at that very moment?’ thought Princess Marya, ‘and that caused his sister to refuse my brother?’ ‘And in all this Princess Marya saw the hand of Providence.

By the end of the book she is clear and honest to herself of making a distinction of desire being a good partner and mother same time. She kept both “religion” and “marriage” because she could not be herself without these two. But now she knows to not deny the satisfaction that “natural feelings” can bring to her.

Now we will shift to another character. Prince André is considered as hero in the book. In the battle of Austerlitz, he behaves as a real hero by putting himself in front of every danger that the war brought. The death of this hero is described as the death of true Christian because at this character are seen some elements of Christ. He sacrifices himself for his people and the liberation of his country. Since the beginning we notice that the destiny of Prince Andrea is to die as a true hero like the Christ sacrificed for his people. He is considered also with Achilles as “short-lived hero who would die gloriously, leaving manhood and youth”. The intention of

Tolstoy is to put in pedestal the image of a virtuous warrior. The quest of Prince Andre seems to be the “ideal hero and personal glory”.

“I shall never tell anyone, but, oh God! What am I to do if I love nothing but fame and men’s love? Death, wounds, and the loss of family—I fear nothing. And precious and dear as many persons are to me—father, sister, wife—those dearest to me—yet dreadful and unnatural as it seems, I would give them all at once for a moment of glory, of triumph over men, of love from men I don’t know and never shall know, for the love of these men here, he thought, as he listened to voices in Kutuzov’s courtyard”.

His life took a turn when he met Natasha, the girl who made him fall in love and got engaged with. They postponed their marriage for a year later when he will make possible to change the mind of his father toward the girl he loves and to get well with his health issues. But his fiancé, Natasha gets involved with another man Prince Anatole Kuragin. When Prince Andre heard about this event he gets furious and invites for a duel his enemy because he wants to put his honor back. By the time when prince André was in the war he got wounded really bad. During the time he was fighting with life, he feels a tremendous love for Natasha and he felt that this love must be shared with the love of God or even with the enemy.

He remembered everything, and ecstatic pity and love for that man overflowed his happy heart. Prince Andrei could no longer restrain himself, and wept tender loving tears for his fellow men, for himself, and for his own and their errors.

His love has changed into the perception of Christianity now he has found the love of God and is feeling in peace.

Compassion, love of our brothers, for those who love us and for those who hate us, love of our enemies; yes, that love which God preached on earth and which Princess Marya taught me and I did not understand—that is what made me sorry to part with life, that is what remained for me had I lived. But now it is too late. I know it!’

The war now was much nearer to the Moscow and the majority of the people abandoned the city. Natasha and Andrei had the chance to meet again by coincidence and forgive each other. She nurses him and their love goes in another stage of transformation. He forgives her and asks for a Gospel because of his bad condition and knows that death is the only salvation for him. He recalled all the words that his sister had told about religion and that is why he found what he needed.

Pierre’s motives in life are spiritual journey and intellectual freedom. His transformation starts being a count and part of the aristocracy. In the beginning he is presented as an isolated man, who was not even able to think in philosophical way because this would tire him and fill with negativity. Pierre’s inner world went in passivity attitude in a “real depression” or “spiritual death” but in the end he will recover and will find his intellectual freedom and peace, too.

He thinks that his inner world will not function in the outside world because freedom exist in life that there are no dramas, dilemmas and it can be handled to a certain degree. This disappointment is passed in his marriage, which is based, only in the social status and not in

love. This made Pierre to travel the road happiness and liberation and this is expressed also in the conversation with prince Andrei.

Pierre began to feel that it was in bad taste to speak of his enthusiasms, dreams, and hopes of happiness or goodness, in Prince Andrei's presence. He was ashamed to express his new masonic views, which had been particularly revived and strengthened by his recent tour.

Pierre Bezukhov is the illegitimate son of count Bezukhov, from who he inherited the whole fortune and become part of the high social class. He marries with a beautiful girl Elena the daughter of the famous prince Kuragin. Pierre discovers that they both had no connection with each other and no love. Elena later gets attracted by another man Dolkohov. Pierre invites Dolkohov in duel and he stops his connection with her. At this point Pierre starts his spiritual journey to give answer to his questions among life. In this road he meets a strange man who belongs to the "brotherhood of Freemasons". Pierre did not believe in God or in any kind of religion but he withdraws from the wisdom of the Masons and started to find religion protection in them.

"I should never dare to say that I know the truth," said the mason, whose words struck Pierre more and more by their precision and firmness. "No one can attain to truth by himself. Only by laying stone on stone with the co-operation of all, by the millions of generations from our forefather Adam to our own times, is that temple reared which is to be a worthy dwelling-place of the Great God," he added, and closed his eyes. "I ought to tell you that I do not believe . . . do not believe in God," said Pierre regretfully and with an effort, feeling it essential to speak the whole truth. The mason looked intently at Pierre and smiled as a rich man with millions in hand might smile at a poor fellow who told him that he, poor man, had not the five rubles that would make him happy. "Yes, you do not know Him, my dear sir," said the mason. "You cannot know Him. You do not know Him and that is why you are unhappy." "Yes, yes, I am unhappy," assented Pierre. "But what am I to do?" "You know Him not, my dear sir, and so you are very unhappy".

When France was getting closer to Moscow, Pierre found the need to help people or his country and "wanted to sacrifice something even though he did not know, what he wanted to sacrifice for".

Pierre was in such a transport of rage that he remembered nothing and

His strength increased tenfold. He rushed at the barefooted Frenchman and, before the latter had time to draw his sword, knocked him off his feet and hammered him with his fists. Shouts of approval were heard from the crowd around, and at the same moment a mounted patrol of French Uhlans appeared from round the corner. The Uhlans came up at a trot to Pierre and the Frenchman and surrounded them. Pierre remembered nothing of what happened after that. He only remembered beating someone and being beaten, and finally feeling that his hands were bound and those crowds of French soldiers stood around him and were searching him.

Pierre met Platon Karataev who enlighten “with his genuine simplicity and cheer”. Karataev was a simple peasant who accompanied Pierre in prison by sharing his point of view on different issues. Pierre founded very attractive his conversation among land and his works. Religion seems to be the leading path for Pierre to his inner peace in the time of war but his transformation starts with the physical change.

Pierre’s attire by now consisted of a dirty torn shirt (the only remnant of his former clothing), a pair of soldier’s trousers which by Karataev’s advice he tied with string round the ankles for warmth, and a peasant coat and cap. Physically he had changed much during this time. He no longer seemed stout, though he still had the appearance of solidity and strength hereditary in his family.

The physical situation or self has change and now he acquires only the fundamental needs. His principles are to survive and now he is searching the tranquility. The things that set him free and made him alive were all the struggles he had during the wartime. All the things that before Pierre could find depressing now they seem for him petty. Pierre wanted to win and have the reclamation of religion through Masonry and the quest of love. When he was in prison he found it the freedom from “materialism” and other things he discovered like religion, which for him it was not based on certain rules. This belief made him much closer to the nature and land. In the end he succeeds on achieving intellectual and spiritual clarity.

A joyous feeling of freedom—that complete inalienable freedom natural to man, whom he had first experienced at the first halt outside Moscow—filled Pierre’s soul during his convalescence. He was surprised to find that this inner freedom, which was independent of external conditions, now had, as it were, an additional setting of external liberty.

While the journey of Natasha Rostova starts in a complete different way from that of the other characters, she starts from peace into war. She enters in a miscellaneous situation that did not know how to go out from there. In the end she finds peace in religion and at her family.

Natasha is a young, beautiful girl, which the first thing you can notice from her is the innocence that she has in her face. This characteristic was what made everyone to fall in love with her. She was so romantic and these feelings made her suffer so much. Although that Natasha experiences a lot of love stories with Drubetskoy, declining the proposal of Denisov, participating in her first ball and dancing with Andrei and later getting engaged all of these contributed in her growth but they did not change her into another person. When she talks with her brother about her feeling for Andrei she says “I feel at peace and settled. I know that no better man than he exists, and I am at peace and contented now. Not at all as before”.

We see Natasha acting careless without thinking of the sequences, she makes mistakes after mistakes. It is like that she finds support only in males because she is in search all the time of love. She gets in depression after breaking her engagement of going with another man. Her physical situation is really bad she gets thinner and thinner each day and her beauty seems to van way. She also experiences a spiritual death, which for her seems to be worse than staying without food. The only thing that saves her was religion. She starts to attend church each Sunday like every good religious’ Russian women would do. Natasha devotes her love to God and church and finally her soul starts to feel the peace.

She felt in her heart a devout and tremulous awe at the thought of the punishment that overtakes men for their sins, and especially of her own sins, and she prayed to God to forgive them all, and her too, and to give them all, and her too, peace and happiness. And it seemed to her that God heard her prayer.

Natasha had the help of her family that took part on her recovery and she changed for an innocent girl to a more mature one. All the time she asks for forgiveness and she finds rescue when she helped her ex-fiancé while he was wounded. Through all her phase of maturation she finally finds peace in religion and at Pierre. Whom in the end she marries him and have children, it seems like all she needed was love of God and that of a husband.

## 5. Conclusions

All the information we collected from the book and some articles come to our point that during the years of the war people were influenced by religion. According to Christianity good people are those who do not seek towards their desires but those who stay loyal to family principles. Tolstoy didn't agree with this ideology that's why he takes the mask off to what people truly are and think. So, they went on journey on discovering their true self and leaving their faith aside in this discovery. This was a consequence of the period of Enlightenment that people believed the only one who can console them was God and they should devote their self completely to him. The book "War and Peace" unfolds the truth that lays in the internal part of people and how they draw their real desires. Tolstoy describes their journey on discovering themselves and facing the fears. Religion plays an important role in their lives by shaping their thoughts and their actions. That is as a consequence of the ideas that were implied in school since in a very young age by the System. Religion is another component that affected the lives of people and you can find in every single part of the book and also in the characters. In that period people were isolated from the influence of church that had upon them. This is something that attracts your attention while reading the book. Tolstoy in this book has unfolded his own beliefs by expressing it through the characters in the book. He also claims that some things are destined to go toward fatalism. The way he expresses this, is through language which vivid, passionate and philosophical. To solidify Tolstoy's massive undertaking that War and Peace is the language, religion, narration, history and characterizations that makes so favorable from everyone. Also, the concepts of philosophy, free will and unconscious of people on the way they make the characters' act.



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## **AN OVERVIEW OF GRAMMAR TEACHING IN GRAMMAR TRANSLATION AND COMMUNICATIVE APPROACH**

### **Abstract**

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

**Keywords:** *Grammar, grammar translation, communicative approach, second language.*

### **1. Theoretical Background**

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

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

All these methods favored the usage of L2, unlike Grammar Translation method, however, they lacked the development of communication skill. This led to the emerge of Communicative Approach. Communicative approach derived from the intention to create an environment as we are surrounded with people who only speaks the second language. The main purpose of Communicative approach is to develop communication skills (Harmer, 1991, p. 84). The variety of teaching methods also brought variety in teaching grammar, which is the focus of this paper.

## **2. Grammar teaching**

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

According to Ellis (2002) grammar instruction contributes to both acquire and learned knowledge. Several studies have been conducted in order to figure out what kind of grammar should be taught. Generally, school syllabuses are constructed with structural and descriptive grammar Form-focused instruction is one of the most known types instruction of grammar teaching. A single grammar structure is presented and all the classroom activities are aimed at practicing that structure. The teacher presents the rules of the structure and the students practice through different activities. Besides the type of the grammar, the time when grammar is taught has its own contribution and influence on second language acquisition. Some researchers say that grammar should be taught at the very early stage of acquisition and they explain this in terms of “critical period” in which L2 learners can develop native-like L2 proficiency (Schmitt, 2002). Others argue that learners should be introduced to grammar after they have formed their interlanguages (Ellis, 2006).

## **3. Grammar Translation Method**

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

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

Grammar translation method provides students with a wide range of vocabulary and grammatical rules but unfortunately, the students' performance in speaking is not in the same level as it is in writing. Since the teacher is the instructor and everything is given by him, the students are not engaged in communication during classes, which prevents them from having fluent conversations in the target language. According to Brown (1994), grammar translation method "does virtually nothing to enhance student's communicative ability in the language". Nevertheless, Grammar translation method have been appreciated for the easiness that it gives to teachers who apply this method and the access they have upon their students. In this way, Austin Damiani (2003) argues that he can assume his students' intelligence while they discuss grammatical rule. In addition, "translation can make the student come to closer grips with the target language" (Chellapan, 1982).

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

#### **4. Communicative Approach**

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

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

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

Nevertheless, communicative approach has been criticized for the insecurity that it gives the teachers since there is no text provided and the teacher has to be fully professional to deal with every situation that can occur during classes. Moreover, Widdowson emphasizes that “learners do not very readily infer knowledge of the language system from their communicative activities.” (Widdowson, 1999) and this approach demands a wide range of vocabulary and knowledge relatively the same as native speakers. Some other teachers argue on the intention that students have toward learning a second language. According to them, if the students want to study abroad in countries where this second language is spoken, communicative approach perfectly fits the intention and the implementation of language teaching. Otherwise, when students want just to learn the basic concepts of the language, grammar translation method fits their intention. For instance, Lu (2004), a high school teacher has applied communicative approach to his students in China and he arrived in the conclusion that this approach does not fit in the Chinese classroom because the students speak and listen to Chinese language all the time and they only use English in the classroom.

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

## 5. Conclusion

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

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

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



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## **LIVING AS A BILINGUAL**

### **Abstract**

*This paper will discuss Bilingualisms as a matter of our daily life. In nowadays, with a world that is moving towards multiculturalism it's highly important that we learn and be able to communicate in more than just one language. By doing so we will be able not only to communicate but learn a culture and embrace other nationalities also. This ability to be able to learn two languages in early age and communicate freely is called what we know as bilingualism. We encounter bilingualism in many societies around the world, in the groups we participate and sometimes we can be bilinguals itself. As Grosjean also writes in his book "Life with Two Languages-An Introduction to Bilingualism", showing that bilingualism has always been a fundamental part of our society*

**Keywords:** *Bilingual, language, nationality, communication*

### **1. Introduction**

We encounter bilingualism in many societies around the world, in the groups we participate and sometimes we can be bilinguals itself. As Grosjean also writes in his book "Life with Two Languages-An Introduction to Bilingualism", showing that bilingualism has always been a fundamental part of our society.

"Bilingualism is present in practically every country of the world, in all classes of society, and in all age groups. In fact, it is difficult to find a society that is genuinely monolingual. Not only is bilingualism worldwide, it is phenomenon that has existed since the beginning of language in human history. It's probably true that no language group has ever existed in isolation form other language groups, and the history of languages is replete with examples of language contact leading to some form of bilingualism." (Grosjean 1982)

After understanding the meaning and its importance, it is important to present the reasons why nowadays people tend to learn more languages and the ways and methods they use in order to achieve it. In doing so, the paper will also focus on the comparison between the advantages and disadvantages of bilingualism together with examples that will best portray my point of view.

### **2. Why do we learn a second language?**

This depends deeply in the person's nature, the personal reasons and the environment that surrounds him/her. A person can feel the need to acquire a new language in order to be able to communicate with others, in community, school or work. As we know when you know a language, you also get to know a whole culture therefore this remains an important reason.

Another major fact is the upbringing in the family. There are children whose parents have different nationality; therefore, the child will be raised by learning to utter words in two or more different languages. Some may learn it in order to be more qualified while trying to boost their career path. The more languages you know the better opportunities you have in getting involved in different job positions. Others want to have higher education and also get the possibility to live in that country and so on. As we can see, there are many reasons of the different kind, what matters is that every day and more we have bilinguals among us, most certainly we are one ourselves.

### **3. How do we acquire a second language?**

A second language can be learned in different ways starting from the autodidact one, when the person is able to learn this language on his/her own without taking courses or instructions and the opposite of it by acquiring the language in different educational institutions.

However, television is a great influence, listening to the music especially with lyrics in the language you want to learn; reading books as you will be able to create a rich vocabulary and understanding of many words just by the context; and last but not least the interactions with people who speak that language fluently or moving to the country where the language is spoken can affect directly your ability to learn the language faster than you thought. This happens due to fact that nothing is better than the living experience.

### **4. Bilingualism as a debatable topic, the disadvantages.**

Bilingualism is considered a hot issue among linguistics. Most debatable question is: Whether bilingualism is to be considered appropriate, in early ages? This comes due to fact that many wonder how it's possible for a person to acquire two languages in the same time, without confusing them. During my research work I came across some negative factors that a bilingual can face, such as: Not knowing which language to speak in different places or situations, bilinguals are not sure which language they should use where their message can come more effectively, therefore they sometimes feel in a crossroad and wait to understand what language will the others speak to them. Misusing the language – Bilingual people tend to do some common mistakes in the usage of their languages, as creating a sentence that contains words from both languages that he knows, or giving all the words in a certain language but using the structure of the other language. For example, as an English and German speaker I often mix words from both languages like:

I am müde. (German version) I am tired. (English version)

The word müde means tired in English but since I associate more to it, then often I use it without noticing. However, this is often done also among groups or friends and you combine languages as a result of making a joke or sounding popular also. Disorientation of language - On the other hand there are cases where you actually mistake the word or phrase you are going to use or you can't find an equivalent for the term in the language you trying to utter it. This no longer becomes funny but remains a disadvantage of not being capable of producing the same performance in both languages. Contagious language errors- It's proven that people that speak two or more languages tend to apply rules of one language to the other and by doing so they are

lead in mistaken ways to speak or write a language. German language has many rules that aren't quite applied in other languages, like for example the capitalization of nouns. I am studying German for many years now and that has become easy with the time passing but firstly it was hard for me, as I was always writing with capitalization only words that I knew from English, therefore I was making a lot of grammatical mistakes.

### **5. Perks of being bilingual**

Some studies concluded in 1960 till nowadays have supported bilingualism and considered it as a positive impact in our intellectual functions, based on “measures of conceptual development, creativity, meta-linguistic, awareness, semantic development, and analytic skills” (Diaz 1985). According to Diaz the positive effects are:

- Bilinguals are able to perform better verbal and nonverbal tasks.
- They are able to control their language processing and show high metalinguistic competency.
- Bilinguals are capable of doing simultaneous acquisition, using their two languages together with the setting or education.
- The effects of cognitive bilingualism can be archived early in the process and do not have the need that both languages should be in a balances way.
- Bilinguals are also highly advances in using many private-speech utterances and containing a large number of words in their vocabulary.

### **6. Conclusion**

All in all, despite some minor negative effects, bilingualisms still remain very important and positive in today's society. As a person who is able of speaking more than one language I do not find any trouble in using them in my everyday life, and they have helped me quite a lot in educational journey. What I mean is that like everything in this world, bilingualism has its own disadvantages but they are quite irrelevant when compared to its benefits.

Therefore, I stand in favor of it, by adding that bilinguals help the society get better constructed and improved. Knowing and learning upon languages gives you an opportunity to learn about other countries, other cultures. You get the chance to interact, to help and improve also. Not knowing the language, not being able to communicate you will not be able to understand them, the upbringing or help in any way. It is to the time of the languages, as many you know as better it is.

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## **CLASS DIVISION AND WINSTON'S PSYCHOLOGICAL OPPRESSION IN 1984**

### **Abstract**

*The Totalitarian regime in Nineteen Eighty-Four is supposed to be a regime where there are no classes. It is a socialist regime and the ideology that it declares is to abolish the capitalists who were rich people with many servants and create instead a government where all people are "comrades", and power is not inherited from father to son as Orwell explains in "THE BOOK". He states that Socialists intended to fight against "class privilege", but in 1984 Orwell pictures quite the opposite. There is class division and the higher they stand in the pyramid, the more privileged they are. All the structure of the society is shaped exactly as Karl Marx puts it. "History is driven by the material realities of the economic base of society; not by the ideologies of law, philosophy, and religion – which are built on that economic base." (Karl Marx) The Party keeps people in 1984 under control by leaving them under pressure of economical problems.*

**Keywords:** *Class division, psychological oppression, ideology, regime, class privilege, pressure*

### **1. Introduction**

What Karl Marx claimed about the proletariat stands for 1984. "Proletariat: The under-class of society, who are characterized by little to no control over the means of production". The proles (proletariat) are treated exactly like that in 1984. There is very little control on them and their duty is to breed and work. Through "THE BOOK" Orwell clearly states the class hierarchy in 1984.

"Below Big Brother comes the Inner Party. Its number is limited to six million, or something less than 2 percent of the population of Oceania. Below the Inner Party comes the Outer Party, which, if the Inner Party is described as the brain of the State, may be justly likened to the hands. Below come the dumb masses whom we habitually refer to as 'the proles', numbering perhaps 85 percent of the population." (Orwell, 263)

The highest scale in the pyramid of power in 1984 is Big Brother and the lowest are the proles.

### **2. Socialist regimes**

Socialist regimes did not quite like religion, even though Russia allowed it unlike Albania that banned all religions. If somebody was caught making religious propaganda was sent to prison. 1984 does not actually refer to Albanian totalitarian regime; it has reference to Russia and Stalin, as described in the book. "Big Brother, black-haired, black-moustachio'd, full of power and mysterious calm, and so vast that it almost filled up the screen" (Orwell, pg. 20).

Big Brother is not a real person who holds the highest position in the party, but he is only a figure that is used to function as a guise, to represent the Party. He replaces God.

In 1984 Big Brother holds the higher position, he is “at the apex of the pyramid” (Orwell, pg. 262). Orwell in “the book” says that it is not clear when Big Brother was born. He says that nobody has ever seen him. He is just a face and a voice that was used in the telescreen. He is a target of love and fear. This is exactly the role of God, in another regime. But the Party wanted their “God” to say what was in their interest and change the rules according to their needs so that Big Brother makes a better God.

A scale below in the regime of 1984 is the Inner Party. The Inner Party is a small group of people; it is only two percent of population of the Oceania (Orwell, pg. 263).

### **3. Big brother**

In theory Big Brother is the apex of the pyramid, but in practice it’s the Inner Party members who hold this position. In opposition to what is claimed as the doctrine of Socialist regimes that all people would be equal and power will be to the common people, it is not so. Inner Party leads the country and control the lives of the people in Oceania. They live in a good neighborhood, they eat good food and they drink wine. Inner Party members such as O’Brien are well dressed and healthy looking people.

Winston goes to meet O’Brien and describes his experience inside the Inner Party area. The neighborhood of the Inner Party members is a restricted area where people from other classes were not allowed.

“It was only on very rare occasions that one saw inside the dwelling-places of the Inner Party, or even penetrated into the quarter of the town where they lived” (Orwell, 212).

It is a neighborhood with “huge blocks of flats”, it is spacious and it has an unfamiliar smell of good food and good tobacco. There are also silent, fast lifts and white jacketed servants.

O’Brien offers Winston a drink that Winston calls “a dark-red liquid” (Orwell, 216), which O’Brien later tells him is called wine suggesting that it is a drink that is only for the Inner Party and it is not given to Outer Party members. Winston was an Outer Party member and he had never seen it, he only recalls it as a thing that he had read and dreamed about.

And O’Brien himself is described as “...a large, burly man with a thick neck and a coarse, humorous, brutal face. In spite of his formidable appearance he had a certain charm of manner.” (Orwell, 14)

### **4. The outer and inner party**

The Outer Party members who stand a scale below the Inner Party live in a dusty area, with dirty walls filled with posters of Big Brother. The smell is that of poor food.

The buildings called Victory Mansions where Winston lives are very old flats. People there live in harsh conditions where there is no heating in winter. It is a seven floor building but the lift doesn’t work.

“The plaster flaked constantly from ceilings and walls, the pipes burst in every hard frost, the roof leaked whenever there was snow, the heating system was usually running at half steam when it was not closed down altogether for motives of economy.” (Orwell, 27)

As Winston enters his building he can smell boiled cabbage and old rag mats. Even the canteen where they eat at lunch break is a dirty place where it's served cheap food and the only drink they can get is gin. Gin is the drink that uses the Outer Party.

“In the low-ceiling canteen, deep underground, the lunch queue jerked slowly forward.” (Orwell, 62) “...the regulation lunch – a metal pannikin of pinkish-grey stew, a hunk of bread, a cube of cheese, a mug of milkless Victory Coffee, and one saccharin tablet.” (Orwell, 64)

One of the “comrades”, Parsons, is the opposite of O'Brien. He is Winston's fellow employee at the Ministry of Truth (Orwell, 28) and is depicted as a filthy man.

“An overpowering smell of sweat, a sort of unconscious testimony to the strenuousness of his life, followed him about wherever he went, and even remained behind him after he had gone” (Orwell, 28-29)

There is a big difference between the Inner Party and the Outer Party member's lives. The neighborhoods are different; the buildings where they live, the food they eat and even their faces show the huge gap between these two classes.

Nevertheless, there is another class even lower in the pyramid of 1984, the lowest one. They are called “the proles”.

## 5. The proles

Proles are the lowest class in the society, they have been such even before the revolution, they are such now and they will continue the same way forever. As stated above the low class of the society can never change its status. They don't aspire to go to a higher class because this is not possible. As Orwell makes clear in “the Book” Proles which stands for Proletarians is the part of the society that is not to be feared. They are dumb and they are compared to animals. They are going to do what the working class of a society is supposed to do, “...working, breeding and dying...” (Orwell, 265).

“Before the Revolution they had been starved and flogged...the Party taught that the proles were natural inferiors who must be kept in subjection, like animals, by the application of a few simple rules...very little was known about the proles...Left to themselves, like cattle turned loose...They were born, they grew up in the gutters, they went to work at twelve, they passed through a brief blossoming-period of beauty and sexual desire, they married at twenty, they were middle aged at thirty, they died, for the most part, at sixty.”(Orwell, 91)

Proles are left in the gutter and nobody cares about them. “Animals and proles are free”. They live in the gutter but they don't live under psychological oppression since they are considered to be the dumps, they make no danger for the party. Because the low class historically has never made it to change its position.

The problem is with the middle class, which in this case are the Outer Party. They may want to change position. They may aspire to change their class and for this reason they are kept under strict surveillance. They are constantly watched by Big Brother through telescreens and they are oppressed economically, physically and psychologically.



As mentioned above the Outer Party members have very restricted supplies. There is a constant lack of razor blades for example. People are watched all the time by patrols with helicopter. But what the Inner Party fears more is the “thought”. For this reason, they have the “Thought Police”. And the Thought Police is what Winston fears more. Thought is a terrible crime.

## 6. “The book” and “Ownlife”

Of course, everything begins with the thinking, once you have the thought you can put it into practice, that’s why the party was very careful not to allow Party members be alone, and kept them under the pressure of the Thought Police. What in Newspeak is called OWNLIFE is very dangerous.

Intelligent people were under risk of being “vaporized” as they say in 1984. Winston thought that Syme, a philologist and a specialist in Newspeak, is one of those people that will be vaporized because as he says, Syme is too intelligent, which comes true later on.

As Orwell states in “THE BOOK”, do not revolt if they are kept under oppression and he says that this will never happen if they are not allowed any standards of comparison. For this reason, Oceania has no history. One Party slogan says “Who controls the past controls the future: who controls the present controls the past”. The history is changed according to the needs of the Party.

For example, after Oceania was not anymore at war with Eurasia, but with Eastasia, this meant that Eurasia was now an ally so that all records showing the opposite had to be destroyed. People must believe that Oceania had always been at war with Eastasia. The speeches, the singings, banners in the street, everything was changed to show that it is such the reality and has always been like that so that people would really believe.

## 7. Winston and O’Brien

Winston was one of those people who changed history and he allowed himself to have thoughts against Big Brother, believing that he was able to maintain his human thinking capacity without being noticed, but as it turns out the truth is completely different.

Winston enters in an affair with Julia. Love and love affairs were strictly forbidden. Party members were not allowed to create affection in a relationship. The Party intended to remove pleasure from the sexual act. If there was any suspicion of physical attraction between a couple they were not granted the permission to get married.

But this love affair was not the only crime Winton was committing. He becomes a supporter of Goldstein and Brotherhood, who seem to be fake enemies of the Party.

Winston had been under the Party surveillance all the time. And once he was sent to the Ministry of Love his physical and psychological violence begin.

He goes under terrible tortures but still the physical violence is the least painful one. The problem is the psychological one. The Party wants to “cure” people before killing them and make them believe what it says. O’Brien wants Winston to really feel that 2+2 make 5 not 4 and he won’t give up until Winston really believe this.

O'Brien wants to make him believe that what he knows is not the reality. He says to Winston "You suffer from a defective memory. You are unable to remember real events and you persuade yourself to remember other events which have never happened..." (Orwell, 310).

## 8. Conclusion

This regime is very different from other regimes. It is the worst ever. Killing is nothing before this psychological experiment that they make through tortures. They don't merely kill people, but they capture their inner mind and reshape it. We make them one of us before we kill them says O'Brien. (Orwell, 321)

This is exactly what happens with Winston. Finally, he doesn't really know anymore whether Oceania had been to war with Eurasia or Eastasia. And he finally writes  $2+2=5$  really believing it.

"They can't get inside you, 'she had said. But they could get inside you." (Orwell, 367) They managed to get inside Winston's mind and modify it so that Winston would not be able to think.

The totalitarian regime in Oceania is a regime that keeps people under economical, physical and psychological oppression. Even though it is a socialist regime, it is not a classless one. The class distinction is the one that has always existed in the world. The high, the middle and the low. George Orwell has shown a fictional regime that keeps the middle class under surveillance all the time, not allowing them to be alone so that they won't commit "Thoughtcrime", and won't be able to switch the power.

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## **CLASS DIVISION AND WINSTON'S PSYCHOLOGICAL OPPRESSION IN 1984**

### **Abstract**

*The problems we are facing today can be the results of errors made by past generations. Similarly, the mistakes we are making today can become the problems of future generations. Today as a matter of fact, a significant part of the world's population, especially Muslim communities, are living in a great economic and social crisis.*

*Among the causes of breaking the world peace, two important factors stand out in relief: wars and defense expenditures and socio-economic imbalance under the name of a preparation for a possible war. Unfortunately, Muslim societies are the most affected by these two negative cases. In fact, this situation is not caused by the religion of which they believe and try to implement. It seems to be simplistic and not realistic enough to claim that the current situation of Muslim communities is originating in external powers so that we do not wish to be in tendency to having such a claim uncompromisingly. The problem and its solution in no small measure lie within themselves.*

*This research will talk about peace education, which is an important issue that can play an essential role to resolve these fundamental issues. This study will focus on the following topics: a) the peace education through its definition, scope, purpose and historical development; b) especially cold and hot wars, unfair and unbalanced distribution of income in the world as necessary causes of peace education; c) The feasibility study of peace education for Islamic countries; d) the perspective of Islam on these problems and its relation with religious education.*

**Keywords:** *the world peace, peace education, war, cold war, unbalanced distribution, religious education, society.*

### **1. Introduction**

The problems we are facing today can be the results of errors made by past generations. Similarly, the mistakes we are making today can become the problems of future generations. Today as a matter of fact, a significant part of the world's population, especially Muslim communities, are living in a great economic and social crisis.

Among the causes of breaking the world peace, two important factors stand out in relief: wars and defense expenditures and socio-economic imbalance under the name of a preparation for a possible war. Unfortunately, Muslim societies are the most affected by these two negative cases. In fact, this situation is not caused by the religion of which they believe and try to implement. It seems to be simplistic and not realistic enough to claim that the current situation of Muslim communities is originating in external powers so that we do not wish to be in

tendency to having such a claim uncompromisingly. The problem and its solution in no small measure lie within themselves.

This research will talk about peace education, which is an important issue that can play an essential role to resolve these fundamental issues. This study will focus on the following topics: a) the peace education through its definition, scope, purpose and historical development; b) The feasibility study of peace education for Islamic countries; c) the perspective of Islam on these problems and its relation with religious education.

## **2. Definition of peace education**

James Page suggests peace education be thought of as “encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others” (Page, 2008, p. 189). Often the theory or philosophy of peace education has been assumed and not articulated. Johan Galtung suggested in 1975 that no theory for peace education existed and that there was clearly an urgent need for such theory (Galtung, *Essays in Peace Research*, 1975, pp. 334-339). More recently there have been attempts to establish such a theory. Joachim James Calleja has suggested that a philosophical basis for peace education might be located in the Kantian notion of duty (Calleja, 1991). James Page has suggested that a rationale for peace education might be located in virtue ethics, consequentialist ethics, conservative political ethics, aesthetic ethics and the ethics of care (Page, 2008). “Peace education” programs around the world have represented a spectrum of focal themes, including anti-nuclearism, international understanding, environmental responsibility, communication skills, nonviolence, conflict resolution techniques, democracy, human rights awareness, tolerance of diversity, coexistence and gender equality, among others.

Peace education hopes to form and develop in the human consciousness a commitment to the ways of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education classes learn how to solve problems caused by violence. Social violence and warfare can be described as a form of a pathological disease. Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts nonviolently and by creating a desire to seek peaceful resolutions of conflicts. Societies spend money and resources training doctors to heal the ill. Why should not they also educate their citizens to conduct affairs nonviolently? Peace educators use teaching skills to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future. The word ‘education’ comes from the Latin word ‘educare,’ to draw or lead out. Peace education draws out from people their instincts to live peacefully with others and emphasizes peaceful values upon which society should be based (Harris I., 2011, pp. 348-357). Educators, from early childhood to adult, can use their professional skills to tell their students about peace. The study of peace attempts to nourish those energies and impulses that make possible a meaningful and life enhancing existence.

### 3. The feasibility study of peace education for islamic countries

Especially after the industrial revolution, the development trajectory of countries changed and the nations that held the reins of industrial and military power continued their dominance in many respects. The vast majority of the world's population had to comply with them. Although slavery and colonialism were officially abolished in the 20th century, many nations and countries still live under political, military and economic colonialism. Unless the underdeveloped countries regain consciousness and put an end to war, conflicts and defence expenditures for excessive militarization as developed countries, their developments in the social and economic spheres will not go beyond an imagination.

This is the same case for the Islamic countries and their people. One solution recommendation for people of underdeveloped Muslim countries to fix their situation is to believe that the poverty, misery, and backwardness they are suffering from are not an integral part of their destiny but mainly as a result of their actions and failures without denying the possibility of the involvement of other factors; the one possible remedy to get rid of these daunting situations is to make an effort to get rid of these negative situations through logic, mind and willpower. One of the experienced side effects of having such an understanding of fate is to interiorize the current situation and not to take measures for change of state. In Islamic understanding, fate is related to the knowledge of God which is unlimited, absolute and incomprehensible in all its aspects by human beings. One should look at the unfolding events in front of him or her from the viewpoint of such human capacities as the power of mind and will power. As Suzanne C. Toton states that the current economic, political, social structures and systems will continue to oppress us as long as we don't care about them (the current negativities), accept them as a normal situation and do something to prevent them.

So, enjoining what is right and forbidding what is evil as being one of the Islamic obligations upon Muslim believers (Āl al-Imrān, 3:104), faithful followers of Islam must do their parts against evil. In today's conditions, this Islamic characteristic seems to be possible for its implementation through the peace education within contemporary education systems.

On the other hand, peace education is not meant to raise passivated people who take refuge in their fatalistic beliefs and so they don't object against human rights violations. This approach is similar with that of Jabriyyah (compulsionists) that is a school of theology which is considered as a sect departed from the mainstream Islamic creed. They denied human freedom of will. They held that all human acts occur under the compulsion of divine power.

### 4. Conclusion

Today, it is a fact that we live in a very different world in the sense of social, economic and political sphere compared to the past. This is as a natural consequence of the principle that is "the only thing that does not change is change itself" which had its root with different articulation as "no man ever steps in the same river twice" in the teachings of a pre-Socratic Greek philosopher Heraclitus of Ephesus.

Peace education raises awareness of people on what is happening globally in terms of injustice, inequity and oppression and methods of how to be protected from them and so it evokes

consciousness in humans. Therefore, peace education is very crucial today to work for a society based on principles of social justice, integrity, equal rights and opportunity.

Peace education is meant to raise brave, hardworking, conscientious and principled generations who know their own rights and freedoms and do all the legal efforts to achieve them. An ideal society can only be made up of such young generations who have been raised in this consciousness and who are able to think globally and act locally.

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